

**Board of Trustees Meeting for
Pennsylvania Distance Learning Charter School**
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143
Telephone: (888) 997-3352 Facsimile: (866) 977-3527
Website: www.padistance.org

Board Meeting

Date: July 29, 2020
Time: 2:00 pm
Location: via Teleconference
888.988.2893, access 73527

AGENDA

MEETING TYPE: Regular Special Proposed Approved

A. Call to Order

B. Roll Call

Board Member Attendance:

John Marous, President	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
William Donahue, Vice President	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Greg Dolan, Treasurer	<input type="checkbox"/> Present	<input type="checkbox"/> Absent

Other Attendees:

Patricia Rossetti, Chief Executive Officer, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Kelly Crooks, High School Principal, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Sheryl Allmon, Director of Student Services PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Nicholas Kocuba, Director of Technology PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent

C. Pledge of Allegiance

D. Public Comment

E. Review of Agenda

F. NEW BUSINESS

i. PDLCS Health and Safety Procedures

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

G. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on September 8, 2020.

**Board of Trustees Meeting for
Pennsylvania Distance Learning Charter School**
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143
Telephone: (888) 997-3352 Facsimile: (866) 977-3527
Website: www.padistance.org

Board Meeting

Date: September 8, 2020
Time: 4:00 pm
Location: Pennsylvania Distance Learning Charter School
and via Teleconference

AGENDA

MEETING TYPE: Regular Special Proposed Approved

A. Call to Order

B. Roll Call

Board Member Attendance:

John Marous, President	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
William Donahue, Vice President	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Greg Dolan, Treasurer	<input type="checkbox"/> Present	<input type="checkbox"/> Absent

Other Attendees:

Patricia Rossetti, Chief Executive Officer, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Kelly Crooks, High School Principal, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Stephanie Faith, SE Coordinator PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Sheryl Allmon, Director of Student Services PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Nicholas Kocuba, Director of Technology PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent

C. Pledge of Allegiance

D. Public Comment

E. Review of Agenda

F. Standard Business

i. Meeting Minutes of June 8, 2020 Board Meeting

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

**Board of Trustees Meeting for
Pennsylvania Distance Learning Charter School**
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143
Telephone: (888) 997-3352 Facsimile: (866) 977-3527
Website: www.padistance.org

ii. Meeting Minutes of July 29, 2020 Board Meeting

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

G. NEW BUSINESS

i. Financial Report

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

ii. State of School Report

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

iii. Title IX Policy and Resolution

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

iv. Compensation Proposal

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on December 7, 2020.

I Executive Session (if necessary)

The Board will meet in an Executive Session.

**Board of Trustees Meeting for
Pennsylvania Distance Learning Charter School**
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143
Telephone: (888) 997-3352 Facsimile: (866) 977-3527
Website: www.padistance.org

Board Meeting

Date: December 7, 2020
Time: 3:30 pm
Location: Pennsylvania Distance Learning Charter School
and via Teleconference

AGENDA

MEETING TYPE: Regular Special Proposed Approved

A. Call to Order

B. Roll Call

Board Member Attendance:

John Marous, President	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
William Donahue, Vice President	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Greg Dolan, Treasurer	<input type="checkbox"/> Present	<input type="checkbox"/> Absent

Other Attendees:

Patricia Rossetti, Chief Executive Officer, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Kelly Crooks, High School Principal, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Stephanie Faith, SE Coordinator PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Sheryl Allmon, Director of Student Services PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Nicholas Kocuba, Chief Operating Officer	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent

C. Pledge of Allegiance

D. Public Comment

E. Review of Agenda

F. Standard Business

i. Meeting Minutes of September 8, 2020 Board Meeting

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

**Board of Trustees Meeting for
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G. NEW BUSINESS

i. Audit Report

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

ii. Financial Report

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

iii. Budget SY20-21

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

iv. State of the School Report

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

v. Proposed Organization Chart Changes

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

vi. Proposed SY21-22 Calendar

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

vii. Student 217-20 Agreement

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on March 1, 2021.

I Executive Session (if necessary)

**Board of Trustees Meeting for
Pennsylvania Distance Learning Charter School**
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143
Telephone: (888) 997-3352 Facsimile: (866) 977-3527
Website: www.padistance.org

Board Meeting

Date: March 1, 2020
Time: 4:00 pm
Location: Pennsylvania Distance Learning Charter School
and via Teleconference

AGENDA

MEETING TYPE: Regular Special Proposed Approved

A. Call to Order

B. Roll Call

Board Member Attendance:

John Marous, President	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
William Donahue, Vice President	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Greg Dolan, Treasurer	<input type="checkbox"/> Present	<input type="checkbox"/> Absent

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Kelly Crooks, High School Principal, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Stephanie Faith, SE Coordinator PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Sheryl Allmon, Director of Student Services PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Nicholas Kocuba, Chief Operating Officer	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent

C. Pledge of Allegiance

D. Public Comment

E. Review of Agenda

F. Standard Business

i. Meeting Minutes of December 7, 2020 Board Meeting

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

ii. Financial Report

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

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iii. State of the School Report

Motion: _____

Support: _____

Ayes: _____

Opposed: _____

G. NEW BUSINESS

i. SY 2021-2022 Employee and Parent Student Handbook Revisions

Motion: _____

Support: _____

Ayes: _____

Opposed: _____

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on May 3, 2021.

I Executive Session (if necessary)

**Board of Trustees Meeting for
Pennsylvania Distance Learning Charter School**
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143
Telephone: (888) 997-3352 Facsimile: (866) 977-3527
Website: www.padistance.org

Board Meeting

Date: May 3, 2021
Time: 4:00 pm
Location: Pennsylvania Distance Learning Charter School
and via Teleconference
888.988.2893 Guest: 73527

AGENDA

MEETING TYPE: Regular Special Proposed Approved

A. Call to Order

B. Roll Call

Board Member Attendance:

John Marous, President	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
William Donahue, Vice President	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
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Kelly Crooks, Middle/High School Principal, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Stephanie Faith, Special Education Coordinator, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Sheryl Allmon, Director of Student Services PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Nicholas Kocuba, Chief Operating Officer PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	<input type="checkbox"/> Present	<input type="checkbox"/> Absent

C. Pledge of Allegiance

D. Public Comment

E. Review of Agenda

F. Standard Business

i. Meeting Minutes of March 1, 2021 Board Meeting

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

**Board of Trustees Meeting for
Pennsylvania Distance Learning Charter School**
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143
Telephone: (888) 997-3352 Facsimile: (866) 977-3527
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ii. State of the School Report

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

iii. Financial Report

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

G. NEW BUSINESS

i. SY 2021-2022 Board Appointments

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

ii. SY2021-2022 Board Meeting Dates

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

iii. 2021-2022 Draft Budget

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

iv. 2021-2022 Continuous School Improvement Update

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on June 7, 2021.

I Executive Session (if necessary)

**Board of Trustees Meeting for
Pennsylvania Distance Learning Charter School**
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143
Telephone: (888) 997-3352 Facsimile: (866) 977-3527
Website: www.padistance.org

Board Meeting
Date: June 7, 2021
Time: 4:00 pm
Location: Pennsylvania Distance Learning Charter School
and via Teleconference
888.988.2893 Guest: 73527

AGENDA

MEETING TYPE: Regular Special Proposed Approved

A. Call to Order

B. Roll Call

Board Member Attendance:

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Kelly Crooks, Middle/High School Principal,	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Stephanie Faith, Special Education Coordinator	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Sheryl Allmon, Director of Student Services	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Nicholas Kocuba, Chief Operating Officer	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary	<input type="checkbox"/> Present	<input type="checkbox"/> Absent

C. Pledge of Allegiance

D. Public Comment

E. Review of Agenda

F. Standard Business

i. Meeting Minutes of May 3, 2021 Board Meeting

Motion: _____ **Support:** _____
Ayes: _____ **Opposed:** _____

G. NEW BUSINESS

**Board of Trustees Meeting for
Pennsylvania Distance Learning Charter School**
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143
Telephone: (888) 997-3352 Facsimile: (866) 977-3527
Website: www.padistance.org

i. SY 2021-2022 Budget

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

ii. Comp Plan/CSI Update

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

iii. Fund Balance Allocation

Motion: _____
Ayes: _____

Support: _____
Opposed: _____

iv. School Programs Book for Board of Trustees – Year in Review

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on September 20, 2021.

I Executive Session (if necessary)

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 Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Al-Amoudi, Niclole	Yes	Citizenship 7-12 Social Studies 7-12 Program Specialist ESL K-12	9-12	AP US History Graduation Recovery Teacher ESL Coordinator	40 per week	100%	0%
2	Azzaro, Susannah	Yes	Bus-Computer-Info Tech K-12 English 7-12	9-12	Business Technology Teacher	40 per week	100%	0%
3	Batrack, Felicia	Yes	Special Education PK-8 Grades PK-4	6	Special Education Teacher	40 per week	100%	0%
4	Barko, Emily	Yes	K-6 Elementary Education N-12 Special Education	3-6	Title I Teacher	40 per week	100%	0%
5	Bate, Jamie	Yes	School Speech & Language Pa hologist PK-12	K-6	Speech Pathologist	40 per week	100%	0%
6	Berger, Angela	Yes	Spanish K-12 English 7-12 French K-12	K-12	French and Spanish Teacher	40 per week	100%	0%
7	Bible, Darcy	Yes	7-12 Mathema ics	7	7th Grade Mathematics Teacher	40 per week	100%	0%
8	Bigos, Joanna	Yes	Elementary School Counselor K-6, Secondary School Counselor 7-12, Principal PK-12	K-12	Behavior Interventionist	40 per week	100%	0%
9	Blose, Sarah	Yes	Special Education N-12 Elementary K-6	9-12	Special Education Teacher	40 per week	100%	0%
10	Borghetti, Lauren	Yes	English 7-12 Biology 7-12	7	7th Grade English Language Arts	40 per week	100%	0%
11	Bowman, Courtney	Yes	Early Childhood N-3 Elementary K-6	K-6	Title I Teacher	40 per week	100%	0%
12	Brennen, Coleen	Yes	Biology 7-12 General Science 7-12 Family Consumer Science K-12	8	8th Grade Science Teacher	40 per week	100%	0%
13	Budd, Laura	Yes	Special Education PK-8	K-12	Career to Work - Special Education Teacher	40 per week	100%	0%
14	Buncic, Kara	Yes	Elementary & Secondary School Counselor PK-12	9-12	School Counselor	40 per week	100%	0%
15	Carpenter, Elisa	Yes	PK-12 Music	2,4,6	PK-12 Music Teacher	40 per week	100%	0%
16	Ceravolo, Vanessa	Yes	PK-4 Elementary	K	Kindergarten Teacher	40 per week	100%	0%
17	Chavers, Jessica	Yes	Grades PK-4	3	3rd Grade Teacher	40 per week	100%	0%
18	Choung, Gabrialla	Yes	Grades PK-4 Reading Specialist PK-12	4	4th Grade Teacher	40 per week	100%	0%
19	Clutter, Karen	Yes	K-12 Health N-12 Special Education	9-12	Special Education Teacher	40 per week	100%	0%
20	Colbert, Tracey	Yes	K-12 Bus/Computer/Info Tech 7-9 Social Studies 7-12 General Science 7-9 Math 7-12 Chemistry 7-12 Physics	9-12	9-12 Grade Science	40 per week	100%	0%
21	Collins, Kelly	Yes	7-12 Chemistry 7-12 Biology 7-12 Ear h and Space Science	7	7th Grade Science Teacher	40 per week	100%	0%
22	Crooks, Kelly	Yes	7-12 English Principal PK-12 Supvr Curr & Ins K-12	7-12	Middle/High School Principal	40 per week	100%	0%
23	Cutler, Stephen	Yes	Social Studies 7-12	7	7thGrade Social Studies Teacher	40 per week	100%	0%
24	Danka, Jesse	Yes	Special Education N-12	7-12	Title I Teacher	40 per week	100%	0%
25	Davis, Larissa	Yes	Grades PK-4	K	Kindergarten Teacher	40 per week	100%	0%
26	Dayka, Matthew	Yes	English 7-12	9-12	9-12 English Teacher	40 per week	100%	0%
27	Deeds-Cameron, Lydia	Yes	Social Studies 7-12	8	8th Grade Social Studies Teacher	40 per week	100%	0%
28	DeRoner, Victoria	Yes	Instructional Tech Spec PK-12 7-12 Social Studies 7-12 Citizenship 6-9 Mid-Level English	9-12	9-12 Social Studies Teacher/ Teacher Technology Coach	40 per week	100%	0%
29	DeSantis, Leah	Yes	Special Education PK-8 Grades PK-4	K-2	Title I Teacher	40 per week	100%	0%
30	Devlin, Kaitlin	Yes	Social Studies 7-12 Special Education N-12	8-12	Graduation Recovery Secondary Social Studies	40 per week	100%	0%
31	Diable, Angela	Yes	Early Childhood N-3 Elementary K-6 Special Education PK-12	9-12	Special Education Teacher	40 per week	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
32	Dickson, Samuel	Yes	7-12 Social Studies 7-12 Special Education 7-12 Earth and Space Science	7-8	Special Education Teacher	40 per week	100%	0%
33	Donahue, Tamara	Yes	Elementary K-6 Special Education PK-12 Reading Specialist PK-12	K-12	Title I Teacher	40 per week	100%	0%
34	Donofrio, Lauren	Yes	7-12 English	9-12	9-12 English Teacher	40 per week	100%	0%
35	Edwards, Brianna	Yes	Elementary & Secondary School Counselor PK-12	K-6	School Counselor	40 per week	100%	0%
36	Evanchak, Matthew	Yes	Elementary K-6 Special Education N-12	6	6th Grade Teacher	40 per week	100%	0%
37	Faith, Stephanie	Yes	Elementary K-6 School Psychologist PK-12 Principal PK-12	K-12	Special Education Coordinator	40 per week	100%	0%
38	Fanning, Lindsey	Yes	7-12 Mathematics	9-12	9-12 Mathematics Teacher	40 per week	100%	0%
39	Galando, Matthew	Yes	Elementary K-6 Special Education PK-12	7	Special Education Teacher	40 per week	100%	0%
40	Gates, Clare	Yes	English 7-12	9-12	9-12 English Teacher	40 per week	100%	0%
41	Gates, Matthew	Yes	Bus-Computer Info Tech PK-12	8-12	Bus/Technology Teacher	40 per week	100%	0%
42	George, Hannah	Yes	Grades PK-4	K-4	Title I Teacher	40 per week	100%	0%
43	Glaser, Andrew	Yes	English 7-12	7	7th Grade English Teacher	40 per week	100%	0%
44	Groscost, Natalie	Yes	English 7-12 Reading Specialist K-12	9-12	Reading Specialist	40 per week	100%	0%
45	Grosso, Sherri	Yes	Biology 7-12 Chemistry 7-12	9-12	9-12 Science Teacher	40 per week	100%	0%
46	Guilish, Jaclyn	Yes	Elementary K-6 Special Education N-12	9-12	Special Education Teacher	40 per week	100%	0%
47	Guiliani, Ryan	Yes	7-12 Social Studies	9-12	9-12 Social Studies	40 per week	100%	0%
48	Harmon, Melissa	Yes	K-6 Elementary	2	2nd Grade Teacher	40 per week	100%	0%
49	Hart, William	Yes	Music K-12 Mid-Level Math 7-9 Mid Level Science 7-9 Special Ed PK-8 Grades PK-4	9-12	Music Teacher	40 per week	100%	0%
50	Hartmann, Katie	Yes	Social Studies 7-12 ESL PK-12 Safety/Driver ED 7-12	9-12	Social Studies Teacher Driver's Education Teacher	40 per week	100%	0%
51	Hoffman, Alyssa	Yes	Special Education K-8 Grades PK-4	5	Special Education Teacher	40 per week	100%	0%
52	Hughes, Kevin	Yes	K-12 Physical Education/Health	K-6	Physical Education/Health Teacher	40 per week	100%	0%
53	Iannessa, Maureen	Yes	Elementary K-6 Family and Consumer Science K-12	6	6th Grade Teacher	40 per week	100%	0%
54	Johnston, (Dietrich), Maggie	Yes	English 7-12	9-12	9-11 English Teacher	40 per week	100%	0%
55	Kelly, Maggie	Yes	English 7-12	9-12	9-11 English Teacher	40 per week	100%	0%
56	Kleifgan, Michelle	Yes	Early Childhood N-3 English 7-12 Mathematics 7-12 Special Education PK-12	9-12	9-12 Mathematics	40 per week	100%	0%
57	Korber, Jeffrey	Yes	7-12 Mathematics	9-12	9-12 Mathematics Teacher	40 per week	100%	0%
58	Kudritz, Lindsay	Yes	Elementary K-6 Reading Specialist PK-12	1	1st Grade Teacher	40 per week	100%	0%
59	Lawrence, Julie	Yes	Art K-12	K-8	Art Teacher	40 per week	100%	0%
60	Lesko, Branna	Yes	Spanish PK-12	9-12	Spanish Teacher	40 per week	100%	0%
61	Levenson, Ashley	Yes	Elementary PK-4 Special Education K-8	6	Special Education Teacher	40 per week	100%	0%
62	Martin, Stacy	Yes	Elementary K-6 Reading Specialist PK-12 Special Education PK-12	9-12	Special Education Teacher	40 per week	100%	0%
63	Mayle, Andrew	Yes	Mathematics 7-12	9-12	9-12 Mathematics Teacher	40 per week	100%	0%
64	McNeil, Laura	Yes	Nurse (contracted 990 employee)	K-12	School Nurse	20 per month	100%	0%
65	Mihoerck (Griffith), Katie	Yes	Elementary & Secondary School Counselor PK-12	9-12	School Counselor	40 per week	100%	0%
66	Mittlemeier, Julia	Yes	Grades 4-6 (all subjects) Mathematics 7-8	6	6th Grade Teacher	40 per week	100%	0%
67	Monnich, Amanda	Yes	Elementary K-6 Special Education N-12	5	Special Education Teacher	40 per week	100%	0%
68	Mudd, Beth Ann	Yes	Elementary K-6	5	5th Grade Teacher	40 per week	100%	0%
69	Murray, Spencer	Yes	Elementary & Secondary School Counselor PK-12	8	School Counselor	40 per week	100%	0%
70	Mysels, Peter	Yes	7-12 Social Studies PK-12 Inst Technology Specialist	9-12	Secondary Social Studies	40 per week	100%	0%

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71	Naugle, Crystal	Yes	K-6 Elementary Education N-12 Special Education; Reading Specialist PK-12	6	6th Grade Teacher	40 per week	100%	0%
72	Oleson, Chelsea	Yes	Grades PK-4	5	5th Grade Teacher	40 per week	100%	0%
73	Olszewski, Sara		Elementary K-6 Special Education PK-8 Apecial Education 7-12 English 7-12	9-12	Special Education Teacher	40 per week	100%	0%
74	Payne, Brandon	Yes	Elementary & Secondary School Counselor PK-12	K-3	School Counselor	40 per week	100%	0%
75	Perhac, Tyler	Yes	English 7-12	9-12	Graduation Recovery 9-12 English	40 per week	100%	0%
76	Petraglia, Marisa	Yes	7-12 Social Studies 7-12 English PK-12 Family Consumer Science	9-12	Secondary Social Studies Family Consumer Science Teacher	40 per week	100%	0%
77	Ploesch, Aubrey	Yes	6-9 Mathematics Musick PK-12 Principal PK-12	K-6	K-6 Principal Federal Programs	40 per week	100%	0%
78	Pontius, Brad	Yes	K-12 Physical Education/Health	9-12	Health & Physical Education Teacher	40 per week	100%	0%
79	Prementine, Kaylie	Yes	Special Education PK-8 Grades PK-4	K-6	Title I Teacher	40 per week	100%	0%
80	Protho, Amy	Yes	Principal K-12; Secondary School Counselor; Elementary School Counselor	7	School Counselor	40 per week	100%	0%
81	Rauenzahn, Mandy	Yes	Secondary School Counselor	9-12	School Counselor	40 per week	100%	0%
82	Reddecliff, Brina	Yes	Special Education PK-8 Grades PK-4	K-8	Special Education Teacher	40 per week	100%	0%
83	Reda, Anthony	Yes	K-12 Physical Education/Health	7	Physical Education/Health Teacher	40 per week	100%	0%
84	Rogers, Erin	Yes	Special Education K-12 English 7-12	9-12	Special Education Teacher	40 per week	100%	0%
85	Rossetti, Patricia	Yes	Principal PK-12 Social Studies 7-12 LOE Superintendent PK-12	K-12	Chief Executive Officer	40 per week	100%	0%
86	Rumble, Evan	Yes	Art K-12	9-12	Art Teacher	40 per week	100%	0%
87	Sabol (Pickering), Stephanie	Yes	PK-12 Heal h & Physical Science	K-6	Physical Education/Heal h Teacher	40 per week	100%	0%
88	Sanko, Katie	Yes	Elementary & Secondary School Counselor PK-12	K-6	School Counselor	40 per week	100%	0%
89	Sapp, Jessica	Yes	Music K-12	K-8	Music Teacher	40 per week	100%	0%
90	Scotto, Deanna	Yes	Elementary K-6th	5	5th Grade Teacher	40 per week	100%	0%
91	Sellinger, Samantha	Yes	General Science 7-12 Biology 7-12	9-12	Secondary Science Teacher	40 per week	100%	0%
92	Simmons, Sarah	Yes	General Science 7-12	7	7th Grade Science Teacher	40 per week	100%	0%
93	Smialek, Carol	Yes	Social Studies 7-12 English 7-12	9-12	Secondary Social Studies Teacher	40 per week	100%	0%
94	Smith, Brianna	Yes	Special Education PK-8 Grades PK-4	K-2	Special Education Teacher	40 per week	100%	0%
95	Smith, Stephanie	Yes	Health and Physical Education	K-8	Physical Education/Health Teacher	40 per week	100%	0%
96	Steele, Aimee	Yes	Early Childhood N-3 Elementary K-6	4	4th Grade Teacher	40 per week	100%	0%
97	Steigerwald, Veronica	Yes	Social Studies 7-12	9-12	Graduation Recovery 7-12 Social Studies Teacher	40 per week	100%	0%
98	Teare, Emily	Yes	Grades PK-4 Special Eduation PK-8	4	Special Education Teacher	40 per week	100%	0%
99	Thornton, Amy	Yes	Special Education N-12 Elementary K-6	3	3rd Grade Teacher	40 per week	100%	0%
100	Trudeau, Christine	Yes	Elementary K-6 English 7-12 Mental or Phys Handicapped	8	8th Grade English Teacher	40 per week	100%	0%
101	Wallace, Michelle	Yes	Grades PK-4	K-4	Title I Teacher	40 per week	100%	0%
102	Winter, Adam	Yes	Grades PK-4 Special Education K-8	3	Special Education Teacher	40 per week	100%	0%
103	Wisniewski, Alan-Michael	Yes	4-6 All Subjects 7-8 Mathematics	8	8th Grade Mathematics	40 per week	100%	0%

Total Number of Administrators (do not include CEO): 3

Total Number of Teachers: 89 Counselors: 8 School Nurses: 1 Others _____

Total Number of Professional Staff: 101

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2021

Name of School: Pennsylvania Distance Learning Charter School

Address of School: 2605 Nicholson Road, Suite 4100, Sewickley, PA 15143

CEO Signature 

REVENUES

6000		REVENUE FROM LOCAL SOURCES	0
			0
6500		EARNINGS ON INVESTMENTS	0
	6510	Interest on Investments and Interest-Bearing Checking Accounts	25,424
	6520	Dividends on Investments	0
	6530	Gains or Losses on Sale of Investments	0
	6540	Earnings on Investments in Real Property	0
	6590	Other Earnings or Investments	0
			0
6600		FOOD SERVICE REVENUE	0
	6610	Daily Sales - Reimbursable Programs	0
	6620	Daily Sales - Non-Reimbursable Programs	0
	6630	Special Functions	0
	6640	Non-Cash Contributions	0
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	0
	6690	Other Food Service Revenues	0
			0
6700		REVENUES FROM STUDENT ACTIVITIES	0
	6710	Admissions	0
	6720	Bookstore Sales	0
	6730	Student Organization Membership Dues and Fees	0
	6740	Fees	0
	6750	Student Activity - Special Events	0
	6790	Other Student Activity Income	0
			0
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	0
	6810	Revenue from Local Governmental Units	0
	6820	Revenue from Intermediary Sources - Commonwealth Funds	0
	6830	Revenues from Intermediary Sources - Federal Funds	0
	6890	Other Revenues from Intermediary Sources	0
			0
6900		OTHER REVENUE FROM LOCAL SOURCES	0
	6910	Rentals	0
	6920	Contributions & Donations from Private Sources / Capital Contributions	10,000

	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	0
	6940	Tuition from Patrons	0
	6941	Regular Day School Tuition	0
	6942	Summer School Tuition	0
	6943	Adult Education Tuition	0
	6944	Receipts From Other LEAs in Pennsylvania - Education	22,025,285
	6945	Receipts from Out-of-State LEAs	0
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	0
	6947	Receipts from Members of Intermediate Units for Education by	0
	6948	Receipts from Members of Intermediate Units for Direct Contributions	0
	6949	Other Tuition from Patrons	0
	6950	Unassigned	0
	6960	Services Provide Other Local Governmental Units / LEAs	0
	6961	Transportation Services Provided Other Pennsylvania LEAs	0
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	0
	6970	Services Provided Other Funds	0
	6980	Revenue from Community Service Activities	0
	6990	Refunds and Other Miscellaneous Revenue	1,057
	6991	Refunds of a Prior Year Expenditure	0
	6999	Other Revenues Not Specified Above	0
			0
7000		REVENUE FROM STATE SOURCES	0
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	0
	7150	Unassigned	0
	7160	Tuition for Orphans and Children Placed in Private Homes	0
	7180	Staff and Program Development	0
			0
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	0
	7210	Homebound Instruction	0
	7220	Vocational Education	0
	7230	Alternative Education	0
	7240	Driver Education - Student	0
	7250	Migratory Children	0
	7260	Workforce Investment Act (WIA)	0
	7270	Specialized Education of Exceptional Pupils	0
	7280	Adult Literacy	0
	7290	Additional Educational Program Revenues	0
			0
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	0
	7310	Transportation (Regular and Additional)	0
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	0
	7330	Health Services (Medical, Dental, Nurse, Act 25)	14,170
	7340	Unassigned	0
	7350	Sewage Treatment Operations / Environmental Subsidies	0

	7360	Safe Schools	0
			0
			0
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	0
			0
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	0
	7502	Dual Enrollment Grants	12,181
	7503	Project 720/High School Reform	0
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	0
			0
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	0
			0
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	0
	7810	State Share of Social Security and Medicare Taxes	0
	7820	State Share of Retirement Contributions	0
			0
7900		REVENUE FOR TECHNOLOGY	0
	7910	Educational Technology	0
	7990	Other Technology Grants	0
			0
8000		REVENUE FROM FEDERAL SOURCES	0
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	0
	8110	Payments for Federally Impacted Areas - P.L. 81-874	0
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	0
			0
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	0
			0
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	0
	8310	Payments for Federally Impacted Areas - P.L. 81-815	0
	8320	Energy Conservation Grants - TA and ECM	0
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	0
			0
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	0
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	268,145
	8520	Vocational Education	0

	8530	Child Nutrition Program	0
	8540	Nutrition Education and Training	0
	8560	Federal Block Grants	630,951
	8570	Unassigned	0
	8580	Child Care and Development Block Grants	0
	8590	Unassigned	0
			0
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	0
	8610	Homeless Assistance Act	0
	8620	Adult Basic Education	0
	8640	Headstart	0
	8650	Unassigned	0
	8660	Workforce Investment Act (WIA)	0
	8670	Unassigned	0
	8680	Unassigned	0
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	0
			0
8700		FEDERAL STIMULUS FUNDING	0
	8740	CARES Act, CRRSA Act, and ARP Act Funding	538,741
			0
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	0
			0
9000		OTHER FINANCING SOURCES	0
9100		SALE OF BONDS	0
	9110	Bond Issue Proceeds (Gross)	0
	9120	Proceeds from Refunding of Bonds	0
			0
9200		PROCEEDS FROM EXTENDED TERM FINANCING	0
			0
9300		INTERFUND TRANSFERS	0
	9310	General Fund Transfers	0
	9320	Special Revenue Fund Transfers	0
	9330	Capital Projects Funds Transfers	0
	9340	Debt Service Fund Transfers	0
	9350	Enterprise Fund Transfers	0
	9360	Internal Service Fund Transfers	0
	9370	Trust and Agency Fund	0
	9380	Activity Fund Transfers	0
	9390	Permanent Fund Transfers	0
			0
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	0
			0
9500		Unassigned	0

				0
9600			Unassigned	0
				0
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	0
	9710		Transfers from Component Units	0
	9720		Transfers from Primary Governments	0
				0
9800			INTRAFUND TRANSFERS IN	0
	9810		General Fund Intrafund Transfers	0
	9820		Special Revenue Intrafund Transfers	0
	9840		Debt Service Intrafund Transfers	0
	9850		Enterprise Intrafund Transfers	0
	9860		Internal Service Intrafund Transfers	0
	9870		Trust and Agency Intrafund Transfers	0
	9880		Activity Interfund Transfers	0
				0
				0
TOTAL REVENUES				23,525,955

Preliminary Statement of Revenues, Expenditures & Fund Balances
 Include ALL Funds
 as of June 30, 2021

Name of School: Pennsylvania Distance Learning Charter School

Address of School: 2605 Nicholson Road, Suite 4100, Sewickley, PA 15143

CEO Signature 

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

EXPENDITURES

1000	INSTRUCTION		
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY		7,459,530
			0
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY		2,872,715
			0
1300	VOCATIONAL EDUCATION		0
			0
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY		0
			0
1600	ADULT EDUCATION PROGRAMS		0
			0
1700	HIGHER EDUCATION PROGRAMS		0
			0
1800	PRE-KINDERGARTEN		0
			0
2000	SUPPORT SERVICES		0
2100	SUPPORT SERVICES - PUPIL PERSONNEL		0
	2110 Supervision of Pupil Personnel Services		0
	2120 Guidance Services		0
	2130 Attendance Services		0
	2140 Psychological Services		0
	2150 Speech Pathology and Audiology Services		0
	2160 Social Work Services		0
	2170 Student Accounting Services		0
	2190 Other Pupil Personnel Services		0
			0
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF		2,111,737
	2210 Supervision of Educational Media Services		0
	2220 Technology Support Services		0
	2230 Educational Television Services		0
	2240 Computer-Assisted Instruction Support Services		956,194

	2250	School Library Services	0
	2260	Instruction and Curriculum Development Services	0
	2270	Instructional Staff Professional Development Services	25,222
	2280	Nonpublic Support Services	0
			0
2300		SUPPORT SERVICES - ADMINISTRATION	0
	2310	Board Services	0
	2320	Board Treasurer Services	0
	2340	Staff Relations and Negotiations Services	0
	2350	Legal Services	31,384
	2360	Office of the Superintendent (Executive Director) Services	0
	2370	Community Relations Services	406,238
	2380	Office of the Principal Services	2,121,861
	2390	Other Administration Services	0
			0
2400		SUPPORT SERVICES - PUPIL HEALTH	33,527
			0
2500		SUPPORT SERVICES - BUSINESS	0
	2510	Fiscal Services	825,610
	2520	Purchasing Services	0
	2530	Warehousing and Distributing Services	0
	2540	Printing, Publishing and Duplicating Services	175,683
	2590	Other Support Services - Business	775
			0
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	1,132,179
	2610	Supervision of Operation and Maintenance of Plant Services	0
	2620	Operation of Buildings Services	0
	2630	Care and Upkeep of Grounds Services	0
	2640	Care and Upkeep of Equipment Services	0
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	0
	2660	Security Services	0
	2690	Other Operation and Maintenance of Plant Services	0
			0
2700		STUDENT TRANSPORTATION SERVICES	118,577
	2710	Supervision of Student Transportation Services	0
	2720	Vehicle Operation Services	0
	2730	Monitoring Services	0
	2740	Vehicle Servicing and Maintenance Services	0
	2750	Nonpublic Transportation	0
	2790	Other Student Transportation Services	0
			0
2800		SUPPORT SERVICES - CENTRAL	0
	2810	Planning, Research, Development and Evaluation Services	0
	2820	Information Services	0
	2830	Staff Services	0

	2840	Data Processing Services	0
	2850	State and Federal Agency Liaison Services	0
	2860	Management Services	0
	2890	Other Support Services Central	0
			0
2900		OTHER SUPPORT SERVICES - CENTRAL	0
	2990	Pass-Thru Funds	0
			0
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	0
3100		FOOD SERVICES	0
			0
3200		STUDENT ACTIVITIES	39,177
	3210	School Sponsored Student Activities	0
	3250	School Sponsored Athletics	0
			0
3300		COMMUNITY SERVICES	0
	3310	Community Recreation	0
	3320	Civic Services	0
	3330	Public Library Services	0
	3340	Custody and Child Care	0
	3350	Welfare Activities	0
	3390	Other Community Services	0
			0
3400		SCHOLARSHIPS AND AWARDS	0
			0
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	0
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	0
			0
4200		EXISTING SITE IMPROVEMENT SERVICES	0
			0
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	0
			0
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	0
			0
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	0
			0
4600		EXISTING BUILDING IMPROVEMENT SERVICES	0
			0
5000		OTHER EXPENDITURES AND FINANCING USES	0
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	13,924
			0
5200		FUND TRANSFERS	0

			0
5300		TRANSFERS INVOLVING COMPONENT UNITS	0
			0
5400		INTRAFUND TRANSFERS OUT	0
			0
5800		SUSPENSE ACCOUNT	0
			0
5900		BUDGETARY RESERVE	0
			0
			0
TOTAL EXPENDITURES			18,324,332

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2021 5,201,623

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

Book: Policy Manual
Section: Administration
Title: Conflict of Interest Policy
Adopted: November 15, 2004
Revised: December 7, 2015

PURPOSE: The purpose of this policy is to protect Pennsylvania Distance Learning Charter School (“PDLCS”) (“the School”) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or trustee of the School. This policy is intended to supplement but not replace any applicable state laws government conflict of interest applicable to nonprofit and public cyber charter schools.

SCOPE: This policy applies to all Trustees and Administrators of PDLCS.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

INTERESTED PERSON: Any Director, Principal Officer, or member of a committee with board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

FINANCIAL INTEREST: A person who has a financial interest if the person has, directly or indirectly, through business, investment or family:

- An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; or
- A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction, or arrangement, or
- A potential ownership or investment interest in, or compensation with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors what are substantial in nature.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

DETAILED POLICY STATEMENT:

DUTY TO DISCLOSE: In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the Trustees and Administrators with board delegated powers considering the proposed transaction or arrangements.

DETERMINING WHETHER A CONFLICT OF INTEREST EXISTS: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the Board or meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall thereupon determine, by a vote of seventy-five percent (75%) of the votes entitled to vote, whether the disclosure shows that a conflict of interests exists or can be reasonably construed to exist.

PROCEDURES FOR ADDRESSING THE CONFLICT OF INTEREST: An interested person may make a presentation at a Board meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that may result in the conflict of interest.

The Chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the Board shall determine whether the School can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the School's best interest and for its own benefit and whether the transaction is fair and reasonable to the School and shall make a decision as to whether to enter into the transaction or arrangement in conformity with such determination.

VIOLATIONS OF THE CONFLICT OF INTEREST POLICY: If the Board or Administrator has reasonable cause to believe that a Trustee or Administrator has failed to disclose actual or possible conflicts of interest, it shall inform the trustees of the basis for such belief and afford the Trustee or Administrator an opportunity to explain the alleged failure to disclose.

RECORDS OF PROCEEDINGS: The minutes of the Board and all Administration with Board-delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the Board's decision as to whether a conflict of interest in fact exists.

- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement and a record of any votes take in connection therewith.

COMPENSATION: A voting member of the Board of Trustees who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

STATEMENTS OF UNDERSTANDING: Each Trustee, Principal Officer and Administrator with Board-delegated powers shall at the time of election and every anniversary thereof, sign a statement which affirms that such person:

- Has received a copy of the Conflict of Interest Policy,
- Has read and understands the Policy,
- Has agreed to comply with the Policy, and
- Understands that the School is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

PERIODIC REVIEWS: To ensure that the School operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable and are the results of arm's length bargaining.
- Whether partners and joint venture arrangements and arrangements with management services organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the School's charitable purposes and do not result in inurement or impermissible private benefit.
- Whether agreements to provide education and agreements with other employees and third parties further the School's charitable purposes and do not result in inurement or impermissible private benefit.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

Book: Policy Manual

Section: Financials

Title: Fund Balance Policy

Reference: Ethics Standards and Financial Disclosure – 65 P.S. Sec. 1101 et seq
Governmental Accounting Standards Board, Statement No. 54

Adopted: June 24, 2014

Revised:

PURPOSE: The purpose of this policy is to outline the Fund Balance Policy as a result of the implementation of GASB 54 requirements. These apply to financial statements beginning July 1, 2010 – June 30, 2011 fiscal year.

SCOPE: PDLCS’s financial goal is to have a sufficient balance in the operating fund with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The School shall strive to maintain an unassigned general fund balance of not less than five percent and not great than ten percent of total operating expenditures.

POLICY AUTHORITY: When it is appropriate for fund balance to be assigned, the Board of Trustees delegates authority to the School’s Chief Executive Officer in consultation with the Business Manager.

DEFINITIONS:

Fund Balance: shall mean the difference between assets and liabilities in each fund. Fund balance includes such items as money due, but not received by the school including, for example, delayed subsidy payments from the State. GASB Statement 54 classified fund balances based on the relative strength of the constraints that control the purposes for which specific amounts can be spent.

Non-Spendable: amounts that cannot be spent because they are in a non-spendable form (e.g., inventory) or legally or contractually required to be maintained intact (e.g., principal of a permanent fund).

Restricted: amounts limited by external parties, or legislation (e.g., grants or donations).

Committed: amounts limited by Board policy (e.g., future anticipated costs).

Assigned: amounts that are intended for a particular purpose, such as a rate stabilization fund or segregation of an amount intended to be used at some time in the future.

Unassigned: amounts available for consumption or not restricted in any manner.

DETAILED POLICY STATEMENT: Fund balance measures the net financial resources available to finance expenditures of future periods.

PDLCS' Unassigned General Fund Balance will be maintained to provide the School with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance may only be appropriated by resolution of the Board of Trustees.

Fund Balance of the School may be committed for a specific source by formal action of the PDLCS Board of Trustees. Amendments or modifications of the committed fund balance must also be approved by formal action of the PDLCS Board of Trustees. The Board resolution(s) must be approved on or before June 30 for the fiscal year to which it applies. The resolution must state the purpose for which the funds are being committed, but does not have to specify the amount. The amount can be determined after the audit is finished but prior to financial statements being finalized.

In circumstances where an expenditure is to be made for a purpose for which amounts are available in multiple fund balance classifications, the order in which resources will be expended is as follows: restricted fund balance, followed by committed fund balance, assigned fund balance, and lastly, unassigned fund balance.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

Book: Policy Manual
Section: Financials
Title: Fixed Asset Policy
Adopted: November 15, 2004
Revised: December 3, 2012, March 12, 2018

PURPOSE: The purpose of this policy is to set forth the requirements for the identification, inventory and reporting of all property owned by the Board of Trustees.

SCOPE: This policy applies to all fixed assets which

- Have a value of \$5,000 or more.
- Have a useful life of one year or more.
- Meet the definition of one of the major Asset Classes of Land, Buildings, Building Improvements, Furniture & Fixtures, Equipment, Computers & Software, or Construction-In-Progress.
- Must be of a tangible, distinguishable nature (possess unique physical substance).
- Are not repair parts, component parts or supplies, maintenance or service fees.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DETAILED POLICY STATEMENT:

LAND: Land is real property which generally includes both surface and content of the land. Land includes not only the original contract price, but also such related costs as liens assumed, legal and title fees and surveying. Land acquired through forfeiture is capitalized at the total amount of all tax liens and other claims surrendered (i.e., cost of acquiring ownership and perfecting title). Land acquired through donations is valued at the appraised fair market value at the date of the acquisition. Appraisal costs are not capitalized.

BUILDINGS: Buildings are real property consisting of structures erected above or below the ground for the purpose of sheltering persons or property. Building costs include construction and purchase costs and the cost of all fixtures permanently attached and made part of the building. For constructed buildings, costs include contractor payments, in-house labor costs, attorney fees, insurance during construction, architectural fees and similar types of costs.

Building records should include a quantitative and qualitative description of each structure segregating where possible the structure shell from the mechanical, roofing, electrical, plumbing, cafeteria and built-ins. The latter assets may be replaced several times during the life of the structure shell. Segregations of these costs will ease accountability for replacing or improving the component parts and avoid pyramiding the asset valuation.

BUILDING IMPROVEMENTS: Building improvements consist of additions, improvements and replacements made to existing buildings. Building improvements increase the service potential of the building; they expand area, increase safety, improve climate control, extend the useful life of the structure or improve handicapped accessibility with the building. A building improvement must have a significant impact and be a material amount (\$5,000 or more) in order to be capitalized. Building improvement costs include construction costs, contractor payments, engineering costs and other costs required to place the improvement in its finished state. Building improvements are capitalized and depreciated separately from the buildings.

FURNITURE & FIXTURE: Furniture and Fixtures are defined as personal property not attached to land, building or improvements and which remains movable. Costs associated with direct purchase include shipping, site preparations and installation unless these are nominal. Fixed asset records should include the location, original voucher numbers and any identifying descriptions (manufacturer's model, serial number, etc.). Examples: standard classroom furniture and office furniture.

EQUIPMENT: Equipment is defined as personal property not attached to land, building or improvements and which remain movable. Costs associated with direct purchase include shipping, site-preparations and installation unless these are nominal. Fixed asset records should include the location, original voucher numbers and any identifying descriptions (manufacturer's model, serial number, etc.). Examples: business machines, compressors, power tools.

COMPUTERS & SOFTWARE: Computers and Software are defined as personal property not attached to land, building or improvements and which remain movable. Costs associated with direct purchase include shipping, site preparations and installation unless these are nominal. Fixed asset records should include the location, original voucher numbers and any identifying descriptions (manufacturer's model, serial number, etc.).

CONSTRUCTIONS-IN-PROGRESS: Construction-in-progress is used for the temporary segregation and accounting of expenditures related to the construction or improvement of capital assets. Expenditures include construction costs, including costs held for retainage, architect, engineer and permit fees, equipment in storage, interest costs applicable to the period of construction and other costs required to finish the project. Construction-in-progress should not be depreciated and should be shown separately on the Balance Sheet with other non-depreciable assets such as land and permanent land improvements.

USED EQUIPMENT: When the Board acquires used equipment, the following requirements must be adhered to:

- The acquisition cost, as noted on the invoice, will determine original cost-value.
- For determining useful life, one-half of a similar new asset useful life will be used.

FEDERAL PROGRAM PROPERTY: All acquisitions of federal property must be placed into the Board’s inventory, consistent with the above capitalization requirements. In addition, all federal property must be appropriately tagged with the grant name and year, ex “Title I FY2017”.

Publications detailed Capital Asset federal grant regulations include the following:

- OMB Circular A-87
- OMB Circular A-102
- OMB Circular A-110
- OMB Circular A-21

DEPRECIATION: Depreciation is required for the Board’s capital assets. Depreciation is calculated using the Straight-Line Method. The Board calculates depreciation on all capital assets reported in the Board’s financial statements other than land, permanent improvements to land and construction-in-progress.

Pro-Rate convention states that fixed assets are acquired throughout an accounting period and, likewise are disposed of throughout an accounting period. The decision as to when depreciation begins or ends is as follows: Depreciation commences in the month of acquisition and the Book Value Is removed in the year of disposal. The Book Value is the original cost less accumulated depreciation.

USEFUL LIVES: Useful lives of fixed assets are expressed in terms of the probably years of service. The Board has established the following categories of useful lives for its capital assets:

- Land Improvements 10 years
- Buildings & Additions 20 years
- Building Improvements 20 years
- Furniture, Fixtures & Equipment 5 years
- Computers 3 years
- Software 3 years

FIXED ASSET SYSTEM MAINTENANCE:

- Initial identification of qualified fixed assets.
- Maintaining the data records, as required.
- Assignment of actual cost, useful life and other required information.
- Determining Book Value for authorized sale items.
- Initiating the annual physical inventory process.

Business Service COMPANY RESPONSIBILITIES: The Board has delegated to the business service company, the following responsibilities:

- Identify current year additions and disposals based on the policy criteria.

- Calculate current year depreciation based on the policy criteria to be presented to the independent auditors.
- Maintain a fixed asset schedule.

PHYSICAL INVENTORY OF FIXED ASSETS: A periodic physical inventory of fixed assets is necessary for accountability and control. The inventory conforms or refutes the reliability of the property management system. The inventory taking process is initiated by the Board to:

- Confirm and validate fixed asset records and/or
- Comply with legal, auditing/reporting and insurance requirements.

Inventories should take place on a periodic basis (preferably near the fiscal year end), especially for furniture, fixture and equipment characterized as movable.

If a comparison indicates a problem exists or is beginning to develop, additional steps should be taken. These steps may include strengthening current controls to insure all purchases and disposals are recorded, tracking assets not on the listed location to determine if they are improperly recorded elsewhere, retraining inventory takers and/or department to adhere to fixed asset policies, etc. It is important to follow-up on any problem identified to ensure it has been corrected.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

Book: Policy Manual
Section: Federal Programs
Title: Procurement Using Grant Funds Policy
Adopted: February 29, 2016
Revised: March 6, 2019

PURPOSE: The purpose of this Policy is to ensure compliance with securing goods and services using grant funds by PDLCS with reputable and responsible suppliers in an equitable and competitive manner. This policy is intended to supplement but not replace any applicable State or Federal laws governing Federal grants applicable to nonprofit and public cyber charter schools.

SCOPE: The Policy applies to the Board of Trustees, school administration, and other school employees with Board delegated powers direct or indirect in grant expenditure decisions related to the school.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

2 C.F.R. 200.317: U.S. Government Publishing Office: Federal Regulations for Procurement by States for grant and agreements using Federal funds.

DETAILED POLICY STATEMENT: The U.S. Government under 2 CFR Part 200.317, Procurement by States requires that grantees and sub grantees will use their own procurement procedures which reflect applicable state (PA School Code Section 807.1) and local laws and regulations, provided that procurements conform to applicable Federal law and other standards. In using Federal funds for procurements, the School is bound to adhere to all of the procurement standards identified in 2 CFR Part 200.317 et. seq. If the School's procurement policies and procedures are more restrictive than State or Federal laws and regulations, School policies must be followed. 2 CFR Part 200.318 includes but is not limited to the following requirements:

- The School will use its own procurement procedures which reflect applicable state and local laws and regulations, provided that the procurements conform to applicable Federal law and regulations.
- The School will have written selection procedures for procurement transactions.
- Any lists of prequalified persons, firms, or products to be used by the School will be updated regularly and will ensure open and free competition.

- Only responsible contractors that have the ability to successfully complete contract terms will be used.
- If available and applicable, excess Federal property and equipment will be used before purchasing new equipment.
- The School will ensure no real or apparent conflicts of interest during the procurement activities and will adhere to the School's Conflict of Interest Policy.
- All transactions will be conducted in a manner providing full and open competition (See 34 CFR 80.36 © for examples of restrictive procurement situations.
- Unnecessary or duplicative purchases will be avoided.
- The School will perform a cost or price analysis in connection with every procurement action including contract modifications.
- Detailed records to substantiate procurement decisions, rationale and history will be maintained.
- The School will handle and resolve any contract or procurement disputes.
- The School must make available, upon request of the awarding agency, technical specifications on proposed procurements where the awarding agency believes such review is needed to ensure that the item and/or service specified is the one being proposed for purchase.
- The School's contracts must contain provisions of paragraph 2 CFR 200.326.
- Contracting with faith-based organizations is allowed provided there is no discrimination for or against the organization and provided that the faith-based organization offers any religious worship, instruction or proselytization at a time and in a location separate from any programs or services provided to the School and any participation in such services by beneficiaries of grant programs is voluntary.

Purchasing procedures using Federal and non-Federal grant funds will conform to applicable state, local and Federal law and any regulations identified in 2 CFR. Procurements may be awarded through noncompetitive means under certain circumstances such as if the goods/services are only available from a single source, public exigency or emergency necessitates noncompetitive procurement, the awarding agency authorizes it, or if competition is deemed inadequate. See 2 CFR Part 200.320 for additional guidance on when noncompetitive procurement may be used.

Federal regulations (See 2 CFR Part 200.320) stipulate that procurements of services under \$250,000 may be conducted via less formal competitive procedures such as price or rate quotations.

Grant Program Manager (GPM) and Principal will communicate the needs of the program to the Business Manager, Chief Executive Officer, and Director of Student Services and assist in the evaluation of competitive bidders and vendors responding to Request for Proposals (RFPs). GPMs must contact the Chief Executive Officer prior to the issuance of any RFPs to ensure compliance with grant requirements and to consult the Director of Student Services for guidance on when to use a specific type of procurement method. The GPM is responsible for obtaining price quotations and for completing a quote evaluation for procurements of goods/supplies with a potential value of up to \$20,100 and for procurements of services with a value of up to \$249,999. The GPM will attach completed quote

evaluations to all procurement requisitions documents – contract forms for services or purchase requisitions for goods. The GPM will also ensure that the goods and services they seek to purchase meet the School's Allowable Uses of Funds and Adherence to Cost Circulars Policy. The GPM will be responsible for capturing and maintaining any procurement documentation.

The Director of Student Services is responsible for ensuring that procurement procedures are followed and that staff are properly training in State, local, and Federal law and regulations as well as School policies. The Director of Student Services is also responsible for conducting formal bid solicitation processes for procurements of goods/supplies with potential value of more than 420,100 and for procurements of services of \$250,000 or more.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

Book: Policy Manual
Section: Federal Programs
Title: Drawdowns and Reimbursement Requests Policy
Adopted: February 29, 2016

Revised:

PURPOSE: The purpose of this Policy is to ensure requested grant and subgrantee funds of PDLC are for immediate needs, limited the time between receipt of funds and disbursement. This policy is intended to supplement but not replace any applicable State or Federal laws governing Federal grants applicable to nonprofit and public cyber charter schools.

SCOPE: The Policy applies to the Board of Trustees, school administration, and other school employees with Board delegated powers direct or indirect in grant expenditure decisions related to the school.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLC; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

Subgrantee: The government or legal entity to which a sub-grant is awarded and which accountability for the proper use of funds is provided.

Grant Program Manager: Provides oversight and coordination of Federal and State grant activities for the School.

DETAILED POLICY STATEMENT: The School receives grant funds in multiple ways. Some grant programs provide all of the funds up-front via a lump sum check or wire transfer, some grants are disbursed in regularly scheduled payments, and some grants require the School to request reimbursement after program expenses have been incurred through the use of invoices or cash draw downs. Most funding agencies, Federal and non-Federal, specify the particular method required for requesting grant funds. In order to avoid funding delays (or potential penalties or funding withdrawal), the School must abide by the grantor’s rules and regulations.

For Federal grants awarded before December 26, 2014, 34 CFR Part 80.21 states that a grant recipient or subgrantee of Federal funds shall minimize the time elapsing between the transfer of funds from the Federal government and disbursement by the grant recipient or subgrantee. Federal grants awarded on or after December 26, 2014 must adhere to 2 CFR 200.305 which requires that an entity’s payment

methods minimize the time elapsing between the transfer of funds from the United States Treasury and the disbursement of these funds.

For all funding methods, the School will follow the grantor's preferred method of requesting funds while attempting to minimize the time between fund receipt and the disbursement of grant funds for program-related expenditures.

Regardless of the method of grant fund receipt, all program expenditures that will be paid for with grant funds must be allowable and meet applicable cost restrictions.

Grant fund receipts will be deposited and coded to the correct amount by the Business Manager and will be reported accurately to the grantor.

The Grant Program Manager (GPM) and Chief Executive Officer are responsible for supporting the Business Manager's efforts to ensure compliance with grant fund receipt requirements. GPMs are responsible for ensuring that grant funds received are expended in accordance with all grantor regulations and Allowable Uses of Funds and Adherence to Cost Circulars for Federal grants awarded. Any funds received directly by the GPM should be forwarded to the Business Manager.

The GPM is expected to have a full understanding of grant requirements and regulations pertaining to cash management. GPMs are responsible for monitoring expended disbursements and forecasting cash flow needs and for executing cash drawdowns using invoices or the grantor-preferred method (this may include grantor operated web-based systems). GPMs will retain all documentation related to requested drawdowns, reimbursements and any scheduled pay based requests. Any funds received directly by the GPMs should be forwarded to the Business Manager.

The Business Manager is responsible for notifying GPMs and Chief Executive Officer when grant funds are received directly by the Business Office. The Business Office is responsible for processing any grant funds received by other offices or staff and forwarded to them. The Business Office will ensure that deposited funds are coded to the proper grant accounts and will seek guidance from the GPM if the proper account is unknown.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

Book: Policy Manual
Section: Federal Programs
Title: Allowable Use of Funds and Adherence to Cost Circulars Policy
Adopted: February 29, 2016

Revised:

PURPOSE: The purpose of this Policy is to ensure all non-personnel grant expenditures of PDLCS are compliant with cost circulars. This Policy is intended to supplement but not replace any applicable State or Federal laws governing Federal grants applicable to nonprofit and public cyber charter schools.

SCOPE: The Policy applies to the Board of Trustees, school administration, and other school employees with Board delegated powers direct or indirect in grant expenditure decisions related to the school.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

Supplement: Something that completes or enhances something else when added to it; an extra element or amount of something already in existence.

Supplant: Supersede or replace someone, or something else already in existence.

DETAILED POLICY STATEMENT: The Grant Program Manager (GPM) and the School Principal are responsible for ensuring that all expenditures processed against grant funds are consistent with the terms of the grant and, for Federal funds, compliant with the applicable Federal Uniform Grant Guidance. Federal grant expenditures must be reasonable, necessary, and allocable. GPMs and the School Principal or their designated representatives should review requests to expend prior to the data entry into the Advantage Financial System.

Most non-personnel expenditures are processed initially through the Advantage Financial system before the obligation has been incurred and therefore provides an opportunity for the Grant Compliance Office (GCO) to review the request. However, in the case of travel and meal requests, the obligations are typically incurred prior to the entry into the Advantage Financial system and therefore require special procedures.

NON-PERSONNEL COST PRINCIPLES: As with personnel costs, non-personnel costs charged to Federal funds with “Supplement, Not Supplant” provisions can only be used to provide additional programs and

resources beyond what the School would have made available in the absence of the Federal funding. Therefore costs that would have been incurred had the Federal funds not been available are not chargeable to Federal funds containing “Supplement, Not Supplant” provisions.

Under Uniform Grant Guidance provisions, all Federal grant award expenditures must be allocable to the grant program. Federal grant funds must be expended in proportion to the federal program’s benefit. For example, if a computer is purchased with 100% Title I, Part A funds, the computer must be used solely for Title I, Part A purposes. Likewise, if a computer is bought with 50% Title I, Part A funds and 50% nonfederal funds, the computer must be used at least 50% of the time for Title I, Part purposes. In addition, all costs supported in whole or in part with Federal grant funds, must be necessary, reasonable and allocable.

In some circumstances, costs related to a single, non-personnel activity may be apportioned across more than one funding source. According to the Education Department’s General Administrative Requirements (EDGAR), a school may use funds under more than one program to support different parts of the same project if (1) the school complies with the requirements of each program with respect to the part of the project assisted with the funds under that program, and (2) the school has an accounting system that permits identification of the costs paid for under each program. Additionally, the Uniform Grant Guidance provides that costs be allocated among grants proportionate to the benefit received.

For example, contract costs to develop a system to help convert multi-year grand budgets to a 12-month fiscal year basis to improve management and decision-making benefits all grant funds. An equitable methodology to apportion those costs among grant funds according to relative benefit could be to charge grants during the year based on the proportion of each grant’s actual expenditures to total actual grant expenditures for the prior year. At the time of the yearly Financial Close, an analysis of each grant’s actual expenditure to total actual grant expenditures for the current year could be made and a “true-up” adjustment made to grant charges prior to the Financial Close.

Another example is the cost of developing a database to record employee time, produce Personnel Activity Reports (PARs), and to report time for the purpose of charging Federal grants. An equitable methodology to apportion costs among the multiple Federal cost objectives could be to charge federal grants based on the proportion of each Federal grant’s actual expenditures to total actual Federal grant expenditures for the prior year. At the time of the yearly Financial Close, a “true-up” calculation could be made as described above.

Another example is contract and other non-personnel costs that support general activities, but also benefit grants as well. The cost of the maintenance and administration of the School’s budget development system and the development of expenditure projections and analysis falls into this category. If the school would incur these costs whether or not grants existed, then the costs are not allocable to federal grants with supplanting provisions. The costs potentially chargeable to grants are those additional costs that occur only because of grants and there is an equitable methodology to define and apportion those costs to grants with a “Supplement, Not Supplant” provision. Given that the grant only portions of these activities in whole or in part would optimally be covered by indirect cost rate.

INVOICE CONTENT: To reconcile that the goods or services being paid for through a vendor invoice was in fact the items ordered and are allowable, the invoice must detail the goods and/or services described below. For goods, most purchases are made through vendors approved by the Administration Office and the items purchased are almost always itemized with the cost for each item. For goods not utilizing standard SDP contracts, the vendor invoicing should contain the elements described below. For service contracts, vendor invoice formats vary significantly. However, the program manager should convey in the LCA or full SDP contract the invoicing requirements, and remind the vendor of those requirements prior to the first invoice being submitted. The invoice should contain, in addition to standard elements (vendor name, address, date of invoice and number, etc), the following:

- An itemized list of the service performed by date and hours to include a brief description.
- The number of hours or quantity of items provided and the cost (per hour or item cost) consistent with the terms of the contract, and the extended cost for the date (for example, number of hours x hourly rate = Cost for the date).
- Any other backup material that may be required by the terms of the contract (e.g., employee sign-in and sign-out sheets).

The Program Manager should review the services to ensure the invoice is consistent with the services/goods received, the detail hours tie to a summary (if provided), and the rates are consistent with the contract. Once satisfied that the invoice represents a true statement, the program manager should physically sign the invoice, date it and indicate “approved for payment” or something similar. The invoice should be processed for payment against the encumbrance created for the good/service.

PURCHASE (EXPENDITURE) APPROVAL THROUGH THE ADVANTAGE FINANCIAL SYSTEM: To ensure grant compliance, Advantage system controls have been established to ensure that the proposed encumbrance (set-aside) of funds by schools and central offices are grant compliant BEFORE they are fully approved in the system.

All system related purchase documents in Advantage require a minimum of two levels of approval with the 1st level of approval normally applied by the document initiator and the 2nd level of approval applied by the administrator of the respective school or office. Additional levels of approval are determined by the type of document (transaction involved) that is generated which can be:

- Purchase Orders: PD, PG, RX/PC & SCE
- Service Contracts: SC
- Payment Voucher: PV
- Print Services: RQI
- Warehouse: SR (forms and “used” furniture)

For example, all service contracts (SC) documents require a 3rd level of approval by the Office of Management & Budget. The Advantage system documents impacted included all transactions types that seek to encumber funds to make a purchase for goods or services.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

Book: Policy Manual

Section: Federal Programs

Title: Allowable Use of Funds and Adherence to Uniform Grants Policy

Adopted: February 29, 2016

Revised:

PURPOSE: The purpose of this Policy is to ensure all allowable use of grant funds by PDLCS adhere to Uniform Grant Guidance. This policy is intended to supplement but not replace any applicable State or Federal laws government Federal grants applicable to nonprofit and public cyber charter schools.

SCOPE: The Policy applies to the Board of Trustees, school administration, and other school employees with Board delegated powers direct or indirect in grant expenditure decisions related to the school.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

EDGAR: Education Department General Administrative Regulations which manages compliance and awards of federal grants.

GAAP: Generally Accepted Accounting Principles are a common set of accounting principles, standards and procedures used to compile financial statements.

DETAILED POLICY STATEMENT: When determining PDLCS will spend its grant funds, Administration and the Business Office will review the proposed cost to determine whether it is an allowable use of Federal grant funds *before* obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 C.F.R. Part 3475 and 2 C.F.R. Part 200, Subpart E, which are provided in the bulleted list below. Administration and the Business Office must consider these factors when making an allowability determination. Additional helpful questions to ask when making allowability determinations are located on subsequent pages of this Policy.

- **Be Necessary and Reasonable for the Performance of the Federal Award.** School staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For

example, reasonable means that sound business practices were followed, and purchases were comparable to market prices. When determining reasonable of a cost, consideration must be given to:

- Whether the cost is a type generally recognized as ordinary and necessary for the operation of the School or the proper and efficient performance of the Federal award.
- The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; Federal, State and other laws and regulations; and terms and conditions of the federal award.
- Market prices for comparable goods or services for the geographic area.
- Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the School, its employees, its students, the public at large, and the Federal government.
- Whether the school significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. 2 C.F.R. 200.404

While 2 C.F.R. 200.404 does not provide specific descriptions of what satisfies the "necessary" element beyond its inclusion in the reasonableness analysis above, necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the School can demonstrate that the cost addresses an existing need and can prove it. For example, the school may deem a language skills software program necessary for a limited English proficiency program.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the grant program.
 - Whether the cost is identified in the approved budget or application.
 - Whether there is an educational benefit associated with the cost.
 - Whether the cost aligns with identified needs based on results and findings from a needs assessment.
 - Whether the cost addresses program goals and objectives and is based on program data.
- **Allocable to the Federal award:** A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received. This means that the Federal grant program derived a benefit in proportion to the funds charged to the program (2 C.F.R. 200.405). For example, if 50% of a teacher's salary is paid with grant funds, then that teacher must spend at least 50% of his or time on the grant program.
 - **Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the School.**

- **Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.**
- **Consistent treatment:** A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
- **Adequately documented:** All expenditures must be properly documented.
- **Be determined in accordance with GAAP, unless provided otherwise in Part 200.**
- **Not included as a match or cost-share, unless the specific federal program authorizes Federal costs to be treated as such.** Some Federal program statutes require the non-federal entity to contribute a certain amount of non-federal resources to be eligible for the Federal program.
- **Be the net of all applicable credits.** The term “applicable credits” refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the State relate to the Federal award, they shall be credited to the federal award, either as a cost-reduction or a cash refund, as appropriate. 2 C.F.R. 200.406

Part 200’s cost guidelines must be considered when federal grant funds are expended. As provided above, Federal rules require state and school level requirements and policies regarding expenditures to be followed as well. For example, State and/or School policies relating to travel or equipment may be narrower than the Federal rules, and the stricter State and/or School policies must be followed. Further, certain types of incentives are allowable under Federal law, but are not allowable under State law.

Selected Items of Cost: Part 200 examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost) at 2 C.F.R. 200.420-200.475. These cost items are listed in the chart below along with the citation where it is discussed whether the item is allowable. Please do not assume that an item is allowable because it is specifically listed in the regulation as it may be unallowable despite its inclusion in the selected items of cost section. The expenditure may be unallowable for a number of reasons, including: the express language of the regulation states the item is unallowable; the terms and conditions of the grant deem the item unallowable; or State/local restrictions dictate that the item is unallowable. The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable because it is considered too expensive. If an item is unallowable for any of these reasons, Federal funds cannot be used to purchase it.

School personnel responsible for spending Federal grant funds and for determining allowability must be familiar with the Part 200 selected items of cost section. The School must follow these rules when charging these specific expenditures to a federal grant. When applicable, School staff must check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, School and program-specific rules may deem a cost as unallowable and School personnel must follow those non-Federal rules as well.

The selected item of cost addressed in Part 200 includes the following in alphabetical order:

Item of Cost	Citation of Allowability Rate
Advertising and public relations costs	2 C.F.R. 200.421
Advisory councils	2 C.F.R. 200.422
Alcoholic beverages	2 C.F.R. 200.423
Alumni activities	2 C.F.R. 200.424
Audit services	2 C.F.R. 200.425
Bad debts	2 C.F.R. 200.426
Bonding costs	2 C.F.R. 200.427
Collection of improper payments	2 C.F.R. 200.428
Commencement and convocation costs	2 C.F.R. 200.429
Compensation – personal services	2 C.F.R. 200.430
Compensation – fringe benefits	2 C.F.R. 200.431
Conferences	2 C.F.R. 200.432
Contingency provisions	2 C.F.R. 200.433
Contributions and donations	2 C.F.R. 200.434
Defense and prosecution of criminals and civil proceedings, claims, appeals and patent infringements	2 C.F.R. 200.435
Depreciation	2 C.F.R. 200.436
Employee health and welfare costs	2 C.F.R. 200.437
Entertainment costs	2 C.F.R. 200.438
Equipment and other capital expenditures	2 C.F.R. 200.439
Exchange rates	2 C.F.R. 200.440
Fines, penalties, damages and other settlements	2 C.F.R. 200.441
Fund raising and investment management costs	2 C.F.R. 200.442
Gains and losses on disposition of depreciable assets	2 C.F.R. 200.443
General costs of government	2 C.F.R. 200.444
Goods and services for personal use	2 C.F.R. 200.445
Idle facilities and idle capacity	2 C.F.R. 200.446
Insurance and indemnification	2 C.F.R. 200.447
Intellectual property	2 C.F.R. 200.448
Interest	2 C.F.R. 200.449
Lobbying	2 C.F.R. 200.450
Losses on other awards or contracts	2 C.F.R. 200.451
Maintenance and repair costs	2 C.F.R. 200.452
Materials and supplies costs including costs of computing devices	2 C.F.R. 200.453
Memberships, subscriptions and professional activity costs	2 C.F.R. 200.454
Organization costs	2 C.F.R. 200.455
Participant support costs	2 C.F.R. 200.456
Plant and security costs	2 C.F.R. 200.457
Pre-award costs	2 C.F.R. 200.458
Professional services costs	2 C.F.R. 200.459
Proposal costs	2 C.F.R. 200.460

Publication and printing costs	2 C.F.R. 200.461
Rearrangement and reconversion costs	2 C.F.R. 200.462
Recruiting costs	2 C.F.R. 200.463
Relocation costs of employees	2 C.F.R. 200.464
Rental costs of real property and equipment	2 C.F.R. 200.465
Scholarships and student aid costs	2 C.F.R. 200.466
Selling and marketing costs	2 C.F.R. 200.467
Specialized service facilities	2 C.F.R. 200.468
Student activity costs	2 C.F.R. 200.469
Taxes (including Value Added Tax)	2 C.F.R. 200.470
Termination costs	2 C.F.R. 200.471
Training and education costs	2 C.F.R. 200.472
Transportation costs	2 C.F.R. 200.473
Travel costs	2 C.F.R. 200.474
Trustees	2 C.F.R. 200.475

Likewise, it is possible for the State and/or School to put additional requirements on a specific item of cost. Under such circumstances, the stricter requirements must be met for a cost to be allowable. Accordingly, employees must consult Federal, State and School requirements when spending Federal funds. For example, often the State's travel rules are more restrictive than Federal rules, which mean the State's policies must be followed.

In order for a cost to be allowable, the expenditure must also be allowable under the applicable program statute (e.g., Title 1 of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Center and Technical Education Act (Perkins)), along with accompanying program regulations, non-regulatory guidance and grant award notifications.

The State and/or Schools rules related to some specific cost items are outlined in the Employee Handbook. School employees must be aware of these State and School rules and ensure they are complying with these requirements.

Helpful Questions for Determining Whether a Cost is Allowable: In addition to the cost principles and standards described above, Administration and Business Offices can refer to this section for a useful framework when performing an allowability analysis. In order to determine whether federal funds may be used to purchase a specific cost, it is helpful to ask the following questions:

- Is the proposed cost allowable under the relevant program?
- Is the proposed cost consistent with an approved program plan and budget?
- Is the proposed cost consistent with program specific fiscal rules?
 - For example, the School may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other Federal) sources.
- Is the proposed cost consistent with EDGAR?
- Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

As a practical manner, Administration and Business Offices should also consider whether the proposed cost is consistent with the underlying needs of the program. For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for Limited English Proficient (LEP) students must only be spent on LEP students and cannot be used to benefit non-LEP students.

Funds should be targeted to address areas of weakness, as necessary. To make this determination, Administration and Business Offices should review data when making purchases to ensure that Federal funds meet these areas of concern.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

Book: Policy Manual
Section: Federal Programs
Title: Cash Management Policy
Adopted: February 29, 2016

Revised:

PURPOSE: The purpose of this Policy is to ensure compliance with applicable methods and procedures for payment to minimize the time elapsing between the transfer of funds and disbursement by PDLCS with the Cash Management Improvement Act 31 CFR Part 205. This policy is intended to supplement but not replace any applicable State or Federal laws governing Federal grants applicable to nonprofit and public cyber charter schools.

SCOPE: The Policy applies to the Board of Trustees, school administration, and other school employees with Board delegated powers direct or indirect in grant expenditure decisions related to the school.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

Interest: Return paid regularly at a particular rate for money held without use for a period of time from a bank.

DETAILED POLICY STATEMENT: Generally, the School receives payment from the Pennsylvania Department of Education on a reimbursement basis (2 CFR 200.305). However, if the School receives an advance in Federal grant funds, the School will remit interest earned on the advanced payment quarterly to the Federal agency consistent with 2 CFR 200.305(b)(9).

According to guidance from the U.S. Department of Education, when calculating the interest earned on ED grant funds, regardless of the date of obligation, interest is calculated from the date that the Federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the LEA.

Interest would not accrue if the LEA uses non-Federal funds to pay the vendor and/or employees prior to the funds being drawn down from the G5 system, commonly known as a reimbursement.

Payment Methods: *Reimbursements:* The School will initially charge Federal grant expenditures to non-Federal funds.

The School Business Manager will request reimbursement for actual expenditures incurred under the Federal grants monthly. Reimbursement requests will be submitted to the Pennsylvania Department of Education using the Department's portal. All reimbursements are based on actual disbursements not on obligations.

The Pennsylvania Department of Education will process reimbursement requests within sixty days. Consistent with State and Federal requirements, the School will maintain source documentation supporting the Federal expenditures (invoices, timesheets, payroll stubs, etc.) and will make such documentation available for the Pennsylvania Department of Education review upon request.

Reimbursements of actual expenditures do not require interest calculations.

Advances: To the extent the School receives advance payments of Federal grant funds, the School will strive to expend the Federal funds on allowable expenditures as expeditiously as possible. Specifically, the School attempts to expend all drawn downs of Federal funds within 72 hours of receipt. The School will hold Federal advance payments in interest-bearing accounts, unless an allowable exception applies. The School will begin to calculate interest earned on cash balances once funds are deposited into the School's account.

Interest will be calculated consistent with Pennsylvania Department of Education grant management. Total Federal grant cash balances will be calculated on cash balances per grant and applying the School's actual interest rate. The School will remit interest earned on grant funds annually to the U.S. Department of Health and Human Services Payment Management System (regardless of the Federal awarding agency for the grant) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment (2 CFR 200.305(b)(9)). The Business Manager will gain approval of the Chief Executive Officer to remit payment of owned interest documenting payments in the monthly financial statement. The School may retain up to \$500 of interest earned per year.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

Book: Policy Manual
Section: Administration
Title: Business Travel and Reimbursement Policy
Adopted: March 6, 2019
Revised:

PURPOSE: The purpose of this Policy is to establish guidelines for conducting business travel and submission of business travel expenses to include reimbursement for Federal Programs travel.

SCOPE: Staff members of PDLCS.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DETAILED POLICY STATEMENT: PDLCS seeks to simplify the travel process by providing guidelines to follow in order to protect the interests of both the employee and the School. The following information serves to clarify the means by which travel should be arranged and parameters that employees must adhere. It is School policy to reimburse employees for ordinary, necessary and reasonable travel expenses when directly connected with or pertaining to the transaction of school business. All travel must be conducted within these guidelines to qualify for reimbursement. Employees are asked to exercise prudent business judgement regarding expenses covered by these guidelines. When submitting expense report reimbursement claims, employees are expected to neither gain nor lose financially with regard to the below identified reimbursement expenses.

RESPONSIBILITIES AND ENFORCEMENT: The School realizes business travel can, at times, be costly. With this understanding, an organized and clear process for submitted expenses is crucial to ensure all expenses are reimbursed in a timely manner. School employees who incur travel and entertainment expenses are required to comply with these guidelines. Employees submitting expenses that are not in compliance with the guidelines risk a delayed, partial or forfeited reimbursement.

Cases of significant abuse will be investigated and may result in disciplinary action up to and including employee termination.

All travel must be approved by School Administration prior to booking a trip. The travel request should be submitted on a **Pre-Travel Authorization Form**.

School Administration is responsible for assuring that all policies detailed herein have been adhered to prior to approving employee travel reimbursement expense reports. Any deviations must be explained in the employee's expense reimbursement request form for approval of the reviewer. School Administration is responsible for ensuring that any expenses reimbursed or paid for by the School are in compliance with these guidelines.

Reimbursements for expenses that are not in compliance with the guidelines require the written approval of a School Administrator.

Pre-Travel Authorization:

Obtaining Travel Authorization: School employees may be required to travel for school business throughout the year. At least **two (2) weeks** prior to travel, the employee must submit a Pre-Travel Authorization Form. All travel must be approved by the School Administration prior to booking a trip.

Car Rentals:

PD LCS has a corporate account for car rentals. Staff members must complete the Car Rental Request Form **at least two (2) weeks prior to travel.**

Size Limit: All rentals should be for intermediate size cars or smaller, unless three (3) or more people are traveling together, or if an upgrade is provided by the rental company at no cost.

Car Rental Insurance: For rentals within North America, optional theft and collision insurance premiums are not required for employees that are licensed drivers. Optional theft and collision insurance premium charges are not reimbursable. When renting a vehicle outside North America, purchasing optional insurance may be mandatory in certain countries. If this purchase is mandatory, then premiums are reimbursable to employees.

Refueling: Employees are expected to refuel cars prior to returning them to the rental company. This practice can save as much as 50% of the gasoline cost.

Payment and Documentation: The receipt of charges (not the email confirmation of the reservation), any refueling receipts, the Expense Reimbursement Form and an approved Pre-Travel Authorization Form are required documentation for reimbursement of car rental charges.

Other Transportation:

Personal Car: Employees may utilize personal cars for business travel if they so choose. Reimbursement for personal car use will be as follows:

- **Round Trip under 120 Miles:** Expenses associated with the use of personal cars for business travel of 120 miles or less will be reimbursed at the standard rate set by the US General Services Administration under *Privately Owned Vehicle Mileage Reimbursement Rates*. This mileage allowance covers all auto costs (e.g., gasoline, repairs, insurance, etc.) other than parking and tolls. The starting location for all mileage reimbursement is the School address (2100 Corporate Drive, Wexford, PA 15090.)

- **Round Trip over 120 Miles:** Employees are encouraged to rent a car, if the round trip is expected to be 120 miles or greater. If an employee elects to use his or her personal car, the reimbursement will be actual gas (receipt required) plus \$45 per day for use of the vehicle.
- **Ride Sharing:** If two or more individuals are traveling to the same location, it is required that the employees share a ride whenever possible.
- **Rail:** All rail transportation must be in economy class in North America.
- **Taxi and other Local Transportation:** The cost of taxis to and from places of business, hotels, airports or railroad stations in connection with business activities is reimbursable. The use of taxis is authorized only when more economical services (hotel vans, shuttles, etc.) are not available. Employees are encouraged to utilize public transportation whenever feasible. Receipts are required for all transportation expenses.

Air Travel:

Note: Air Travel is not an option for Testing travel due to test security reasons.

Reservation Procedures: Upon receiving approval from School Administration for a business trip, flights may be booked through a reputable online travel source such as Orbitz, Expedia or Travelocity. Each employee is responsible for coordinating his or her own travel arrangements, obtaining confirmation numbers and ensuring proper payment is made. Reservations made before obtaining trip approval may not be reimbursable.

Class of Service: All employees should travel in economy class unless a free upgrade is received.

Lowest Available Airfare: All airline tickets must be booked at the lowest available airfare as determined by an approved online travel site. The following criteria will be utilized to determine lowest available airfare:

- The flight's departure or arrival time is within two hours before or after the requested departure or arrival time;
- One stop or connecting flights should be considered if savings of \$100 or more can be achieved;
- Employees may not specify a preferred carrier;
- Air travel is not an option for standardized testing.

Electronic Tickets (e-tickets): To capitalize on the cost benefits and convenience, use of electronic ticketing will be the primary method of ticketing, except multi-let international itineraries and airlines not yet allowing electronic tickets.

Frequent Flyer Programs: Employees may utilize personal frequent flyer program benefits and receive points and rewards appropriately. However, participation in these programs may not result in any incremental cost to the School beyond the "lowest available airfare," as identified above. Employees are responsible for any tax implications that may arise as a result of using school-paid rewards for personal use.

Charter or Private Aircraft: Use of charter or private aircraft will not be reimbursed.

Payment and Documentation: Travelers must use personal credit cards to make flight arrangements unless a corporate card has been made available for use.

Lodging Arrangements:

Hotel Selection – Room Type: A single room with a private bath in a moderately priced business class hotel or motel is the School’s standard. Reimbursement for suites or luxury accommodations requires written permission from a School Administrator PRIOR to incurring the expense. Refer to the Domestic Per Diem Rates located on the US GSA website (<http://www.gsa.gov>) to gauge moderately priced lodging. Employees should compare prices before booking rooms through a reputable travel online site such as Orbitz, Expedia, Travelocity, etc.

A Per Diem Rate for the state of Pennsylvania may be found on <http://www.gsa.gov>. Partial rates for lodging change each October.

Cancellation: Employees must cancel room reservations by the required deadline, if the rooms are no longer needed, to avoid a “no-show” charge. Employees should request and retain a “cancellation number” as documentation of the transaction. “No-show” charges are not reimbursable.

Payment and Documentation: Lodging charges are to be billed to the employee and reported on his or her expense report for reimbursement. The original receipt of charges, the Expense Reimbursement Form and an approved Pre-Travel Authorization Form are required documentation for reimbursement of lodging charges.

Meals and Entertainment:

Personal Meals: When on an approved business trip, employees may expense the cost of personal meals. Personal meals will be reimbursed for the actual expense incurred up to the daily limits according to IRS regulations for each city/state. Original itemized receipts (plus any credit card receipts) must be submitted for reimbursement. A complete list of rates may be obtained at www.gsa.gov under Per Diem.

Amounts incurred in excess of the daily rate will be the obligation of the employee. On school related travel days, only those meals required after travel begins or before travel ends will be included in calculating reimbursement. Travel beginning before 8:00 a.m. will include breakfast, lunch and dinner; travel beginning between 8:00 a.m. to 12:00 noon will include lunch and dinner; travel beginning after 12:00 noon will include dinner. Travel ending before 12:00 noon will include only breakfast; travel ending before 5:00 p.m. will include only breakfast and lunch; and travel ending after 5:00 p.m. will include breakfast, lunch and dinner. All expenses for meals must have itemized receipts (plus any credit card receipts).

School events such as those held in fair ground settings with street type vendors will be permitted to use the Federal per diem rate for the city/county where the event is being held of 20% for breakfast, 30% for lunch and 50% for dinner of the daily per diem rate. The event per diem allows for \$9.20 for breakfast, \$13.80 for lunch and \$23.00 for dinner under the CONUS rate and provides consistency for all such events held at a fair ground or where street type vendors are the only option. It also allows for a combination of receipts and per diem for partial day events to be submitted for reimbursement.

The school event per diem is only permitted for **pre-approved school event travel**. All other travel related meals must have itemized receipts. Receipts deemed excessive by School Administration will be addressed on an individual basis.

Business Meals: Business meals are approved meals taken with clients, prospects or associates during which a business discussion takes place. Business meals will not be restricted under the same daily limits as personal meals. However, business meal expenses must be supported by an original itemized receipt and an expense report as described below.

Entertainment Expenses: These include events such as nightclubs, theater and sporting events when a business discussion takes place immediately before, during or immediately after the event. A School Administrator must give PRIOR written approval of entertainment expenses.

Payment and Documentation: For business meals and entertainment expenses, employees must submit the original itemized receipt of charges (along with any credit card receipts), the Expense Reimbursement Form and an approved Pre-Travel Authorization Form. Tear tab receipts, where the employee fills in the amount of the expense, will NOT be accepted as documentation for business meal and entertainment expenses.

Tax Requirements: The following specific information must be included on an employee expense report as support for all business meal and entertainment expenses in order to be compliant with current tax regulations.

- Name, title and company of all attendees
- Name and location of the establishment where the event took place
- Amount and date of expense
- Specific business topic discussed
- In the case of entertainment expenses, the specific time the business discussion took place (i.e., before during or after the event)

Spouse/Personal Travel Combined with Business: Travel expenses for spouse or other family member who is not an employee of PDLCS are not reimbursable as a business expense. Administrative approval is needed for any spouse/personal travel combined with approved business travel. Spouse/personal travel may not interfere with professional responsibilities of the business trip.

Out of State Travel: Travelling out of state for professional development or training is discouraged if there are comparable state level conferences or local trainings available. Only essential out of state travel will be approved by Administration. Essential travel includes conferences only held at the national (not state) level; necessary or required training that is only offered at an out of state location rather than online or in-state.

Other Reimbursable Expenses: The following incidental expenses, when directly related to business travel, are reimbursable:

- Tips: 15% at restaurants, \$1 per bag, \$2 per night for hotel maid service
- Laundry/Valet: for trips in excess of four (4) days
- Parking

- Currency Conversion
- Tolls
- Hotel Internet Access, if required
- No Receipt events (usually food expenses) may be reimbursable as long as the amount does not exceed the daily Per Diem. Include the possibility of this situation in the Request for Time Off – Business Trip.

Receipts are required for all miscellaneous reimbursable expenses.

Non-Reimbursable Expenses: The following expenses are NOT reimbursable:

- Expenses without proper documentation including the approved Request for Time Off – Business Trip
- Babysitter fees
- Charitable contributions
- Personal gifts
- Personal articles (i.e., toiletries, magazines, etc.)
- Gasoline, except for instances noted within this policy
- Normal commuting expenses
- Computer supplies
- Airline club dues
- Barber/Hairstylist
- Traffic and parking fines
- In-flight movies/refreshment
- Hotel movies, games and other discretionary charges
- Laundry and Dry Cleaning
- Luggage, Briefcases
- Air or rental car phone usage
- Additional travel insurance coverage

Reimbursement for Business Related Expenses:

The School has attempted to provide the employee maximum flexibility while keeping in compliance with IRS regulations and good business practice. As with any policy, if there are any questions or concerns, please contact a School Administrator.

Business expenses should be submitted no later than sixty (60) days after the expense has been incurred but no later than June 30th of each school year.

Reimbursement for Federal Programs Travel:

Travel costs are the expenses for transportation, lodging, subsistence and related items incurred by employees who travel on official school business of a grant recipient. Such costs may be charged on an actual cost basis, per diem or mileage bases in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the School’s non-federally funded activities and in accordance with the School’s written travel reimbursement policies. 2 C.F.R §200.474(a)

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the School in its regular operations as the result of its written travel policy. In addition, if these costs are charged directly to the federal award, documentation must be maintained that justifies (1) participation of the individual is necessary to the federal award; and (2) the costs are reasonable and consistent with the School's established policy. 2 C.F.R §200.474(b)

School Administration Travel and Business Expenses: School administration is responsible for the approval of all staff travel expense reports. The Board of Trustees may delegate approval of Administration expense reports to the CEO.



pennsylvania
DEPARTMENT OF EDUCATION

May 15, 2019

Ms. Patricia Rossetti
CEO
Pennsylvania Distance Learning CS
2100 Corporate Drive, Ste. 500
Wexford, PA 15090

Dear Ms. Rossetti:

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2018-19 school year. This review indicates that your Title I, Title II Part A, Title III (if applicable), and Title IV, Part A programs are in complete compliance with current statute, regulations, and guidance released by the United States Department of Education.

You can print off a copy of your completed Monitoring Instrument at <http://www.federalmonitor.com/pa> using the same username and password that you received in your monitoring notification letter sent to you in December/January. If you have any questions, please feel free to contact your regional coordinator.

Thank you for your cooperation.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs

cc: Project File 2018-19
/ljw

CAV Home

This is the 2018-2019 CAV for Pennsylvania Distance Learning CS

There are no issues that need to be addressed on this assessment.

No documents are currently available.

Documents

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

Division of Federal Programs
Consolidated Program Review

2018-2019 School Year

Pennsylvania Distance Learning CS
2100 Corporate Drive, Suite 500
Wexford, PA 15090

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Patricia Rossetti	(888) 997-3352 x 114	<input checked="" type="checkbox"/>
Business Manager:	Mike Whisman	(215) 481-9777	<input type="checkbox"/>
Federal Program Coordinator:	Ryan Schumm	(215) 481-9777	<input type="checkbox"/>
Parent/Family Member:	Beth Miller	(724) 657-4630	<input checked="" 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): Michael V. Matta

Program Review Date: 05/01/2019

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

**Division of Federal Programs
Consolidated Program Review**

2018-2019 School Year

**Pennsylvania Distance Learning CS
2100 Corporate Drive, Suite 500
Wexford, PA 15090**

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Patricia Rossetti	(888) 997-3352 x 114	<input checked="" type="checkbox"/>
Business Manager:	Mike Whisman	(215) 481-9777	<input type="checkbox"/>
Federal Program Coordinator:	Ryan Schumm	(215) 481-9777	<input type="checkbox"/>
Parent/Family Member:	Beth Miller	(724) 657-4630	<input type="checkbox"/>

Program(s) Reviewed:

- Title IA: Fiscal
- Title IIA: Fiscal
- Title IIIA: Fiscal
- Title IVA: Fiscal

Program Reviewer(s): Michael V. Matta

Program Review Date: 05/01/2019

Title IA: Fiscal

Component I: General Fiscal Requirements/Uniform Grants Guidance

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantees financial operations, which may include a review of internal controls for program funds in accordance with state and federal requirements, an examination of principles, laws and regulations, and a determination of whether costs are reasonable and necessary to achieve program objectives. This activity involves an assessment of financial statements, records, and procedures. It is similar to an audit but has a lesser degree of detail and depth and, usually, a higher degree of frequency.

Fiscal monitoring includes, but is not limited to:

- Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.
- Comparing budgets or budget limits to actual costs to determine if the LEAs expenditures are likely to be more or less than budgeted
- Obtaining documentation that services billed or items purchased were actually delivered according to the contract
- Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

An expenditure is allowable if it is an approved use of funds under the statute or regulations governing a program and meet the intent of the program.

An expenditure is necessary if it is part of an approved application for funding.

An expenditure is allocable to the extent that the expenditure is used to meet the intent of the grant program (costs are pro-rated across grants if used to meet several grant program objectives).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented</p> <p>Uniform Grants Guidance Section 200.501</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Two most recent audit reports (federal programs only)</p> <p><input type="checkbox"/> LEA response to findings</p> <p><input type="checkbox"/> PDE follow-up review of findings</p> <p><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions</p>	<table border="1"> <thead> <tr> <th data-bbox="1625 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2003 638"> <p>3/25/2019 10:10:53 AM Administrator/CEO Patricia Rossetti</p> <p>The LEA did not receive funds in the amount required for a single audit. The LEA has provided the independent audit reports for 2017 and 2018 for the monitor, as well as copy of PDE letters issued to the LEA for 2017 and 2018.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/25/2019 10:10:53 AM Administrator/CEO Patricia Rossetti</p> <p>The LEA did not receive funds in the amount required for a single audit. The LEA has provided the independent audit reports for 2017 and 2018 for the monitor, as well as copy of PDE letters issued to the LEA for 2017 and 2018.</p>		
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<p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV</p>	<table border="1"> <thead> <tr> <th data-bbox="1625 654 2003 703">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 703 2003 946"> <p>3/11/2019 9:24:49 AM Administrator/CEO Patricia Rossetti</p> <p>The LEA did not purchase equipment with the funds received.</p> </td> </tr> <tr> <th data-bbox="1625 946 2003 995">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 995 2003 1203"> <p>4/26/2019 11:08:46 AM Monitor Michael Matta</p> <p>The LEA did not purchase equipment with Title 1 funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 9:24:49 AM Administrator/CEO Patricia Rossetti</p> <p>The LEA did not purchase equipment with the funds received.</p>	Monitor Comments	<p>4/26/2019 11:08:46 AM Monitor Michael Matta</p> <p>The LEA did not purchase equipment with Title 1 funds.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. LEA conducts a physical inventory of all items every two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation that physical inventory was conducted within the last two years	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2019 9:25:20 AM Administrator/CEO Patricia Rossetti The LEA did not purchase equipment with the funds received.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/26/2019 11:08:18 AM Monitor Michael Matta The LEA did not purchase equipment with Title 1 funds.</td> </tr> </tbody> </table>	District Comments	3/11/2019 9:25:20 AM Administrator/CEO Patricia Rossetti The LEA did not purchase equipment with the funds received.	Monitor Comments	4/26/2019 11:08:18 AM Monitor Michael Matta The LEA did not purchase equipment with Title 1 funds.
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4/26/2019 11:08:18 AM Monitor Michael Matta The LEA did not purchase equipment with Title 1 funds.										
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs' approved date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date					
4. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that records are maintained for a period of seven years					
5. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title I and/or Title ID, where applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title I and/or Title ID, where applicable.					
	2. 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					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>6. Conflict of Interest Policy</p> <p>UGG Sec 200.112</p>	<p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none"> • Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) • Organizational Conflicts - (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) • Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) • Mandatory Disclosure- (potential conflict disclosed in writing) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board Approved policy, <input checked="" type="checkbox"/> Self-disclosure form, <input type="checkbox"/> Resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken) 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1625 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2003 496"> <p>3/11/2019 9:30:29 AM Administrator/CEO Patricia Rossetti</p> <p>The LEA did not have any conflicts of interest to resolve therefore, we do not have any evidence of resolution.</p> </td> </tr> <tr> <th data-bbox="1625 496 2003 545" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 545 2003 751"> <p>5/1/2019 9:15:39 AM Monitor Michael Matta</p> <p>The Conflict of Interest Policy was board approved on 12-7-2015.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 9:30:29 AM Administrator/CEO Patricia Rossetti</p> <p>The LEA did not have any conflicts of interest to resolve therefore, we do not have any evidence of resolution.</p>	Monitor Comments	<p>5/1/2019 9:15:39 AM Monitor Michael Matta</p> <p>The Conflict of Interest Policy was board approved on 12-7-2015.</p>
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<p>7. Allowability of Costs UGG Sec 200.43</p>	<p>1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles:</p> <ul style="list-style-type: none"> • Necessary, reasonable and allocable • Conform with federal law and grant terms • Consistent with state and local policies • Adequately documented 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Review program expenditures</p> <p><input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.</p>	<table border="1"> <thead> <tr> <th data-bbox="1625 131 2001 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2001 391"> <p>5/1/2019 9:16:46 AM Monitor Michael Matta These procedures were approved as a policy on 2-29-2016.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/1/2019 9:16:46 AM Monitor Michael Matta These procedures were approved as a policy on 2-29-2016.</p>
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<p>8. Procurement UGG Sec 200.320, 100.67, 200.88</p>	<p>1. Procurement the LEA maintains purchasing procedures</p> <p>Micro-purchases (purchase up to \$10,000)</p> <ul style="list-style-type: none"> • Small Purchase (between \$10,000-\$250,000) • Sealed Bids (purchases over \$250,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels</p> <p><input checked="" type="checkbox"/> Evidence that procurement procedures were followed for 3-5 tested random expenditures.</p>	<table border="1"> <thead> <tr> <th data-bbox="1625 743 2001 792">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 792 2001 1003"> <p>5/1/2019 9:17:43 AM Monitor Michael Matta These procedures were revised by the board as a policy on 3-6-2019.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/1/2019 9:17:43 AM Monitor Michael Matta These procedures were revised by the board as a policy on 3-6-2019.</p>
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<p>9. Cash Management Procedures</p> <p>UGG Sec 200.305</p>	<p>1. Cash Management the LEA must maintain written procedures to implement the following cash management requirements:</p> <ul style="list-style-type: none"> • Reimbursements explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds • Advances explain what happens if the LEA receives advance payments of federal grant funds • Interest explain how the LEA will manage interest earned on federal grant awards 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procedures are available that address the three components</p> <p><input type="checkbox"/> Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1625 128 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2003 427"> <p>4/16/2019 10:48:35 AM Administrator/CEO Patricia Rossetti The LEA did not accrue interest earned in excess of \$500.</p> </td> </tr> <tr> <th data-bbox="1625 427 2003 479" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 479 2003 683"> <p>5/1/2019 9:18:30 AM Monitor Michael Matta These procedures were approved as a policy on 2-29-2016.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/16/2019 10:48:35 AM Administrator/CEO Patricia Rossetti The LEA did not accrue interest earned in excess of \$500.</p>	Monitor Comments	<p>5/1/2019 9:18:30 AM Monitor Michael Matta These procedures were approved as a policy on 2-29-2016.</p>
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10. Travel Reimbursement UGG Sec 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable <ul style="list-style-type: none"> • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board approved policies available for review <input checked="" type="checkbox"/> Samples of travel requests reviewed followed policy <input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/11/2019 9:36:38 AM Administrator/CEO Patricia Rossetti The LEA did not participate in any out of state travel relative to Federal Programs. </td> </tr> <tr> <th style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td> 5/1/2019 9:19:53 AM Monitor Michael Matta The Travel Reimbursement Policy was revised by the board on 3-6-2019. </td> </tr> </tbody> </table>	District Comments	3/11/2019 9:36:38 AM Administrator/CEO Patricia Rossetti The LEA did not participate in any out of state travel relative to Federal Programs.	Monitor Comments	5/1/2019 9:19:53 AM Monitor Michael Matta The Travel Reimbursement Policy was revised by the board on 3-6-2019.
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<p>11. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> • Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives <input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #e0e0e0;">District Comments</th> </tr> <tr> <td>3/11/2019 9:38:02 AM Administrator/CEO Patricia Rossetti The LEA did not incur expenditures relative to the required pre-approval items.</td> </tr> <tr> <th style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td>4/26/2019 11:07:42 AM Monitor Michael Matta The LEA did not incur expenditures relative to the required pre-approval items.</td> </tr> </table>	District Comments	3/11/2019 9:38:02 AM Administrator/CEO Patricia Rossetti The LEA did not incur expenditures relative to the required pre-approval items.	Monitor Comments	4/26/2019 11:07:42 AM Monitor Michael Matta The LEA did not incur expenditures relative to the required pre-approval items.
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<p>12. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Consolidated Application Carryover section <input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #e0e0e0;">District Comments</th> </tr> <tr> <td>3/11/2019 9:38:53 AM Administrator/CEO Patricia Rossetti The LEA did not have any carry over funds to report.</td> </tr> <tr> <th style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td>4/26/2019 11:07:11 AM Monitor Michael Matta The LEA did not carry over funds from the prior year.</td> </tr> </table>	District Comments	3/11/2019 9:38:53 AM Administrator/CEO Patricia Rossetti The LEA did not have any carry over funds to report.	Monitor Comments	4/26/2019 11:07:11 AM Monitor Michael Matta The LEA did not carry over funds from the prior year.
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<p>13. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113</p>	<p>1. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span."</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p>	<table border="1"> <thead> <tr> <th data-bbox="1625 126 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2003 423"> <p>3/11/2019 9:40:13 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with only one K-12 building.</p> </td> </tr> <tr> <th data-bbox="1625 423 2003 477">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 477 2003 685"> <p>4/26/2019 11:06:40 AM Monitor Michael Matta The LEA is a cyber charter school with one K-12 building.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 9:40:13 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with only one K-12 building.</p>	Monitor Comments	<p>4/26/2019 11:06:40 AM Monitor Michael Matta The LEA is a cyber charter school with one K-12 building.</p>
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	<p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. The same analysis should occur for buildings below 75% regardless of grade span when that ranking methodology is chosen, and when the ranking by grade span methodology is chosen then this analysis should occur within any established grade span.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p>	<table border="1"> <thead> <tr> <th data-bbox="1625 695 2003 748">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 748 2003 992"> <p>3/11/2019 9:41:19 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building.</p> </td> </tr> <tr> <th data-bbox="1625 992 2003 1045">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 1045 2003 1253"> <p>4/26/2019 11:06:22 AM Monitor Michael Matta The LEA is a cyber charter school with one K-12 building.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 9:41:19 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building.</p>	Monitor Comments	<p>4/26/2019 11:06:22 AM Monitor Michael Matta The LEA is a cyber charter school with one K-12 building.</p>
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	<p>3. High schools (grades 9-12) may be served out of rank order at the discretion of the LEA. If the LEA exercises this discretion, any High School that is over 50% low-income shall be treated and ranked as if it is at the 75% low-income level. In this manner a High School would have to be served in rank order regardless of grade span as it would be considered to be at the 75% level.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p>	<table border="1"> <thead> <tr> <th data-bbox="1625 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2003 423"> <p>3/11/2019 9:41:43 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building.</p> </td> </tr> <tr> <th data-bbox="1625 423 2003 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 472 2003 683"> <p>4/26/2019 11:05:57 AM Monitor Michael Matta The LEA is a cyber charter school with one K-12 building.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 9:41:43 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building.</p>	Monitor Comments	<p>4/26/2019 11:05:57 AM Monitor Michael Matta The LEA is a cyber charter school with one K-12 building.</p>
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	<p>4. Allocations to each eligible school remain in rank order per the method established during the Consolidated Application submission and as analyzed in the bullets above, however variance in per pupil expenditure may vary and may only be in an anticipated format as this analysis is occurring mid-year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> The Title I budget, including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis</p>	<table border="1"> <thead> <tr> <th data-bbox="1625 699 2003 748">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 748 2003 992"> <p>3/11/2019 9:42:22 AM Administrator/CEO Patricia Rossetti The LEA is a public cyber charter school with one K-12 building.</p> </td> </tr> <tr> <th data-bbox="1625 992 2003 1040">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 1040 2003 1252"> <p>5/1/2019 9:28:47 AM Monitor Michael Matta The LEA is a public cyber charter school with one K-12 building.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 9:42:22 AM Administrator/CEO Patricia Rossetti The LEA is a public cyber charter school with one K-12 building.</p>	Monitor Comments	<p>5/1/2019 9:28:47 AM Monitor Michael Matta The LEA is a public cyber charter school with one K-12 building.</p>
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	5. Pre-kindergarten children are excluded from the poverty count of any school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PIMS Report on Economically Disadvantaged	<div style="background-color: #e0e0e0; padding: 2px;">District Comments</div> <p>3/11/2019 9:42:46 AM Administrator/CEO Patricia Rossetti The LEA is not authorized to serve Pre-kindergarten students. The LEA provided the ACS for 2018 -19 Low-income, and EL Data as of October 1.</p> <div style="background-color: #e0e0e0; padding: 2px;">Monitor Comments</div> <p>5/1/2019 9:26:46 AM Monitor Michael Matta The LEA was able to provide evidence of meeting this requirement.</p>
<p>14. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p>	1. Title I only - The LEA has shall demonstrate that the methodology used to allocated State and local funds to each school receiving assistance under Title I, Part A ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Title I funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.	<div style="background-color: #e0e0e0; padding: 2px;">District Comments</div> <p>3/11/2019 9:43:35 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building.</p> <div style="background-color: #e0e0e0; padding: 2px;">Monitor Comments</div> <p>4/26/2019 11:00:53 AM Monitor Michael Matta The LEA is a cyber charter school with one K-12 building.</p>

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<p>15. Comparability</p> <p>The LEA complies with the comparability provisions of Title I</p> <p>Sec. 1118(c)</p>	<p>1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Detailed Data Sheet and Assurance page</p> <p><input type="checkbox"/> Assurance page for those LEAs that are exempt</p>	<p style="text-align: center;">District Comments</p> <p>3/11/2019 9:44:12 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building.</p>
<p>16. Maintenance of Effort (MOE)</p> <p>Sec. 1118(a)</p>	<p>1. LEAs combined fiscal effort per student on the aggregate expenditures of the LEA from the preceding year must not be less than 90% of the second preceding year</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Maintenance of Effort Letter indicating compliance/non-compliance</p>	
<p>17. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113(c)(3), 42 U.S.C 11432</p> <p>Sec. 1116(a)(3)</p>	<p>1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page</p> <p><input checked="" type="checkbox"/> Consolidated Application Title I budget</p> <p><input checked="" type="checkbox"/> Statement of expenditures for homeless</p>	

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	2. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Reservation of Funds <input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance	<table border="1"> <thead> <tr> <th data-bbox="1625 131 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2003 423">3/11/2019 9:45:49 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$500,000 in Title I funds.</td> </tr> <tr> <th data-bbox="1625 423 2003 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 472 2003 675">4/26/2019 11:02:05 AM Monitor Michael Matta The LEA did not receive more than \$500,000 in Title I funds.</td> </tr> </tbody> </table>	District Comments	3/11/2019 9:45:49 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$500,000 in Title I funds.	Monitor Comments	4/26/2019 11:02:05 AM Monitor Michael Matta The LEA did not receive more than \$500,000 in Title I funds.
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	3. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Neglected Institution	<table border="1"> <thead> <tr> <th data-bbox="1625 699 2003 748">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 748 2003 951">3/11/2019 9:46:56 AM Administrator/CEO Patricia Rossetti The LEA did not use funds for Neglected Institution.</td> </tr> <tr> <th data-bbox="1625 951 2003 1000">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 1000 2003 1177">4/26/2019 11:02:52 AM Monitor Michael Matta The LEA did not use funds for Neglected Institution.</td> </tr> </tbody> </table>	District Comments	3/11/2019 9:46:56 AM Administrator/CEO Patricia Rossetti The LEA did not use funds for Neglected Institution.	Monitor Comments	4/26/2019 11:02:52 AM Monitor Michael Matta The LEA did not use funds for Neglected Institution.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	4. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Foster	<div style="background-color: #e0e0e0; padding: 2px;">District Comments</div> <p>3/11/2019 9:47:24 AM Administrator/CEO Patricia Rossetti The LEA did not use funds for Foster students.</p> <div style="background-color: #e0e0e0; padding: 2px;">Monitor Comments</div> <p>4/26/2019 11:02:30 AM Monitor Michael Matta The LEA did not use funds for Foster students.</p>
	5. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived and shows how the set-aside amount was allocated back to the appropriate Title I school? (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Spreadsheet demonstrating calculations	<div style="background-color: #e0e0e0; padding: 2px;">District Comments</div> <p>3/25/2019 11:14:20 AM Administrator/CEO Patricia Rossetti The LEA is a public cyber charter school with only one building.</p> <div style="background-color: #e0e0e0; padding: 2px;">Monitor Comments</div> <p>4/26/2019 11:05:04 AM Monitor Michael Matta The LEA is a public cyber charter school with only one building.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>18. Title I, Part D Subpart 2: Sec. 1424</p>	<p>1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Statement of expenditures for Delinquent funds</p>	<table border="1"> <thead> <tr> <th data-bbox="1625 131 2005 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2005 423"> <p>3/25/2019 11:17:40 AM Administrator/CEO Patricia Rossetti The LEA did not have activities related to delinquent institutions.</p> </td> </tr> <tr> <th data-bbox="1625 423 2005 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 472 2005 651"> <p>4/26/2019 11:03:24 AM Monitor Michael Matta The LEA does not receive Title I, Part D funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/25/2019 11:17:40 AM Administrator/CEO Patricia Rossetti The LEA did not have activities related to delinquent institutions.</p>	Monitor Comments	<p>4/26/2019 11:03:24 AM Monitor Michael Matta The LEA does not receive Title I, Part D funds.</p>
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Monitor Comments										
<p>4/26/2019 11:03:24 AM Monitor Michael Matta The LEA does not receive Title I, Part D funds.</p>										
<p>19. Community Eligibility Provision (CEP) 7 CFR 245.9(f)(7)(iii)</p>	<p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 17-18 SY? This is asked for 18-19 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 18-19 SY this answer is "no". Note: If a "no" answer the remaining questions can be marked N/A.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p>	<table border="1"> <thead> <tr> <th data-bbox="1625 664 2005 712">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 712 2005 956"> <p>3/11/2019 9:49:39 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program.</p> </td> </tr> <tr> <th data-bbox="1625 956 2005 1005">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 1005 2005 1232"> <p>4/26/2019 11:03:42 AM Monitor Michael Matta The LEA did not participate in the CEP program.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 9:49:39 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program.</p>	Monitor Comments	<p>4/26/2019 11:03:42 AM Monitor Michael Matta The LEA did not participate in the CEP program.</p>
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Monitor Comments										
<p>4/26/2019 11:03:42 AM Monitor Michael Matta The LEA did not participate in the CEP program.</p>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. Were all buildings in 16-17 CEP or were some CEP and others non-CEP? If all schools CEP, select MET. If not, select N/A, then discuss per bullet 3 how data was made uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1625 131 2003 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2003 423"> 3/11/2019 9:49:57 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program. </td> </tr> <tr> <th data-bbox="1625 423 2003 472" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 472 2003 683"> 4/26/2019 11:03:52 AM Monitor Michael Matta The LEA did not participate in the CEP program. </td> </tr> </tbody> </table>	District Comments	3/11/2019 9:49:57 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program.	Monitor Comments	4/26/2019 11:03:52 AM Monitor Michael Matta The LEA did not participate in the CEP program.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools <input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools. <input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not. <input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey but which made clear that it was not a requirement of the food subsidy program was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms.	<table border="1"> <thead> <tr> <th data-bbox="1625 131 2005 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2005 423">3/11/2019 9:50:20 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program.</td> </tr> <tr> <th data-bbox="1625 423 2005 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 472 2005 683">4/26/2019 11:04:04 AM Monitor Michael Matta The LEA did not participate in the CEP program.</td> </tr> </tbody> </table>	District Comments	3/11/2019 9:50:20 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program.	Monitor Comments	4/26/2019 11:04:04 AM Monitor Michael Matta The LEA did not participate in the CEP program.
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Monitor Comments										
4/26/2019 11:04:04 AM Monitor Michael Matta The LEA did not participate in the CEP program.										
20. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditures aligned to transferred into subprogram <input checked="" type="checkbox"/> Consolidated Application, Transferability page					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. Evidence of Non-public school consultation to discuss transferred amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect consultation occurred	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1625 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2003 423"> 3/11/2019 9:51:12 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school and does not work with non-public schools. </td> </tr> <tr> <th data-bbox="1625 423 2003 472" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 472 2003 683"> 4/26/2019 11:04:27 AM Monitor Michael Matta The LEA is a cyber charter school and does not work with non-public schools. </td> </tr> </tbody> </table>	District Comments	3/11/2019 9:51:12 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school and does not work with non-public schools.	Monitor Comments	4/26/2019 11:04:27 AM Monitor Michael Matta The LEA is a cyber charter school and does not work with non-public schools.
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If you have additional comments to make about this section, enter them here:										

Comments

The LEA has provided documentation to address all fiscal federal requirements for Title 1, Part A.

Title II A: Fiscal

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p>	1. Title II - the LEA approved budget and records of expenditures of Title II funds match	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title II budgets <input checked="" type="checkbox"/> LEA budget <input checked="" type="checkbox"/> Statement of Expenditures for Title II	
<p>2. Performance Goal Reporting Verification</p> <p>UGG 200.328</p>	1. 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.	
	2. 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	
If you have additional comments to make about this section, enter them here:						

Comments

The LEA has provided documentation to address all fiscal federal requirements for Title II, Part A.

Title IVA: Fiscal

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p>	<p>1. Title IV (where applicable) - the LEA approved budget and records of expenditures of Title IV funds match.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Title IV budgets</p> <p><input checked="" type="checkbox"/> LEA budget</p> <p><input checked="" type="checkbox"/> Statement of Expenditures for Title IV</p>	<p>Monitor Comments</p> <p>5/1/2019 9:35:57 AM Monitor Michael Matta All Title IV funds were transferred into Title 1 to pay salaries and benefits for a Technology Coach.</p>
<p>2. Performance Goal Reporting Verification</p> <p>UGG 200.328</p>	<p>1. LEA has submitted the Performance Goal Output Report for Title IV.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IV.</p>	<p>Monitor Comments</p> <p>5/1/2019 9:36:19 AM Monitor Michael Matta All Title IV funds were transferred into Title 1 to pay salaries and benefits for a Technology Coach.</p>
	<p>2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> Data reports/ summaries</p>	<p>Monitor Comments</p> <p>5/1/2019 9:36:34 AM Monitor Michael Matta All Title IV funds were transferred into Title 1 to pay salaries and benefits for a Technology Coach.</p>
<p>If you have additional comments to make about this section, enter them here:</p>						

Comments

All Title IV funds were transferred into Title 1 to pay salaries and benefits for a Technology Coach.

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2018-2019 School Year
Pennsylvania Distance Learning CS**

Pennsylvania Distance Learning Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	<u>Darla Posney</u>	<input checked="" type="checkbox"/>
Parent:	<u>Beth Miller</u>	<input checked="" type="checkbox"/>
Parent:	<u>Keren Ortiz</u>	<input type="checkbox"/>
Parent:	<u>Justine Schelleby</u>	<input type="checkbox"/>
Parent:	<u>Senayet Thomas</u>	<input checked="" type="checkbox"/>
Parent:	<u>Anita Wade</u>	<input type="checkbox"/>

Program Reviewers: Michael V. Matta Visit Date: 5/1/2019

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. Time Documentation UGG Sec. 200.430	1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications					
	2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules <input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2019 10:43:18 AM Administrator/CEO Patricia Rossetti The LEA does not have any prorated Title I staff.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/26/2019 11:10:29 AM Monitor Michael Matta The LEA does not have any prorated Title I staff.</td> </tr> </tbody> </table>	District Comments	3/11/2019 10:43:18 AM Administrator/CEO Patricia Rossetti The LEA does not have any prorated Title I staff.	Monitor Comments	4/26/2019 11:10:29 AM Monitor Michael Matta The LEA does not have any prorated Title I staff.
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Monitor Comments										
4/26/2019 11:10:29 AM Monitor Michael Matta The LEA does not have any prorated Title I staff.										
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting Title I expenditures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Schools Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis					
If you have additional comments to make about this section, enter them here:										

Comments

The school has provided documentation to address all fiscal federal requirements for operating a schoolwide Title 1 program.

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 checked="" type="checkbox"/> Samples of valid level I or II certificated with appropriate content areas aligned with class schedules. <input type="checkbox"/> Emergency permits unacceptable except for Charter Schools - 25% rule <input checked="" type="checkbox"/> Report by the LEA data system on staff qualifications	<table border="1"> <thead> <tr> <th data-bbox="1583 456 2003 505">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1583 505 2003 716"> 3/11/2019 9:59:12 AM Administrator/CEO Patricia Rossetti The LEA did not request any emergency permits. </td> </tr> </tbody> </table>	District Comments	3/11/2019 9:59:12 AM Administrator/CEO Patricia Rossetti The LEA did not request any emergency permits.
District Comments							
3/11/2019 9:59:12 AM Administrator/CEO Patricia Rossetti The LEA did not request any emergency permits.							
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"> <input checked="" type="checkbox"/> Equity Plan and agenda and sign in sheets <input checked="" type="checkbox"/> Documentation of annual review of Equity Plan <input type="checkbox"/> Teachers are reassigned, if applicable <input type="checkbox"/> Changes to union contract are made, if applicable <input checked="" type="checkbox"/> Sample class schedules with applicable staff and student percentages 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1360 380 2003 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1360 431 2003 711"> <p>3/11/2019 10:02:15 AM Administrator/CEO Patricia Rossetti The LEA did not need to reassign teachers. The LEA does not have a union contract. Parent/Student Handbook parent signature pages included as evidence of parent participation during annual orientation.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:02:15 AM Administrator/CEO Patricia Rossetti The LEA did not need to reassign teachers. The LEA does not have a union contract. Parent/Student Handbook parent signature pages included as evidence of parent participation during annual orientation.</p>
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<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written transportation procedures <input checked="" type="checkbox"/> Written transportation procedures with signatures	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1291 375 2011 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1291 431 2011 613"> 3/11/2019 10:04:04 AM Administrator/CEO Patricia Rossetti The LEA has a Memorandum of Understanding with Allegheny County Department of Human Services. </td> </tr> </tbody> </table>	District Comments	3/11/2019 10:04:04 AM Administrator/CEO Patricia Rossetti The LEA has a Memorandum of Understanding with Allegheny County Department of Human Services.
District Comments							
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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				
<p>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.</p>	<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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1493 375 2011 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1493 431 2011 643"> <p>3/11/2019 10:05:09 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.</p> </td> </tr> <tr> <th data-bbox="1493 643 2011 699" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1493 699 2011 906"> <p>5/1/2019 9:43:31 AM Monitor Michael Matta The LEA is a cyber charter school not required to develop an MOU with the local Head Start agencies..</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:05:09 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.</p>	Monitor Comments	<p>5/1/2019 9:43:31 AM Monitor Michael Matta The LEA is a cyber charter school not required to develop an MOU with the local Head Start agencies..</p>
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<p>If you have additional comments to make about this section, enter them here:</p>									

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"> description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) 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 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 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: 	<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="1526 415 2003 467">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1526 467 2003 743"> <p>5/1/2019 9:46:16 AM Monitor Michael Matta The LEA has a single Parent and Family Engagement Policy that contains all required elements for the LEA level and the School Level policies.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/1/2019 9:46:16 AM Monitor Michael Matta The LEA has a single Parent and Family Engagement Policy that contains all required elements for the LEA level and the School Level policies.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<ul style="list-style-type: none"> ○ barriers to greater participation in activities, ○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers ○ strategies to support successful school and family interactions • 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 • description of involvement of parents in the activities of the Title I schools. 									
<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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="1524 737 2003 789" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1524 789 2003 997"> <p>3/11/2019 10:08:17 AM Administrator/CEO Patricia Rossetti The LEA received less than the \$500,000 in Title I funds.</p> </td> </tr> <tr> <th data-bbox="1524 997 2003 1049" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1524 1049 2003 1222"> <p>4/26/2019 10:40:46 AM Monitor Michael Matta The LEA received less than the \$500,000 in Title I funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:08:17 AM Administrator/CEO Patricia Rossetti The LEA received less than the \$500,000 in Title I funds.</p>	Monitor Comments	<p>4/26/2019 10:40:46 AM Monitor Michael Matta The LEA received less than the \$500,000 in Title I funds.</p>
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<p>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)</p>	<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					

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"> • supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • supporting programs that reach parents and family members at home, in the community, and at school • 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 • 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 • 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.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1526 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1526 180 2003 391"> <p>3/11/2019 10:10:48 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$500,000 in Title I funds.</p> </td> </tr> <tr> <th data-bbox="1526 391 2003 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1526 440 2003 610"> <p>4/26/2019 10:41:05 AM Monitor Michael Matta The LEA received less than the \$500,000 in Title I funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:10:48 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$500,000 in Title I funds.</p>	Monitor Comments	<p>4/26/2019 10:41:05 AM Monitor Michael Matta The LEA received less than the \$500,000 in Title I funds.</p>
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Monitor Comments									
<p>4/26/2019 10:41:05 AM Monitor Michael Matta The LEA received less than the \$500,000 in Title I funds.</p>									
<p>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.</p>	<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					

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 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%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1440 407 2011 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1440 467 2011 643"> 3/25/2019 11:01:20 AM Administrator/CEO Patricia Rossetti The LEA did not consolidate funds in the Schoolwide program. </td> </tr> <tr> <th data-bbox="1440 643 2011 695" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1440 695 2011 873"> 4/26/2019 10:42:17 AM Monitor Michael Matta The PA Distance Learning Charter School does not consolidate funds. </td> </tr> </tbody> </table>	District Comments	3/25/2019 11:01:20 AM Administrator/CEO Patricia Rossetti The LEA did not consolidate funds in the Schoolwide program.	Monitor Comments	4/26/2019 10:42:17 AM Monitor Michael Matta The PA Distance Learning Charter School does not consolidate funds.
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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:					

Comments

The LEA has provided documentation to address all federal requirements for Title 1, Part A.

Title II A: 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.	<p style="text-align: center;">District Comments</p> <p>4/16/2019 9:49:13 AM Administrator/CEO Patricia Rossetti Classes are capped at an enrollment of no more than 30 students. Professional development activities are based on Comprehensive and School Improvement Plans, annual goals by department, and individual Professional Learning Plans, including Induction Program and mandatory annual and other mandatory training sessions.</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 checked="" type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets, <input checked="" type="checkbox"/> invitations	<p style="text-align: center;">Monitor Comments</p> <p>5/1/2019 10:13:42 AM Monitor Michael Matta Title II recommendations were discussed at the Comprehensive Planning Meeting which took place on March 22, 2018.</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"> • Detailed list of ESSA-authorized activities: • Teacher/principal evaluation. • Recruitment and retention. • Class size reduction. • PD tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments. • Identify trauma, mental illness, and intervention. • Safety, drug and alcohol abuse, chronic absenteeism. • Gifted learning. • Library programs. • Sex abuse. • STEM. • Improved staff working conditions (feedback). • Career/tech ed integration and work-based learning to prepare for workforce or post-secondary transition • Other uses that at meet the intent of Title IIA 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title II activities	

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)	District Comments
					4/16/2019 9:56:00 AM Administrator/CEO Patricia Rossetti Once enrollment in a grade level exceed 60 students, an additional elementary certified teacher is added. Content areas are split English Language Arts and Social Studies for one teacher, and Math and Science for the second teacher. This occurred in grades 3, 5 and 6 in the 2018-19 school year. Sections for each grade level are created with a cap of 25-30 students per section, also known as live learning classrooms.
					Monitor Comments
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.	
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	
If you have additional comments to make about this section, enter them here:					

Comments

The LEA has provided documentation to address all federal requirements for Title II, Part A.

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 checked="" type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets	<p style="text-align: center;">Monitor Comments</p> 5/1/2019 10:16:57 AM Monitor Michael Matta Title IV recommendations were discussed at the Comprehensive Planning Meeting which took place on March 22, 2018.
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;">District Comments</p> 3/11/2019 10:22:10 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building.
					<p style="text-align: center;">Monitor Comments</p> 4/26/2019 10:44:11 AM Monitor Michael Matta The LEA consists of only one school K-12.
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 checked="" type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section</p>	<table border="1"> <thead> <tr> <th data-bbox="1526 128 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1526 180 2003 391"> <p>3/11/2019 10:23:30 AM Administrator/CEO Patricia Rossetti The LEA did not purchase technology with Title I funds.</p> </td> </tr> <tr> <th data-bbox="1526 391 2003 443">Monitor Comments</th> </tr> <tr> <td data-bbox="1526 443 2003 613"> <p>5/1/2019 10:20:27 AM Monitor Michael Matta The LEA did not purchase technology with Title I funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:23:30 AM Administrator/CEO Patricia Rossetti The LEA did not purchase technology with Title I funds.</p>	Monitor Comments	<p>5/1/2019 10:20:27 AM Monitor Michael Matta The LEA did not purchase technology with Title I funds.</p>
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Monitor Comments									
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<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).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Needs Assessment with date</p>	<table border="1"> <thead> <tr> <th data-bbox="1526 626 2003 678">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1526 678 2003 889"> <p>3/11/2019 10:24:01 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p> </td> </tr> <tr> <th data-bbox="1526 889 2003 941">Monitor Comments</th> </tr> <tr> <td data-bbox="1526 941 2003 1110"> <p>4/26/2019 10:44:47 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:24:01 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p>	Monitor Comments	<p>4/26/2019 10:44:47 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>6. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated application Well-Rounded narrative completed.</p> <p><input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section</p>	<table border="1"> <thead> <tr> <th data-bbox="1528 131 1999 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1528 180 1999 391"> <p>3/11/2019 10:24:31 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p> </td> </tr> <tr> <th data-bbox="1528 391 1999 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1528 440 1999 610"> <p>4/26/2019 10:45:37 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:24:31 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p>	Monitor Comments	<p>4/26/2019 10:45:37 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.</p>
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<p>7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated application Safe and Healthy narrative completed.</p> <p><input type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section</p>	<table border="1"> <thead> <tr> <th data-bbox="1528 630 1999 678" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1528 678 1999 889"> <p>3/11/2019 10:24:45 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p> </td> </tr> <tr> <th data-bbox="1528 889 1999 938" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1528 938 1999 1107"> <p>4/26/2019 10:45:26 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:24:45 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p>	Monitor Comments	<p>4/26/2019 10:45:26 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.</p>
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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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input 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="1526 131 2001 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1526 180 2001 391"> 3/11/2019 10:24:52 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds. </td> </tr> <tr> <th data-bbox="1526 391 2001 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1526 440 2001 613"> 4/26/2019 10:45:47 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds. </td> </tr> </tbody> </table>	District Comments	3/11/2019 10:24:52 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.	Monitor Comments	4/26/2019 10:45:47 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.
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If you have additional comments to make about this section, enter them here:									

Comments

The LEA has provided documentation to address all federal requirements for Title IV, Part A.

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:					

Comments

The LEA is a charter school, and does not provide services to nonpublic students.

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2018-2019 School Year
Pennsylvania Distance Learning CS**

Pennsylvania Distance Learning Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	<u>Darla Posney</u>	<input checked="" type="checkbox"/>
Parent:	<u>Beth Miller</u>	<input checked="" type="checkbox"/>
Parent:	<u>Keren Ortiz</u>	<input type="checkbox"/>
Parent:	<u>Justine Schelleby</u>	<input type="checkbox"/>
Parent:	<u>Senayet Thomas</u>	<input checked="" type="checkbox"/>
Parent:	<u>Anita Wade</u>	<input type="checkbox"/>

Program Reviewers: Michael V. Matta Visit Date: 5/1/2019

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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;">District Comments</p> <p>3/11/2019 10:27:56 AM Administrator/CEO Patricia Rossetti The LEA does not employ paraprofessionals.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/26/2019 10:50:28 AM Monitor Michael Matta The LEA does not employ paraprofessionals.</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	
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;">District Comments</p> <p>3/11/2019 10:30:07 AM Administrator/CEO Patricia Rossetti The LEA provided a sample letter that would be used in the event of four or more consecutive weeks of teaching by a teacher not state certified. The LEA has not experienced such a situation.</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					
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 type="checkbox"/> Transition Plan	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2019 10:33:00 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/26/2019 10:57:03 AM Monitor Michael Matta The LEA's transition plan contains transition activities for those children entering Kindergarten.</td> </tr> </tbody> </table>	District Comments	3/11/2019 10:33:00 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.	Monitor Comments	4/26/2019 10:57:03 AM Monitor Michael Matta The LEA's transition plan contains transition activities for those children entering Kindergarten.
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Monitor Comments									
4/26/2019 10:57:03 AM Monitor Michael Matta The LEA's transition plan contains transition activities for those children entering Kindergarten.									
If you have additional comments to make about this section, enter them here:									

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"> • 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. • 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 • 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. • Provide Title I parents <ul style="list-style-type: none"> ◦ Timely information about Title I programs 	<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	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ 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 ○ 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. ○ 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). ○ 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. ○ 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. ○ 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. ○ 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. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> ○ 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. ○ 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. ○ 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). 							
<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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1583 883 2003 935">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1583 935 2003 1216"> <p>5/1/2019 10:32:38 AM Monitor Michael Matta The LEA held multiple Title 1 Meetings for families throughout the month of September 2018 via Digital Samba.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/1/2019 10:32:38 AM Monitor Michael Matta The LEA held multiple Title 1 Meetings for families throughout the month of September 2018 via Digital Samba.</p>
Monitor Comments							
<p>5/1/2019 10:32:38 AM Monitor Michael Matta The LEA held multiple Title 1 Meetings for families throughout the month of September 2018 via Digital Samba.</p>							

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"> • 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 • 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. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution	
<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 childs progress and work with educators to improve the achievement of their children.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets <input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their childrens achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events <input checked="" type="checkbox"/> Workshops	<table border="1"> <thead> <tr> <th data-bbox="1587 131 2005 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1587 180 2005 391"> 3/11/2019 10:36:39 AM Administrator/CEO Patricia Rossetti The LEA does not have any foster students enrolled. </td> </tr> </tbody> </table>	District Comments	3/11/2019 10:36:39 AM Administrator/CEO Patricia Rossetti The LEA does not have any foster students enrolled.
District Comments							
3/11/2019 10:36:39 AM Administrator/CEO Patricia Rossetti The LEA does not have any foster students enrolled.							
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets <input checked="" type="checkbox"/> SPAC skits and staff agendas and sign in sheets	<table border="1"> <thead> <tr> <th data-bbox="1587 407 2005 456">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1587 456 2005 643"> 5/1/2019 10:36:44 AM Monitor Michael Matta The LEA used the SPAC Skits to fulfill this erquirement. </td> </tr> </tbody> </table>	Monitor Comments	5/1/2019 10:36:44 AM Monitor Michael Matta The LEA used the SPAC Skits to fulfill this erquirement.
Monitor Comments							
5/1/2019 10:36:44 AM Monitor Michael Matta The LEA used the SPAC Skits to fulfill this erquirement.							
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan <input checked="" type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets			
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings <input checked="" type="checkbox"/> Translated Schoolwide Plan	<table border="1"> <thead> <tr> <th data-bbox="1587 1000 2005 1049">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1587 1049 2005 1292"> 5/1/2019 10:38:49 AM Monitor Michael Matta The LEA uses a program titled LanguageLine to translate written and oral communication. </td> </tr> </tbody> </table>	Monitor Comments	5/1/2019 10:38:49 AM Monitor Michael Matta The LEA uses a program titled LanguageLine to translate written and oral communication.
Monitor Comments							
5/1/2019 10:38:49 AM Monitor Michael Matta The LEA uses a program titled LanguageLine to translate written and oral communication.							
If you have additional comments to make about this section, enter them here:							

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.	
<p>Note: If the school does not have an approved Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</p>					
<p style="text-align: center;">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
<p style="text-align: center;">If you have additional comments to make about this section, enter them here:</p>					

Comments

The school has provided documentation to address all federal requirements for operating a schoolwide Title 1 program.



pennsylvania
DEPARTMENT OF EDUCATION

October 22, 2018

Ms. Patricia Rossetti
Chief Executive Officer
Pennsylvania Distance Learning CS
2100 Corporate Drive
Suite 500
Wexford, Pa 15090

Dear Ms. Rossetti:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on December 4, 2017 have been corrected as of October 4, 2018 by the charter school. It is with pleasure that I commend you and your staff for efforts made in achieving resolution of the noncompliance areas.

Please note, if you have improvement plans that were developed as a component of the corrective action plan, they will remain open and you are required to implement the improvement plans until the specific action for those items has been completed as approved by your adviser.

As you know, compliance monitoring is required by Federal regulations to determine a local education agency's compliance with Federal and State requirements for students identified as eligible for special education. Your response to the monitoring visit and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

Ann Hinkson-Herrmann
Director



October 22, 2018

Ms. Patricia Rossetti
Chief Executive Officer
Pennsylvania Distance Learning CS
2100 Corporate Drive
Suite 500
Wexford, Pa 15090

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The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

A handwritten signature in black ink that reads "Ann Hinkson-Herrmann". The signature is written in a cursive style with a large, looped initial "A".

Ann Hinkson-Herrmann
Director



pennsylvania
DEPARTMENT OF EDUCATION

January 15, 2018

Ms. Patricia Rossetti
Chief Executive Officer
Pennsylvania Distance Learning CS
2100 Corporate Drive
Suite 500
Wexford, Pa 15090

Dear Ms. Rossetti:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Pennsylvania Distance Learning CS the week of December 4, 2017.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Cortney Verner, the Chairperson of the compliance monitoring team.

Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

Ann Hinkson-Herrmann
Director

Attachments: Executive Summary
Appendix: Detailed Report of Findings, Including Corrective Actions Required

CC: Chairperson
Jill Deitrich
CS Monitoring File



Executive Summary BSE Compliance Monitoring Review of the Pennsylvania Distance Learning CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of December 4, 2017, the Pennsylvania Distance Learning CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, student file reviews, and interviews of parents and general and special education teachers).

B. General Findings

In reaching compliance determinations, the Bureau of Special Education (BSE) monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

This report focuses on compliance with regulatory requirements and also contains descriptive information (such as interview and survey results) intended to provide feedback to assist in program planning.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

The team reviewed the FSA submitted by the charter school and conducted onsite verification activities of the information submitted in the FSA. The onsite verification activities included review of policies, notices, procedures, and file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	0	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	0	1
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	1	0
SPP/APR Indicator 13 (Transition)	1	1
Disproportionate Representation that is the Result of Inappropriate Identification		

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective Use of Dispute Resolution	0	0
Graduation Rates (SPP)	0	1
Dropout Rates (SPP)	0	1
Suspensions (Rates)	0	0
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	0	1
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	1	0
Disproportionate Representation that is the Result of Inappropriate Identification		

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2. FILE REVIEW (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Pennsylvania Distance Learning CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	88	0	72
Evaluation/Reevaluation: Process and Content	239	0	541
Individualized Education Program: Process and Content	518	14	268
Procedural Safeguards: Process and Content	119	0	1
TOTALS	964	14	882

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	247	8	83
Program Implementation: Special Ed Teacher Interviews	329	3	118
Program Implementation: Parent Interviews	214	22	113
TOTALS	790	33	314

4. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	0	0	0

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

PART II CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. *Criteria not met that require corrective action by the charter school are gray-shaded.*

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff are available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.

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: Pennsylvania Distance Learning CS

Chief Executive Officer: Ms. Patricia Rossetti

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Cortney Verner

Date of Report: January 15, 2018

Date Final Report Sent to LEA: January 15, 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: _____

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: 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. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: 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
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
		X				8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 2 1 1 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 2 1 1 0 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. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: 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.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: 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. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: 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. TRANSITION REQUIREMENTS Standard: 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.		
						Topical Area 2: Delivery of Service			
	N					17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.	The LEA will develop an improvement plan to address significant discrepancy in total number of students identified as special education compared to the state average, more specifically, students identified as Other Health Impaired (OHI).		
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
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?			
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?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					9	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 0 0 0 1 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 4 1 2 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			
					5 3 0 0 1 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			
10	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?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	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?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	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?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways? Has the ability to have access to peer interaction. Loves to participate and keeps the pace of the curriculum with peers. Peer relations, curriculum and teacher interaction are made readily available. Has exposure to general education expectations and peer interactions. Increased opportunities for peer interaction. Becomes more engaged and increased responses to social questions with general education peers. Positive exposure to peers. The content being taught is assisting the current individualized education plan. Demonstrates success and progress with on grade-level content. Has an opportunity to be with peers, has high expectations and able to follow grade level content.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
10	0	0				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?			
8	0	2				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?			
5	3	2				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	5				SE 95c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Requires special instruction in identified skill areas. Additional supports are needed to help in identified academic areas. Need for additional special education services based on student performance/need. Functional performance and demonstrated academic needs indicated the need for more specialized instruction. Needs opportunity to reinforce skills related to the IEP goals.			
0	0	5				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision based upon needs. Time was determined based upon skill needs and current schedule. The time was determined by the needs to be addressed successfully. IEP team decision. The time was based on needs to master certain concepts/skills.			
8	0	2				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?			
10	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
8	0	2				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. FSA-SUSPENSION RATES Standard: 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. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
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			
						PERMISSION TO REEVALUATE (File Reviews)			
8	0	2				FR 194. PTRE-Consent Form is present in the student file			
8	0	2				FR 195. Demographic data			
8	0	2				FR 196. Reason for reevaluation			
8	0	2				FR 197. Types of assessment tools, tests and procedures to be used			
8	0	2				FR 198. Contact person's name and contact information			
8	0	2				FR 199. Parent has selected a consent option			
8	0	2				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				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)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
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			
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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
						REEVALUATION REPORT (File Reviews)			
10	0	0				FR 207. RR is present in the student file			
10	0	0				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)			
10	0	0				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)			
10	0	0				FR 210. Demographic data			
10	0	0				FR 211. Date IEP team reviewed existing evaluation data			
10	0	0				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
10	0	0				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
10	0	0				FR 214. Aptitude and achievement tests			
10	0	0				FR 215. Current classroom based assessments and local and/or state assessments			
10	0	0				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
10	0	0				FR 217. Teacher recommendations			
10	0	0				FR 218. Lack of appropriate instruction in reading			
10	0	0				FR 219. Lack of appropriate instruction in math			
10	0	0				FR 220. Limited English proficiency			
10	0	0				FR 221. Conclusion regarding need for additional data is indicated			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 222. Reasons additional data are not needed are included			
10	0	0				FR 223. Determination whether the child has a disability and requires special education			
10	0	0				FR 224. Disability category(ies)			
10	0	0				FR 225. Summary of findings includes student's educational strengths and needs			
10	0	0				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
10	0	0				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
8	0	2				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
10	0	0				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
9	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
9	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
1	0	8	0			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?			
1	8	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	9	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	9	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				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)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
7	0	3				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
3	1	6			25%	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			
6	1	3			14%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
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			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
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			
5	0	5				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
7	0	3				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
9	0	1				FR 267. Local Education Agency Representative			
2	0	8				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			
						SPECIAL CONSIDERATIONS (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				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			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				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	0	8				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			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
6	1	3			14%	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			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
5	2	3			29%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	2	3			29%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
6	1	3			14%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
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)			
5	2	3			29%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	1	3			14%	FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
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)			
6	0	4				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
3	0	7				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
3	0	7				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
3	0	7				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
7	0	3				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				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			
2	0	8				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
9	0	1				FR 302. Measurable Annual Goals			
9	0	1				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			
3	0	7				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				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			
9	1	0			10%	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			
8	0	2				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			
9	0	1				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				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			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
6	0	4				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			
6	0	4				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
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)			
0	0	10				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
9	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
9	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	9	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?			
9	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
7	2	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	7	0			P 32b. If no, what training or support would assist you? Anything would be helpful. More information/training on how to support children with academic challenges.			
9	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?			
9	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
3	1	3	2			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?			
9	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	9	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	9	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	1			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
6	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
4	3	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
4	0	6				GE 76. Were those recommendations considered by the IEP team?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	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?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
9	0	0	0			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?			
9	0	0	0			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.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	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?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				SE 104. If appropriate, are the student's annual goals based on functional performance?			
9	0	1				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				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?			
10	0	0				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?			
10	0	0				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?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Peer interaction is made readily available. Is successful in all classes and goal setting is occurring to analyze progress. Opportunities for peer interaction and curriculum participation are made available. Is making progress at grade level in subject areas. Is able to be successful and complete required activities as needed in the general education environment. There is access to peer interaction. Participation has enabled growth in academics and social skills. Has opportunities for socialization, in the regular education classroom that has supported academic development. Is able to perform well with age level peers. It enables social skill development at grade level. Has opportunities for social interaction with peers.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
9	0	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?			
9	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?			
					9 0 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			
					9 0 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			
9	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	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?			
6	0	4				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?			
1	5	4				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	9				GE 79c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Need for additional specialized instruction.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based upon current skill level and progress data.			
6	0	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?			
2	0	8				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				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?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	1				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	3	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?			
9	0	0	0			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?			
7	2	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
7	1	0	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	1	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	4	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?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
7	0	3				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?			
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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
5	0	4	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
9	0	0	0			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?			
2	7	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	7	0			P 50c. If yes, what reasons were discussed for recommending removal? Needed additional support in certain subject areas. Additional instructional time for needed academic areas.			
0	0	7	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Program needs. IEP team decision.			
9	0	0	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?			
9	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? Loves school. I think attendance is important. Is able to interact with peers. Has socialization opportunities and is aware of the future and is able to plan for it. Is able to be with other students, and participate in the curriculum. Enjoys interaction with peers and working with staff. Is able to receive the appropriate amount of attention in the general education virtual classroom. Is able to receive individualized instruction and keep up with the general education curriculum. It has enabled peer interaction.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					5 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 0 0 0 1 1	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?			
9	0	1				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?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				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.)			
10	0	0				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	0	9	0			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?			
						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. 8 Always 1 Sometimes 0 Rarely 0 Never 0 Don't Know 0 Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program. 6 Always 3 Sometimes 0 Rarely 0 Never 0 Don't Know 0 Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 2 1 3 2 5 4	c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication i. support services k. staff's understanding and attitude n. other Has improved academically. Able to progress very well. They care. Flexibility of staff and staff access.			
		4	1		4	P 67. Tell me anything you would like to change about the program. n. other There is often a two day delay in teachers responding to questions sent in for review. Sometimes teachers push only certain ways to do certain activities. Difficulties with the virtual nature of the program. Pre-teaching of certain academic concepts would be very beneficial as well as slowing down the pace of the programming depending on the rate of learning.			
		0	0		1 5 3	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			
						P 69. Additional comments about your child's program. Receives a lot of individualized time with staff. More information pertaining to Career Technical Centers. The program currently meets my child's needs. The program provides options and a progressive experience. I like the program.			
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?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			

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: Pennsylvania Distance Learning CS

Chief Executive Officer: Ms. Patricia Rossetti

Special Education Director/Coordinator: Jamie Desrochers

BSE Special Education Adviser: Kerri Hartman

Date of Report: January 16, 2019

Date Final Report Sent to LEA: January 15, 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: January 30, 2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: 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. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

Standard Operating Procedure
Title: IEP Process

Department	Special Education Department		Version No.	PD LCS 2020 v. 1.0	
Prepared by:	Stephanie Faith	Date: 8/17/2020		Supersedes:	2019v1.1
Approved by:	Stephanie Faith	Date 8/17/2020		Date Issued:	8/18/2020

Document Owner: PD LCS

Affected Parties: Special Education Teachers and Regular Education Teachers

Purpose: This procedure identifies the necessary steps Special Education Teachers need to take for an IEP meeting.

Data Needed: Caseload of students, IEP/MDE spreadsheet, Previous IEP data, RR reports, draft of proposed goals, and any standardized testing information

Resources Needed: N/A

Guidelines and/or Procedures:

1. Teachers - Print report from IEPWriter
 - a. Report Tab to School Age Tab to "RR/IEPs Due by Date" Tab then type in specific dates.
 - b. Schedule IEP Meeting with parent – this meeting fits our time frame and we have to allow for three attempts and 10 day review, so think of this when scheduling the meeting.
 - c. If you leave a message, make sure you email the parent as well.
2. Send out email using calendar feature notifying individuals of the meeting
 - a. Include the following – Principal, Director of Special Ed, Special Ed Assistant, Regular Education Teachers (must include 1), Counselor (if needed), School Psych (if needed).
 - b. If Student is fourteen years of age or older, you MUST include student on list of participants (NOT REQUIRED TO SEND INVITATION TO STUDENTS)
 - c. If student receives related service, please include them on the email – Speech, OT, PT, Hearing, Vision, etc.
 - d. If the student has career work transition services, include Laura Budd on the email.
 - e. If there is an outside agency involved, include that individual on the email.
 - f. In body of the email, include the following:
 1. Student's Name:
 2. Grade:
 3. Date:
 4. Time:
 5. Special Education Teacher:
 6. Regular Education Teacher:
 7. Counselor (if applicable):
 8. Related Service Provider(s) (if applicable):
 9. OVR Representative (if applicable):
 - g. Please complete the email using Google and the calendar feature



3. Attach to the e mail the following documents:
 - a. Completed Invitation to the IEP Meeting and FINALIZE
 - b. Procedural Safeguards Letter and FINALIZE
 - c. SE Assistant will print the documents and e-mail to the parents.
 - d. SE Assistant will receive all signed documents and file them accordingly.
 - e. SE Assistant will record all dates in the shared Google Spreadsheet. This includes IEP, NOREP, and OVR paperwork.
4. Teachers will be responsible for scheduling all IEP Meetings for now – if we need to adjust this, we can re visit after the 1st nine weeks.
5. Schedule meetings in a timely manner, do not want to wait until a week prior to when the IEP is due.
Schedule meetings a month in advance.
6. **Excuses for not scheduling IEP Meetings or meetings not held within the timelines will not be accepted. If this issue arises, then a meeting with Director of Special Education will occur and a plan will be developed.**
7. The first meeting scheduled is the actual IEP. Even if the parent does not show, everyone else reviews the IEP. Then, 2nd and 3rd attempts are scheduled by the special education teacher.

a. Reviewed:	Thursday, September 24, 2020
b. 1 st IEP Meeting:	Thursday, October 8, 2020
c. 2 nd /3 rd Attempts (if needed):	Tuesday, October 13 and Thursday, October 15.
d. Paper work sent out:	Friday, October 9, 2020
e. Date due:	Tuesday, October 29, 2020
8. Once the Special Education Assistant receives the invite, she will send out the input form to the teachers.
9. All IEP meetings will be held online via Google Hangout/Meet (unless the parent is able to come in to the office for the meeting). If they are not able to attend online, offer phone conference.
10. Make sure you have the previous IEP downloaded onto your desktop, so you can screen share the document with family and project to staff in attendance.
11. If there is enough information for Progress Monitoring, download on your desktop so you can share this as well. You will use this when discussing present levels.
12. Log into Google Hangouts/Meet at the meeting time.
13. Meet parent and student (if applicable) and introduce them to the team in attendance.
14. When you get to the signature page, remind them to sign the signature page and procedural safeguard page and return them. Remind the parents that the IEP signature page is just indicating that they are in attendance not necessarily that they agree with the IEP.
15. Make sure the demographics on the first page are correct, and verify with the parent. If there are any changes, notify SE Assistant and Records following the meeting.
16. Go through the special consideration page, and discuss each question.
17. ****If the student is of transition age, ask what the student's interests are and what courses they are interested in. Then, ask what the student's post-secondary goal is, and ask what the student will want to do for employment and about their independent living. Explain OVR and agency involvement.**
18. Review current progress (progress reports), ask teacher for input on how the student is doing in class, and strengths and weakness.
19. For the parent input section, ask them if there is anything else they want to include, what they feel are student's strengths and needs are. If they are of transition age, ask the parents what they see their student doing, and ideas on how to help their student meet their goals.
20. Review the student's strengths and needs and discuss any revisions that are needed.



21. Review the state testing and local testing sections of the IEP. Discuss accommodations for the testing and be sure they align to the SDI section of the IEP.
22. When looking at previous academics goals, discuss as a team, progress the student is making or not making. Make a team decision on new goals and SDI's. Ask teachers and guidance counselor to provide input and any current testing results (Scantron, STAR 360, Acadience, and/or PSSA/Keystone).
23. For the academic goals, you need to establish a baseline for the goal and link it to the standards. Goals are measured biweekly.
24. For specially designed instruction and modifications, ask student and parent which modifications he/she is utilizing. Ask if they have any suggestions for the team - maybe they use a strategy we are not offering.
25. For related services, discuss if there is a need for them or not and the data to support the team's decision. If so, offer them. Make sure you include what services are offered in the Questions for the IEP team section and NOREP.
26. Explain to the placement of Special Education (I.E. Itinerant, Supplemental, Full Time)
27. Explain the process of e-mailing home documents.
 - a. Once the IEP is ready to send (10 days before due date) – send home for electronic signatures and make sure the Special Education Assistant is on this document. Send home NOREP as well and make sure the Assistant is on this document.
 - b. The Special Education Assistant will receive all complete signed documents and file accordingly.
 - c. Please include OVR paperwork as well.
28. Thank them for attending the meeting.
29. Delete the IEP and Progress Monitoring from your desktop.
30. If a member needs to be excused, make sure you send the permission to excuse document.

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard The LEA uses dispute resolution processes for program improvement.			
		X				8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. FSA-EXTENDED SCHOOL YEAR SERVICES	1)The LEA will provide training to professional special education staff and responsible administrators regarding documentation of Extended School Year Services (ESY), more specifically, evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services. Evidence of Results: 1)Training agendas, hand-outs and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
					5 2 1 1 0 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			
					5 2 1 1 0 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. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: 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.			
						INTERVIEW RESULTS (General & Special Education Teacher)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	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?			
0	0	10				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: 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. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: 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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.	1)The LEA has been provided with the names of individual students for whom corrective action is required. Training will be provided to professional special education staff, related service personnel and administrators regarding regulatory requirements corresponding to transition planning. Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
						Topical Area 2: Delivery of Service			
	N					17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.	1)The LEA will develop an improvement plan to address significant discrepancy in total number of students identified as special education compared to the state average, more specifically, students identified as Other Health Impaired (OHI). The said improvement plan shall be submitted to the assigned special education adviser by 4/30/18. Evidence of Results: Improvement Plan submission to assigned special education adviser.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	03/15/2018
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
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?			
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?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					9 0 0 0 0 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			
						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.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 0 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					1 4 1 2 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			
					5 3 0 0 1 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			
10	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?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	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?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	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?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Has the ability to have access to peer interaction.</p> <p>Loves to participate and keeps the pace of the curriculum with peers.</p> <p>Peer relations, curriculum and teacher interaction are made readily available.</p> <p>Has exposure to general education expectations and peer interactions.</p> <p>Increased opportunities for peer interaction.</p> <p>Becomes more engaged and increased responses to social questions with general education peers.</p> <p>Positive exposure to peers.</p> <p>The content being taught is assisting the current individualized education plan.</p> <p>Demonstrates success and progress with on grade-level content.</p> <p>Has an opportunity to be with peers, has high expectations and able to follow grade level content.</p>			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
10	0	0				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?			
8	0	2				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?			
5	3	2				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	5				SE 95c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Requires special instruction in identified skill areas. Additional supports are needed to help in identified academic areas Need for additional special education services based on student performance/need. Functional performance and demonstrated academic needs indicated the need for more specialized instruction. Needs opportunity to reinforce skills related to the IEP goals.			
0	0	5				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision based upon needs. Time was determined based upon skill needs and current schedule. The time was determined by the needs to be addressed successfully. IEP team decision. The time was based on needs to master certain concepts/skills.			
8	0	2				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?			
10	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
8	0	2				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. FSA-SUSPENSION RATES Standard: 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. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
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			
						PERMISSION TO REEVALUATE (File Reviews)			
8	0	2				FR 194. PTRE-Consent Form is present in the student file			
8	0	2				FR 195. Demographic data			
8	0	2				FR 196. Reason for reevaluation			
8	0	2				FR 197. Types of assessment tools, tests and procedures to be used			
8	0	2				FR 198. Contact person's name and contact information			
8	0	2				FR 199. Parent has selected a consent option			
8	0	2				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				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)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
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			
						REEVALUATION REPORT (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 207. RR is present in the student file			
10	0	0				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)			
10	0	0				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)			
10	0	0				FR 210. Demographic data			
10	0	0				FR 211. Date IEP team reviewed existing evaluation data			
10	0	0				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
10	0	0				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
10	0	0				FR 214. Aptitude and achievement tests			
10	0	0				FR 215. Current classroom based assessments and local and/or state assessments			
10	0	0				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
10	0	0				FR 217. Teacher recommendations			
10	0	0				FR 218. Lack of appropriate instruction in reading			
10	0	0				FR 219. Lack of appropriate instruction in math			
10	0	0				FR 220. Limited English proficiency			
10	0	0				FR 221. Conclusion regarding need for additional data is indicated			
2	0	8				FR 222. Reasons additional data are not needed are included			
10	0	0				FR 223. Determination whether the child has a disability and requires special education			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 224. Disability category(ies)			
10	0	0				FR 225. Summary of findings includes student's educational strengths and needs			
10	0	0				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
10	0	0				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
8	0	2				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
10	0	0				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
9	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
9	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
1	0	8	0			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?			
1	8	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	9	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	9	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				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)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
7	0	3				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	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	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation that a representative of a participating agency was invited to the IEP meeting with prior consent of the parent/student. Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
6	1	3			14%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, the invitation to student is checked when applicable. Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
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:			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
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			
5	0	5				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
7	0	3				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
9	0	1				FR 267. Local Education Agency Representative			
2	0	8				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			
						SPECIAL CONSIDERATIONS (File Reviews)			
1	0	9				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				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	0	8				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			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281 Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
6	1	3			14%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding documentation of present levels related to current postsecondary transition goals. Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
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			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	2	3			29%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	<p>1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation and/or evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment.</p> <p>Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.</p>	<p>01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC</p>	10/04/2018
5	2	3			29%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	<p>1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation that an appropriate measurable postsecondary goal(s) covers education or training employment and independent living as needed.</p> <p>Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.</p>	<p>01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC</p>	10/04/2018
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	<p>1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation of evidence that the postsecondary goal(s) cover education, training, employment or independent living exist and are updated annually.</p> <p>Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.</p>	<p>01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC</p>	10/04/2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation of required information including location, frequency, projected beginning date, anticipated duration, and agencies responsible for services. Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
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)	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation that transition services include courses of study that reasonable enable the student to meet appropriate postsecondary goals. Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
5	2	3			29%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation of transition services in the IEP that will reasonably enable the student to meet postsecondary goals. Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 292c. Annual goals are related to the student's transition services	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation that annual goals are related to the student's transition services. Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
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)			
6	0	4				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
3	0	7				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
3	0	7				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
3	0	7				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
7	0	3				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				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			
2	0	8				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
9	0	1				FR 302. Measurable Annual Goals			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				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			
3	0	7				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				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			
9	1	0			10%	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	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding documentation of program modifications and specially designed instruction, more specifically the location, frequency, and projected beginning date/anticipated duration of services. Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
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			
8	0	2				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				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			
9	0	1				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			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
6	0	4				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			
6	0	4				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
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)			
0	0	10				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
9	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
9	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
9	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	9	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?			
9	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
7	2	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	7	0			P 32b. If no, what training or support would assist you? Anything would be helpful. More information/training on how to support children with academic challenges.			
9	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?			
9	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
3	1	3	2			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?			
9	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	9	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	9	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	1			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
4	3	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
4	0	6				GE 76. Were those recommendations considered by the IEP team?			
10	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?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
9	0	0	0			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?			
9	0	0	0			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.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	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?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				SE 104. If appropriate, are the student's annual goals based on functional performance?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				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?			
8	0	2				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?			
10	0	0				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?			
10	0	0				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?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Peer interaction is made readily available.</p> <p>Is successful in all classes and goal setting is occurring to analyze progress.</p> <p>Opportunities for peer interaction and curriculum participation are made available.</p> <p>Is making progress at grade level in subject areas.</p> <p>Is able to be successful and complete required activities as needed in the general education environment</p> <p>There is access to peer interaction.</p> <p>Participation has enabled growth in academics and social skills.</p> <p>Has opportunities for socialization, in the regular education classroom that has supported academic development.</p> <p>Is able to perform well with age level peers. It enables social skill development at grade level.</p> <p>Has opportunities for social interaction with peers.</p>			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
9	0	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?			
9	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?			
					9 0 0 0 0 0	<p>P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					9 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	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?			
6	0	4				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?			
1	5	4				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	9				GE 79c. If yes, what reasons were discussed for recommending removal? Need for additional specialized instruction.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based upon current skill level and progress data.			
6	0	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?			
2	0	8				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	1				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
6	0	3	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?			
9	0	0	0			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?			
7	2	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
7	1	0	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	1	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	4	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?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
7	0	3				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?			
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?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
5	0	4	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
9	0	0	0			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?			
2	7	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	7	0			P 50c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Needed additional support in certain subject areas. Additional instructional time for needed academic areas.			
0	0	7	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Program needs. IEP team decision.			
9	0	0	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?			
9	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? Loves school. I think attendance is important. Is able to interact with peers. Has socialization opportunities and is aware of the future and is able to plan for it. Is able to be with other students, and participate in the curriculum. Enjoys interaction with peers and working with staff. Is able to receive the appropriate amount of attention in the general education virtual classroom. Is able to receive individualized instruction and keep up with the general education curriculum. It has enabled peer interaction.			
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					5 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			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 0 0 0 1 1	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?			
9	0	1				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?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				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.)			
10	0	0				FR 339. Parent has selected a consent option			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	0	9	0			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?			
					8 1 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			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					6 3 0 0 0 0	P 54 I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		1 2 1 3 2 5 4	P 66. Tell me anything you really like about your child's special education program. c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication i. support services k. staff's understanding and attitude n. other Has improved academically. Able to progress very well. They care. Flexibility of staff and staff access.			
		4	1			P 67. Tell me anything you would like to change about the program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4	n. other There is often a two day delay in teachers responding to questions sent in for review. Sometimes teachers push only certain ways to do certain activities. Difficulties with the virtual nature of the program. Pre-teaching of certain academic concepts would be very beneficial as well as slowing down the pace of the programming depending on the rate of learning.			
		0	0		1 5 3	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			
						P 69. Additional comments about your child's program. Receives a lot of individualized time with staff. More information pertaining to Career Technical Centers. The program currently meets my child's needs. The program provides options and a progressive experience. I like the program.			
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?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						17 . FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.	<p>Improvement Plan 2018-2019</p> <p>1)The LEA will conduct monthly data review of student enrollment including total number of students identified as special education compared to the state average as well as specific disability categories (e.g.OHI).</p> <p>Evidence of Results: 1)Monthly data review reports. 2)Summary of action plans as determined necessary by LEA. 3)Administrative meeting agendas/participant attendance.</p> <p>2)The LEA will develop a working group of professionals including general education teacher, special education, teacher and LEA administrative staff to complete bi-monthly student file reviews (e.g. OHI) to assess need for reevaluation , eligibility and appropriateness of services based upon progress monitoring data.</p> <p>Evidence of Results: Meeting agendas, hand-outs, participant sign-in sheets and student action plans as deemed necessary by LEA.</p>	<p>03/14/2019</p> <p>-LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC</p>	01/04/2019

Plan for the Difference: College and Career Planning for Students on the Autism Spectrum

Pennsylvania Fellowship Program for Special Education Leaders

April, 2021



PaTTAN



Mission Statement

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

Commitment to the Least Restrictive Environment

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Think back to
your first year of
college or your
first job ...

What do you
remember?

What was easy?

What was a
challenge?

What did you wish you
had known?



By Rybread [Public domain], from Wikimedia Commons



“We make the erroneous assumption that high schools are getting students ready for college, and they’re not really ... That’s not their primary task. High schools do a wonderful job of getting students ready to graduate from high school.”

Dr. Gerard Hoefling
([article from vox.com](#))

Working Backwards



- Go to [CBS This Morning: Good Work on youtube](#)
- Watch the video and think about:
 - The positive impact of autism
 - The negative impact of autism
 - The implications for us in the classroom
 - Other interesting points

Project AACHIEVE's Dear Jane

(Jane Thierfeld Brown,
www.collegeautismspectrum.com)



- Read the “Dear Jane” letters on the following slides
- Do you recognize any of your students in these letters?
- How will these challenges impact students’ experiences in college?
- What can high school do to help with these challenges?

From “The Smartest in the Class”



Dear Jane,

I'm the smartest kid in my classes BY FAR. But my teachers are telling me I should contact Disability Services at the college I've been accepted to.

I don't even have a disability, so I have no idea why they would say that! (Well, I do have autism, but that's a good thing, right?)

From “Lost in High School”



Dear Jane,

I hate high school. I'm younger than everyone else because I skipped 2nd grade because my mom says I'm really smart.

The other kids don't seem to like me, and my honors classes are hard.

My mom wants to get me into more honors classes next year, but I don't want to ... what should I do?

From “Smart
but
Struggling”



Dear Jane,

My son is so smart. He takes honors and AP classes, and just has a brilliant mind--he learns after just hearing information once!

He misses a lot of assignments, and the school just doesn't seem to be accommodating him. He doesn't always get the best grades on tests unless I remind him to study.

I worry about this affecting his grades and his next steps.

From “Mom
of a Quirky
Kid”



Dear Jane,

My daughter is quirky--she's quiet, wears the same clothes all the time, and just wants to watch TV.

I tried to get her a summer job, but she failed the group interview.

They say she has autism, but I don't know--she's just like everyone else in my husband's family.

I am very worried for her future. What can I do?

From "Tired of
the 'A' Word"



Dear Jane,

I never want to hear the word autism
again.

I'm just like every other kid in high school,
except I have this special ed teacher
wanting to talk to me all the time.

And because I have an IEP, all my
teachers in regular classes think I'm
stupid.

Why can't they all just leave me alone!

From “Can’t
Wait Until I’m
18”

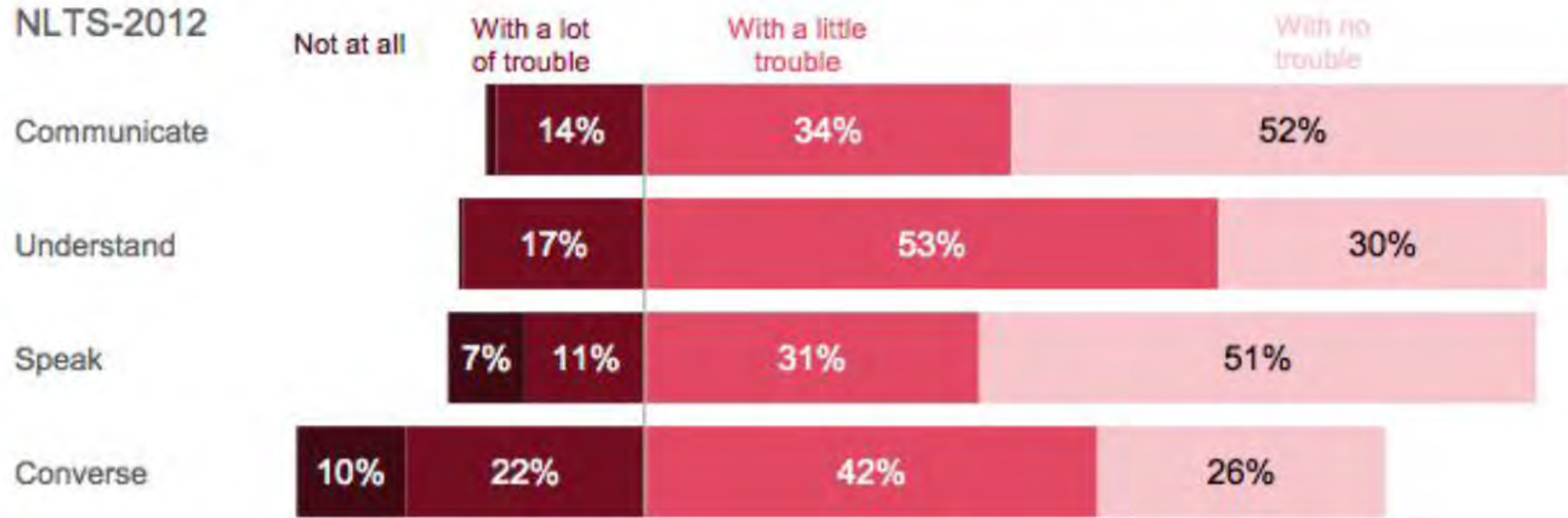


Dear Jane,
I have executive DYSfunction.
School is a waste of time.
I’m smarter than most kids in my classes,
but I can’t make myself do work.
I sit and stare at my work for hours and
get nothing done.
Nothing will help me.
I can’t wait for this torture to be over.

How do these characteristics of high school students with autism impact what we do in high school?

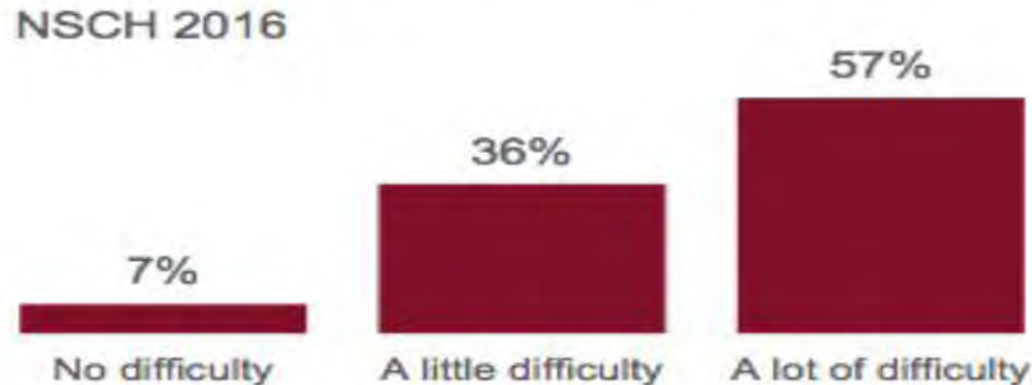


Teens with ASD had the most difficulty with conversational abilities.



Source: National Longitudinal Transition Study-2012

More than half of teens with ASD had a lot of difficulty making and keeping friends.



Source: National Survey of Children's Health 2016

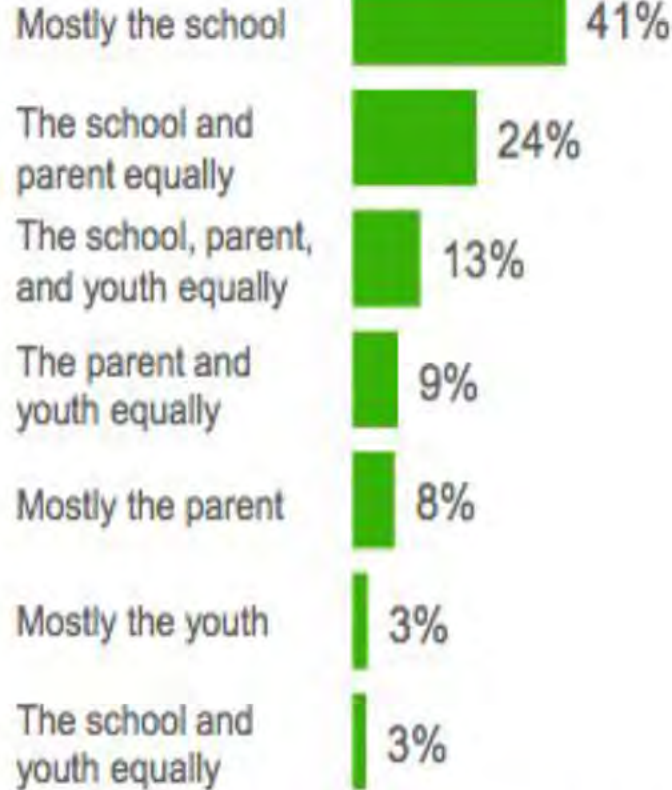
Citation: Shattuck, Paul T., Rast, Jessica E., Roux, Anne M., Anderson, Kristy A., Benevides, Teal, Garfield, Tamara, McGhee Hassrick, Elizabeth, and Kuo, Alice. National Autism Indicators Report: High School Students on the Autism Spectrum. Philadelphia, PA: Life Course Outcomes Program, A.J. Drexel Autism Institute, Drexel University, 2018.

How do these characteristics of high school students with autism impact what we do in high school?



Nearly half of parents of teens with ASD reported that the school mostly came up with the goals for the transition plan.

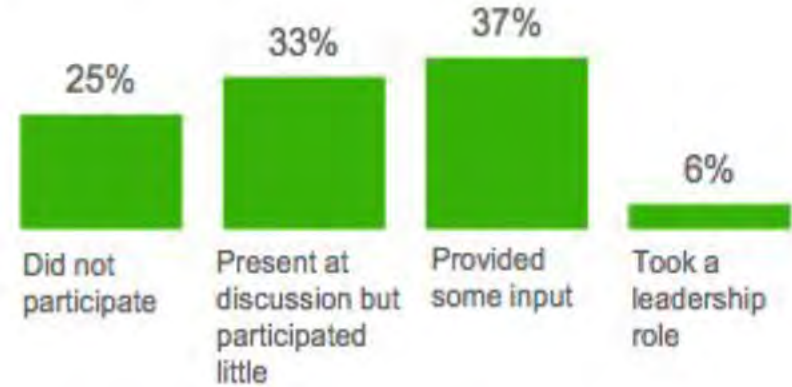
NTLS-2012



Source: National Longitudinal Transition Study-2012

One-quarter of teens with ASD ages 16-18 did not participate in transition planning.

NLTS-2012




Source: National Longitudinal Transition Study-2012

Citation: Shattuck, Paul T., Rast, Jessica E., Roux, Anne M., Anderson, Kristy A., Benevides, Teal, Garfield, Tamara, McGhee Hassrick, Elizabeth, and Kuo, Alice. National Autism Indicators Report: High School Students on the Autism Spectrum. Philadelphia, PA: Life Course Outcomes Program, A.J. Drexel Autism Institute, Drexel University, 2018.

For more information, [click this link](#) to go to the full report.

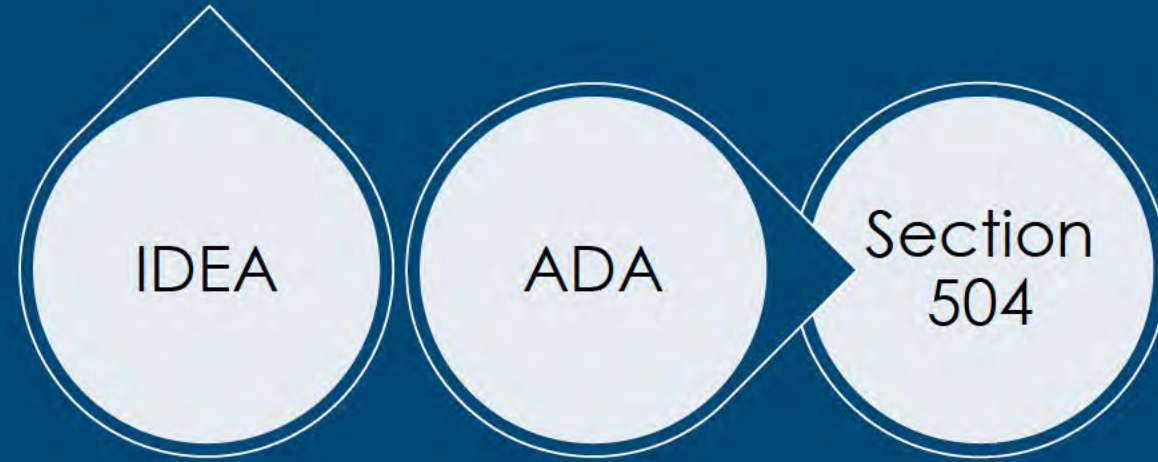
These are the supports students are receiving in high school ...

(AACHIEVE intake surveys)

Organization	Behavior Support	Instructional Support
Assignment pad/book/daily assignment list or homework list = 70%	Break between tasks = 19%	Check work in progress = 44%
List sequential steps = 20%	Cue expected behavior = 58%	Cueing/ prompts = 70%
Provide study outlines/ guides = 60%	Daily feedback to student = 34%	Have student restate information = 20%
	De-escalation strategies = 28%	Provide models = 24%
	Modeling expected behavior by adults = 38%	Provide notes/ outline to student = 44%
	Positive reinforcement = 63%	Visuals to support instruction = 15%

Who is the “driver”/responsible for these supports?

Different Laws



Entitlement

FAPE
LRE
SDI
Related services
Help students be
successful

Eligibility

Eligibility for services not guaranteed
Must qualify for services
Ensure equal access
Responsibility to obtain services on the
individual
Self-advocacy necessary to secure
accommodations

<http://www.mdcoalition.org/LiteratureRetrieve.aspx?ID=172462>

High School

Family Driven
Centralized services

EDUCATION
Who is the driver?

Post Secondary
Student Driven

Decentralized Services

The Difference

High School environment:

Difficulty with conversations
and making friends

Lack of participation in
transition planning and
meetings

Challenges with motivation
and executive functioning

College environment:

Creation of own social
networks

Self-Advocacy

Independence



The Transition to College ... depends upon seeing the difference and planning for it!



lehighu • Follow

Lehigh University

lehighu Week 3 of the @lehighofye evolutio program is all about "Defining Academic & Personal Goals." Yesterday @shannonvarcoe '15 '16G of @bakerlehigh worked with a group of #Lehigh22 students on a series of team building and goal setting exercises. This week's meeting focused on the bLUeprint foundations Creative Curiosity and Professional Growth and Academic Success. @globallehigh look at all the interest in study abroad/ lacocca internships!



18 likes

6 MINUTES AGO

We found
needs in
the areas
of ...



- Transition assessments
- Instructional materials focused on post-secondary skills (e.g., organization, self-advocacy, study skills)
- School systems (e.g., scheduling, course availability)
- Family engagement
- Teacher and administrator knowledge
- Student knowledge of disability, accommodation needs, IEP process, laws

Big Ideas, Resources, and Lessons Learned



What indicators can we use?



- Number of students on the autism spectrum who:
 - Are academically on grade level
 - Are in mostly general education classrooms
 - Have college/post-secondary education as a goal
- Out of those students, how many:
 - Attended their last IEP meeting?
 - Led their last IEP meeting?
 - Have an open OVR case?
 - Have a current job or volunteer position?
 - Take a dual enrollment class?

Focused Resources



College/Career Focused

Specific to students on the autism spectrum

Multiple Perspectives

Self-Reflection

- What materials do you have to assess skills required in future post-secondary environments?
- How are you using assessments to take into account different perspectives and the students' ability to self-reflect?

Resources on the Differences Between High School and College

asdnext.org



ASERT DEVELOPED RESOURCE: T.01

#ASDNext Differences Between Secondary and Post-Secondary Disability Laws

This information sheet provides information on the differences in disability laws as they related to secondary and post-secondary educational settings.

What is the law?

Secondary: Educational requirements are covered under IDEA and ADA/Section 504.

Post-Secondary: Educational requirements are covered under ADA/Section 504 (Subpart E)

What is the intent of the law?

IDEA: Provides a free, appropriate public education

Section 504: Ensures that no otherwise qualified individual with a disability experiences discrimination in any program or activity

Who is covered under the law?

Secondary: All infants, children and youth

Post-Secondary: All qualified individuals with a disability who meet the criteria of the college and who can document their disability

ASERT DEVELOPED RESOURCE: T.02

#ASDNext Educational Differences Between High School and College

This information sheet highlights some of the differences students experience between high school and college.

K-12 Experience for Students with Disabilities: Education is mandatory and free

Teacher responsibilities:

- trained to teach
- adapt materials to student's learning style
- helps student learn and process information
- checks students work
- reviews assignments and due dates
- reminds student of incomplete work
- structures time for students
- initiates help sessions
- available for talks before and after class
- provides parental support
- teacher advocates for student

#ASDNext

Educational Differences Between High School and College

This information sheet highlights some of the differences students experience between high school and college.

Responsibility in High School

- High school is mandatory and usually free
- Student's time is structured by others
- Students can count on parents and teachers to remind them of responsibilities and to help set priorities
- Students aren't responsible to know what is needed to graduate
- Parents may help with advocacy and communication

Responsibility in College

- College is voluntary and usually not free
- Students manage their own time
- Students are responsible for themselves and setting priorities
- Students are expected to know graduation requirements that apply to them and can be complex and differ from year to year
- Students are responsible to advocate for themselves

High School Classes

- Class sizes are generally small (20 kids)
- Students usually take the same classes for an entire academic year
- Students go from one class directly to another, spending a full day in classes
- Most classes are arranged for the student
- Students may not need to study much outside of class, listening during class may be enough
- Students are expected to read short assignments that are discussed and re-taught in class

College Classes




- Classes will vary in size from small to large (20-100+kids)
- Academic year is divided into semesters, with different classes taught each semester
- Students often have hours between classes, with times varying through the day and evening
- Students arrange their own schedules
- Students typically need to study 2-3 hours outside of class for each hour in class
- Students are assigned large amounts of reading and writing which may not be reviewed or discussed in class

The PA Career Ready Skills



- Illustrates the requisite skills that promote success in
 - School
 - Workplace
 - Life
- Complements existing standards and practices
- Frames the pre-k to 12th grade continuum
 - Self awareness/management
 - Establishing and maintaining relationships
 - Social problem solving

APPENDIX A: The Pennsylvania Career Ready Skills Continuum

The Pennsylvania Career Ready Skills Continuum				
PA Career Readiness Skills Categories	PA CRS Grade Band (Pre-K –K)	PA CRS Grade Band (1-5)	PA CRS Grade Band (6-8)	PA CRS Grade Band (9-12)
A. Self-Awareness and Self-Management <i>Recognize and regulate emotions</i>  Related Employability Skills: Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing	Recognize and label basic feelings.	Identify different ways of expressing a feeling.	Identify behavioral expressions of feelings within a context.	Evaluate behaviors in relation to the impact on self and others.
	Demonstrate awareness of self and one's own preferences.	Identify one's own strengths, needs, and preferences.	Explain to others one's own strengths, needs, and preferences specific to a context.	Advocate for oneself in education, employment, and within the community.
	Distinguish between situations that elicit positive or negative feelings.	Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).	Identify and select coping skills relevant to adverse situations.	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.
	Express a want and the means to achieve it.	Distinguish among and set short term, mid-range, and long-term goals.	Identify and evaluate distractors that impact reaching ones' goals.	Establish and pursue goals or post-secondary education, employment, and living within the community.
B. Establishing and Maintaining Relationships <i>Communicate and collaborate amongst diversity</i>  Related Employability Skills: Problem solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect	Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.	Explain ways to establish relationships that are positive and supportive of others.	Explain how empathy and perspective taking foster relationship building.	Establish pro-social relationships to support self and others.
	Identify similarities and differences between self and others.	Demonstrate respect for the uniqueness of others.	Interact with others demonstrating respect, cooperation, and acceptance	Explain how you situate yourself in a diverse community.
	Engage in reciprocal communication with peers and adults.	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.	Explain how expressive communication strategies can affect others.	Select expressive communication strategies specific to context.
	Recognize that conflict occurs and identify ways to respond.	Identify multiple ways to solve conflicts and practice solving problems.	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.	Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.
C. Social Problem Solving Skills <i>Demonstrate empathy and respectful choice</i>  Related Employability Skills: Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking, Professionalism, Reading, Writing, Problem Solving	Acknowledge the consequences of choices.	Identify consequences of a decision to oneself and others prior to action.	Make a decision based upon anticipated consequences.	Evaluate consequences from a personal, and civic perspective to inform decision-making.
	Identify similarities and differences of various social contexts.	Identify possible behaviors and anticipate reactions in response to a specific social context.	Distinguish among various social contexts and how they impact personal feelings.	Situate self in any social context as a means to determine a response.
	Recognize and respond to the feelings of others.	Respond to others given a sense of the others' point of view.	Analyze various perspectives on a situation.	Evaluate how societal conventions may influence the perspectives of individuals.

PA Career Ready Skills Continuum

p. 12



Professionals

Under each topic area you will find a variety of resources such as informational handouts, research summaries, professional development tools, and curriculum materials designed to support caregivers, professionals, and individuals on the autism spectrum. Please use and share.



Supporting Communication and Social Skills

Various resources to support communication and social competence of adolescents on the autism spectrum



Supporting Independence and Behavior

Resources to support independence and adaptive behavior of adolescents on the autism spectrum



Supporting the Transition to Adulthood

Resources to support the transition to adulthood of adolescents on the autism spectrum



Supporting Literacy

Resources developed to support reading comprehension of adolescents on the autism spectrum



Supporting Use of Evidence-Based Practices

Resources to support implementation of proven practices with adolescents on the autism spectrum



Supporting Physical and Emotional Wellness

Resources to support physical and emotional health and wellness of adolescents on the autism spectrum



Understanding Autism

A professional development series designed to provide middle and high school personnel with knowledge and evidence-based strategies to support their students on the autism spectrum. The series includes presentations, video clips, activities, and facilitator notes.



What We Are Learning

A collection of resources about what we are learning from adolescents and young adults on the autism spectrum, families, high schools, and communities in our study.

Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA)



- Provides resources for families and professionals

Instructional and Assessment Resources



- [College STAR College-Bound Transition Curriculum](#)
- [Autism Speaks Family Services Post-Secondary Educational Opportunities Guide](#)
- [Post-Secondary Education Expectations](#)
- OAR's "[Finding Your Way: A College Guide for Students on the Spectrum](#)"
- [Navigating College: A Handbook on Self-advocacy Written For Autistic Adults from Autistic Adults](#)
- [Age-Appropriate Transition Assessment Toolkit](#)

SELF-ADVOCACY

IS THE ABILITY TO ARTICULATE
ONE'S NEEDS & **MAKE**
INFORMED DECISIONS
ABOUT THE **SUPPORT**
NECESSARY TO MEET
THOSE NEEDS.



KNOWLEDGE OF RIGHTS **LEADERSHIP SKILLS** **KNOWLEDGE OF SELF** **COMMUNICATION SKILLS**

Self-Advocacy



Student Engagement With the IEP and Transition Planning

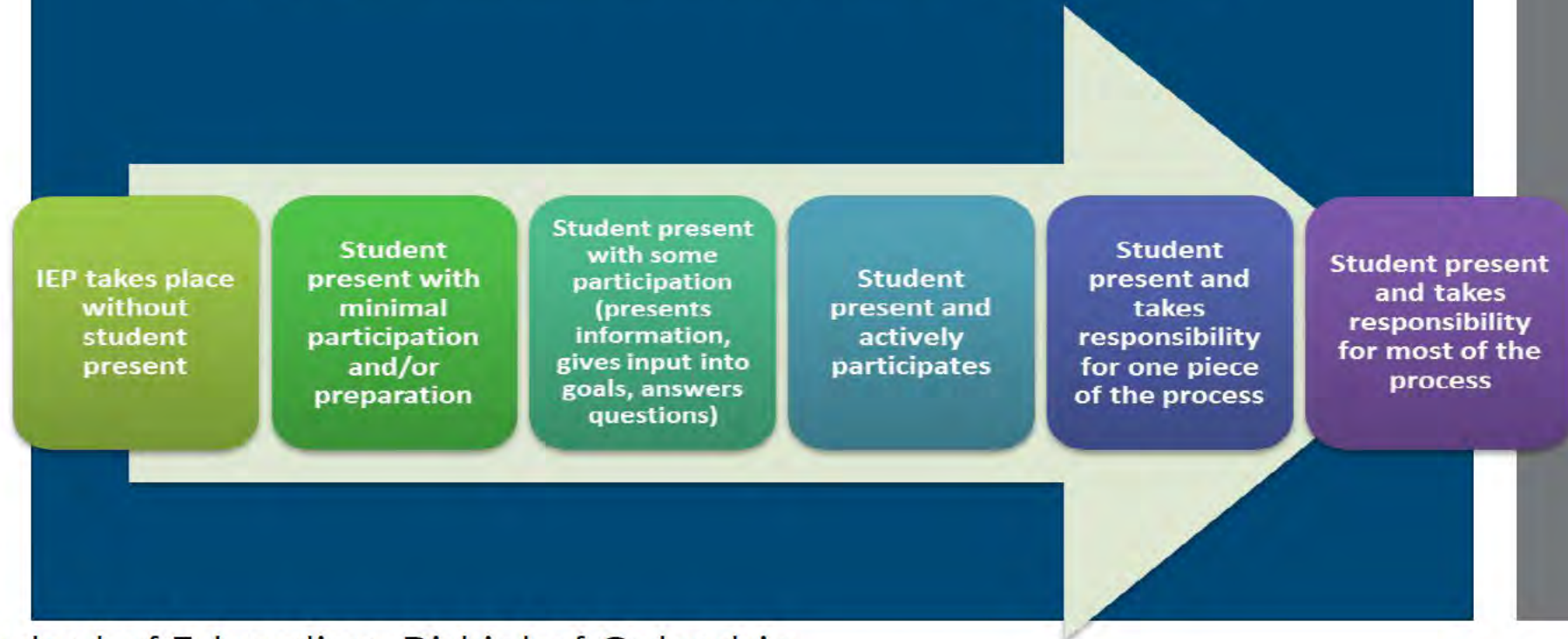


- Accommodations/modifications
 - Reviewed annually
 - Reasonable accommodations for college, university, work?
 - What can be requested? And, what's reasonable?
- Student participation
 - Self advocacy
 - Self awareness

Participation in the IEP



- Do you know where your students are in terms of their knowledge and comfort with their important role in the IEP process?
- Are your students prepared to eventually lead and guide their own transition process?



Example Rubric for Student Participation in IEP Meetings

indetermined.org



Area	Level 1	Level II	Level III	Level IV
IEP Awareness	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of the IEP meeting.	I know what IEP stands for, the purpose of an IEP meeting, and I can tell others about these meetings
IEP Participation	I don't participate or attend my IEP meeting.	I attend a pre-conference IEP meeting and/or my IEP meeting, but I don't participate in the meeting	I attend and contribute information about myself for my IEP in a pre-conference or at the actual meeting.	I lead parts or my entire IEP meeting.
Knowledge of IEP Content	I don't know what is in my IEP.	I know that I have accommodations and goals, but I don't know what they are.	I can name the accommodations and goals in my IEP, but I don't have a voice in developing them.	I can name the accommodations and goals in my IEP, and I have a voice in developing them.

Self-Advocacy Skills and Self-Determination: Keys to Postsecondary Success



- Review the resource via the link to the left
- How can high schools help provide opportunities to practice similar situations in high school?

Disability Awareness and Disclosure



- Advantages vs. disadvantages of disclosure
- Dependence on the setting
- Disclosure vs. Advocating (e.g., needs, preferences, resources)
- Resources:
 - [OAR: When and If to Disclose](#)
 - [Autism Speaks: To Disclose or Not Disclose](#)
 - [CAR Autism Road Map: Issues of Disclosure in the Workplace](#)

The Importance of Experiences



Student A

- Does well academically in high school; completes work independently
- Has no work or volunteer experience
- Has few responsibilities at home
- Accepted into preferred college; plans to live at home for college
- At first wanted to be a manager, then wanted to be a writer
- Talked about getting a job as a grocery store cashier where he can sit down
- Parents have not prioritized employment or work-based experiences during high school

Student B

- Has some academic challenges but passes all his classes
- Taking dual enrollment classes to experience college demands
- Participates in work study with a job coach, which led to part-time, paid employment
- Not sure of future career goals
- Going to community college; will live at home
- Has responsibilities at home
- Parents have prioritized employment and work-based experiences in high school

Employee C

- Successful academically in college
- Desirable degree in an in-demand field
- Received support during college
- She won't wear shoes in the office
- Completes a task and remains at her desk doing nothing because she doesn't know what to do

Work-Based Learning Experiences



- [This link](#) is to a document that provides ideas for how parents and families can support students develop job “soft skills”
- [This link](#) takes you to the presentation resources from Jane Thierfeld Brown’s session at the 2019 National Autism Conference, “Getting and Keeping the Job”



- From <https://csea.fpa.unc.edu>
- This graphic links to a Work-Based Learning Experiences module on the CSEA website

AACHIEVE-Affiliated Autism Support Programs in PA

Kutztown University
My Place

Linda Lantaff

West Chester University
D-CAP

Cherie Fishbaugh

Indiana University of PA
Labyrinth Center

Dr. Becky Knickelbein and Dr. Joann Migyanka

Edinboro University
BASIS Program

Adam Glass

Slippery Rock University
ATLAS



Natalie Burick

Lehigh Carbon Community College: SEED AACHIEVE

Michelle Mitchell

Bucks County Community College: AACHIEVE

Jennifer Osinski

College Autism Spectrum:
list of college autism support programs by state

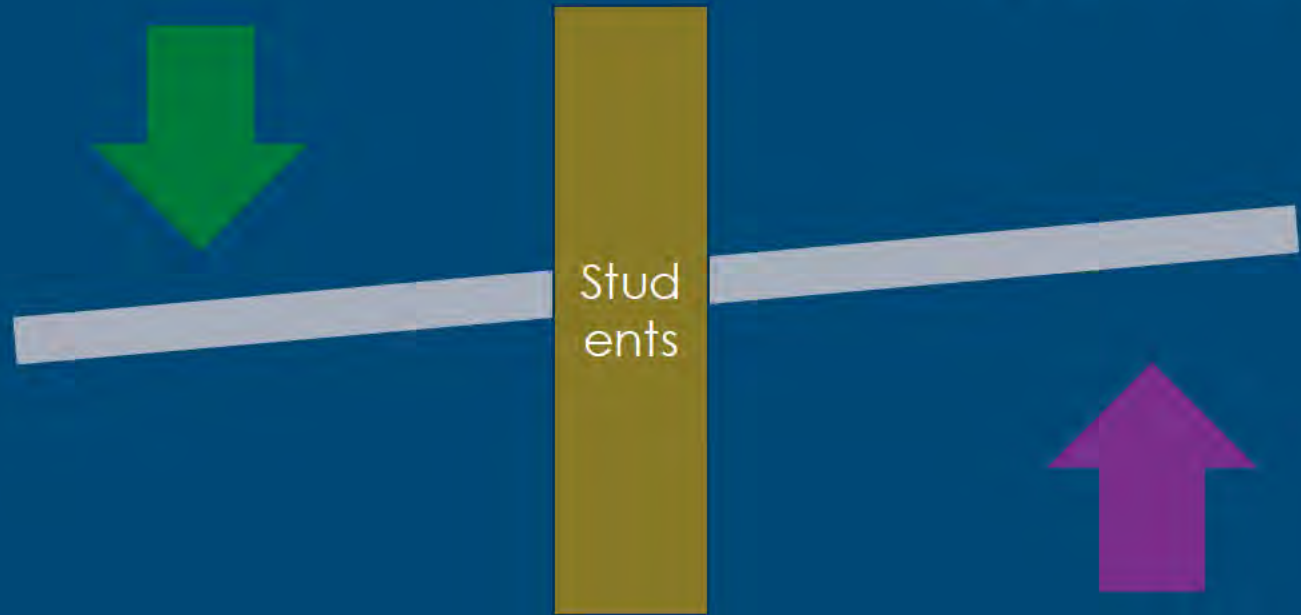
Jane Thierfeld Brown

Families



School

Families



Topics



School System	<ul style="list-style-type: none">• Staff knowledge of students with autism• Assessment and instruction resources, as well as scheduled time, for "soft skills"• Conversations with families around "sensitive discussions" and the importance of allowing mistakes• Training for teachers, students, and families around understanding supports, IEP process, college expectations
Disability Awareness, Understanding, Disclosure	<ul style="list-style-type: none">• Advantages and disadvantage of disclosure• Understanding of accommodations and modifications• Advocating for needs• Reasonable accommodations
Student engagement with the IEP process/ document	<ul style="list-style-type: none">• Reviewing and discussing accommodations and modifications• Student participation and level of understanding
Transition Preparation	<ul style="list-style-type: none">• College preparation, visits, dual enrollment• Transition assessments and resources• Aligned transition goals
Climate, Relationships	<ul style="list-style-type: none">• Frequent and ongoing conversations around development of "soft skills", benefits of work experiences, autism diagnosis, disclosure
Agencies	<ul style="list-style-type: none">• Training and resources about OVR, college disability services roles and procedures, work-based training and experiences

Identify what students need to be able to do in post-secondary environments



ACADEMICS

- Case manage themselves
- Organize their own materials
- Chunk their own assignments
- Organize their time; identify when and how long to study based on assignment and need
- Seek help on their own

LIVING SKILLS

- Manage sleep start and end times
- Prepare and/or access food
- Keep space clean
- Possibly live with a roommate
- Wash clothes and self
- Manage schedule and a balance of work and play

SOCIAL AND BEHAVIORAL

- Manage stress and anxiety
- Self-Advocate and be assertive (appropriately)
- Keep self safe and be safe to others
- Know the rules (written and hidden) and policies of new environments, and respect them
- Be honest and act with integrity

PERSONAL

- Develop awareness of disability
- Understand advantages, disadvantages, and requirements of disclosure and make their personal decision
- Identify and access accommodations and strategies
- Self-advocate by understanding and explaining needs
- Proactively seek help

Parents

Teachers

Schools



- Can encourage their child to speak up for themselves
- Can support their child by creating realistic goals
- Can include their child in discussions about their future
- Talk to their child about their disability

- Can educate the student about their needs
- Can teach the student their rights under IDEA and support what is best for the student's education
- Can create an environment that the student feels supported, and teach the student to advocate for themselves from an early age

- Engage youth
- Promote active student participation in IEPs meetings and management of accommodations/modifications/SDIs
- Family engagement
- Provide a safe space for students to make and learn from their mistakes
- Provide explicit instruction on skills
- Provide opportunities for students to learn about themselves

we make the erroneous assumption that high schools are getting students ready for college, and they're not really ... That's not their primary task. High schools do a wonderful job of getting students ready to graduate from high school."
--Dr. Gerard Hoefling
([article from vox.com](#))

THANK YOU!



- PaTTAN East:
 - Tammy Thompson-Cooke, tcooke@pattan.net
 - Tina Lawson, tlawson@pattan.net
 - Kristin Starosta, kstarosta@pattan.net
- PaTTAN Harrisburg:
 - Willow Hozella, whozella@pattan.net
- PaTTAN Pittsburgh:
 - Hillary Mangis, hmangis@pattan.net
 - Kathryn Poggi, kpoggi@pattan.net
 - Kaylee Wynkoop, kwynkoop@pattan.net



Stephanie Faith <stephanie.faith@padistance.org>

Directions for PVFP Asynchronous Session - April 8 2021

3 messages

Paula Quinn <PQuinn@pattanpgh.net>

Wed, Apr 7, 2021 at 12:51 PM

To: Christine Moon <CMoon@pattanpgh.net>, Tracy Ficca <TFicca@pattankop.net>, Nicole Kopco <nKopco@pattan.net>

Cc: Paula Quinn <PQuinn@pattanpgh.net>


Dear PVFP Cohort 11 Fellow,

Attached, please find the directions to access the asynchronous session information/directions scheduled for April 8, 2021. Please note, the content for the folder labeled, "Instruction and Assessment for SWSCDs: What Administrators Need to Know Now" is still being updated and is not available at this time. We will notify you as soon as the update is posted to the Drive.

Please let us know if you have any questions.

Best regards,

Nichole, Christine and Tracy

 **Info for Fellows - April 2021.docx**
21K

Stephanie Faith <stephanie.faith@padistance.org>

Wed, Apr 21, 2021 at 8:01 AM

To: Nicole Kopco <nKopco@pattan.net>, Tracy Ficca <TFicca@pattankop.net>, Christine Moon <CMoon@pattanpgh.net>

Cc: Paula Quinn <PQuinn@pattanpgh.net>

Good morning all,

I wanted to email all of the team for the PA Fellowship after I emailed with Paula about PIL hours. I inquired if this fellowship would be eligible for PIL hours instead of Act 48 hours. She informed me that Act 48 were the only hours provided for this year-long administrative program. I am asking if my hours can be offered as PIL for state requirements. Please let me know if this is feasible.

Thank you!

Stephanie

[Quoted text hidden]

--



Where Teaching
Still Matters

Stephanie A. Faith, M.Ed.

Director of Special Education

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2605 Nicholson Road, Suite 4100, Sewickley, PA 15143

Tracy Ficca <tficca@pattankop.net>

Wed, Apr 21, 2021 at 9:01 AM

7/23/2021

PA Distance Learning Mail - Directions for PVFP Asynchronous Session - April 8 2021

To: Stephanie Faith <stephanie.faith@padistance.org>, Nichole Kopco <NKopco@pattan.net>, Christine Moon <cmoon@pattanpgh.net>

Cc: Paula Quinn <pquinn@pattanpgh.net>

Hi Stephanie,

I apologize but the PVFP is not coursework that is currently eligible for PIL.

As you may know, PIL requires a separate approval process by a specific department in PDE.

We offer Act 48 for PVFP because this coursework is meant for our special education leaders and they are required to earn Act 48 hours.

I hope this helps provide some understanding.

Have a great day,

Tracy Ficca

Educational Consultant

PaTTAN East

Malvern, PA

[Quoted text hidden]

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7/22/2021

PA Distance Learning Mail - 2021 Annual PDE Conference Session Verification



Stephanie Faith <stephanie.faith@padistance.org>

2021 Annual PDE Conference Session Verification

1 message

Formsite <noreply@fs28.formsite.com>
Reply-To: Formsite <noreply@fs28.formsite.com>
To: stephanie.faith@padistance.org

Wed, Mar 10, 2021 at 8:05 AM



Stephanie,

Thank you for attending the 2021 Annual PDE Conference, *Making a Difference: Educational Practices That Work!* Your forms have been successfully submitted for verification.

Below is a record of the sessions that you attended during the conference. Please keep for your records.

We hope to see you again next year!

"Putting the Science of Persuasion to Good Use"

APA and Center for Psychology in Schools and
Education

Paul J. Ferraro, PhD.
Chethana Achar, PhD.
Neal a. Lewis Jr., PhD.
David S. Yeager, PhD.

Environmental Change- From Paul J. Ferraro, PhD.

Using persuasion to get persistent, sustainable change

- Social proof- we look to our peers for deciding what behaviors are acceptable and desirable
- **Social (or peer) comparisons to encourage behavior change**
 - How do you compare to your peers (compare behavior to norm)
 - **Descriptive norm**- how do they compare to others
 - **Injunctive norm**- how do you compare to the desired behavior
- Creating a norm and describing how they compare to the norm- studies show this works
 - Change behavior about 1% to 10%- this effect does not last forever- effects wane over the first year
 - Energy bills do this

Marketing Healthy Consumption- from Chethana Achar, PhD.

Beyond willpower and health risk

- Emotions
 - Health behaviors can be scary and that emotion might keep people from engaging
 - Attribution theory
 - Illness detection- out of control= fear
 - Illness - prevention- control
- Morality
 - Good vs bad
 - Conceptual parallels to health and virtue
 - Primed and trait moral identity increases health intentions
 - If I do something good I am a good person- we can leverage this
- Social stigma
 - Risk factor stigma taints health behavior

Communications- Persuasion in k-12 education from Neal A. Lewis Jr., PhD.

Who needs to say What to Whom?

- Classic persuasion principle- who says what to whom with what effect- hovland, janis, & kelley 1953
 - Who is the right messenger to deliver the right message to the group
 - If you do this well people will change their behavior
 - KNOW YOUR AUDIENCE

Communications- Persuasion in k-12 education from Neal A. Lewis Jr., PhD.

- Applying principles to K-12 education
 - How to address systems of inequalities in marginalized communities
 - Important to think about students identity development and the broader context they are situated
 - “Am I a Math Person”- **this is an identity concern**
 - Depends on verbal and nonverbal interactions in the classroom
 - Teacher behavior affects students’ perceptions of their own competence
 - Who is getting called on vs who is not called on
 - Who is getting called “brilliant”
 - Whose examples are discounted
 - These all send messages about who is a good student and who will and can do well
 - Perceptions and expectations influence student engagement and performance
 - Ask about students’ goals and connect them to classroom content
 - What do they want to achieve - connect that to examples and activities
 - Incorporate aspects of students’ culture in the classroom
 - Create more opportunities for discussions

“Students don't care what you know until they know that you care”- John Maxwell

Fostering a “Nation of Learners”: Persuasion and Academic Challenge- Seeking- from David S. Yaeger. PhD.

- Can we enhance the internalized desire to be a learner during the pandemic?
- Study during pandemic
 - Choose an extra-credit assignment in your most stressful class
 - Easy review- 72% of students
 - Hard challenge- 28% of students
 - Motivating learners to pick items that takes them out of their comfort zone and challenge them is harder during the pandemic
- Academic challenge seeking is a “should” behavior
 - Easy- short term benefit, long term difficulty
 - Hard challenge- short term difficulty long term benefit
 - Students mostly pick short term benefits over long term benefits

Fostering a “Nation of Learners”: persuasion and Academic Challenge- Seeking- from David S. Yaeger. PhD.

- Persuasion that **doesn't** work for teens
 - What you say
 - Education about long term costs and benefits
 - Threats of short term consequence
 - How you say it
 - Adults telling teens what they should do or think
 - Forcing teens to sacrifice status or go against the norms in the context
- Persuasion that **does** work for teens
 - What you say
 - Address core fears (ex: incompetence)
 - Tap into values with motivational immediacy (ex: autonomy or purpose)
 - How you say it
 - Honor the desire for respect (support autonomy, be attuned to peer norms)
 - Be clear, memorable, and actionable (vivid metaphors tied to important next steps)

Fostering a “Nation of Learners”:

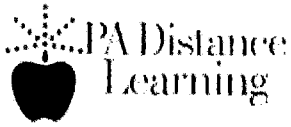
persuasion and Academic Challenge- Seeking- from David S. Yaeger. PhD.

- Growth mindset of intelligence
 - “Smartness is not a fixed entity but has the potential to grow and develop under the right conditions with the right support”
 - Address core fears
 - Reframing intelligence as malleable neutralizes the fear that mistakes or failures reveal a lack of raw ability
 - Tap into values with motivational immediacy
 - Growing a “stronger brain” by challenging yourself can help you start making a difference in the world, starting right now and give you the freedom you want in life
 - Honor the desire for status and respect
 - You are the expert in high school, not us. We need your help to improve these activities for future students
 - Have young people write a letter to future students to tell them how to use growth mindset to help them succeed
 - Show students tips from older students- creates a norm
 - Be clear, memorable, and actionable
 - The brain is like a muscle that grows stronger with exercise; when you choose more challenging assignments, your brain is growing “stronger” connections”

Biggest takeaways to apply **today**

- Use social/peer comparisons to encourage behavior change
 - (ex: 20% of students in this class complete daily assignments with regularity, attend IIs, etc)
 - How do you compare to your peers
- Take the emotion, morality, and social stigma out to change behavior
- Ask about students' goals and connect them to classroom content
 - What do they want to achieve - connect that to examples and activities
- Incorporate aspects of students' culture in the classroom
- Create more opportunities for discussions
- Language is important- teacher behaviors affect students' perceptions of competence
- Address core fears for task refusal
- Tap into values with motivational immediacy
- Honor the desire for respect- support autonomy
- Respectful requests vs disrespectful requests
 - Do this or else
 - Please do this we appreciate it I know that you know what is best for yourself and appreciate your time and attention
 - Compliance for respectful requests doubles
 - Vegemite study

- Add engagement to title
 - The science of persuasion to impact engagement
- 30 min direct instruction
- Create activities
 - Submit in google form
 - Act 48



Leigh Anne Lord <leighanne.lord@padistance.org>

Act 48: Using the Science of Persuasion to Affect Engagement

Kelly Crooks <kelly.crooks@padistance.org>

Thu, Apr 15, 2021 at 3:29 PM

To: Leigh Anne Lord <leighanne.lord@padistance.org>, Kelly Crooks <kelly.crooks@padistance.org>

Leigh Anne,

I would like to offer one hour of Act 48 credit to the people below who attended an engagement professional development session called, "Using the Science of Persuasion to Affect Engagement." **Marisa Petraglia** hosted it during a collaboration time, and she got the information from a PD session she went to on her own through the American Psychology Association.

Here is the Schoology Link to the **recording and slides**:

<https://padistance.schoology.com/course/2578105079/materials?f=427889057>

Attached are the signed Act 48 sheets for the individuals.

Here are the names of the people who attended:

- Marisa Petraglia, 2 hours for hosting
- Kelly Crooks
- Mandy Rauenzahn
- Tracey Colbert
- Maggie Johnston
- Brad Pontius
- Jessica Sapp
- Laura Budd
- Sherri Grosso
- Kara Buncic
- Samantha Sellinger
- Angela Diable
- Stacy Martin
- Lindsey Fanning
- Melissa Glancy
- Sarah Blose
- Erin Rogers
- Evan Rumble
- Katie Devlin
- Andrew Glaser
- Susannah Azzaro
- Samuel Dickson
- Natalie Groscost
- Lauren Borghetti
- Veronica Steigerwald
- Lauren Donofrio
- Matt Galando
- Anthony Reda
- Carol Smialek
- Stephen Cutler
- Julie Lawrence
- Maggie Kelly
- Ryan Giulani
- Kelly Collins
- Lydia Jones
- Katie Hartmann
- Katie Mihoerck

7/6/2021

PA Distance Learning Mail - Act 48: Using the Science of Persuasion to Affect Engagement

- Alyssa Hoffman
- Darcy Bible
- Gabriella Chuong
- Jaclyn Gulish
- Stephanie Smith
- Juliea Mittelmeier
- Stephanie Sabol
- Amy Thornton

Thanks!




Where Teaching
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Kelly Crooks

7-12 Principal

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Using the Science of Persuasion to Affect Engagement - 1 hour - Google Forms.pdf

661K

- Add engagement to title
 - The science of persuasion to impact engagement
- 30 min direct instruction
- Create activities
 - Submit in google form
 - Act 48



January 25th, 2021 | VIRTUAL!

Register Now! Transition Tennessee Conference: **Passport to the Future**

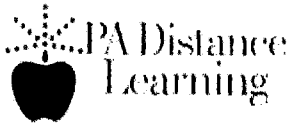
It's not too late to register for our upcoming conference: **Passport to the Future**. This conference will be held on **January 25th, 2021** in conjunction with the **Tennessee Department of Education's Partners in Education (PIE)** statewide special education conference. The conference will be **fully virtual** this year!

Our pre-conference transition day on January 25th will equip educators, school administrators, VR professionals, providers, family members, and others with the tools and strategies to prepare young people with disabilities for life after high school.

Registration is through the Partners in Education (PIE) conference [website](#). The fee for the pre-conference day is \$15. Feel free to spread the word about this exciting upcoming event!

If you have questions, please contact Rachael Jenkins, Educational Consultant with Vanderbilt University, at rachael.jenkins@vanderbilt.edu.

Webcast Recording: Paying for College 101



Leigh Anne Lord <leighanne.lord@padistance.org>

Act 48: Using the Science of Persuasion to Affect Engagement

Kelly Crooks <kelly.crooks@padistance.org>

Thu, Apr 15, 2021 at 3:29 PM

To: Leigh Anne Lord <leighanne.lord@padistance.org>, Kelly Crooks <kelly.crooks@padistance.org>

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7/6/2021

PA Distance Learning Mail - Act 48: Using the Science of Persuasion to Affect Engagement

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- Stephanie Sabol
- Amy Thornton

Thanks!




Where Teaching
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2605 Nicholson Road, Suite 4100, Sewickley, PA 15143



Using the Science of Persuasion to Affect Engagement - 1 hour - Google Forms.pdf

661K




Click on the image above to view the webcast

Our December webcast, Paying for College 101, featured Felicia Orr, Director of College Access for the Tennessee Higher Education Commission/Tennessee Student Assistance Corporation. Whether a student is considering a 2-year, 4-year, or career and technical education, Felicia presented an overview of the various scholarship and grant programs administered by THEC/TSAC to help students and parents fund higher education.

She also shared Information regarding the TN Step Up scholarship, a scholarship designed to provide funding for students with intellectual disabilities, the TN Promise Scholarship, and the Hope Scholarship. Most importantly, Felicia gave tips to help families successfully complete the FAFSA. This is a presentation you don't want to miss!

Financial Aid Charts



Postsecondary
Education

Financial Aid Charts

Going to college is an increasingly expensive endeavor. To make the experience more financially accessible for students, there are a variety of funding sources offered by the state government, federal government, and other entities. The charts below highlight key information about different funding sources available to TN students. Note: scholarship and grant funding amounts and eligibility requirements can change, so be sure to check this information directly with the funding sources. Unless stated, the award amounts are for the 2019/2020 academic year.

Federal and State Level Aid	Federal Aid	Pell Grants 2019-2021 Award Amount	Federal Work Study	Federal Supplemental Education Opportunity Grants	Tennessee Vocational Rehabilitation Department
Award Amount	Through the FAFSA application, students with disabilities may qualify for Pell Grants, Federal Work Study, federal loans, or the Federal Supplemental Educational Opportunity Grant. Many awards are determined based upon individual student need.	Up to \$6,345 ¹	Students are paid at least minimum wage by the issuer. The total work-study award depends on factors such as: <ul style="list-style-type: none"> • Time of application² • Financial need³ • School's funding level³ 	\$100 to \$4,000 per year ⁴	Up to \$3,000 per semester for two academic years ⁵
Basic Eligibility Requirement	<ul style="list-style-type: none"> • High school diploma or GED certificate⁶ • Enrollment in an eligible program⁶ • Maintain satisfactory academic progress⁶ 	<ul style="list-style-type: none"> • Level of financial need⁷ • Meet eligibility criteria for the FAFSA and complete the FAFSA⁷ 	<ul style="list-style-type: none"> • Meet eligibility criteria for the FAFSA and complete the FAFSA⁸ 	<ul style="list-style-type: none"> • Exceptional financial need⁹ • Meet eligibility criteria for the FAFSA and complete the FAFSA⁹ 	<ul style="list-style-type: none"> • Contact your local VR office to learn more about eligibility requirements.

WWW.TRANSITIONIN.ORG/ED

EDUCATION AND TRAINING TRANSITION SERVICES AND VOCATIONAL REHABILITATION SERVICES

Click on the image above to view the chart

Related to this webcast is our Financial Aid Chart, which is found in the Pathways to Postsecondary Education course on the Educator website. We have highlighted different funding sources in Tennessee, and eligibility requirements to receive money towards higher education. We hope you will find this useful as you navigate paying for college with your students—be sure to share this with parents and family members! Remember, award amounts are subject to change so be sure to check with the direct source for the most up to date scholarship or grant amounts.

Transition Tennessee is a collaboration between the Tennessee Department of Education, Tennessee Department of Human Services, Vanderbilt University, and TennesseeWorks

Transition Tennessee
Department of Special Education PMB 228, Peabody College Vanderbilt University
Nashville, TN 37203
info@transitiontn.org

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CAREER PATHWAY RESOURCES

RESEARCH

Research fields you might want to study if College is your Path:

The College Solution- www.collegesolution.com

Bureau of Labor Statistics- www.bls.gov

Forbes Magazine- www.forbes.com

www.Collegegradjobs.com

College Reviews- www.BestCollegereviews.org

Research Occupations and Job Titles and Duties

O*Net Online- search high priority occupations at www.onetonline.org

The Muse at www.themuse.com Discover the best companies to work for and the type of jobs they offer.

- **Where are the future jobs and where do you fit in?** Indeed.com, College Grad.com, Avenica.com and AngelList to name a few great ones.
- **You've found a company you want to work for? How do you target them?** www.glassdoor.com
- **Talk to someone who is doing an interesting job? Ask them how they got their job?** (34) [Here's who's hiring right now | LinkedIn.com](#)-Learn to Network and make connections!

GOVERNMENT JOBS

State Civil Service Jobs-Employment - PA.Gov

Federal Jobs- www.U.S.A.JOBS.GOV

www.pacareerlink.pa.gov

Discover some of the fastest growth industries in your geographic location

PA's Job Outlook: IT, Education, Finance, Healthcare and Manufacturing-

NOTE: www.pacareerlink.pa.gov

Best Websites for Jobs

- Indeed: **Best Overall.**
- CollegeGrad: Runner-Up, **Best Overall.**
- FlexJobs: **Best** for Entry-Level Remote **Jobs.**
- Avenica: **Best** for Undecided **Career Paths.**
- AngelList: **Best** for Entry-Level Startup **Jobs.**
- LinkedIn: **Best** for Networking.

Philadelphia Business Journal:

<https://www.bizjournals.com/philadelphia/news/2020/06/19/best-places-to-work-2020-complete-list.html><https://money.usnews.com/careers/best-jobs/slideshows/the-fastest-growing-jobs-in-america>

The Fastest Growing Jobs in the U.S. -US NEWS TheStreet -

<https://money.usnews.com/careers/best-jobs/slideshows/the-fastest-growing-jobs-in-america>

CAREER ASSESSMENTS How to figure out what you want to do?

Self-Assessment is a process by which you can learn more about yourself and how your interests and aptitudes can help you determine where you belong in the workplace. No one assessment should be used in career exploration and career guidance. There are many out there which assess personality, motivation, preferences, emotional intelligence, etc.

Some examples:

- **Myers-Briggs** - Focuses on Personality - Introvert/Extrovert
- **Keirsey Temperament Sorter** - Determines Your Temperament
- **MyNextMove.com** - Ties into O*Net and Department of Lab
- **MAPP Test - Assessment.com** - Find Out What You Love to Do
- **Big Five** - Covers Personality Traits
- **Holland Codes** - What Career Are You Suited For?
- **The Passion Test** -Your Inner Fire/Passion Is What's Empowering You to Move Forward.

Search your local County for resources- See Statewide Info

CAREER ONESTOPS-www.pacareerlink.pa.gov-job search and training

Working and Training in PA | PA.GOV-PA Statewide Initiatives for Youth

Employment- Youth.gov

- <https://www.pa.gov/guides/working-training-pa>
- Manufacturing Initiatives-DCED HELPS YOUTH WITH JOBS-
<https://dced.pa.gov/business-assistance/>
- JOB CORPS- www.jobcorps.gov
- Tri-County Manufacturing Initiative- www.tricountymfg.org

Union Training

- Carpenters- www.northeastcarpenters.org
- Laborers- www.ldc.philavic.org
- Painters/Wallpaper/Glaziers- www.DC21.org
- **PROLOGIS**-Online Warehouse and Logistics Training-Short term skilled training
 - Online Training- <https://www.logisticscareers.prologis.com>

County Assistance-Search your local County for the Department of Labor or Commerce to find information for Youth Programs

- **Intermediate Units**-Assisting 16–24-year-olds on job search training through the School Districts.
- **PACAREERLINKS**- One stop shopping for employment and training services.
- **Job Assistance and Training Referrals**- On the Job Training-OJT's and Apprenticeships with companies.
- **OVR**-Assisting job seekers with Special Needs on a job search-PA CareerLink's Partners

PD - 2/11/21	PA Career Links Attendance
A.Hoffman	Yes
L. Budd	YES - Presented
A. Diable	yes
A. Levenson	yes
B. Smith	Yes
B. Reddecliff	yes
E. Teare	Yes
E. Rogers	Yes
F. Batrack	yes
H. Paul	Yes
J. Gulish	Yes
J. Bate	yes
K. Clutter	Yes
M. Alicandro	yes
M. Galando	Yes
M Glancy	yes
A. Winter	yes
S. Blose	Yes
S.Dickson	Yes
S. Olszewski	yes
S. Martin	yes

Acadience Reading

K-6 Essentials



Please join the Allegheny Intermediate Unit's Training and Consultation Team (TaC) for this virtual training series

This workshop introduces users to the Acadience Reading assessment, a research-based universal screening and progress monitoring assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade. The assessment is comprised of six brief measures that function as indicators of the essential skills that every child must master to become a proficient reader. These measures are used to regularly monitor the development of early literacy skills in order to provide timely instructional support and prevent the occurrence of later reading difficulties.

This workshop provides training on the foundations and research behind the assessment, how to administer and score each of the measures, logistics of assessment, and its use in an outcomes-driven model. Extensive practice activities are included.

****Please Note: Acadience™ Reading K-6 is the new name for the DIBELS Next® assessment. The test itself is not changing, only the name.***

Intended Audience: regular education teachers, reading specialists, special education teachers, interventionists, and other personnel responsible for administration of acadience reading

Educators who work for LEAs in the AIU3 region will have priority registration

- Materials are provided at no cost for **AIU3** member districts and charters **ONLY!**
- For those **not** within the AIU3 member districts, please complete the order form below to order your supplies for these sessions
- ACT 48 hours awarded upon completion of the training series

Virtual Trainings Registration

Acadience Reading K-6 Essentials

TODAY SEPT. 2, 2020 IS THE LAST DAY TO REGISTER IN ORDER TO RECEIVE YOUR BOOK IN TIME FOR THE TRAINING. If you register after this date you may not receive your book by the training date.

Part 1: September 9, 2020 (9:00AM-12:00PM) and

Part 2: September 10, 2020 (9:00AM-12:00PM)

Registration Link: *(This link registers you for both days)*

Accessibility

High Contrast Mode

Aa

Aa

Aa

<https://aiu3.zoom.us/meeting/register/tJMqdemvpjkqGdcaIRsbiZPSMA1D2-7szGSM>

Registration deadline is August 28, 2020

This is an online event.



Contact Information:

Training Content Questions:

Kate Stuckey katherine.stuckey@aiu3.net

475 East Waterfront Drive, Hom...
412-394-5700

traci.seibert@aiu3.net
aiu3.net

pdf

2020 Acadience Training book order form.pdf

Download

194.5 KB





Stephanie Faith <stephanie.faith@padistance.org>

Title IV Training

Aubrey Ploesch <aubrey.ploesch@padistance.org>

Wed, Aug 19, 2020 at 9:44 AM

To: "Mrs. Patricia Rossetti" <patricia.rossetti@padistance.org>

Cc: Leigh Anne Lord <leighanne.lord@padistance.org>, Tanya Contos <tanya.contos@padistance.org>, Kelly Crooks <kelly.crooks@padistance.org>, Stephanie Faith <stephanie.faith@padistance.org>

The following staff are attending Acadience Training and will need to attend the Title IX training later:

Alicia Murray
Brina Reddecliff
Crystal Naugle
Emily Teare
Hannah Bevington
Kelsey Brenner
Tammy Donahue
Tessa Cope
Vanessa Ceravolo



Aubrey Ploesch

K-6 Principal

1-888-997-3352 x 210



1-866-977-3527

aubrey.ploesch@padistance.org

www.padistance.org

2605 Nicholson Road, Suite 4100, Sewickley, PA 15143

[Quoted text hidden]



Title: Building Relationships & School Community
Panelists: Amy Dunn, Coleen Brennen, & Katie Devlin
Targeted Audience: All Staff
Session Style: Live Synchronous

Summary: Join the panelists for a discussion about building relationships and school community. Panel discussions are not scripted presentations and are intended for dialogue between panelists and participants.

Recording Link:

<https://ils.padistance.com/recordings/download/111016-beaa84394f3fbf05b80a754684c502d4>

Chat History: https://drive.google.com/file/d/1u6hSt_Tg_xW8FE7K-h4WjlzvY2kBzMj3/view?usp=sharing







The Essentials of IEP Writing

Online

Session Dates

Monday September 28, 2020

Friday November 06, 2020

Closed

This self-paced twelve module online course provides participants with instruction on required elements for each section of the Individualized Education Program (IEP) as well as best practice considerations when preparing for and conducting an IEP team meeting.

Objectives

Module 1: Participants will be able to:

- Identify the name of the current federal special education law
- State the 13 disability categories recognized by IDEA
- Analyze the elements of the special education evaluation process

Module 2: Participants will be able to:

- State the federal agency that oversees special education
- Explain that "ESY" is an acronym for "Extended School Year"
- Summarize that short-term objectives are only required for students who are eligible to take the PASA

Module 3: Participants will be able to:

- Explain the circumstances under which a draft copy of the IEP can be presented at an IEP team meeting
- Identify how frequently a student's IEP team must meet
- Compare situations when an IEP team member may sign the IEP based upon attendance

Module 4: Participants will be able to:

- Determine the sections of the IEP that must be considered when checking "yes" in the special considerations section of the IEP
- State under what circumstances a communication plan must be developed for a student
- Express when assistive technology should be considered a special consideration

Module 5: Participants will be able to:

- Summarize the required elements of the present levels of academic achievement and functional performance section of the IEP

- Interpret the circumstances under which a student's progress toward current measurable annual goals should be included in the present levels of academic achievement and functional performance section of the IEP
- Describe what is meant by "strengths" relative to the present levels of academic achievement and functional performance

Module 6: Participants will be able to:

- Identify when secondary transition planning must occur for a student with a disability
- State the three areas of postsecondary transition planning
- Compare the differences between a measurable annual goal and a postsecondary goal

Module 7: Participants will be able to:

- Explain the grade levels in which the PSSA is administered
- Describe the content areas that are assessed via the Keystone exams
- Identify the circumstances under which a student should take the ACCESS assessment

Module 8: Participants will be able to:

- Examine when the "report of progress" section of the IEP should be populated with data
- Explain the time frame that progress reports for students with disabilities must be sent to parents
- Summarize the purpose of monitoring student progress with regard to the IEP

Module 9: Participants will be able to:

- Explain that inclusive practices benefit students with disabilities as well as their non-disabled peers
- Summarize the requirement related to the selection of instructional practices based upon peer-reviewed research
- Describe the requirement for ongoing data collection to determine if a student is eligible to receive extended school year services

Module 10: Participants will be able to:

- Identify what is required regarding the "Questions for the IEP Team"
- Explain that the determination of a student's educational placement occur after all other sections of the IEP are discussed
- Evaluate placements that are considered to be "regular education class"

Module 11: Participants will be able to:

- Explain why the Pennsylvania Department of Education must collect PennData information
- Explain the difference between "amount of special education" and "location of special education"
- Summarize when Section B of section VIII of the IEP must be completed

Module 12: Participants will be able to:

- Explain appropriate vocabulary to use while conducting an IEP team meeting
- Compare potential pros and cons of communication modes to engage families
- Describe at least three considerations to ensure family engagement at an IEP team meeting

Target Audience

Special Education Teachers, Administrators, General Education Teachers, Parents

Topics Covered: Special Education Law

Event Info

Event Type:



Credit Type:

ACT 48 CLOCK HOUR

NO CREDIT

Presenters:

PaTTAN Educational Consultant

Event Files:

[The Essentials of IEP Writing](#)

Event Contact:



Registration:

Karen Weaver

kweaver@pattan.net

[800-446-5607 x6842](tel:800-446-5607)

Contact:

Cecil Crouch

ccrouch@pattan.net

[800-446-5607 x6866](tel:800-446-5607)

PD	Essentials of IEP Writing
A.Hoffman	Yes
A. Diable	yes
A. Levenson	yes
B. Smith	Yes
B. Reddecliff	yes
E. Teare	Yes
E. Rogers	Yes
F. Batrack	yes
H. Paul	Yes
J. Gulish	Yes
J. Bate	yes
K. Clutter	Yes
M. Alicandro	yes
M. Galando	Yes
M Glancy	yes
A. Winter	yes
S. Blose	Yes
S.Dickson	Yes
S. Olszewski	yes
S. Martin	yes

COUNTY OF



ALLEGHENY

RICH FITZGERALD
COUNTY EXECUTIVE

Patricia R. Rosetti

Chief Executive Officer
Pennsylvania Distance Learning Charter
2100 Corporate Drive, Suite 500
Wexford, PA 15090

April 18, 2017

Dear Ms. Rosetti:

I want to thank you again for spearheading a smooth process in the past few months between Pennsylvania Distance Learning Charter and Allegheny County Department of Human Services, Office of Children, Youth and Families (CYF) regarding meeting the Every Student Succeeds Act (ESSA) requirements for youth in foster care. I look forward to collaborating with you and your colleagues in your school district. You can consider me a point of contact at Allegheny County for this effort.

Please find two enclosed documents fully signed and executed with all relevant signatures.

1. Memorandum of Understanding
2. Transportation Plan

These documents can be emailed to the Department of Education's Foster Care Coordinator at pafostercare@csc.csiu.org. Please reference the following web site for more information. www.pafostercare.org

My very best to you as the school year comes to an end.

Sincerely,

Samantha Murphy
Resource Services Manager/Education Liaison

MEMORANDUM OF UNDERSTANDING

Between

Pennsylvania Distance Learning Charter School

and

Allegheny County Department of Human Services, Office of Children, Youth and Families (CYF)
Agreement

To ensure the educational success and school stability of students in foster care:
Every Student Succeeds Act (ESSA) requirements

This Memorandum of Understanding (MOU) addresses identified points of contact, data sharing, best interest school placement determination, transportation, school enrollment and dispute resolution related provisions. Additional policies may be added to address the unique needs of each collaboration between the Local Education Agency (LEA) and the Allegheny County Department of Human Services, Office of Children, Youth and Families (CYF) in order to ensure the educational success of students in foster care. Note: this MOU is not a local transportation plan. It is an agreement between the LEA and CYF to work together for the best interest of students in foster care.

Purpose:

The purpose of this agreement is to establish procedures and agreed upon processes between PA Distance Learning CS (LEA) and CYF to ensure the provision of services to optimize academic success for children and youth in foster care who are enrolled in the LEA.

“Consistent with the Fostering Connections Act, “foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre adoptive homes.” (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 6).

Identified Points of Contact

LEA responsibilities:

The LEA agrees to appoint a Foster Care Point of Contact (POC). The name and contact information for this person will be updated regularly through the Pennsylvania Department of Education's (PDE) established state process. If there is a change in the appointment of the Foster Care POC the LEA will update the change in the state directory and will inform the CYF Education Point of Contact and the PDE Regional Coordinator within 10 business days.

Duties of the LEA Foster Care POC can include but are not limited to the following:

- Facilitating dialog within the school system with all relevant parties who have first-hand knowledge of the child's academics, special education needs and social/emotional strengths and concerns in order to inform the Best Interest School Placement Determination (BID) with CYF.
- Ensuring that all data sharing agreements have been met and school documents have been shared with appropriate parties as allowable by FERPA.
- Documenting transportation plans for students in foster care and mediating between the school

transportation system and CYF as to the best and most economical mode of transportation available to meet the students' needs.

- When appropriate, facilitating the school enrollment process that will ensure that the child in foster care is immediately enrolled in the new school, attending at the appropriate grade level and receiving the supports necessary to be successful.
- Leading the agreed upon dispute resolution process with the LEA, State Education Agency (SEA) and CYF, as needed
- Training LEA staff on the urgent educational needs of young people in foster care and advising and trouble-shooting on a case-by-case basis, as needed.

CYF responsibilities:

The assigned caseworker's duties include, but are not limited to:

- Gathering relevant information regarding BID from all child welfare stakeholders including the parent, parent's attorney, child's attorney, placement provider, education decision maker, the child (when deemed appropriate), CYF and other relevant parties who have first-hand knowledge of the child's needs outside of the academic setting.
- Facilitating discussion around cost-effective school transportation plans.
- Initiating the agreed upon dispute resolution process when BID or additional costs cannot be agreed upon.

CYF agrees to appoint an Education Point of Contact. The name and contact information for this person will be made available to all LEAs. The duties of the CYF Education Point of Contact can include but are not limited to the following:

- Supporting the assigned caseworker by connecting the LEA with the assigned CYF caseworker, supervisor, child's attorney, placement provider, education decision maker and other relevant parties who have first-hand knowledge of the child's needs outside of the academic setting in order to best inform the BID.
- Supporting CYF around the discussion about best interest school placement decisions and school transportation plans for students in foster care and mediating between the LEA and parties in the child welfare system as to the best and most economical mode of transportation available to meet the student's needs.
- Supporting the decision making around permission for CYF to cover additional costs associated with special transportation arrangements for students in foster care placements if determined that CYF will contribute to costs.
- Training child welfare staff, placement provider staff and legal parties on urgent educational needs of young people in foster care and advising and trouble-shooting on a case by case basis when necessary.
- Ensuring that all data sharing agreements have been met and school documents have been shared with appropriate parties as allowable by FERPA.
- Leading the agreed upon dispute resolution process with the LEAs and CYF.

Data Sharing

The LEA and CYF will facilitate data sharing between both systems on behalf of children in foster care that is consistent with the Family Education Rights and Privacy Act (FERPA), IDEA and other privacy protocols. Both parties agree to maintain confidentiality of information regarding children and families being served, in accordance with FERPA, and all other State and Federal laws and regulations regarding confidentiality.

The LEA will share the following with CYF:

- Directory level data on all students in the school district
- Analysis on graduation rates for students in foster care

- Name of technology vendor and name/contact information for the technology lead in the district
- Student level educational information including transcripts, academic records, credits accrued, schedule, special education assessments and plan, 504 plan provisions, discipline records and attendance records.

CYF will share the following with the LEA:

Upon receipt of FERPA allowable directory level data, CYF will share the names of all students in foster care that are enrolled in the district.

Within three business days of entrance into the foster care system and with every change of residence while in foster care, CYF will share the following student level information on a case by case basis:

- Name of child in foster care, date of birth
- CYF caseworker's name and contact information and CYF supervisor's name and contact information
- Parent's home address and home school district
- Verification if foster parent receives subsidy for the child (yes or no)
- Placement provider's name and contact information
- Name and contact information of child's caretaker (night time residence) including foster parent if applicable
- Name and contact information of Educational Decision Maker which may continue to be biological parent or may be another party appointed by the courts
- Any relevant safety concerns including the possibility of parents visiting the school or attempting contact with the child during school hours
- Any pertinent information about meeting the child's needs during this time of transition and heightened stress

Best Interest School Placement Determination

"The school of origin is the school in which a child is enrolled at the time of placement in foster care. An SEA and its LEAs **must ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child's best interest.** (ESEA section 1111(g)(1)(E)(i)). If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change." (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 11).

1. When a student is placed in foster care or changes residences while in foster care, the assigned CYF caseworker will notify the School of Origin (SOO) Foster Care POC within 72 hours of placement. If the new residence is not within the school district boundaries, the Foster Care POC will coordinate and arrange, with the assistance of the CYF caseworker, a BID meeting within 7 school days of the child's change in residence. This meeting can occur in person, by phone or by e-mail communication. Until the BID discussion has happened and a decision is made, the child will remain enrolled in the school district of origin. If transportation challenges incur initially, the child will not be marked with unexcused absences. All efforts will be made by both CYF and the SOO to ensure that the child attends school during this timeframe.

Though the specific factors may vary depending on context, in order to make a holistic and well-informed BID, a variety of student-centered factors should be considered. These factors may include:

- Preferences of the child;

- Preferences of the child's parent(s), child's attorney, child's placement provider, child's foster parent or education decision maker(s);
- The child's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Influence of the school climate on the child, including safety and well-being;
- The availability and quality of the services in the school to meet the child's educational and socioemotional needs;
- History of school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage;
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services/aids or a student with a disability under Section 504 who is receiving special education or related services/aids and, if so, the availability of those required services in a school other than the school of origin; and
- Whether the child is an English Language Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin consistent with Title VI and the EEOA.

Transportation costs should not be considered when determining a child's best interest in school placement, which is consistent with the program instruction released by the U.S. Department of Health & Human Services subsequent to the passage of the Fostering Connections Act." (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 11-12). Efforts by all parties should be made to transport the child to the school district of origin while the BID is being made.

2. Prior to the BID meeting, the LEA Foster Care POC in the SOO will contact relevant school personnel to obtain information regarding the child's academics, special education needs, social/emotional strengths and/or concerns, extracurricular involvement, attendance, and any other information that can help to facilitate the best interest conversation.
3. Prior to the best interest determination meeting, the CYF caseworker will gather relevant information regarding best interest determination from the parent, parent's attorney, child's attorney, placement provider, education decision maker, the child (when deemed appropriate), CYF and other relevant parties who have first-hand knowledge of the child's needs outside of the academic setting.
4. Scheduled or arranged by the CYF caseworker and the LEA Foster Care POC, all parties will meet within 7 days of the child's change of residence to talk through the gathered information and will come to a joint decision as to best interest school placement for the child in care.
5. During any child welfare placement or change of placement, the presumption is that the child should remain in the SOO, and continue in this district until a determination has been made that it is no longer in the child's best interest.
6. If the LEA's Foster Care POC (with support from all identified school personnel) and the CYF caseworker (with support from all child welfare stakeholders) cannot come to a joint decision, they will jointly contact the CYF Education Point of Contact and the PDE Regional Coordinator for consultation.
7. The CYF Education Point of Contact and the PDE Regional Coordinator will gather pertinent information with regards to the student in question and will issue a joint decision.
8. In the case of a dispute, the LEA and CYF will reference the uniform statewide Inter-Agency Transportation Dispute Resolution Process and the statewide Dispute Resolution Process for school selection and enrollment.

LEA responsibilities:

The LEA Foster Care POC will lead the BID process with all relevant parties within the school system and will

document the BID.

CYF responsibilities:

Responsibility for the BID ultimately lies with the assigned CYF Caseworker along with input from all child welfare stakeholders. The CYF Education Point of Contact can be consulted if necessary.

Transportation

"Some children in foster care will need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for these children, an LEA receiving Title I funds must collaborate with the State or local child welfare agency or agencies to ensure that transportation for children in foster care is provided, arranged, and funded. (ESEA section 1112(c)(5)(B)). SEAs and State or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care, as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children." (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 15).

Joint responsibilities:

- The LEA and CYF agree to collaborate to jointly design a comprehensive transportation plan to ensure that transportation for children in foster care is provided, arranged, and funded.
- Both parties agree that under no circumstances should a transportation dispute between parties delay or interrupt the provision of transportation for a child to the SOO.
- Both parties agree to communicate regularly and share leadership responsibilities at the local level to ensure that available resources for transportation are utilized in the most effective manner, without duplication.
- Both parties agree that transportation must be provided in a "cost effective" manner so low-cost/no-cost options should be explored. (e.g. pre-existing bus stops or public transportation, foster parents provide transportation, transportation by other programs if child is eligible).
- Both parties understand that all federal, state and local funding sources should be maximized to ensure transportations costs are not unduly burdensome on one agency.

LEA responsibilities:

"An LEA must ensure that a child in foster care needing transportation to the school of origin receives such transportation for the duration of the time the child is in foster care. (ESEA section 1112(c)(5)(B))." (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 17).

- Ensures that transportation is provided to children in foster care, adhering to the collaboratively designed transportation plan, even if the LEA does not transport other students.
- Acknowledges that Title I is an allowable funding source for additional transportation costs, although funds reserved for comparable services for homeless children and youth may not be used for transportation.
- Informs the CYF whether Title I funds are available to support additional transportation costs for children in foster care in order to maintain enrollment in their school of origin.
- Agrees, if applicable, to support additional transportation costs for eligible foster care youth utilizing funds made available within Title I.

"If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if (1) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (2) the LEA agrees to pay for the cost; or (3) the LEA and local child welfare agency agree to share the cost. (ESEA 1112(c)(5)(B))." (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 16).

- Agrees that a child must remain in his or her school of origin while any disputes are being resolved.
- In the case of a dispute, agrees to provide or arrange for adequate and appropriate

transportation and to work with CYF if this results in additional costs.

CYF responsibilities:

- Supports transportation costs for eligible youth in foster care utilizing funds made available within the county's child welfare budget including under Section 475(4)(A) of Title IV-E of the Social Security Act.
- Informs the LEA/SOO whether Title IV-E funds are available to support additional transportation costs for children in foster care in order to maintain enrollment in their school of origin.
- Agrees to assist the LEA/SOO in exploring the full range of options for providing transportation and/or funding transportation to maintain a child in his or her school of origin, consistent with the child's educational stability plan.
- Agrees that a child must remain in his or her school of origin while any disputes are being resolved.
- Agrees to work with the LEA to address additional costs for any transportation arranged by the LEA during the dispute process
- Agrees to identify alternate transportation options when school district transportation is not immediately available to ensure that children in foster care placement are not sitting out of school while the LEA works to arrange appropriate transportation.

School Enrollment

The LEA and CYF acknowledge that there will be times when children must change educational placements as a result of a child welfare placement. This decision should be made jointly with the LEA who has been educating the child, the assigned caseworker from CYF, the parent, parent's attorney, child's attorney, placement provider, education decision maker, the child (when deemed appropriate), CYF and other relevant parties.

LEA responsibilities:

- Agrees to immediately enroll children in foster care placements within their district. Enrollment will not be delayed due to lack of documentation including previous school records, proof of residency, proof of birth and immunization records.

"When a determination is made that remaining in the school of origin is not in a child's best interest, SEAs and LEAs must ensure that a child in foster care is immediately enrolled in his or her new school even if the student does not have the required documentation. The enrolling school must then contact the student's prior school for relevant records. (ESEA section 1111(g)(1)(E)(ii)-(iii))." (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 20).

- The enrolling LEA agrees to communicate with the SOO within 3 business days to obtain information in order to appropriately place the student in classes, pending receipt of records.
- Agrees that upon receipt of the child's records from their SOO, the Foster Care POC will work with CYF to assist in obtaining any missing documentation.

CYF responsibilities:

- CYF will work with the enrolling LEA to supplement the exchange of educational records if there are any relevant files in the child welfare record. Child welfare will also produce a copy of immunization records and/or birth certificates (they may not be the original copies) if they are in the record.

Dispute Resolution Process

"To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of

origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i))." (U.S. Department of Education and U.S. Department of Health and Human Services, 2016, p. 15).

Should there be a dispute in the BID or Transportation Planning, the LEA will consult the PDE Regional Coordinator and CYF will consult the CYF Education Point of Contact. The PDE Regional Coordinator and the CYF Education Point of Contact will discuss all relevant information and a joint decision will be issued.

In the case of a dispute, the LEA and CYF will reference the uniform statewide Inter-Agency Transportation Dispute Resolution Process and the statewide Dispute Resolution Process for school selection and enrollment.

U.S. Department of Education and U.S. Department of Health and Human Services (2016). *Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015.*

<https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>

Updates and Revisions:

Updates and revisions to this MOU should be made as needed. Any updates or revisions to the MOU must be submitted to the Pennsylvania Department of Education.

Pennsylvania Distance Learning Charter School (LEA) and Allegheny County Department of Human Services, Office of Children, Youth and Families agree to update or revise this Memorandum of Understanding (MOU) as needed or every three years to coincide with the contractual timelines.

ATTEST:

**ALLEGHENY COUNTY
DEPARTMENT OF HUMAN SERVICES**

Patricia Rossette
Witness ALSCCO

By: [Signature]
Marc Cherna, Director of the Department of
Human Services

William McKain 3-28-17
William McKain, County Manager

Approved as to Form Only:

By: [Signature]

By: George M. Janocko

ATTEST:

SCHOOL DISTRICT

William DiSandro
Secretary

By: [Signature]
Board President

Approved as to Form Only:

Date of Board Approval: 3-6-17

By: _____
Solicitor

Transportation Plan

**Between
(LEA) Pennsylvania Distance Learning Charter School**

And

**Allegheny County Department of Human Services, Office of Children, Youth and Families
(CYF)**

Transportation Procedures

To ensure the educational stability of Foster Care Youth:
Every Student Succeeds Act (ESSA) requirements

These procedures are established to comply with the Every Student Succeeds Act (ESSA) foster care provision requirements to ensure educational stability for children in foster care.

A collaborative partnership between the Local Educational Agency (LEA) and the Allegheny County Department of Human Services, Office of Children, Youth and Families (CYF) has been established to ensure all factors are considered in the Best Interest School Placement Determination (BID) for students in foster care. During any child welfare placement or change of placement, the presumption is that the child should remain in the school of origin, and continue in this district until a determination has been made that it is no longer in the child's best interest. Best interest will be determined using child-centered factors, such as the age/grade of the child, length of the commute and its effect on the child's education, connections in the school, etc. Although it is the goal to come to a joint decision with regards to BID, there may be times that this is not possible. If a joint decision cannot be reached, the final decision with regards to school placement is left to CYF.

Based on this school placement decision, the LEA will work collaboratively with CYF and placement agencies to identify and establish the most cost-effective method of transport, using the framework below.

Part 1. LEA and CYF Representative(s) Included in Designing the Local Transportation Plan

Please include the name and title of each LEA and CYF representative(s) included in designing the joint plan.

Local Education Agency Representative(s)	Title
1) Patricia Rossetti	CEO/Foster Care Contact
2)	
3)	
4)	

County Children and Youth Agency and partners(s)	Title
1) Laura Whiteman	<i>Assistant County Solicitor</i>
2) Alexis Samulski	<i>Assistant County Solicitor</i>
3) Pat Valentine	<i>Executive Deputy Director of Integrated Program Services</i>
4) Jacki Hoover	<i>Assistant Deputy Director, CYF</i>
5) Peter Sloan	<i>Analyst from Data, Analysis, Research and Evaluation office, DHS</i>
6) Kathy McCauley	<i>Analyst from Data, Analysis, Research and Evaluation office, DHS</i>
7) Samantha Murphy	<i>Resource Services Manager</i>
8) Jaclyn Snyder	<i>Education Records Consultant, AIU</i>

Part 2. Addressing Transportation Assurances to Ensure Educational Stability

Transportation Options:

Multiple factors will be considered and addressed in the BID meeting when determining transportation options for students in foster care, including: safety of the student and other students being transported; student's age; distance and length of time of the commute; and an existing Individualized Education Plan (IEP) with specialized transportation. Information from the School of Origin (SOO) transportation designee about these factors will be provided so that the BID meeting will be comprehensive and include consideration of cost-effective measures.

The following options will be considered to provide SOO transportation:

1. An existing bus route can be used, including non-public, charter school and Career Technical Center buses.
2. An existing bus route can be modified to accommodate a new address.
3. Specialized transportation offered to other students can be accessed, such as:
 - a. Special Education
 - b. Alternative Education
 - c. McKinney Vento Education
4. Existing specialized transportation can be modified slightly to accommodate the new address.
5. The SOO may identify alternatives not provided directly by the school district that the SOO would be willing to assist CYF in accessing (this could include facilitating the arrangement or providing the transportation and being reimbursed). Examples include:
 - a. Cabs or other contracted transport; or
 - b. Public transportation, such as city buses
6. CYF will also explore options outside of those provided by the SOO including the following options:
 - o a combination of the school and CYF supports if agreement can be reached
 - o natural support (foster parent, parent, aunt, uncle, neighbor, etc)

- child uses a bus pass if appropriate
- placement provider on an ongoing basis
- CYF case aid

Funding:

1. If the student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE).
2. If the SOO can offer an existing means of transportation at no additional cost, the district will provide transportation and CYF will not be charged.
3. If the SOO can provide transportation but will need to modify a route or create a new route, the SOO transportation designee will calculate the cost, if any, that will be charged to CYF. **Any charges to CYF should be approved prior to incurring costs.**
4. CYF will explore whether the student is eligible for Title IV-E funds to be used to cover the cost.
5. The SOO may use Title 1, Part A funds to assist with additional transportation costs if funds exist after covering mandated responsibilities (such as transportation for students experiencing homelessness).

Part 3: Addressing Additional Costs

The SOO will work with the district of residency and surrounding districts to identify potential existing routes that would allow for transportation at no additional cost if the SOO does not have an existing route. However, in some instances a route may not exist. In this case the SOO transportation designee will identify the most cost-effective route. If there are **additional costs** incurred in providing transportation to the school of origin, the LEA will provide such transportation if:

1. **CYF agrees to reimburse the LEA for the cost of such transportation. This may be possible for children who qualify for Title IV-E funds. Additional costs must be discussed and approved prior to incurring costs by the Allegheny County, Office of Children, Youth and Families with the assistance of the appointed CYF Educational Point of Contact.**
2. The SOO will review situations where there is an additional cost to transport on a case-by-case basis, taking into consideration age/grade of student, special needs, and whether or not there is funding available to pay for additional costs. If funding is available then the SOO can agree to either assume the additional cost or split that cost with the CYF.
3. If after a good faith effort, and exhaustion of the dispute resolution procedures described herein, the LEA and CYF are unable to reach an agreement regarding responsibility for additional costs incurred in providing transportation, CYF is responsible for the additional costs.

The LEA and CYF understand that all federal, state and local funding sources should be maximized to ensure transportations costs are not unduly burdensome on one agency.

Part 4. Considering Low-Cost or No-Cost Transportation Options for Foster Care Youth

On a case-by-case student basis, additional low-cost or no-cost options for transportation of students in foster care should be explored. Please carefully review the following no-cost or low-cost options for transportation and indicate with a check mark if the LEA and CYF agree to explore these transportation funding options on a case-by-case basis.

No-Cost or Low-Cost Options	LEA	CCYA
The child may be dropped off at a school bus stop near the existing transportation system for the school of origin. Communication between the current and new school districts is critical.	X	X
Public transportation options exist, if the child is of an appropriate age and has, or is able to acquire, the skills to utilize such options.	X	X
The foster parents, family member(s) or placement providers are willing and able to transport the child to school.	X	X
The child is already eligible for transportation covered by other programs. For example, Individuals with Disabilities in Education Act (IDEA) funds may be used to pay for transportation services if the child's IEP Team determines transportation is a related service that is required for a child with disabilities in foster care to receive FAPE.	X	X
There are pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools, charter schools and transportation for homeless students as required by the McKinney-Vento Act.	X	X
The school district of residence, school district of origin, and CYF are willing to share transportation costs.	X	X

Part 5. Describing a local transportation dispute resolution process between the LEA and CYF

If a mutual decision cannot be reached between the Foster Care POC and CYF with regards to responsibility for additional costs of transportation, the following dispute resolution process will be initiated. During a dispute, CYF will arrange transportation for the children in question. If there are already existing transportation options that do not increase costs that the school has within their system, these options will be offered during a dispute.

Step 1: The Foster Care POC and CYF will put in writing the reason for the dispute.

Step 2: A problem solving meeting will be held between identified staff of the LEA and CYF

Step 3: The Region 4 Foster Care Coordinator located at the Allegheny Intermediate Unit, can be called to participate in the discussion to help facilitate an agreed upon solution.

If a dispute occurs, the LEA and CYF will reference the uniform statewide Inter-Agency Transportation Dispute Resolution Process and the statewide Dispute Resolution Process for school selection and enrollment.

If after a good faith effort, and exhaustion of the dispute resolution procedures described herein, the LEA and CYF are unable to reach an agreement regarding responsibility for additional costs incurred in providing transportation, CYF is responsible for the additional costs.

Part 6. Sample scenarios

These are just some sample scenarios. Each case will be reviewed on a case-by-case basis to determine best interest and additional cost responsibility.

Scenario #1

Student is placed in a foster care placement within the School of Origin

- Student remains a student of the school of origin
- Student is transported by the school of origin

Scenario #2

A student is placed in a foster care placement within an LEA from a different school of origin, and the Best Interest School Placement Determination is to attend new LEA. ex. A student is placed in a foster care placement within the Woodland Hills SD from a different school of origin (McKeesport SD) and the Best Interest School Placement Determination is to attend Woodland Hills SD.

- The student will be **immediately** enrolled in Woodland Hills SD.
- The student will be provided transportation in accordance with the Woodland Hills SD's transportation policies.
- If special transportation is required through the IEP, Woodland Hills SD will provide the transportation to the neighborhood school or the designated school determined by the IEP.

Scenario #3

A Sto-Rox SD student is placed in a foster care placement in the Baldwin-Whitehall SD, and the Best Interest Determination is to attend the Baldwin-Whitehall SD.

- The student will be **immediately** enrolled in the LEA of residency – Baldwin-Whitehall SD.
- The student will be provided transportation in accordance with Baldwin-Whitehall SD's transportation policies.
- If special transportation is required through the IEP, the district of residency (Baldwin Whitehall SD) will provide the transportation to the neighborhood school or the designated school determined by the IEP.

Scenario #4

A Pittsburgh Public SD student is placed in a foster care placement in the Clairton SD, , and the Best Interest Determination is for the student to continue to attend the Pittsburgh Public SD.

- The student will continue to attend the Pittsburgh Public SD
- Existing transportation routes will be identified, if possible by Pittsburgh Public.
- If there is not an existing route that will accommodate the student, then Pittsburgh Public SD will identify the most cost effective route.
- CYF with the support of the CYF Education Liaison and all internal county staff will identify potential cost-effective options.
- Cost effective transportation methods will be explored in each case and are not limited to new routes, route hand-offs, and district-to-district shared transportation, and foster parents/placement provider providing transportation.
- If there is any additional cost of transportation, the LEA Foster Care Point of Contact at Pittsburgh Public and CYF with the support of the CYF Education Liaison and all internal county staff will come to mutual decision as to how to cover these costs.
- During any disputes and pending arrangement of transportation by the school district, CYF will arrange transportation for the student back to the school of origin. However, if there are already existing transportation options that do not increase costs that the school has within their system, these options will be offered during a dispute.

Part 7. Updates and Revisions

_____ (LEA) and
_____ (CCYA) agree to update or revise this local
transportation plan as needed or every three years to coincide with the contractual timelines.

This agreement will be reviewed and approved by representatives of both agencies:

ATTEST:

ALLEGHENY COUNTY

DEPARTMENT OF HUMAN SERVICES

Patricia R. Rosette
PSCS CEO
Witness

By: *[Signature]*
Marc Cherna, Director of the Department of
Human Services

William McKain 3-28-17

William McKain, County Manager

Approved as to Form Only:

By: *[Signature]*

By: *George M. Jarrocker*

ATTEST:

SCHOOL DISTRICT

William W. Rosette
Secretary

By: *[Signature]*
Board President

Approved as to Form Only:

Date of Board Approval: 3-6-17

By: _____
Solicitor



To: ESL District Liaisons

From: Dr. Kelly A. Noyes
K-12 ESL Program Director

Dr. Gina DeMarco Wall
Title III Supervisor

Date: May 15, 2020

Subject: Memorandum of Understanding

The 2020-2021 AIU Title III Consortium agreed upon grant initiatives based on the planning meeting held at the Allegheny Intermediate Unit on May 15, 2020:

- A series of professional development opportunities targeting specific areas surrounding EL needs. The series of professional development opportunities will include all stakeholders and will vary in theme, scope, and audience. Expenses may include the cost of speakers and their travel, food costs where applicable, copies and supplies, associated materials such as books and workbooks, as well as up to \$100 of reimbursement for substitute teacher costs to allow district staff to attend Title III professional development. This is limited to one reimbursement per district per professional development session. An invoice from the district will be required.
- Reimbursement of 40% of the district allocation up to \$4,000 to provide summer programming, after-school remediation, tutoring (in person or remotely), parent outreach, data collection, curriculum development, technology, educational field experiences, or other supplemental support to the English Learners in the district. Reimbursement will be provided once the member provides the AIU with proof that the allocation has been spent and supplements the education of ELs. This is to be recorded on a request form provided by the Consortium Lead.
- The consortium will continue to provide selected supplies, materials, technology, resources and appropriate training.
- Quarterly Technical Training Sessions for ESL Liaisons/Administrators.
- A Program Coordinator will offer optional half or full day site visits and professional development for individual and district staff initiatives including, but not limited to: MTSS and EL's, program review, compliance, content area teacher resources and training, ELD Standards, and any other specific district needs relative to ELs. Visits may be on site or virtual.
- Reimbursement to each LEA for one content/classroom teacher to participate in the 6 courses of the ESL Certification Program through the AIU. Reimbursement will be provided at the end of each course when documentation of a passing grade and receipt is submitted. The purpose of the initiative is to build capacity

- within each district for classroom/content teachers to have the skills necessary to support and educate ELs. Additionally, the participating teacher will share their knowledge with other content/classroom teachers in their district. An addendum listing the details of this arrangement will be provided.
- The creation of an electronic professional development training series related to but not limited to: Training for Administrators on ESL regulations and procedures, accommodations and modifications for ELs in the content classroom, and best practices for educating ELs in an online environment.

In addition to the above stated initiatives, each member of the Consortium as a recipient of Title III funds agrees to maintain compliance in all of the following areas:

- Following the procedures for the proper identification of English Learners
- Following procedures for parental notification of program placement
- Following procedures for consultation with non-public schools, identification of non-public school ELs, and providing supplemental support to non-public entities
- Administering annual ELD Assessment as defined by Pennsylvania (currently the ACCESS 2.0 for ELs exam).
- Continuing to monitor the ESL Program for continuous improvement including the review of appropriate data.
- Maintaining records and complying with all requirements under ESSA as per the Pennsylvania Department of Education.
- Ensuring equity of educational quality and equitable resources for the LEA's ELs.
- Active participation by all Consortium members is important to the overall success of the Consortium and the attainment of performance goals.

The PA Distance Learning Charter School School District is in agreement with the aforementioned initiatives.

Signature

Patricia Rossitto

Date

May 30, 2020

Print name

Patricia Rossitto

MEMORANDUM OF UNDERSTANDING

BETWEEN

Franklin Park Police Department
(Law Enforcement Authority)

and

PA Distance Learning Charter School
(School Entity)

July 1, 2021
(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter “Memorandum”):

Franklin Park Police Department

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

PA Distance Learning Charter School

- B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.
- C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.
- D. Legal Authority
 - 1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the “Safe Schools Act,” as amended, 24 P.S. §§ 13-1301-A—13-1313-A.



2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information From Student Records
 - a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - i. Criminal History Record Information Act, 18 Pa.C.S. § 9101 et seq.
 - ii. The prohibition against disclosures, specified in section IV(C)(5) of this Memorandum.
 - b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
 - i. Comply with the Family Educational Rights and Privacy Act (hereinafter “FERPA”), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 et seq., and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 1303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
 - c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charges may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
 - i. Section 908 (relating to prohibited offensive weapons).

- a) The term “offensive weapon” is defined by section 908 of the Crimes Code as “[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose.” See 18 Pa.C.S. § 908(c) (relating to definitions).
- b) Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.
- ii. Section 912 (relating to possession of weapon on school property).
 - a) The term “weapon” is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
 - b) Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.
- iii. Chapter 25 (relating to criminal homicide).
- iv. Section 2702 (relating to aggravated assault).
- v. Section 2709.1 (relating to stalking).
- vi. Section 2901 (relating to kidnapping).
- vii. Section 2902 (relating to unlawful restraint).
- viii. Section 3121 (relating to rape).
- ix. Section 3122.1 (relating to statutory sexual assault).
- x. Section 3123 (relating to involuntary deviate sexual intercourse).
- xi. Section 3124.1 (relating to sexual assault).
- xii. Section 3124.2 (relating to institutional sexual assault).
- xiii. Section 3125 (relating to aggravated indecent assault).
- xiv. Section 3126 (relating to indecent assault).
- xv. Section 3301 (relating to arson and related offenses).

- xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
 - b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in “The Controlled Substance, Drug, Device and Cosmetic Act,” as amended, 35 P.S. §§ 780-101—780-144, popularly known as the “Drug Act.” For purposes of this Memorandum, the terms “controlled substance”, “designer drug” and “drug paraphernalia” shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
 - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
 - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).
2. In responding to students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student’s behavior. Nothing in this provision shall be read to limit law enforcement’s discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault).
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure).
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
- b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.
- C. Law Enforcement Response to Notification
1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
 2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.
- D. Notification of the Law Enforcement Authority when incident involves children with disabilities
1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.
5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

No physical students at location.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.

4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:
1. Blueprints or floor plans of the school buildings.
 2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
 3. Location(s) of predetermined or prospective command posts.
 4. Current teacher/employee roster.
 5. Current student roster.
 6. Most recent school yearbook.
 7. School fire-alarm shutoff location and procedures.
 8. School sprinkler system shutoff location and procedures.
 9. Gas/utility line layouts and shutoff valve locations.
 10. Cable/satellite television shutoff location and procedures.
 11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.

- b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
2. Incidents not in progress:
- a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention.
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.
2. Victims
 - a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
 - b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.
3. Witnesses
 - a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
 - b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and Safe2Say Something reporting and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.



- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

Law Enforcement Agency and School Entity will meet to review discrepancies and determine how the incident(s) should be reported. School Entity will make any required changes and resubmit the annual report to the police department.

V. General Provisions

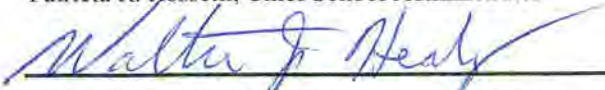
- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



Patricia R. Rossetti, Chief School Administrator

PA Distance Learning Charter School

School Entity



Walter Healy, Chief Law Enforcement Authority

Franklin Park Police Department

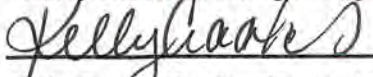
Law Enforcement Authority



Aubrey Ploesch, Building Principal K-6

PA Distance Learning Charter School

School Building



Kelly Crooks, Building Principal 7-12

JUVENILE DIVISION

THREE SOUTH PENN SQUARE, THIRD FLOOR
CORNER OF JUNIPER AND S. PENN SQUARE
PHILADELPHIA, PENNSYLVANIA 19107-3499

**PROJECT "GO" SCHOOL ATTENDANCE SUPPORT
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding sets forth the duties and responsibilities of the Philadelphia District Attorney's Office School Attendance Support Unit, and Pennsylvania Distance Learning Charter School to implement the Project "GO" School Attendance Support program at the school for the 2020-2021 school year.

District Attorney Responsibilities:

The School Attendance Support Unit of the Philadelphia District Attorney's Office agrees to provide truancy prevention/intervention services at Pennsylvania Distance Learning Charter School for students currently in need of additional school attendance support. The purpose of this partnership is to ensure that the parents/guardians of the children enrolled in Pennsylvania Distance Learning Charter School are made aware of the importance of regular school attendance. In order to meet this goal, the School Attendance Support Unit:

1. After notification by the attendance designee, will send an initial contact letter on District Attorney letterhead explaining the importance of regular school attendance and the legal significance of truancy to the parents/guardians of those students who have been identified as having at least 6 unexcused absences, in violation of the compulsory school attendance law **(24 P.S. §13-1333)**.
2. Will schedule a Family Conference with parents/guardians of those students who continue to need school attendance support, after having received an initial contact letter from the District Attorney's office, and having had a comprehensive school attendance improvement conference. **(24 P.S. §13-1333)**.
3. Will be present and participate in all Project "GO" Family Conferences held at the school or remotely along with the attendance designee or a member of the school staff familiar with the student's attendance records.
4. Will make referrals for students and families to agencies that will provide services aimed at improving school attendance.
5. Will train designated School personnel and parents regarding their duties as part of the Project "GO" School Attendance Support program, truancy law and pursuant to this Memorandum of Understanding.

5. Once a student has been included in the Project "GO" School Attendance Support program, all contacts between School personnel and the student and the parents/guardians concerning attendance shall be documented in written form in the student's school records.
6. The School will compile and produce the student's school records at the request of the Philadelphia District Attorney's Office School Attendance Support Unit to ensure that a family is able to receive more intensive services and support.

Failure to abide by the responsibilities outlined in this Memorandum of Understanding may result in cancellation of the Project "GO" School Attendance Support program at the school.

Patricia R. Rossetti / January 22, 2021

Designated School Representative/Print Date

Patricia Rossetti January 22, 2021

School Principal/Print Date

Director of School Attendance Support Signature/Print Date
Office of Philadelphia District Attorney

Board Affirmation Statement

LEA Name

Address 123 Street, City Town, PA 12345

The purpose of this document is for the President of the governing board to affirm that the annual report information is accurate.

Steps to Complete this Section:

Note: Individual signatures required for each section.

1. Signature of President of the governing board and date signed for each section.
2. Upload Board Affirmation document which includes the Board President's signature and date signed.

Charter Annual Report Affirmation

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

Affirmed on this 29th day of July, 2021

By: John Marous (Signature of Board President)

John Marous (Print Name)

President, Board of Trustees Board of Education

Charter School Law Affirmation

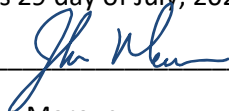
Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

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

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 29 day of July, 2021

By:  _____ (Signature of Board President)

_____ John Marous _____ (Print Name)

_____ President, Board of Trustees _____ Board of Education

Charter Annual Background Check Affirmation

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

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

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

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

Affirmed on this 29 day of July, 2021

By: _____ (Signature of Board President)

_____ John Marous _____ (Print Name)

_____ President, Board of Trustees _____ Board of Education

Ethics Act Affirmation

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

Affirmed on this 29 day of July, 2021

By: _____ (Signature of Board President)

_____ John Marous _____ (Print Name)

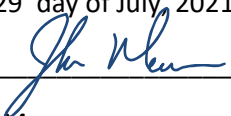
_____ President, Board of Trustees _____ Board of Education

Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this 29 day of July, 2021

By:  (Signature of Board President)

John Marous (Print Name)

President, Board of Trustees Board of Education

Note: Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.