

## **PA Leadership Charter School Board Meeting Executive Session:**

### **I. PERSONNEL:**

#### **PREVIOUSLY HIRED:**

#### **HIRING AT THIS BOARD MEETING:**

Marc Arnone – HS Science Teacher at \$44,245.14 with appropriate benefits  
 Jeremy Khatri – MS Academic Advisor at \$18/hr with appropriate benefits  
 Kathleen Moretti – USP Office Coordinator at \$18/hr with appropriate benefits  
 Nicholas Speroni – Help Desk Technician at \$13/hr with appropriate benefits  
 Brett Glassmen – Help Desk Technician at \$13/hr with appropriate benefits  
 Brianne Patterson – HS English Teacher at \$56,933.76 with appropriate benefits  
 April Hernandez – SPED Administrative Assistant at \$16.50/hr with appropriate benefits  
 Douglas Surine – HS Math Teacher at \$71,266.78 with appropriate benefits  
 Christopher Kelly – Student Materials Supervisor at \$55,000 with appropriate benefits  
 Emily Flynn – ELE School Teacher at \$42,591.12 with appropriate benefits  
 Alex Rausch – MS Assistant Principle at \$70,000.06 with appropriate benefits  
 Katie Akintoye – MS Science Teacher at \$54,945.54 with appropriate benefits  
 Ashley Cruz – HS English Teacher at \$55,008.46 with appropriate benefits  
 Sarah Henry – HS English Teacher at \$54,945.54 with appropriate benefits  
 Alexis Newingham- HS Biology Teacher at \$44,245.24 with appropriate benefits  
 Mike Roman- HS Music Teacher at \$42,591.12 with appropriate benefits  
 Cole Hayden – HS Health & PE Teacher at \$42,591.12 with appropriate benefits  
 Melissa Toncini- HS Spanish Teacher at \$73,760.96 with appropriate benefits  
 Jennifer Dibert- SPED MS Resource Teacher at \$56,933.76 with appropriate benefits  
 Ashley Murphy- SPED HS Resource Teacher at \$51,292.25 with appropriate benefits  
 Debra Demi – USP Math Teacher at \$46,540.52 with appropriate benefits  
 Linda Kinneary – Certified School Nurse at \$54,999.88 with appropriate benefits  
 Reba Towles – ELE School Teacher at \$41,350.66 with appropriate benefits  
 Amanda Martin – SPED HS Resource Teacher at \$43,867.98 with appropriate benefits  
 Shelby Smyers – SPED HS Resource Teacher at \$65,889.98 with appropriate benefits  
 Andrea De Zelaya – HS Spanish Teacher \$68,448.90 with appropriate benefits  
 Joseph Bonfadini – HS Social Studies Teacher at \$47,936.72 with appropriate benefits  
 Amy Brown – MS Math Teacher at \$64,042.71 with appropriate benefits  
 Zealand Turner – Executive Assistant to the Director of Academics at \$18/hr with appropriate benefits  
 Erica Robinson – ELE School Teacher at \$46,540.46 with appropriate benefits  
 Jacqueline Dale – ELE School Teacher at \$66,604.42 with appropriate benefits  
 Shannon Sumner – MS English Language Arts Teacher at \$56,868.63 with appropriate benefits  
 Elisabeth Steines – HS Art Teacher at \$60,919.04 with appropriate benefits  
 Megan Giampietro – HS Earth & Space Science Teacher at \$76,341.98 with appropriate benefits

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Chris Quigley – ELE School Teacher at \$41,350.60 with appropriate benefits  
 Resa Snyder – ELE School Teacher at \$41,350.60 with appropriate benefits  
 Justin Lineman – ELE School Teacher at 41,350.60 with appropriate benefits  
 Shane Kelly – Student Computers Shipping & Receiving Coordinator at 14.50/hr  
 with appropriate benefits  
 Alex Orr – Student Service Representative at \$16/hr with appropriate benefits  
 John Casper – MS Math Interventionist at \$41,350.60 with appropriate benefits  
 Lisa Greene – MS Language Arts Teacher at \$54, 945.54 with appropriate benefits

**POSITION CHANGES:**

Cara Atmajian – From HS English Teacher at \$46,540.46 to Assistant HS Principal at \$70,000.00 with appropriate benefits  
 Brianna Langerfeld – From USP Office Coordinator at \$18.82/hr to PIMS specialist at \$54,000 with appropriate benefits  
 Carrie Longstreth – From Student Network Coordinator at \$20.56/hr to Career & Technical Education Coordinator at \$51,000 with appropriate benefits  
 Carlos Castillo – From HS Spanish Teacher at \$73,761.06 to Director of Students Services at \$80,000 with appropriate benefits  
 Kristi Brown – from Student Services Representative at \$17.53/hr to Admissions Representative at \$17.53/hr  
 Cheryl Clothier – from Elementary Data and Interventionist at \$56,868.63 to Elementary Assistant Principle at \$70,000 with appropriate benefits  
 Nico Saldutti – from ELE Teacher at \$46,540.46 to ELE Math Interventionist at \$46,540.46 with appropriate benefits  
 with appropriate benefits  
 Vitoria Morrow – from HS English Teacher at \$46,939.67 to IEP Compliance Monitor at \$65,000 with appropriate benefits  
 appropriate benefits  
 Thea Scarpill – from Admissions Representative at \$18.67/hr to Guidance Support Specialist at \$18.67/ hr with appropriate benefits  
 Lindsay Kulp – from Executive Administrative Assistant at \$42,432 to Executive Assistant at \$56,000 with appropriate benefits  
 Gabrielle Patterson – from Executive Assistant at \$50,490.18 to Manager of Office Operations at \$60,000 with appropriate benefits

**NOTE:** LTS – Long Term Substitute  
 USP – University Scholars Program  
 Sp Ed – Special Education  
 HS – High School  
 MS – Middle School  
 EL – Elementary  
 PT – Part Time

**II. LEGAL:****III. REAL ESTATE:**

**PA Leadership Charter School Board Meeting  
Agenda  
September 18, 2020 – 1:00 PM  
1332 Enterprise Drive, West Chester, PA 19380**

**Starting Time: 12:15 PM**

**Ending Time: 1:20 PM**

### Opening activities:

1. Call to order – Chairman of the Board of Directors
2. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
3. The Board met this afternoon in Executive Session to discuss personnel, legal and real estate matters.

**Note:** All meetings are on the **second Friday of the month**. Agenda will be posted on [www.palcs.org](http://www.palcs.org) website. Locate “Organization” in the toolbar and click “School Board Meetings and Board Members.”

### Future meetings:

- November 13, 2020
- January 15, 2021
- March 12, 2021
- May 14, 2021

### Roll call:

- |                      |                               |
|----------------------|-------------------------------|
| • Tom Curyto         | [ ] present [ X ] not present |
| • Dr. Brian Shuffler | [ X ] present [ ] not present |
| • Carolyn Welsh      | [ X ] present [ ] not present |
| • Dr. John Wingerter | [ X ] present [ ] not present |
| • Gary Dougherty     | [ X ] present [ ] not present |

### Also present regularly:

Mark Allen, Eileen Bowers, Jim Hanak, Seth Heiland, Lindsay Kulp, Andrew Lehr, Roger Masch, Mark Murray, Carlos Castillo

4. Pledge of Allegiance
5. Additions, deletions or modifications to the Agenda
6. Additions, deletions or modifications to the Minutes
7. Comments from the Public will be heard after Department Reports

## PALCS Minutes for September 18, 2020

- 1. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the minutes of the Board of Directors meeting and the Reorganization meeting from January 10, 2020.

First: Carolyn Welsh  
 Second: Brian Shuffler  
 Vote: Unanimous

- 1b. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the appointment of Gary Dougherty to be a member of the PA Leadership Board of Directors.

First: Brian shuffler  
 Second: Carolyn Welsh  
 Vote: Unanimous

- **Note: This motion has been pre-approved by the Board via email**

### **Fiscal Management:**

- 2. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall accept the financial report submitted by Dr. James Hanak and Roger Masch and direct the CEO to pay the bills (as the money becomes available).

First: Carolyn Welsh  
 Second: Brian Shuffler  
 Vote: Unanimous

- 3. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve motions four through eight (4-8) (below). All of these motions have been previously unanimously pre-approved via email.

First: Carolyn Welsh  
 Second: John Wingerter  
 Vote: Unanimous

- 4. Motion:** May it be resolved that the PA Leadership Charter School Board of Directors shall approve the 2020-2021 School Year Budget (See Attachment M).

First: Carolyn Welsh  
 Second: John Wingerter  
 Vote: Unanimous

- **Note: This motion was pre-approved by the Board via email**

- 5. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the sale of computers to the Asset Upcycling Division of HP



## PALCS Minutes for September 18, 2020

Financial Services. This sale is in accordance with the Disposal of Equipment, Supplies, and Textbook Supplies Policy. Total sale amount was for \$22,049.42 and took place in November 2018 (See Attachment A).

First: Carolyn Welsh  
 Second: John Wingerter  
 Vote: Unanimous

- **Note: This motion was pre-approved by the Board on 8/14/2020 via email**

- 6. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the sale of computers to the Asset Upcycling Division of HP Financial Services. This sale is in accordance with the Disposal of Equipment, Supplies, and Textbook Supplies Policy. Total sale amount was for \$52,042.52 and took place in July 2019 (See Attachment B).

First: Carolyn Welsh  
 Second: John Wingerter  
 Vote: Unanimous

- **Note: This motion was pre-approved by the Board on 8/14/2020 via email**

- 7. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the sale of computers to the Asset Upcycling Division of HP Financial Services. This sale is in accordance with the Disposal of Equipment, Supplies, and Textbook Supplies Policy. Total sale amount is quoted at: \$61,200.00 (See Attachment C).

First: Carolyn Welsh  
 Second: John Wingerter  
 Vote: Unanimous

- **Note: This motion was pre-approved by the Board on 8/14/2020 via email**

- 8. Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a lease schedule on a Master Lease Line of Credit with HP Financial Services for the amount of \$439,476.00 term of 3 years, rate of 5.24%, with a monthly payment of \$13,219.44 The purpose of this lease is for student computer equipment (See Attachment D).

First: Carolyn Welsh  
 Second: John Wingerter  
 Vote: Unanimous

- **Note: This motion was pre-approved by the Board on 8/14/2020 via email**

- 9. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve motions ten through twelve (10-12) (below). All of these motions relate to Master Leases with HP Financial Services

First: Brian Shuffler

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Second: Carolyn Welsh  
Vote: Unanimous

- 10. Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a lease schedule on a Master Lease Line of Credit with HP Financial Services for the amount of \$540,516.00 term of 3 years, rate of 5.24%, with a monthly payment of \$16,134.40. The purpose of this lease is for student and staff equipment. (See Attachment J).

First: Brian Shuffler  
Second: Carolyn Welsh  
Vote: Unanimous

- 11. Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a lease schedule on a Master Lease Line of Credit with HP Financial Services for the amount of \$194,098.39 term of 3 years, rate of 4.73%, with a monthly payment of \$5,793.84. The purpose of this lease is for server and storage equipment. (See Attachment K).

First: Brian Shuffler  
Second: Carolyn Welsh  
Vote: Unanimous

- 12. Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a lease schedule on a Master Lease Line of Credit with HP Financial Services for the amount of \$756,060.00 term of 3 years, rate of 4.73%, with a monthly payment of \$22,568.39. The purpose of this lease is for student equipment. (See Attachment L).

First: Brian Shuffler  
Second: Carolyn Welsh  
Vote: Unanimous

- 13. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the salary increases indicated on the attachment. Along with a 2.5% increase in the teacher steps. This will be retroactive to August 10, 2020 (See Attachment P).

First: Carolyn Welsh  
Second: Brian Shuffler  
Vote: Unanimous

- **Note: These increases range from 2.5% to 5.5% with selected individuals receiving more than the 5.5% based on increased responsibilities / value to the school / performance.**

- 14. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the PA Leadership Charter School's proposal for Director's Long-Term

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Care Insurance Benefit (See Attachment Q). The taxes on this benefit will be paid by the school on behalf of the policy holder.

First: Brian Shuffler  
 Second: Carolyn Welsh  
 Vote: Unanimous

## **Personnel:**

**15. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the title change of Director of Marketing and Communications to Director of Communications and the title change of Marketing Assistant to Communications Assistant.

First: Carolyn Welsh  
 Second: Gary Dougherty  
 Vote: Unanimous

- **Note: This motion has been pre-approved by the Board via email**

**16. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the following new positions. If at any point enrollment numbers no longer support these positions, the positions will be eliminated and corresponding staff will be laid off.

- Career & Technical Education Coordinator
- Manager of Office Operations
- Student Computers Shipping & Receiving Coordinator
- Certified School Nurse
- ELE Assistant Principle
- ELE Math Interventionist
- SS Temp Admissions Representative
- MS Assistant Principle
- ELE Kindergarten Teacher
- HS Physical Education Teacher
- HS Special Education Teacher
- MS Science Teacher
- MS Special Education Teacher
- HS Special Education Teacher
- Academics Administrative Assistant
- MS Math Teacher
- Guidance Support Specialist
- ELE 2<sup>nd</sup> Grade Teacher
- ELE 3<sup>rd</sup> Grade Teacher
- ELE 4<sup>th</sup> Grade Teacher

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- ELE 5<sup>th</sup> Grade Teacher
- ELE Kindergarten Teacher
- HS Art Teacher
- MS Language Arts Teacher
- MS Math Interventionist
- SS Shipping Representative
- HS Science Teacher
- ELE 1<sup>st</sup> Grade Teacher
- ELE Health and Physical Education Teacher
- ELE Guidance Counselor
- HS Business Technology Teacher
- SS Temporary Shipping
- Temporary Help Desk Technician
- Administrative Assistant to the CEO

First: Gary Dougherty

Second: Carolyn Welsh

Vote: Unanimous

- **Note: This motion was pre-approved by the Board via email**

**17. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the hiring of the following personnel:

- Marc Arnone – High School Science Teacher at \$44,245.14 with appropriate benefits
- Jeremy Khatri – Middle School Academic Advisor at \$18/hr with appropriate benefits
- Kathleen Moretti – USP Office Coordinator at \$18/hr with appropriate benefits
- Nicholas Speroni – Help Desk Technician at \$13/hr with appropriate benefits
- Brett Glassmen – Help Desk Technician at \$13/hr with appropriate benefits
- Brianne Patterson – HS English Teacher at \$56,933.76 with appropriate benefits
- April Hernandez – SPED Administrative Assistant at \$16.50/hr with appropriate benefits
- Douglas Surine – HS Math Teacher at \$71,266.78 with appropriate benefits
- Christopher Kelly – Student Materials Supervisor at \$55,000 with appropriate benefits
- Emily Flynn – ELE School Teacher at \$42,591.12 with appropriate benefits
- Alex Rausch – MS Assistant Principle at \$70,000.06 with appropriate benefits
- Katie Akintoye – MS Science Teacher at \$54,945.54 with appropriate benefits
- Ashley Cruz – HS English Teacher at \$55,008.46 with appropriate benefits
- Sarah Henry – HS English Teacher at \$54,945.54 with appropriate benefits
- Alexis Newingham- HS Biology Teacher at \$44,245.24 with appropriate benefits
- Mike Roman- HS Music Teacher at \$42,591.12 with appropriate benefits
- Cole Hayden – HS Health & PE Teacher at \$42,591.12 with appropriate benefits
- Melissa Toncini- HS Spanish Teacher at \$73,760.96 with appropriate benefits
- Jennifer Dibert- SPED MS Resource Teacher at \$56,933.76 with appropriate benefits
- Ashley Murphy- SPED HS Resource Teacher at \$51,292.25 with appropriate benefits

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- Debra Demi – USP Math Teacher at \$46,540.52 with appropriate benefits
- Linda Kinneary – Certified School Nurse at \$54,999.88 with appropriate benefits
- Reba Towles – ELE School Teacher at \$41,350.66 with appropriate benefits
- Amanda Martin – SPED HS Resource Teacher at \$43,867.98 with appropriate benefits
- Shelby Smyers – SPED HS Resource Teacher at \$65,889.98 with appropriate benefits
- Andrea De Zelaya – HS Spanish Teacher \$68,448.90 with appropriate benefits
- Joseph Bonfadini – HS Social Studies Teacher at \$47,936.72 with appropriate benefits
- Amy Brown – MS Math Teacher at \$64,042.71 with appropriate benefits
- Zealand Turner – Executive Assistant to the Director of Academics at \$18/hr with appropriate benefits
- Erica Robinson – ELE School Teacher at \$46,540.46 with appropriate benefits
- Jacqueline Dale – ELE School Teacher at \$66,604.42 with appropriate benefits
- Shannon Sumner – MS English Language Arts Teacher at \$56,868.63 with appropriate benefits
- Elisabeth Steines – HS Art Teacher at \$60,919.04 with appropriate benefits
- Megan Giampietro – HS Earth & Space Science Teacher at \$76,341.98 with appropriate benefits
- Chris Quigley – ELE School Teacher at \$41,350.60 with appropriate benefits
- Resa Snyder – ELE School Teacher at \$41,350.60 with appropriate benefits
- Justin Lineman – ELE School Teacher at \$41,350.60 with appropriate benefits
- Shane Kelly – Student Computers Shipping & Receiving Coordinator at 14.50/hr with appropriate benefits
- Alex Orr – Student Service Representative at \$16/hr with appropriate benefits
- John Casper – MS Math Interventionist at \$41,350.60 with appropriate benefits
- Lisa Greene – MS Language Arts Teacher at \$54, 945.54 with appropriate benefits

First: Brian Shuffler

Second: Carolyn Welsh

Vote: Unanimous

**18. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the following position changes:

- Cara Atmajian – From HS English Teacher at \$46,540.46 to Assistant HS Principal at \$70,000.00 with appropriate benefits
- Brianna Langerfeld – From USP Office Coordinator at \$18.82/hr to PIMS specialist at \$54,000 with appropriate benefits
- Carrie Longstreth – From Student Network Coordinator at \$20.56/hr to Career & Technical Education Coordinator at \$51,000 with appropriate benefits
- Carlos Castillo – From HS Spanish Teacher at \$73,761.06 to Director of Students Services at \$80,000 with appropriate benefits
- Kristi Brown – from Student Services Representative at \$17.53/hr to Admissions Representative at \$17.53/hr

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- Cheryl Clothier – from Elementary Data and Interventionist at \$56,868.63 to Elementary Assistant Principle at \$70,000 with appropriate benefits
- Nico Saldutti – from ELE Teacher at \$46,540.46 to ELE Math Interventionist at \$46,540.46 with appropriate benefits
- Vitoria Morrow – from HS English Teacher at \$46,939.67 to IEP Compliance Monitor at \$65,000 with appropriate benefits
- Thea Scarpill – from Admissions Representative at \$18.67/hr to Guidance Support Specialist at \$18.67/ hr with appropriate benefits
- Lindsay Kulp – from Executive Administrative Assistant at \$42,432 to Executive Assistant at \$56,000 with appropriate benefits
- Gabrielle Patterson – from Executive Assistant at \$50,490.18 to Manager of Office Operations at \$60,000 with appropriate benefits

First: Gary Dougherty  
 Second: Brian Shuffler  
 Vote: Unanimous

### **Policy Issues:**

**19. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve motions twenty through twenty-eight (20-28) (below). All of these motions have been previously unanimously pre-approved via email.

First: Carolyn Welsh  
 Second: Gary Dougherty  
 Vote: Unanimous

**20. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the following Policies (See Attachment E).

1. Allowability of Costs Policy (same as last year)
2. Cash Management Policy (same as last year)
3. Procurement Policy (same as last year)
4. Conflict of Interest Policy (same as last year)
5. Travel/Meal Reimbursement Policy (same as last year)
6. Accounts Payable Policy (same as last year)
7. Homeless Student Policy (some changes)
8. Title I Parent and Family Engagement Policy (new)

First: Carolyn Welsh  
 Second: Gary Dougherty  
 Vote: Unanimous

- **Note: This motion was pre-approve by the Board on 7/28/2020 via email**

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**21. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Guidelines for Instructional Staff 2020-2021 (See attachment H).

First: Carolyn Welsh  
 Second: Gary Dougherty  
 Vote: Unanimous

- **Note: This motion was pre-approved by the Board on 7/28/2020 via email**

**22. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Student-Parent Handbook for the 2020-2021 School Year (See Attachment I).

First: Carolyn Welsh  
 Second: Gary Dougherty  
 Vote: Unanimous

- **Note: This motion was pre-approved by the Board on 7/28/2020 via email**

### **Old Business:**

### **New Business:**

**23. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the PALCS 2020-2021 Calendar (See Attachment F).

First: Carolyn Welsh  
 Second: Gary Dougherty  
 Vote: Unanimous

- **Note: This motion was pre-approved by the Board on 7/28/2020 via email**

**24. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the PALCS Course Catalogue for the 2020-2021 School Year (See Attachment G).

First: Carolyn Welsh  
 Second: Gary Dougherty  
 Vote: Unanimous

- **Note: This motion was pre-approved by the Board on 7/28/2020 via email**

**25. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the 2020-2021 A-TSI School Improvement Plan (See Attachment O).

First: Carolyn Welsh  
 Second: Gary Dougherty  
 Vote: Unanimous

- **Note: The motion was pre-approved by the Board via email**

**26. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the PALCS Phased Reopening Health and Safety Plan (See attachment N).

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First: Carolyn Welsh  
 Second: Gary Dougherty  
 Vote: Unanimous

- **Note: This motion has been pre-approved by the Board via email**

**27. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve to pause enrollment.

First: Carolyn Welsh  
 Second: Gary Dougherty  
 Vote: Unanimous

- **Note: This motion has been pre-approved by the Board via email**

**28. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the following dates for the 2020-2021 school year Board of Directors Meetings.

- September 11, 2020 (Rescheduled to September 18, 2020)
- November 13, 2020
- January 8, 2021
- March 12, 2021
- May 14, 2021

First: Carolyn Welsh  
 Second: Gary Dougherty  
 Vote: Unanimous

- **Note: This motion was pre-approved by the Board on 7/28/2020 via email**

**28 b. Motion:** Be it resolved that the PA Leadership Charter School Board of directors shall approve the following new positions in response to enrollment. If at any point enrollment numbers no longer support these positions, the positions will be eliminated and corresponding staff will be laid off.

- Elementary
  - 20 additional teachers at different grade levels (K-5)
  - 1 additional Art Teacher
  - 1 additional Music Teacher
  - 2 additional Academic Advisors
    - 24 Positions Total
- Middle School
  - 7 additional Subject Area Teachers
  - 1 HSPE Teacher
  - 1 additional Academic Advisor
    - 9 Positions Total
- High School
  - 5 additional Teachers
    - 5 Positions Total
- Guidance
  - 2 additional Councilors



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- 2 Positions Total
- Special Education
  - 1 additional Teacher
    - 1 Position Total

First: Brian Shuffler

Second: Carolyn Welsh

Vote: Unanimous

## Special Reports:

**5186** Students enrolled in PALCS as of Tuesday, September 15, 2020 at 2:46 PM for the 2019-2020 school year. Up from 3,266 (April 30, 2020).

## Review:

### Finances:

- a. First year of operation – \$4.5 million (included \$234,000 implementation grant from the PA Department of Education)
- b. Second year of operation – \$10.5 million (included \$100,000 implementation grant from the PA Department of Education)
- c. Third year of operation – \$17 million
- d. Fourth year of operation \$19 million
- e. Fifth year of operation – \$21.4 million
- f. Sixth year of operation – \$23.5 million
- g. Seventh year of operation – \$25.2 million
- h. Eight year of operation – \$26.1 million
- i. Ninth year of operation – \$29.1 million
- j. Tenth year of operation – \$29.7 million
- k. Eleventh year of operation – \$30.9 million
- l. Twelfth year of operation – \$30.9 million
- m. Thirteenth year of operation – \$35.2 million
- n. Fourteenth year of operation – \$42.3 million
- o. Fifteenth year of operation – \$47.2 million
- p. Sixteenth year of operation – \$49.6 million

### School District Payments:

a. Thus far (2020-2021) 179 out of 416 school districts have paid	
b. Billed through August for the 2020-2021 school year	\$10,259,586.30
c. Received from districts through 08/31/20	(\$3,096,233.01)
Refunded to Districts through 02/28/20	-
Received from UNIPAY through 02/28/20	(\$704,497.04)
<b>TOTAL of b and c</b>	<b>(\$3,800,730.05)</b>
 d. Due for the 2020-2021 school year	 \$6,458,856.76

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e. Due for the 2019-2020 school year	\$1,619,575.76
f. Due for the 2018-2019 school year	(\$7,757.94)
g. Due for 2017-2018 Reconciliation	\$19,491.60
h. Due for the 2016-2017 Reconciliation	(\$330,024.04)
i. Due for the 2015-2016 Reconciliation	(\$3,785.43)
j. Due for the 2014-2015 Reconciliation	-
k. Due for the 2013-2014 Reconciliation	\$28,995.12
l. Billed for September of 2020 (school districts only; not including UNIPAY)	\$5,056,530.12
<b>m. TOTAL DUE</b>	<b>\$12,841,882.20</b>

**Department Reports:**

- Mark Allen – Academics/Performing and Fine Arts/University Scholars
- Eileen Bowers – Director of Operations
- Seth Heiland – HR
- Mark Murray – IT
- Carlos Castillo – Student Services

**Public Comments:****Adjournment:**

**29. Motion:** Be it resolved that the meeting of the PA Leadership Charter School Board of Directors shall adjourn.

First: Gary Dougherty  
 Second: Brian Shuffler  
 Vote: Unanimous

**Next meeting: November 13, 2020**

**will be located at**  
**1332 Enterprise Drive**  
**12:00 PM Executive Session**  
**1:00 PM Public Board Meeting**  
**(approximate)**

**Ending Time: \_\_1:20\_\_ PM**

**PA Leadership Charter School Board Meeting  
Minutes  
February 19, 2021 – 1:00 PM  
1332 Enterprise Drive, West Chester, PA 19380**

Starting Time: 12:15 PM

Ending Time: 2:30 PM

**Opening activities:**

1. Call to order – Chairman of the Board of Directors
2. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
3. The Board met this afternoon in Executive Session to discuss personnel, legal and real estate matters.

**Note:** All meetings are on the **second Friday of the month**. Agenda will be posted on [www.palcs.org](http://www.palcs.org) website. Locate “Organization” in the toolbar and click “School Board Meetings and Board Members.”

**Future meetings:**

- **March 12, 2021**
- **May 14, 2021**

**Roll call:**

- Tom Curyto [ X ] present [ ] not present
- Dr. Brian Shuffler [ X ] present [ ] not present
- Carolyn Welsh [ X ] present [ ] not present
- Dr. John Wingerter [ X ] present [ ] not present
- Gary Dougherty [ X ] present [ ] not present

**Also present regularly:**

Mark Allen, Eileen Bowers, Carlos Castillo, Jim Hanak, Seth Heiland, Lindsay Kulp, Andrew Lehr, Roger Masch, Mark Murray, Meredith Heckenberger

- 
4. Pledge of Allegiance
  5. Additions, deletions or modifications to the Agenda
  6. Additions, deletions or modifications to the Minutes
  7. Comments from the Public will be heard after Department Reports

- 1. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the minutes of the Board of Directors meeting from September 18, 2020.

First: Carolyn Welsh  
Second: Gary Dougherty  
Vote: Unanimous

### **Fiscal Management:**

- 2. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall accept the financial report submitted by Dr. James Hanak and Roger Masch and direct the CEO to pay the bills (as the money becomes available).

First: Gary Dougherty  
Second: Brian Shuffler  
Vote: Unanimous

- 3. Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a renewal agreement with Intelafunds for E-Rate Strategic Services. The scope of work is for two years (2021-2022 & 2022-2023). Cost for their services is \$7,996.00 per year (See Attachment A).

First: Tom Curyto  
Second: Carolyn Welsh  
Vote: Unanimous

- 4. Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a purchase of additional 2,300 student licenses of iBoss Internet filtering software at \$9.80 each for a total amount of \$20,828.23 term of 33 months (See Attachment B).

First: Carolyn Welsh  
Second: Brian Shuffler  
Vote: Unanimous

- 5. Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a lease schedule on a Master Lease Line of Credit with HP Financial Services for the amount of \$482,156.00, term of 3 years, rate of 4.73%, with a monthly payment of \$14,392.24. The purpose of this lease is for student and staff computer hardware. Lease number is 13 (See Attachment C).

First: Tom Curyto  
Second: Gary Dougherty  
Vote: Unanimous

6. **Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a lease schedule on a Master Lease Line of Credit with HP Financial Services for the amount of \$164,432.00, term of 3 years, rate of 4.73%, with a monthly payment of \$4,908.30. The purpose of this lease is for student print/scan/copy devices and ink. Lease number is 14 (See Attachment D).

First: Carolyn Welsh  
Second: Brian Shuffler  
Vote: Unanimous

7. **Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a license increase with PowerSchool LLC. License increase is for PowerSchool SIS, Special Education and 504 case management for the 2020-2021 school year (07/01/2020- 06/30/2021). Total cost is \$25,773.26. (See Attachment E).

First: Tom Curyto  
Second: Brian Shuffler  
Vote: Unanimous

8. **Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a renewal agreement with MicroFocus. Renewal includes licensing for user directory, staff email, device management software and some network related software licensing. Total cost is \$23,728.00 (See Attachment F ).

First: Carolyn Welsh  
Second: Gary Dougherty  
Vote: Unanimous

9. **Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a renewal agreement with Sophos . Renewal includes licensing for computer anti-virus software. Total cost is \$27,222.40 (See Attachment G ).

First: Tom Curyto  
Second: Brian Shuffler  
Vote: Unanimous

## **Personnel:**

10. **Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the hiring of all of the following personnel listed below:
- Jennifer Ware – Student Services Admissions Representative at 16.50/hr with appropriate benefits.
  - Jason Gustafson – ELE Health, Safety, and Physical Education Teacher at \$78,251.27 with appropriate benefits.
  - Marissa Martini – MS Social Studies Teacher at \$42,384.37 with appropriate benefits.
  - Caroline Puma – ELE School Teacher at \$42,384.37 with appropriate benefits.

- April Mullen – ELE Music Teacher at \$75,605.09 with appropriate benefits.
- Anasimone Quinn – ELE School Teacher at \$46,711.81 with appropriate benefits.
- Suzanne Ianiro – Student Services- Academic Records Representative at \$16/hr with appropriate benefits.
- Kimberly Smith – MS Science Teacher at \$78,251.27 with appropriate benefits.
- Kristy Rattmann – ELE School Teacher at \$51,043.26 with appropriate benefits.
- Trinh Nguyen – ELE Art Teacher at \$42,384.37 with appropriate benefits.
- Erik Schellinger – HS World History Teacher at \$49,135.10 with appropriate benefits.
- Lisa Salvo – ELE School Teacher at \$73,132.03 with appropriate benefits.
- Kim DeCosmo – ELE School Teacher- 3<sup>rd</sup> Grade at \$49,556.56 with appropriate benefits.
- April Brauch – 504 Coordinator at \$70,238.84 with appropriate benefits.
- Katherine Kelly – MS Social Studies Teacher at \$42,384.37 with appropriate benefits.
- Keisha Barnes – HS Science Teacher at \$56,319.18 with appropriate benefits.
- Cheyanne Natale – Guidance Counselor at \$45,351.27 with appropriate benefits.
- Adam Solnosky – MS Health, Safety, and Physical Education Teacher at \$43,655.90 with appropriate benefits.
- Lisa Roak-Tincani – MS Special Education Teacher at \$45,351.27 with appropriate benefits.
- Jessica Moose – ELE Academic Advisor at \$37,440.00 with appropriate benefits.
- Adriane De Moerloose – MS Language Arts Teacher at \$48,113.51 with appropriate benefits,
- Rachel Laing – ELE Academic Advisor at \$42,384.37 with appropriate benefits.
- Megan McCain – ELE Guidance Counselor at \$58,290.35 with appropriate benefits
- Patricia Calvitto – CPFA Guidance Counselor at \$45,351.27 with appropriate benefits.
- Casey Lutz – Accounting Specialist at \$18/hr with appropriate benefits.
- Alexander Deliso – MS Academic Advisor at \$18/hr with appropriate benefits.
- Brianna Molina – MS Science Teacher at \$42,384.37 with appropriate benefits.
- Jessica Morton – ELE School Teacher at \$42,384.37 with appropriate benefits.
- Victoria Pizarro – HR Administrative Assistant at \$16.50/hr with appropriate benefits
- Laurel McLaughlin – ELE School Teacher at \$45,351.27 with appropriate benefits
- Edward Butler – ELE School Teacher at \$42,384.37 with appropriate benefits
- Melissa Brice – HS English Teacher at \$50,854.82 with appropriate benefits
- Brittny Sparrow – ELE School Teacher at \$56,319.18 with appropriate benefits
- Meredith Heckenberger – CEO Assistant at \$18/hr with appropriate benefits
- Johnathan Keyser – Help Desk Technician at \$13/hr with appropriate benefits

First: Gary Dougherty  
Second: Carolyn Welsh  
Vote: Unanimous

**11. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve all the following position changes listed below:

- Christine Marks – from HS 504 Coordinator at \$60,330.51 to MS Guidance Counselor at \$60,330.51 with appropriate benefits.
- April Hernandez – from SPED Administrative Assistant at \$16.50/hr to SPED Related Services Coordinator at \$48,000 with appropriate benefits.

First: Brian Shuffler  
Second: Carolyn Welsh  
Vote: Unanimous

## **Policy Issues:**

## **Old Business:**

## **New Business:**

**12. Motion:** Be it resolved that the PA Leadership Charter School Board of directors shall approve the 2021-2022 PALCS School Year Calendar (See Attachment H).

First: Brain Shuffler  
Second: Gary Dougherty  
Vote: Unanimous

**13. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Induction Plan submitted to the PDE (See Attachment I).

First: Tom Curyto  
Second: Brain Shuffler  
Vote: Unanimous

**14. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approval the Student Services Plan submitted to the PDE (See Attachment J).

First: Carolyn Welsh  
Second: Tom Curyto  
Vote: Unanimous

**Special Reports:**

**4802** Students enrolled in PALCS as of Sunday, February 14, 2020 for the 2020-2021 school year. Down from 5186 (September 15, 2020).

**Review:**

## Finances:

- a. First year of operation – \$4.5 million (included \$234,000 implementation grant from the PA Department of Education)
- b. Second year of operation – \$10.5 million (included \$100,000 implementation grant from the PA Department of Education)
- c. Third year of operation – \$17 million
- d. Fourth year of operation \$19 million
- e. Fifth year of operation – \$21.4 million
- f. Sixth year of operation – \$23.5 million
- g. Seventh year of operation – \$25.2 million
- h. Eighth year of operation – \$26.1 million
- i. Ninth year of operation – \$29.1 million
- j. Tenth year of operation – \$29.7 million
- k. Eleventh year of operation – \$30.9 million
- l. Twelfth year of operation – \$30.9 million
- m. Thirteenth year of operation – \$35.2 million
- n. Fourteenth year of operation – \$42.3 million
- o. Fifteenth year of operation – \$47.2 million
- p. Sixteenth year of operation – \$54.1 million

**School District Payments:**

a. Thus far (2020-2021) 311 out of 422 school districts have paid

b. Billed through January for the 2020-2021 school year	\$45,678,450.28
c. Received from districts through 01/31/21	(\$29,563,297.19)
Refunded to Districts through 01/31/21	\$13,634.01
Received from UNIPAY through 01/31/21	(\$10,540,262.63)
<b>TOTAL of b and c</b>	<b>(\$40,089,925.81)</b>

d. Due for the 2020-2021 school year	\$5,588,524.47
e. Due for the 2019-2020 school year	(\$11,561.94)
f. Due for 2018-2019 Reconciliation	(\$3,677.42)
g. Due for the 2017-2018 Reconciliation	\$19,491.60
h. Due for the 2016-2017 Reconciliation	(\$369,232.63)
i. Due for the 2015-2016 Reconciliation	(\$3,785.43)
j. Due for the 2014-2015 Reconciliation	-
k. Due for the 2012-2014 Reconciliation	\$28,995.12
l. Billed for February of 2021	\$6,201,171.47
<b>TOTAL DUE</b>	<b>\$11,449,925.24</b>



## **Department Reports:**

- Mark Allen – Academics/Performing and Fine Arts/University Scholars
- Eileen Bowers – Director of Office Operations
- Seth Heiland – HR
- Mark Murray – IT
- Carlos Castillo – Student Services

## **Public Comments:**

## **Adjournment:**

- 15. Motion:** Be it resolved that the meeting of the PA Leadership Charter School Board of Directors shall adjourn.

First: Gary Dougherty

Second: Tom Curyto

Vote: Unanimous

**Next meeting: March 12, 2021**

**will be located at  
1332 Enterprise Drive  
12:00 PM Executive Session  
1:00 PM Public Board Meeting  
(approximate)**

**Ending Time:   2:30   PM**

# PA Leadership Charter School Board Meeting Annual Reorganization Meeting Minutes

February 19, 2021 – 1:00 PM  
1332 Enterprise Drive, West Chester, PA 19380

**Start time:** \_\_12:07\_\_ PM

**Ending time:** \_\_12:13\_\_ PM

## Opening activities:

1. Call to order – Chairman of the Board of Directors
2. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.

### Roll call:

- Tom Curyto             present  not present
- Dr. John Wingerter  present  not present
- Dr. Brian Shuffler  present  not present
- Carolyn Welsh       present  not present
- Gary Dougherty     present  not present

### Also present regularly:

Mark Allen, Eileen Bowers, Carlos Castillo, Jim Hanak, Seth Heiland, Lindsay Kulp, Andrew Lehr, Roger Masch, Mark Murray

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### 1. **Motion:** Nominations to serve a one-year term as Director of the PA Leadership Charter School Board of Directors:

- Dr. John Wingerter  
First: Carolyn Welsh  
Second: Brian Shuffler  
Vote: Unanimous
- Carolyn Welsh  
First: Gary Dougherty  
Second: Brian Shuffler  
Vote: Unanimous
- Dr. Brian Shuffler  
First: Gary Dougherty  
Second: Carolyn Welsh  
Vote: Unanimous

- Tom Curyto  
First: Gary Dougherty  
Second: Carolyn Welsh  
Vote: Unanimous

- Gary Dougherty  
First: Brian Shuffler  
Second: Tom Curyto  
Vote: Unanimous

**2. Motion:** Be it resolved that the current Board of Directors elect Dr. John Wingerter to serve a one-year term as President of the PA Leadership Charter School Board of Directors.

First: Tom Curyto  
Second: Carolyn Welsh  
Vote: Unanimous

**3. Motion:** Be it resolved that the current Board of Directors elect Dr. Brian Shuffler to serve as Treasurer of the PA Leadership Charter School Board of Directors.

First: Tom Curyto  
Second: Gary Dougherty  
Vote: Unanimous

**4. Motion:** Be it resolved that the current Board of Directors elect Dr. Brian Shuffler to serve as Secretary of the PA Leadership Charter School Board of Directors.

First: Tom Curyto  
Second: Gary Dougherty  
Vote: Unanimous

**5. Motion:** Be it resolved that the meeting of the PA Leadership Charter School Board Reorganization Meeting shall adjourn.

First: Carolyn Welsh  
Second: Tom Curyto  
Vote: Unanimous

**NOTE:** Sign State Ethics Commission Statement of Financial Interest

**Ending Time: \_\_12:13\_\_ PM**

**PA Leadership Charter School Board Meeting  
Minutes  
March 12, 2021 – 1:00 PM  
1332 Enterprise Drive, West Chester, PA 19380**

**Starting Time:** 1:03 PM

**Ending Time:** 2:02 PM

**Opening activities:**

1. Call to order – Chairman of the Board of Directors
2. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
3. The Board met this afternoon in Executive Session to discuss personnel, legal and real estate matters.

**Note:** All meetings are on the **second Friday of the month**. Agenda will be posted on [www.palcs.org](http://www.palcs.org) website. Locate “Organization” in the toolbar and click “School Board Meetings and Board Members.”

**Future meetings:**

- **May 14, 2021**

**Roll call:**

- Tom Curyto [X] present [ ] not present
- Dr. Brian Shuffler [X] present [ ] not present
- Carolyn Welsh [X] present [ ] not present
- Dr. John Wingerter [X] present [ ] not present
- Gary Dougherty [X] present [ ] not present

**Also present regularly:**

Mark Allen, Eileen Bowers, Carlos Castillo, Jim Hanak, Seth Heiland, Lindsay Kulp,  
Andrew Lehr, Roger Masch, Mark Murray, Meredith Heckenberger

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4. Pledge of Allegiance
5. Additions, deletions or modifications to the Agenda
6. Additions, deletions or modifications to the Minutes
7. Comments from the Public will be heard after Department Reports

1. **Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the minutes from the Reorganizational Meeting and the Board of Directors meeting from February 19, 2021.

First: Gary Dougherty  
Second: Tom Curyto  
Vote: Unanimous

### **Fiscal Management:**

2. **Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall accept the financial report submitted by Dr. James Hanak and Roger Masch and direct the CEO to pay the bills (as the money becomes available).

First: Carolyn Welsh  
Second: Brian Shuffler  
Vote: Unanimous

### **Personnel:**

3. **Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the hiring of all of the following personnel listed below:
  - Alicia Ryberg – El Academic Advisor at 18/hr with appropriate benefits
  - Shanae-Latae Bailey – MS Academic Advisor at 18/hr with appropriate benefits
  - Holli Edwards – EL Special Education Teacher at \$45,351.27 with appropriate benefits
  - Nicole McMahan – EL Special Education Teacher at 42,384.37 with appropriate benefits
  - Cassidy Fritiz – Front Desk Receptionist at \$14/hour with appropriate benefits

First: Tom Curyto  
Second: Gary Dougherty  
Vote: Unanimous

4. **Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the rate change of the following personnel listed below:

- Meredith Heckenberger – CEO Assistant rate change from \$18/hr to \$20/hr with appropriate benefits

First: Carolyn Welsh  
Second: Brian Shuffler  
Vote: Unanimous

## **Policy Issues:**

5. **Motion:** Be it resolved that the PA Leadership Charter School Board of directors shall approve the Attendance Policy. (See Attachment A)

First: Brian Shuffler  
Second: Carolyn Welsh  
Vote: Unanimous

## **Old Business:**

## **New Business:**

## **Special Reports:**

4,753 Students enrolled in PALCS as of Tuesday, March 9, 2021 for the 2020-2021 school year. Down from 4,802 (February 19, 2021).

## **Review:**

### Finances:

- a. First year of operation – \$4.5 million (included \$234,000 implementation grant from the PA Department of Education)
- b. Second year of operation – \$10.5 million (included \$100,000 implementation grant from the PA Department of Education)
- c. Third year of operation – \$17 million
- d. Fourth year of operation \$19 million
- e. Fifth year of operation – \$21.4 million
- f. Sixth year of operation – \$23.5 million
- g. Seventh year of operation – \$25.2 million
- h. Eight year of operation – \$26.1 million
- i. Ninth year of operation – \$29.1 million
- j. Tenth year of operation – \$29.7 million
- k. Eleventh year of operation – \$30.9 million
- l. Twelfth year of operation – \$30.9 million
- m. Thirteenth year of operation – \$35.2 million

- n. Fourteenth year of operation – \$42.3 million
- o. Fifteenth year of operation – \$47.2 million
- p. Sixteenth year of operation – \$54.1 million

**School District Payments:**

a. Thus far (2020-2021) 327 out of 422 school districts have paid	
b. Billed through February for the 2020-2021 school year	\$51,899,950.44
c. Received from districts through 02/28/21	(\$36,238,490.33)
Refunded to Districts through 02/28/21	\$21,013.46
Received from UNIPAY through 02/28/21	(\$12,263,382.89)
<b>TOTAL of C</b>	<b>(\$48,480,859.66)</b>
d. Due for the 2020-2021 school year	\$3,419,090.78
e. Due for the 2019-2020 school year	(\$57,883.73)
f. Due for 2018-2019 Reconciliation	(\$3,677.42)
g. Due for the 2017-2018 Reconciliation	\$19,491.60
h. Due for the 2016-2017 Reconciliation	(\$369,232.63)
i. Due for the 2015-2016 Reconciliation	(\$3,785.43)
j. Due for the 2014-2015 Reconciliation	-
k. Due for the 2012-2014 Reconciliation	\$28,995.12
l. Billed for March of 2021	\$6,106,571.99
<b>TOTAL DUE</b>	<b><u>\$9,139,570.28</u></b>

**Department Reports:**

- Mark Allen – Academics/Performing and Fine Arts/University Scholars
- Eileen Bowers – Director of Office Operations
- Seth Heiland – HR
- Mark Murray – IT
- Carlos Castillo – Student Services

**Public Comments:**

**Adjournment:**

- 6. **Motion:** Be it resolved that the meeting of the PA Leadership Charter School Board of Directors shall adjourn.

First: Gary Dougherty  
Second: Brian Shuffler  
Vote: Unanimous

**Next meeting: May 14, 2021**

**will be located at**  
**1332 Enterprise Drive**  
**12:00 PM Executive Session**  
**1:00 PM Public Board Meeting**  
**(approximate)**

**Ending Time:   2:02  PM**



**PA Leadership Charter School Board Meeting  
Agenda  
May 14, 2021 – 1:00 PM  
1332 Enterprise Drive, West Chester, PA 19380**

**Starting Time: \_\_\_\_PM**

**Ending Time: \_\_\_\_PM**

**Opening activities:**

1. Call to order – Chairman of the Board of Directors
2. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
3. The Board met this afternoon in Executive Session to discuss personnel, legal and real estate matters.

**Note:** All meetings are on the **second Friday of the month**. Agenda will be posted on [www.palcs.org](http://www.palcs.org) website. Locate “Organization” in the toolbar and click “School Board Meetings and Board Members.”

**Future meetings:**

- **September 10, 2021**
- **November 12, 2021**
- **January 14, 2022**
- **March 11, 2022**
- **May 20, 2022**

**Roll call:**

- Tom Curyto                     present  not present
- Dr. Brian Shuffler         present  not present
- Carolyn Welsh             present  not present
- Dr. John Wingerter       present  not present
- Gary Dougherty          present  not present

**Also present regularly:**

Mark Allen, Eileen Bowers, Carlos Castillo, Jim Hanak, Meredith Heckenberger,  
Seth Heiland, Lindsay Kulp, Andrew Lehr, Roger Masch, Mark Murray

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4. Pledge of Allegiance
5. Additions, deletions or modifications to the Agenda
6. Additions, deletions or modifications to the Minutes
7. Comments from the Public will be heard after Department Reports

- 1. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the minutes from the Board of Directors meeting from March 12, 2021.

First:

Second:

Vote:

### **Fiscal Management:**

- 2. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall accept the financial report submitted by Dr. James Hanak and Roger Masch and direct the CEO to pay the bills (as the money becomes available).

First:

Second:

Vote:

- 3. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the school budget for the 2021-2022 school year (See Attachment A).

First:

Second:

Vote:

- 4. Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a lease schedule on a Master Lease Line of Credit with HP Financial Services for the amount of 826,323.00, term of 3 years, rate of 4.73%, with a monthly payment of \$24,665.74 The purpose of this lease is for student and staff computer hardware. Lease number is 15. (See Attachment B for lease documents).

First:

Second:

Vote:

- 5. Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve a lease schedule on a Master Lease Line of Credit with HP Financial Services for the amount of \$93,482.00, term of 3 years, rate of 4.73%, with a monthly payment of \$2,790.44. The purpose of this lease is for student print/scan/copy devices and ink. Lease number is 16. (See Attachment C for lease documents)

First:

Second:

Vote:

## **Personnel:**

6. **Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the hiring of all of the following personnel listed below:
- Lauren Campbell – USP Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Linda Cerynik – USP Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Brian Ching – Help Desk Technician at \$13/hr with appropriate benefits
  - Kelly Coleman – USP Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Margie Comanda – CPFA Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Stephanie Copenhaver – SPED Administrative Assistant at \$16.50/hr with appropriate benefits
  - Day Fogarty – CPFA Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Lisa Fontanes – EL School Teacher at \$42,384.32 with appropriate benefits
  - Jill Fulop – CPFA Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Erin Gray – USP Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Charles Hammond – USP Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Kelsey Mahoney – MS Math Teacher at \$54,414.66 with appropriate benefits
  - Monica Mayeski – USP Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Aileen Lynch-McCulloch – CPFA Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Danielle McLaughlin – CPFA Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Nicole Pica – HS Science Teacher at \$46,711.81 with appropriate benefits
  - Sharon Plichta – USP Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Kimberly Rowland – CPFA Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Caroline Stiles – USP Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Jessica Surden – EL Music Teacher at \$42,384.37 with appropriate benefits
  - Cali Walsh – USP Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits
  - Tammy Wills – USP Classroom Facilitator, regular part time, at \$18/hr with appropriate benefits

First:  
Second:  
Vote:

\*Note: The Board is approving these new positions as well as the staff to fill these positions as per the instructions of the Chairman of the Board and to facilitate the significant growth due to the COVID-19 pandemic.

7. **Motion:** Be it resolved that the PA Leadership Charter School Board of Director shall approve the promotion of Cheryl Clothier from assistant principal to acting principal as of January 1, 2021 at a rate of \$85,000/year and from acting principal to principal as of April 26, 2021 at a rate of \$90,000/year.

First:  
Second:  
Vote:

8. **Motion:** Be it resolved that the PA Leadership Charter School Board of Director shall approve the rate change of the following personnel listed below:
- Casey Lutz – Accounting Specialist rate change from \$18/hr to \$20/hr with appropriate benefits
  - Zealen Turner – Executive Assistant to Director of Academics rate change from \$18/hr to \$20/hr with appropriate benefits

First:  
Second:  
Vote:

9. **Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve Annette Brining for the position of Child Accounting Associate at \$19/hr with appropriate benefits.

First:  
Second:  
Vote:

10. **Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve Cassidy Fritz for the position of Student Services Orientations Representative at \$16.50/hr with appropriate benefits.

First:  
Second:  
Vote:

**11. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the following new positions:

- USP Secondary English Teacher
- USP Secondary Math Teacher
- USP Secondary Social Studies Teacher
- Special Education IEPs (2 positions)
- Elementary Administrative Assistant
- Child Accounting Specialist
- Student Services Admissions & Orientations Supervisor  
\*\*Rates to be determined
- Orientation Specialists--\$23/hr
- Admissions Specialist--\$23/hr

First:

Second:

Vote:

### **Policy Issues:**

**12. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Accounts Payable Policy. (See Attachments D & E)

First:

Second:

Vote:

**13. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Allowability of Costs Policy. (See Attachment F)

First:

Second:

Vote:

**14. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Cash Management Policy. (See Attachment G)

First:

Second:

Vote:

**15. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Conflict of Interest Policy. (See Attachment H)

First:

Second:

Vote:

**16. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Homeless Student Policy. (See Attachment I)

First:

Second:

Vote:

**17. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Parent and Family Engagement Policy. (See Attachments J & K)

First:

Second:

Vote:

**18. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Procurement Policy for Bigger Purchases Policy. (See Attachment L)

First:

Second:

Vote:

**19. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Travel / Meal Reimbursement Policy. (See Attachment M)

First:

Second:

Vote:

**20. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Student Teaching Program Policy. (See Attachment N)

First:

Second:

Vote:

**21. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Title IX Policy. (See Attachment O)

First:

Second:

Vote:

## **Old Business:**

## **New Business:**

**22. Motion:** Be it resolved that the Pennsylvania Leadership Charter School Board of Directors shall approve the Health and Safety Plan. (See Attachment P)

First:

Second:

Vote:

**23. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors authorize the purchase of 1645 West Chester Pike, Westtown, PA for \$2,700,000. (See Attachment Q)

First:

Second:

Vote:

\*NOTE: Since the COVID-19 shutdown and increase in enrollments (from 3,200 to 4,698 today) we have added an additional 75 staff to service these new enrollments. To prepare for these new staff in the fall of 2021, we have been actively searching for a new building to lease or purchase. The owners of 1645 have agreed to a 45-day due diligence period and have agreed to an extended period for the township to provide Conditional Use. The school board has already authorized this purchase via email.

Information about the building:

- 20,000 square feet
- 104 parking spaces
- Built in 2006, well maintained, and located in Westtown Township
- Being offered at \$2.7 million – built in 2006 for \$4 million
- We have the cash to both buy and refurb the building
- Zoning should not be an issue

- Needed to be refurbished with new carpet, paint etc.
- Ideal for either high school or elementary school (virtual)
- Jim McErlane has drawn up the agreement of sale

**24. Motion:** Be it resolved that the Pennsylvania Leadership Charter School Board of Directors shall agree to the Release and Settlement Agreement between the Downingtown Area School District and the PA Leadership Charter School for \$25,000 to satisfy the claim PALCS is asserting that the Downingtown School District owes PALCS for the 2016-17 school year through the date of this Agreement. (See Attachment R)

First:

Second:

Vote:

**25. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the 2021 optional Summer Reading list developed for elementary, middle, and high school. (See Attachment S)

First:

Second:

Vote:

**26. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the Course Materials Master List for the 2021-2022 school year. (See Attachment T)

First:

Second:

Vote:

**27. Motion:** Be it resolved that the PA Leadership Charter School Board of Directors shall approve the following Board Meeting dates for the 2021-2022 School year:

-September 10, 2021

-November 12, 2021

-January 14, 2022

-March 11, 2022

-May 20, 2022

First:

Second:

Vote:

\*Please note these dates were already approved in the 2021-2022 School Year calendar at the February 19, 2021 Board of Directors Meeting.



- 28. Motion:** Be it resolved the PA Leadership Charter School Board of Directors shall approve the following diversity statement to be included in the PALCS Employee Manual.

*“PALCS promotes equality of opportunity and supports the principles of inclusion and diversity for our students, employees and the communities we serve. It is our commitment to strive daily to create a space where all feel comfortable, supported and included.”*

First:

Second:

Vote:

### **Special Reports:**

**4,670** Students enrolled in PALCS as of Monday, May 10, 2021 for the 2020-2021 school year. Down from 4,753 (March 9, 2021).

### **Review:**

Finances:

- a. First year of operation – \$4.5 million (included \$234,000 implementation grant from the A Department of Education)
- b. Second year of operation – \$10.5 million (included \$100,000 implementation grant from the PA Department of Education)
- c. Third year of operation – \$17 million
- d. Fourth year of operation \$19 million
- e. Fifth year of operation – \$21.4 million
- f. Sixth year of operation – \$23.5 million
- g. Seventh year of operation – \$25.2 million
- h. Eight year of operation – \$26.1 million
- i. Ninth year of operation – \$29.1 million
- j. Tenth year of operation – \$29.7 million
- k. Eleventh year of operation – \$30.9 million
- l. Twelfth year of operation – \$30.9 million
- m. Thirteenth year of operation – \$35.2 million
- n. Fourteenth year of operation – \$42.3 million
- o. Fifteenth year of operation – \$47.2 million
- p. Sixteenth year of operation – \$54.1 million

### **School District Payments:**

- a. Thus far (2020-2021) 331 out of 442 school districts have paid
- b. Billed through April for the 2020-2021 school year \$64,026,947.04

c.	Received from districts through 04/30/21	(\$45,503,167.37)
	Refunded to Districts through 04/30/21	\$21,013.46
	Received from UNIPAY through 04/30/21	(\$15,160,157.72)
	<b>TOTAL of C</b>	<b>(\$60,642,312.63)</b>
d.	Due for the 2020-2021 school year	\$3,348,634.41
e.	Due for the 2019-2020 school year	(\$57,994.75)
f.	Due for 2018-2019 Reconciliation	(\$3,677.42)
g.	Due for the 2017-2018 Reconciliation	\$19,491.60
h.	Due for the 2016-2017 Reconciliation	-
i.	Due for the 2015-2016 Reconciliation	-
j.	Due for the 2014-2015 Reconciliation	-
k.	Due for the 2012-2014 Reconciliation	-
l.	Billed for March of 2021	\$5,994,704.24
	<b>TOTAL DUE</b>	<b>\$9,337,158.0</b>

## Department Reports:

- Mark Allen – Academics/Performing and Fine Arts/University Scholars
- Eileen Bowers – Director of Office Operations
- Seth Heiland – HR
- Mark Murray – IT
- Carlos Castillo – Student Services

## Public Comments:

## Adjournment:

- 29. Motion:** Be it resolved that the meeting of the PA Leadership Charter School Board of Directors shall adjourn.

First:

Second:

Vote:

**Next meeting: September 10, 2021**

**Ending Time: \_\_\_\_PM**

**will be located at  
1332 Enterprise Drive  
12:00 PM Executive Session  
1:00 PM Public Board Meeting  
(approximate)**

CERTIFICATION VERIFICATION FORM								
DE-414								
tion 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 Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Abreu, Laura	Yes	Spanish PK-12 Elementary K-6 - Instructional II	HS	Spanish	FT	100	0
2	Addlesberger, Amanda	Yes	Mid-Level English 6-9 Elementary K-6 - Instructional II	MS	Middle School Data and Intervention Specialist	FT	100	0
3	Akintoye, Katie	Yes	Elementay K-6 Mid-Level Math 6-9 Mid-Level Science 6-9 - Instructional II	MS	Middle Level Science 7-9	FT	100	0
4	Allen, Mark	No	No Certificate - Qualified as per charter regulations	K-12	Director of Academics	FT	100	100
5	Allen, Samantha	Yes	Elementary & Secondary School Counselor PK-12 - Instructional I	ES	School Counselor	FT	100	0
6	Anderson, Heather	Yes	Bus-Computer-Info Tech PK-12 and Technology Education PK-12 - Instructional II; Inst Technology Specialist PK-12 - Educational Specialist II	HS	AP Computer Science - Computer Aided Design - Energy Power Transportation Technology - Student STEAM Society	FT	100	0
7	Andress, Edith	Yes	Biology 7-12 Chemistry 7-12 General Science 7-12 - Instructional II	HS	Chemistry	FT	100	0
8	Antar, Yassara	Yes	Physics 7-12 Mathematics 7-12 - Instructional II	HS	Physics - Probability - Statistics	FT	100	0
9	Antonucci, Patrick	Yes	Mathematics 7-12 - Instructional II	HS	Algebra 1 - Calculus - Statistics	FT	100	0
10	Arnone, Marc	Yes	General Science 7-12 Biology 7-12 - Instructional I	HS	Physical Science - Biology - Resigned 12/20/2020	FT	100	0
11	Ashe, Patricia	Yes	Mathematics 7-12 - Instructional I	HS	Consumer Math - Geometry	FT	100	0
12	Atmajian, Cara	Yes	English 7-12 - Instructional II	HS	Assistant High School Principal	FT	100	0
13	Ault, Megan	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0
14	Barch, Amy	Yes	Elementary K-6 Reading Specialist - Instructional II	ES	Grade 1	FT	100	0
15	Barlat, Benedicte	Yes	Spanish PK-12 French PK-12 - Instructional II	HS	French	FT	100	0
16	Barns, Keisha	Yes	General Science 7-12 Biology 7-12 - Instructional I	HS	Biology - Nature Study	FT	100	0
17	Baskwill, Jeffrey	Yes	Mathematics 7-12 - Instructional II	USP	Algebra 1 - Statistics - Geometry - Sports and Wellness Enrichment	FT	100	0
18	Becker, Lara	Yes	Special Education N-12 - Instructional II	SpEd ES	Resource Teacher	FT	100	0
19	Bennett, Lisa	Yes	Music K-12 - Instructional II	CPFA	Vocal Music	FT	100	0
20	Bergmaier, Michelle	Yes	Grades PK-4 - Instructional I	ES	Kindergarten	FT	100	0
21	Berman, Adam	Yes	Biology 7-12 Chemistry 7-12 Physics 7-12 Earth and Space Science 7-12 Technology Education PK-12 - Instructional II	HS	Physics - Intro to Engineering - Tech/Coding - Computer Science - Keystone Review Biology	FT	100	0
22	Black, Mary	Yes	Special Education N-12 Early Childhood N-3 - Instructional II	SpEd ES	Resource Teacher	FT	100	0
23	Boccasini, Sarah	Yes	Early Childhood N-3 Elementary K-6 Special Education PK-12 Mid-Level English 6-9 Reading Specialist PK-12 - Instructional II	MS	Reading Specialist	FT	100	0
24	Bonfadini, Joseph	Yes	Social Studies 7-12 - Instructional I	HS	U.S. Government - World History	FT		
25	Borusky, Ryan	Yes	Social Studies 7-12 - Instructional II	MS	Social Studies	FT	100	0
26	Boyce, Alexis	Yes	Elementary K-6 Special Education PK-12 Mid Level Mathematics 6-9 Reading Specialist PK-12 - Instructional II	SpEd LS	Resource Teacher	FT	100	0
27	Bradley, Michele	Yes	Health & Physical Educ PK-12 - Instructional II; Special Education 7-12- Instructional II	MS	Health Safety Physical Education	FT	100	0
28	Brauch, April	Yes	Elementary and Secondary School Counselor PK--12 Secondary - Educational Specialist I School Counselor 7-12 - Educational Specialist II	HS GUID	School Counselor	FT	100	0
29	Brice, Melissa	Yes	English 7-12 Mid-Level Citiz. Ed 6-9 - Instructional II	HS	English	FT	100	0
30	Bridgewater, Paula	Yes	Mathematics 7-12- Instructional I	HS	Pre-Algebra - Algebra - Geometry	FT	100	0
31	Brooks, Nicole	Yes	Grades PK-4 - Instructional I	ES	Grade 2	FT	100	0
32	Brown, Amy	Yes	Mid Level Mathematics 6-9 Mid Level English 6-9 Elementary K-6 - Instructional I	MS	Mathematics	FT	100	0
33	Burns, Caitlin	Yes	Grades 4-8 (All subjects 4-6 Mathematics 7-8) - Instructional II	MS	Grade 6-8 Math Interventionist	FT	100	0
34	Butler, Edward	Yes	Elementary K-6 - Instructional I	ES	Grade 5	FT	100	0
35	Calvitto, Patricia	Yes	Elementary and Secondary School Counselor PK-12 - Instructional I	CPFA GUID	School Counselor	FT	100	0
36	Campi, Bridget	Yes	Elementary K-6 Reading Specialist PK-12- Instructional II	ES	Kindergarten	FT	100	0
37	Caratello, Danielle	Yes	Special Education PK-8- Instructional I; Grades PK-4 Instructional I	SpEd ES	Resource Teacher	FT	100	0
38	Carey, Lisa	No	Communications/Media Stud Dance - College Major - Qualified as per charter regulations	CPFA	Dance	FT	100	0
39	Casper, John	Yes	Grades 4-8 All-subjects 4-6 Mathematics 7-8 Social Studies 7-8 - Instructional I	MS	Middle School Math Interventionist - Resigned/Death 5/25/21	FT	100	

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 Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assigmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
40	Castillo, Carlos	Yes	Spanish PK-12 - Instructional II; Principal PK-12 - Administrative I	HS	Director of Student Services - Promoted to Director in 7/1/20	FT	0	100
41	Castle, Jamie	Yes	Biology 7-12 Chemistry 7-12 - Instructional II	USP	Biology - Chemistry - Human Anatomy & Phsiology	FT	100	0
42	Clevenger, Tammara	Yes	Social Studies 7-12 Special Education 7-12 - Instructional I	HS	Resource Teacher	FT	100	0
43	Clothier, Cheryl	Yes	Elementary K-6 - Instructional II Health & Physical Educ; Principal K-12 - Administrative II	ES	Assistant Elementary Principal - Promoted to Elementary Principal on 4/19/21	FT	100	0
44	Cole, Tiffany	Yes	Early Childhood N-3 Elementary K-6 Mid-Level Mathematics 6-9 Reading Specialist PK-12 - Instructional II English as a Second Language (ESL) PK-12- Program Specialist II	MS	Grade 6 Math	FT	100	0
45	Constable, Kathryn	Yes	Reading Specialist PK-12 Ment and/or Phys Handicapped K-12 - Instructional II	K-12	High School Data Specialist	FT	100	0
46	Cooper, Steven	Yes	Elementary K-6 - Instructional II	ES	Grade 5	FT	100	0
47	Cose, Brynn	Yes	Special Education PK-8- Instructional I; Grades PK-4 Instructional I	SpEd LS	Resource Teacher	FT	100	0
48	Council, Jonathan	No	Video Productions degree -not yet qualified under charter regs	CPFA	Video Production Teacher	FT	0	100
49	Crisafio, Julie	Yes	French PK-12 - Instructional II	MS	French	FT	100	0
50	Cruz, Ashley	Yes	English 7-12 - Instructional I	HS	English - Journalism - Keystone Review Literature	FT	100	0
51	Culleiton, Brynn	Yes	Elementary K-6 - Instructional I	ES	Kindergarten	FT	100	0
52	Currie, Zachary	Yes	English 7-12 - Instructional I	HS	English - Film As Literature	FT	100	0
53	Dale, Jacqueline	Yes	Elementary K-6 - Instructional II	ES	Grade 4	FT	100	0
54	Daniel, Holly	Yes	English as a Second Language (ESL) PK-12 - Program Specialist Japanese PK-12 - Instructional II	K-12 ESL	English as a Second Language	FT	100	0
55	Dawson, Cassidy	Yes	Elementary & Secondary School Counselor PK-12- Educational Specialist II	HS	School Counselor	FT	100	0
56	Day, Kristina	Yes	Early Childhood N-3 Elementary K-6 - Instructional II	ES	Reading Specialist Grades 3-5	FT	100	0
57	DeCosmos, Kimberly	Yes	Elementary K-6 - Instructional I	ES	Grade 3	FT	100	0
58	DeJoseph, Erin	Yes	Social Studies 7-12 Citizenship 7-12 - Instructional II English as a Second Language ESL PK-12 - Program Specialist	USP	Economics - Street Law - Microeconomics - Student Government - Human Geography	FT	100	0
59	Demi, Debra	Yes	Mathematics 7-12 - Instructional I	USP	Algebra II - Pre Algebra	FT	100	0
60	DeMoerloose, Adriene	Yes	Elementary K-6 Mid-Level English K-9 - Instructional I	MS	Grade 7 Language Arts	FT	100	0
61	Devinney, Mollie	Yes	Biology 7-12- Instructional II	MS	General Science Grade 8	FT	100	0
62	DeZelaya, Andrea	Yes	Spanish PK-12 - Program Specialist ESL PK-12 - Instructional II	HS	Spanish	FT	100	0
63	Dibert, Jennifer	Yes	Mentally and/or Physically Handicapped K-12 - Instructional II English as a Second Language (ESL) PK-12- Program Specialist I	SpEd MS	Resource Teacher	FT	100	0
64	DiCamillo, John	Yes	Elementary K-6 - Instructional II	MS	Social Studies Grade 6	FT	100	0
65	DiCicco, Bob	Yes	Mathematics 7-12 Mid-Lev Mathematics 6-9 Mid-Lev English 6-9 Elementary K-6 - Instructional II	HS	Algebra 1 - Consumer Math	FT	100	0
66	DiFerdinando, Lauren	Yes	Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist II	MS GUID	Middle School Counselor	FT	100	0
67	Dinh, Mai	Yes	Grades PK-4 - Instructional I	ES	Grade 4	FT	100	0
68	DiPaolo, Jill	Yes	Elementary K-6 Special Education PK-12 - Instructional II Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist II	HS GUID	High School Counselor	FT	100	0
69	Disciullo, Anne	Yes	Mathematics 7-12 - Instructional II	HS	Algebra 2 - Mathematical Thinking	FT	100	0
70	Donegan, Jessica	Yes	Elementary K-6 Mid-Level English 6-9 Mid-Level Mathematics 6-9 Reading Specialist K-12 - Instructional II	ES	Grade 4	FT	100	0
71	Doogan, Daniel	Yes	Social Studies- Instructional II	HS	US History - US Government	FT	100	0
72	Duncan, Toni	No	Dance; Marketing - Qualified as per charter regulations	CPFA	Dance	FT	0	100
73	Edwards, Holli	Yes	Special Education PK-12 Elementary K-6 - Instructional I	SpEd ES	Resource Teacher - Resigned 3/11/21		100	0
74	Efthimiadou, Michelle	Yes	Elementary K-6, English 7-12, Mentally and/or Physically Handicapped K-12 Mid-Level Mathematics 7-9,Reading Specialist PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
75	Epps, Joshua	Yes	Special Education PK-12 Elementary K-6 - Instructional II	SpEd ES	Resource Teacher - Resigned 1/22/21	FT	100	0
76	Esposito, Salvatore	Yes	Health & Physical Education PK-12 - Instructional I	ES	Health, Safety, and Physical Education	FT	100	0
77	Fabrizio, Cristen	Yes	Elementary K-6 - Instructional II	ES	Grade 4	FT	100	0
78	Ferris, Elizabeth	Yes	Elementary K-6 - Instructional II	ES	Grade 4	FT	100	0
79	Flagler, John	Yes	English 7-12 - Instructional II	HS	English 12 - Writers Workshop - Literature & Composition - African-American Literature -	FT	100	0
80	Flynn, Emily	Yes	Special Education PK-8 Grades PK-4 - Instructional I	ES	Grade 1	FT	100	0
81	Focht, Loren	Yes	Special Education N-12 Elementary K-6 - Instructional II	SpEd MS	Resource Teacher	FT	100	0
82	Fontanes, Lisa		Elementary K-6 Instructional I	ES	Grade 5	FT	100	0
83	Foster, Devin	Yes	Earth and Space Science, General Science 7-12 Instructional I	HS	Earth Space Sci - Astronomy	FT	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 Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assigmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
84	Francisco, Amanda	Yes	Special Education N-12 Elementary K-6 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
85	Freiko, Janee	Yes	Music PK-12 - Instructional I	ES	Music Grades 6-8	FT	100	0
86	Fuiman, Joseph	Yes	Art K-12 - Instructional II	CPFA	Studio Art 2-D Design - Drawing Painting Illustration - Ceramics - Sculpture	FT	100	0
87	Garrow, Darlene	Yes	Special Education N-12 Early Childhood N-3 - Instructional II	SPED MS	Resource Teacher	FT	100	0
88	Gerstle, David	Yes	Social Studies 7-12 - Instructional I	MS	American Nation	FT	100	0
89	Giampietro, Megan	Yes	Mid-Level Science 6-9, Art PK-12, Mid-Level Citiz. Ed 6-9, Social Studies 7-12, Technology Education PK-12, Biology 7-12, General Science 7-12 - Instructional II - Principal K-12 - Administrative	HS	Eath and Space Science - Art and Science Sketching	FT	100	0
90	Greene, Lisa	Yes	Enlgish 7-12- Instructional I	MS	Language Arts 6	FT	100	0
91	Greenfield, Jason	No	Drama/TheatArt/Stage - College Major - Qualified as per charter regulations	CPFA	Acting	FT	0	100
92	Greiser, Wayne	Yes	Bus-Computer-InfoTech PK-12 Elementary K-6 - Instructional I	HS	Business Mgmt - Game Design Development - Learning Google Apps - Money Mgmt - Social Media - Sports & Entertainment Mrkt	FT	100	0
93	Griffel, Erica	Yes	Elementary K-6 Reading Specialist K-12 - Instructional II	ES	Grade 4	FT	100	0
94	Grodzki, Julie	Yes	Early Childhood N-3 Elementary K-6 - Instructional II	ES	Math Interventionist 3-5	FT	100	0
95	Gross, Barbara	Yes	Bus-Computer-Info Tech PK-12; Family-Consumer Sci PK-12 - Instructional II	MS	Adaptive Business - Business Comm & Critical Thinking - Fund of Comp Sci -Travel and Tourism	FT	100	0
96	Guerriero, Melissa	Yes	Art PK-12 - Instructional II	HS	Adaptive Art - Art Basics Portfolio - Arts and Culture - Found of Art and Design - Art Illustration	FT	100	0
97	Gunn, Kierstyn	Yes	Elementary & Secondary School Counselor PK-12 - Instructional I	HS GUID	School Counselor - Resigned 2/5/21	FT	100	0
98	Gustafson, Jason	Yes	Health & Physical Educ PK-12 - Instructional II	ES	Health, Safety, and Physical Education	FT	100	0
99	Hammond, Katelyn	Yes	Elementary K-6 - Instructional I	HS	Instructional Coach	FT	100	0
100	Harp, Amber	Yes	Social Studies 7-12 Ment and/or Phys Handicapped K-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
101	Harrigan, Shannon	Yes	Social Studies 7-12 English 7-12 - Instructional II	HS	World History - AP Psychology	FT	100	0
102	Harris, Kristin	Yes	Early Childhood N-3 - Instructional II	ES	Grade 2	FT	100	0
103	Hartzell, Tammy	Yes	School Nurse - Educational Specialist II	K-12	School Nurse	FT	100	0
104	Hayden, Christopher	Yes	Health & Physical Education - Instructional I	HS	Health, Safety, and Physical Education	FT	100	0
105	Henley, Kevin	Yes	English 7-12 Social Studies 7-12 - Instructional II	HS	Economics - English 10 & 11 - SAT/ACT Preparatory Course	FT	100	0
106	Henry, Sarah		English 7-12 - Instructional I	HS	Mythology - Gender in Lit & Media - English 9		100	0
107	Hitesman, Elizabeth	Yes	Special Education PK-12 English 7-12 - Instructional II	SpEd MS	Resource Teacher	FT	100	0
108	Hocker, Hannah	Yes	Elementary K-6 - Instructional I English as a Second Language ESL PK-12 - Program Specialist	ES	Grade 1	FT	100	0
109	Holden, Brian	Yes	Social Studies 7-12 - Instructional II	HS	Sociology - World History	FT	100	0
110	Hoover, Angela	Yes	Principal K-12 - Administrative I; Elementary K-6 - Instructional II	ELEM	Elementary Principal - Resigned 3/29/21	FT	100	0
111	Hopson, Martin	Yes	English 7-12 - Instructional I	HS	American Literature - Language Arts - Film as Literature	FT	100	0
112	Humbert, Heather	Yes	Art PK-12 - Instructional II	MS	Elementary Art	FT	100	0
113	Intelicato, Emily	Yes	General Science 7-12 - Instructional II	HS	Marine Science - Forensic Science - Physical Science - Intergrated Science 8	FT	100	0
114	Jackson, Tessa	Yes	Earth and Space Science, General Science 7-12 Instructional I	MS	Grade 7 Science	FT	100	0
115	Johnson, Karla	Yes	Principal PK-12 - Administrative II; Physics 7-12 -Instructional II	MS	Middle School Principal	FT	100	0
116	Johnson, Kathleen	Yes	Citizenship 7-12 - Instructional I	USP	World Civilizations - AP U.S. History	FT	100	0
117	Juliano, David	Yes	Social Studies 7-12 - Instructional II	HS	US Government	FT	100	0
118	Kaelin, Rebecca	Yes	Bus-Computer-Info Tech PK-12 - Instructional I	HS	Business - Marketing - Microsoft Office Applications	FT	100	0
119	Kang, Dawn	Yes	Mathematics 7-12 - Instructional II	MS	Grade 8 Math	FT	100	0
120	Kaplan, Julie	Yes	Social Studies 7-12 - Instructional II	HS	AP US Government & Politics - Seminar Liberty & Democracy	FT	100	0
121	Kelly, Katharine	Yes	Soical Studies 7-12 - Instructional I	MS	Social Studies Grade 6 - World Studies		100	0
122	King, Brittany	Yes	Biology 7-12 - Instructional II	HS	Biology - Environmental Science - Video Production	FT	100	0
123	Kinneary, Linda	Yes	School Nurse - Educational Specialist I	K-12	School Nurse	FT	100	0
124	Kirk, Jessica	Yes	Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist II	ES GUID	School Counselor	FT	100	0
125	Kline, Cynthia	Yes	Grades PK-4 - Instructional I - Grades 5-6 - Instructional I	ES	Grade 5	FT	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 Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assigmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
126	Knox, Diana	Yes	Early Childhood N-3 Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Kindergarten	FT	100	0
127	Kofeldt, Courtney	Yes	English 7-12 - Instructional II - Educational Technology	Leadership	Supervisor of Educational Technology	FT	100	0
128	Kotch, Nicole	Yes	Health & Physical Education - Instructional II	HS	Health Safety and Physical Education	FT	100	0
129	Kulp-Woodruff, Deborah	Yes	Ment and/or Phys Handicapped K-12 - Instructional II	SpEd -Leadership	Supervisor of Special Education	FT	100	0
130	Laing, Rachel	Yes	Grades PK-4 Special Education PK-8 - Instructional I	ES	Kindergarten	FT	100	0
131	Laurelli, Ellen	Yes	Elementary K-6 Mid-Level English 6-9 Special Education PK-12 Reading Specialist PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
132	Laureys, Kristin	Yes	Biology 7-12 Chemistry 7-12 - Instructional I	HS	Biology - Anatomy& Physiology	FT	100	0
133	Leone, Jennifer	Yes	Elementary K-6 Mid-Level Science 6-9 - Instructional II	MS	Grade 6 Science	FT	100	0
134	Lewis, Hannah	Yes	English as a Second Language PK-12 English 7-12 Social Studies 7-12 - Instructional II	MS	Grade 8 Language Arts	FT	100	0
135	Lineman, Justin	Yes	Grades PK-4 - Instructional I	ES	Kindergarten	FT	100	0
136	Logue, Michael	Yes	Principal PK-12 - Administrative Provisional I; Social Studies 7-12 - Instructional II	HS	High School Principal	FT	100	0
137	Loladze, Aimee	Yes	Biology 7-12 - Instructional I	USP	Earth & Space - Physical Science	FT	100	0
138	Mackey, Kirsten	Yes	Mathematics 7-12 Grades 4-8 All Subjects 4-6 Mathematics 7-8 - Instructional I	USP	Algebra I - AP Computer Science - Math Counts - Pre-Calculus & Trig	FT	100	0
139	Madison, Eric	Yes	Mathematics - Instructional II	HS	Algebra 2 - Geometry	FT	100	0
140	Majersky, Maria	Yes	Mathematics 7-12 - Instructional I	HS	Algebra 2 - Pre-Calculus	FT	100	0
141	Makin, Holly	Yes	Special Education N-12 Elementary K-6 - Instructional II	SpEd Life Skills	Resource Teacher	FT	100	0
142	Malkasian, Alison	Yes	Special Education PK-12 Elementary K-6 - Instructional II	SpEd Life Skills	Resource Teacher	FT	100	0
143	Malvestuto, Andrea	Yes	Elementary School Counselor K-6, Secondary School Counselor 7-12 - Educational Specialist II	ES GUID	School Counselor	FT	100	0
144	Maniscalco, Stephen	Yes	Health& Physical Educ PK-12 - Instructional II	ES	Health Safety & Physical Education Elementary	FT	100	0
145	Marks, Christine	Yes	General Science 7-12 - Instructional I; Secondary School Counselor 7-12 - Educational Specialist II	MS GUID	School Counselor	FT	100	0
146	Markward, John	Yes	Physics 7-12 Chemistry 7-12 - Instructional II	USP	AP Physics - STEM	FT	100	0
147	Martin, Amanda	Yes	Special Education N-12 - Instructional I	SpEd HS	Resource Teacher	FT	100	0
148	Martin, Megan	Yes	English 7-12 Social Studies 7-12 Citizenship 7-12 - Instructional I	MS	Grade 7 Language Arts	FT	100	0
149	Martini, Marissa	Yes	Social Studies 7-12 English 7-12 - Instructional I	MS	American Nation	FT	100	0
150	Maurer, Julianna	Yes	Special Education PK-8- Instructional I; Grades PK-4 Instructional I; Autism PK-12-Endorsement	SpEd MS	Resource Teacher	FT	100	0
151	McCain, Megan	Yes	Elementary & Secondary School Counselor PK-12 - Instructional I Principal PK-12 - Administrative I	ES GUID	Resource Teacher	FT	100	0
152	McCartney, Ryan	Yes	Social Studies 7-12 Special Education 7-12 - Instructional I	SpEd HS	Resource Teacher	FT	100	0
153	McCunney, Michelle	Yes	Art PK-12 - Instructional II	MS	Adaptive Art - Art Appreciation - Art in the Digital Age - History of Art	FT	100	0
154	McGinty, Shavaun	Yes	Elementary School Counselor K-6 - Educational Specialist II	GUID - Leadership	Supervisor of Guidance Department	FT	100	0
155	McGowan, Rachel	Yes	Elementary and Secondary School Counselor PK-12 English 7-12 Grades 4-8 (All Subjects 4-6 English Language Arts and Reading 7-8) - Instructional II	USP	AP English Literature & Composition - Creative Writing	FT	100	0
156	McGowan, Rebecca	Yes	Technology Education PK-12 Bus-Computer-Info Tech PK-12 Elementary K-6 - Instructional II	HS	Business - Learning Google Apps - Computer Science - Project Proclamation - Resigned 10/9/20	FT	100	0
157	McLaughlin, Laurel	Yes	Grades PK-4 - Instructional I	ES	Kindergarten	FT	100	0
158	McMahon, Nicole	Yes	Special Education PK-8 Grades PK-4 - Instructional I	SpEd ES	Resource Teacher	FT	100	0
159	McNeila, Amber	Yes	English 7-12 - Instructional I	MS	Language Arts Grade 8	FT	100	0
160	Miller, Katherine	Yes	Mathematics 7-12 - Instructional II	MS	Grade 7 Mathematics	FT	100	0
161	Molina, Brianna	Yes	General Science 7-12 - Instructional I	MS	Grade 6 - 7 Science	FT	100	0
162	Morrow, Victoria	Yes	English 7-12 Special Education 7-12 -Instructional II	SpEd HS	IEP Compliance Monitor	FT	100	0
163	Mortin, Jessica	Yes	Grades PK-4 - Instructional I	ES	Grade 2	FT	100	0
164	Mullen, April	Yes	Music PK-12 - Instructional II	ES	Music - Resigned 3/19/21	FT	100	0
165	Murphay, Ashley		English 7-12 Special Education 7-12 Reading Specialist PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
166	Natale, Cheyanne	Yes	Elementary & Secondary Counselor PK-12 Educational Specialist I	ES GUID	School Counselor	FT	100	0
167	Ndau, Kristina	Yes	Grades 4-8 (All Subjects 4-6 Mathematics 7-8 Science 7-8) - Instructional I	MS	Grade 7 Math/Science	FT	100	0
168	Newingham, Alexis	Yes	Biology 7-12 - Instructional I	HS	Biology	FT	100	0
169	Nguyen, Trinh		Art PK-12 - Instructional I	ES	Grade K-5 Art	FT	100	0
170	Okcuoglu, Daphne	Yes	Art PK-12 - Instructional II	CPFA	Photography - Digital Studio Photography - MS Techniques in Drawing & Painting	FT	100	0
171	Olson, Brenda	Yes	Elementary K-6 Mid-Level English 7-9 - Instructional II	ES	Grade 5	FT	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 Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
172	Owens, Rose	Yes	Instructional I - Grades 4-8 (All subjects 4-6 English/Language Arts and Reading 7-8); Instructional I Special Education PK-8 (9226)	ES	Grade 5	FT	100	0
173	Packer, Cory	Yes	Elementary K-6 - Instructional I	ES	Grade 5	FT	100	0
174	Paffas, Basil	Yes	Social Studies 7-12 English 7-12 - Instructional I	HS	World History - US Government - Intro to Philosophy	FT	100	0
175	Palivoda, Sheri	Yes	Elementary K-6 Mid-level English 7-9 Library Science K-12 English 7-12 - Instructional II; English as a Second Language (ESL) K-12 - Program Specialist	MS	Language Arts Grades 6-8	FT	100	0
176	Palmer, William	Yes	Mathematics 7-12 Physics 7-12 Chemistry 7-12 - Instructional II	HS	Algebra 1 - Consumer Math - Geometry	FT	100	0
177	Pardus, Merissa	Yes	Special Education PK-12 Early Childhood N-3 - Instructional I	SpEd Life Skills	Resource Teacher	FT	100	0
178	Park, Ewan	Yes	Social Studies - Instructional II; Principal K-12 - Administrative	USP	AP MicroEconomics - American Law & International Relations - AP European History - AP Compartative Government and Politics - Comtemporay World History	FT	100	0
179	Parris, Lynn	Yes	English 7-12 - Instructional II	USP	AP English Language & Composition - Creative Writing	FT	100	0
180	Parris, Patric	Yes	Social Studies 7-12 - Instructional II	USP	AP US History - AP U.S. Government and Politics	FT	100	0
181	Patterson, Brianna	Yes	English 7-12 - Instructional I	HS	AP Language & Composition - Grade 11 English	FT	100	0
182	Perez, Audrey	Yes	Chemistry 7-12- Instructional II; General Science- Instructional II	HS	Chemistry - AP Chemistry	FT	100	0
183	Perri, Melissa	Yes	Grades 4-8 (All Subjects 4-6, Science 7-8)- Instructional I; Grades 4-8 (All subjects 4-6, Mathematics 7-8)- Instructional II	MS	Grade 6 Math	FT	100	0
184	Petro, Robert	Yes	Biology Chemistry General Science Earth and Space Science Social Studies7-12 - Instructional II	USP	Chemistry - Astronomy	FT	100	0
185	Pettit, Todd	Yes	English 7-12 Mid-Lev Citiz Ed 6-9 - Instructional II	HS	English 10 - Creative writing - Shakespeare Studies	FT	100	0
186	Pfaff, Megan	Yes	Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Grade 3	FT	100	0
187	Piccione, Joseph	Yes	Social Studies Mid-level Mathematics 7-9 General Science - Instructional II	HS	US History - AP World History	FT	100	0
188	Priar, Heather	Yes	Elementary & Secondary School Counselor PK-12- Educational Specialist II	GUID HS	School Counselor	FT	100	0
189	Propato, Gabriella	Yes	English 7-12 - Instructional I	HS	English 11 - Creative Writing	FT	100	0
190	Propfe, Tyler	Yes	Music PK-12 - Instructional I	ES	Music-Elementary	FT	100	0
191	Przeworski, Katherine	Yes	Biology 7-12 - Instructional II	USP	Biology - AP Environmental Science	FT	100	0
192	Puma, Caroline	Yes	Grades PK-4 - Instructional I	ES	Grade 1	FT	100	0
193	Putt, Jeffrey	Yes	Accounting 7-12 Marketing 7-12 Marketing-Dist Ed Tchr Coord 7-12 Data Processing 7-12 Bus- Computer-Info Tech Instructional II; Principal PK-12 - Administrative I	HS	Coding in HTML and CSS - Graphic Communications - Mobile Programming -Technology Concepts - Intro to Computer Science - Programming in C++	FT	100	0
194	Quigley, Chistopher	Yes	Grades PK-4 - Instructional I	ES	Grade 2	FT	100	0
195	Quinn, Anasimone	Yes	Grades PK-4 - Instructional I	ES	Grade 1 - Resigned 3/8/21	FT	100	0
196	Rattman, Kristy	Yes	Elementary K-6 - Instructional II Elementary and Secondary School Counselor PK-12 - Education Specialist I English as Second Language (ESL) PK-12 - Program Specialist	ES	Grade 2	FT	100	0
197	Rausch, Alex	Yes	MS Asst Principal English 7-12 Mid-level Citiz. Ed 6-9 - Instructional II Principal Certification PK-12	MS	Assitant Middle School Principal	FT	100	0
198	Reading, Danielle	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0
199	Redcay, Ashley	Yes	English 7-12 - Social Studies 7-12 - English as Second Language - Intrstuctional I	MS	Social Studies Grade 7	FT	100	0
200	Reich, Seth	No	Theatre Degree - Qualified as per charter regulations	CPFA	Musical Theatre and Acting	FT	0	100
201	Reigner, Kevin	Yes	Elementary K-6 Mid-Level English 6-9 Mid-Level Mathematics 6-9 Mid-Level Science 6-9 - Instructional II	MS	Grade 8 Science - Instructional Coach	FT	100	0
202	Reilly, Christine	Yes	Special Education PK-12 Elementary K-6 - Instructional I	SpEd HS	Resource Teacher	FT	100	0
203	Ricciardi, Kimberly	Yes	Art K-12 Family-Consumer Sci K-12 - Instructional II	CPFA	Food Science -Child Development -Sculpture -Ceramics - AP Art Studio	FT	100	0
204	Roak-Tincani, Lisa	Yes	Special Education PK-8 Grades PK-4 - Instructional I	SpEd MS	Resource Teacher	FT	100	0
205	Roberts, Allyson	Yes	Music PK-12 - Instructional II	CPFA	Piano - AP Music Theory & Composition	FT	100	0
206	Robinson, AnneMarie	Yes	Art K-12 - Instructional II	CPFA	6-12 Art Teacher	FT	100	0
207	Robinson, Erica	Yes	Grades PK-4 - Instructional I	ES	Grade 5	FT	100	0
208	Roman, Michael	Yes	Music PK-12 - Instructional I	HS	AP Music Theory - Music	FT	100	0
209	Rosle, Kathryn	Yes	English 7-12 - Instructional II	HS	English 9 - Children's Literature	FT	100	0
210	Roth, Merridith	Yes	Health & Physical Educ PK-12 - Instructional I	HS	Health Safety and Physical Education	FT	100	0
211	Saldutti, Nico	Yes	Grades PK-4 - Instructional II	ES	Math Interventionist	FT	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 Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
212	Salvo, Lisa	Yes	Elementary K-6 - Instructional I	ES	Grade 3	FT	100	0
213	Sammalone, Chelsea	Yes	Social Studies 7-12 - Instructional I	HS	Social Studies - Resigned 8/12/20	FT	100	0
214	Sarno, Amy	Yes	English 7-12 - Instructional II	MS	Remedial Middle School Program Coordinator	FT	100	0
215	Schelling, Erik	Yes	English 7-12 Social Studies 7-12 - Instructional II	HS	Psychology - World History		100	0
216	Schelling, Jennifer	Yes	Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Elementary Instructional Coach	FT	100	0
217	Schick, Katie	No	No Certificate - Qualified as per charter regulations	HS GUID	College and Financial Aid Advisor	PT	0	100
218	Schultz, Sarah	Yes	Social Studies 7-12 Special Education 7-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
219	Sherrieb, Brady	Yes	Special Education PK-12 Elementary K-6 - Instructional I	SpEd ES Life Skills	Resource Teacher - Resigned 6/2/21	FT	100	0
220	Sikora, Stephanie	Yes	Family-Consumer Sci PK-12 Bus-computer-Info Tech PK-12 - Instructional I	MS	Technology Exploration - Coding in HTML	FT	100	0
221	Slusser, Daniel	Yes	Health & Physical Educ PK-12 - Instructional II	MS	Health Safety and Physical Education	FT	100	0
222	Smith, Danielle	Yes	Elementary K-6 Mid-Level English 6-9 Special Education PK-12 Reading Specialist PK-12 - Instructional II	ES	Reading Specialist Grades K-2	FT	100	0
223	Smith, Jeff	Yes	Mathematics 7-12 Mid-Level Mathematics 6-9 Elementary K-6 ReadingSpecialist PK-12 Special Education PK-12 Bus-Computer-Info Tech PK-12 - Instructional II	HS	Algebra 1 - SOAR Algebra	FT	100	0
224	Smith, Kimberly	Yes	Biology 7-12 - Instrutional I	MS	Grade 8 Science	FT	100	0
225	Smyers, Shelby	Yes	English 7-12 Special Education PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
226	Snyder, Resa	Yes	Grades PK-4 - Instructional I	ES	Grade 3	FT	100	0
227	Solnosky, Adam	Yes	Health & Physical Educa PK-12 - Instructional I	MS	Health Safety and Physical Education	FT	100	0
228	Sommar, Albert	Yes	Mathematics 7-12 Physics 7-12 Technology Education PK-12 - Instructional II	USP	AP Calculus - Differential Calculus - Multivariable Calculus - Pre-Calculus & Trig	FT	100	0
229	Sparrow, Brittny	Yes	Elementary K-6 - Instructional I	ES	Grade 5	FT	100	0
230	Speer, Ericka	No	Dance Education - Qualified as per charter regulations	CPFA	Dance	FT	0	100
231	Stefanski, MaryBeth	Yes	Secondary School Counselor - Educational Specialist II	USP GUID	School Counselor	FT	100	0
232	Steines, Elisabeth	Yes	Art PK-12 - Instructional II	HS	HS Art	FT	100	0
233	Stiles, Christopher	Yes	Principal K-12 - Administrative I; Social Studies 7-12 Spanish K-12 - Instructional II	USP	Principal of University Scholars Program	FT	100	0
234	Strellec, Christina	Yes	English 7-12 Social Studies 7-12- Instructional II	MS	Resource Teacher	FT	100	0
235	Sumner, Shannon	Yes	English 7-12 - Instructional I	MS	Grade 6 Language Arts	FT	100	0
236	Surden, Jessica	Yes	Music PK-12 - Instrictional I	ES	Music Grades K-5	FT	100	0
237	Surine, Douglas	Yes	Mathematics 7-12 Bus-Computer-InfoTech PK-12 - Instructional II	HS	Algebra 1 - Geometry	FT	100	0
238	Suski, Amy	Yes	Elementary K-6 TechnologyEducation PK-12 - Instructional I	ES	Coding and Technology Grades 1-5	FT	100	0
239	Swink, Tammy	Yes	School Nurse - Educational Specialist II	CPFA	School Nurse - Retired 6/23/21	FT	100	0
240	Takac, Kristina	Yes	Mathematics - Instructional II; Equivalency - Master's	HS	Algebra 1 - Geometry - Keystone Algebra Review	FT	100	0
241	Todd, Melina	Yes	Ment and/or Phys Handicapped K-12 - Instructional II	SPED HS	Resource Teacher	FT	100	0
242	Todorovac, Erin	Yes	English 7-12 - Instructional II	USP	American and British Literature	FT	100	0
243	Tonici, Melissa	Yes	Spanish PK-12 - Instructional II	HS	Spanish	FT	100	0
244	Tope, Laura	Yes	Biology 7-12 - Instructional II	MS	Grade 7 Science	FT	100	0
245	Towles, Reba	Yes	Grades PK-4	ES	Grade 3	FT	100	0
246	Townsend, Sean	No	Theatre Degree - Qualified as per Charter Regulations	CPFA	Guitar	FT	0	100
247	Ulrich, Jennifer	Yes	Spanish PK-12 - Instructional II	MS	Spanish	FT	100	0
248	Urbine, Colleen	Yes	Elementary K-6 Special Education PK-12 - Instructional II - Educational Specialist I	ES	Grade 2	FT	100	0
249	VanEtten, Michael	Yes	Elementary K-6 Mid-Level Mathematics 6-9 Mid-Level English 6-9 - Instructional II	ES	Math Interventionist - Grades K-5	FT	100	0
250	VanHassent, Daniel	Yes	Social Studies 7-12- Instructional II	HS	AP Human Geography - Psychology - World History	FT	100	0
251	Victorius, Emily	Yes	Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Grade 2	FT	100	0
252	Voyten, Shawn	Yes	Special Education PK-12 Social Studies 7-12 - Instructional II	MS	Language Arts & Social Studies Grade 7-8	FT	100	0
253	Walker, Rebecca	Yes	Elementary & Secondary School Counselor PK-12- Educational Specialist II	HS GUID	School Counselor	FT	100	0
254	Walsh, Julianne	Yes	English 7-12 Social Studies 7-12- Instructional I	HS	English 10 English 11 English 12	FT	100	0
255	Walton, Benjamin	Yes	English 7-12 - Instructional II	HS	English 12 - Public Speaking	FT	100	0
256	Waltz, Kristen	Yes	Social Studies 7-12 - Instructional I	HS	Social Studies 6	FT	100	0
257	Werner, Danielle	Yes	Elementary K-6 Special Education PK-12 - Instructional II	ES	Grade 5	FT	100	0
258	West, Thomas	Yes	Music PK-12 - Instructional II	CPFA	Orchestra - Modern Band - Jazz Studies - Digital Studio Digital Music Composition - Instrumental Music Skills and Technique - String Ensemble	FT	100	0
259	Wilkocz, Christopher	Yes	Elementary K-6 - Instructional II	MS	Social Studies Grade 6	FT	100	0
260	Williams, Lauren	Yes	Elementary K-6 Special Education PK-12 Reading Specialist P-12 - Instructional II English as a Second Language (ESL) PK-12- Program Specialist I	SpEd ES	Resource Teacher	FT	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 Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
261	Willis, Brooke	Yes	Citizenship 7-12 English 7-12 Special Education 7-12 - Instructional I	ES	Middle School Instructional Coach	FT	100	0
262	Wilson, Irene	Yes	English as a Second Language PK-12 Elementary K-6 Mid-Level Math - Intstructional II	ES	Grade 1	FT	100	0
263	Wilson, Sherrie	Yes	Speech Correction K-12 - Instructional II	K-12	Speech Therapist	FT	100	0
264	Wright, Whitney	Yes	Social Studies 7-12 - Instructional I	K-12	Supervisor of Curriculum - Resigned 4/21/21	FT	100	0
265	Yund, Nick	Yes	Citizenship 7-12 Social Studies 7-12 Grades 4-8 (All subjects 4-6 Social Studies 7-8) - Instructional I	MS	American Nation	FT	100	0
266	Zuri, William	Yes	Mathematics 7-12 - Instructional II	MS	Mathematics Grades 8	FT	100	0
	Total Number of Administrators (do not include CEO) 9							
	Total Number of Teachers 229 Counselors 14 School Nurses 3 Others 11							
	Total Number of Professional Staff 266							



**pennsylvania**  
DEPARTMENT OF EDUCATION

June 10, 2021

Dr. James Hanak

CEO

PA Leadership CS

1332 Enterprise Dr.

West Chester, PA 19380

Dear Dr. Hanak,

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2019-20 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Pennsylvania Leadership Charter School compliance. Based on the areas Division of Federal Program reviewed during its monitoring, we have uncovered no instances of non-compliance for the 2019-20 school year.

You may print off a copy of your completed Monitoring Instrument at <https://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 2019-20

# CAV Home

**This is the 2019-2020 CAV for Pennsylvania Leadership Charter School**

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

## Documents

No documents are currently available.

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

Division of Federal Programs  
Consolidated Program Review

2019-2020 School Year

Pennsylvania Leadership Charter School  
1332 Enterprise Dr.  
West Chester, PA 19380

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	James Hanak	610-701-3333	<input type="checkbox"/>
<b>Business Manager:</b>	Roger Masch	512-481-9777	<input checked="" type="checkbox"/>
<b>Federal Program Coordinator:</b>	Zofia Swiatek	610-701-3333	<input checked="" type="checkbox"/>
<b>Parent/Family Member:</b>			<input type="checkbox"/>

**Program(s) Reviewed:**

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

**Program Reviewer(s):** Adam Kenz

**Program Review Date:** 04/26/2021

**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 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 program are appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of staff working in the Title IA program and their certifications. <input type="checkbox"/> Samples of valid level I or II certificated with appropriate content areas aligned with class schedules. <input type="checkbox"/> Emergency permits unacceptable except for Charter Schools - 25% rule <input type="checkbox"/> Report by the LEA data system on staff qualifications	
Desk monitoring only: Upload list of staff working in the Title IA program and their certifications.				<a href="#">Title I Program - Component I - Appropriately State Certified - Staff List with Certifications.pdf</a>	
If you have additional comments to make about this section, enter them here:					

## Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equity Plan and <b>dated</b> agenda and sign in sheets</li> <li><input checked="" type="checkbox"/> Documentation of annual review of Equity Plan</li> <li><input type="checkbox"/> Teachers are reassigned, if applicable</li> <li><input type="checkbox"/> Changes to union contract are made, if applicable</li> <li><input type="checkbox"/> Sample class schedules with applicable staff and student percentages</li> </ul>	
<p>Desk monitoring only: Upload Equity Plan and agendas and sign-in sheets for Equity Plan meetings.</p>	<a href="#">Title I Program - Component II - Equity Plan Review Agenda.pdf</a>				
<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 and signed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures with signatures	<div style="text-align: center; background-color: #cccccc; padding: 2px;"><b>District Comments</b></div> <p>2/14/2020 10:23:29 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School is a cyber-school that serves students across the whole state. Due to the nature of our LEA, we do not have transportation procedures. It is our practice to provide local transportation for students for testing who are identified as either in foster care or who are homeless.</p> <div style="text-align: center; background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> <p>4/26/2021 6:43:17 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School is a Cyber Charter School.</p>
Desk monitoring only: Upload written Foster Care Transportation procedures.					
If you have additional comments to make about this section, enter them here:					

**Component IV: Head Start Coordination Requirements**

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. <b>Please note: If the LEA uploaded the MOU to eGrants, additional copies are not required. The monitor will view the MOU prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Signed MOU/written agreement between LEA and Head Start agency(ies)	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1415 375 2062 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1415 431 2062 719">                             2/14/2020 10:24:48 AM                              Federal Program Coordinator Zofia Swiatek                              Pennsylvania Leadership Charter School does not partner with Head Start programs, as the LEA is a cyber charter school serving students throughout the entire state. Cyber charters are exempt from fulfilling this requirement.                         </td> </tr> </tbody> </table>	District Comments	2/14/2020 10:24:48 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with Head Start programs, as the LEA is a cyber charter school serving students throughout the entire state. Cyber charters are exempt from fulfilling this requirement.
District Comments							
2/14/2020 10:24:48 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with Head Start programs, as the LEA is a cyber charter school serving students throughout the entire state. Cyber charters are exempt from fulfilling this requirement.							
Desk monitoring only: Upload signed MOU.							
If you have additional comments to make about this section, enter them here:							



## Component V: Transition

Title I requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Section 1112(b)(8)

Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students. <b>Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Transition and Coordination section	
If you have additional comments to make about this section, enter them here:					

**Component VI: 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 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments			
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> <li>• description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application)</li> <li>• description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance</li> <li>• description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs</li> <li>• description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying:</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy with <b>review/revision</b> date. <b>Dated</b> 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="1564 406 2058 462" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1564 462 2058 706"> <p>4/9/2021 9:47:10 AM Federal Program Coordinator Zofia Swiatek Evaluation and Revision were done in Zoom. Recording can be shown day of audit.</p> </td> </tr> <tr> <td data-bbox="1564 706 2058 1096"> <p>4/9/2021 9:55:59 AM Federal Program Coordinator Zofia Swiatek Distribution of FERPA documents, Parent &amp; Family Engagement Policy, and School Parent Compact can be verified by looking at the linked images from our Shipping departments log of Academic Administration mailings.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/9/2021 9:47:10 AM Federal Program Coordinator Zofia Swiatek Evaluation and Revision were done in Zoom. Recording can be shown day of audit.</p>	<p>4/9/2021 9:55:59 AM Federal Program Coordinator Zofia Swiatek Distribution of FERPA documents, Parent &amp; Family Engagement Policy, and School Parent Compact can be verified by looking at the linked images from our Shipping departments log of Academic Administration mailings.</p>
District Comments								
<p>4/9/2021 9:47:10 AM Federal Program Coordinator Zofia Swiatek Evaluation and Revision were done in Zoom. Recording can be shown day of audit.</p>								
<p>4/9/2021 9:55:59 AM Federal Program Coordinator Zofia Swiatek Distribution of FERPA documents, Parent &amp; Family Engagement Policy, and School Parent Compact can be verified by looking at the linked images from our Shipping departments log of Academic Administration mailings.</p>								

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>○ barriers to greater participation in activities,</li> <li>○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers</li> <li>○ strategies to support successful school and family interactions</li> <li>• description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and</li> <li>• description of involvement of parents in the activities of the Title I schools.</li> </ul>					
<p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.) <b>Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds	
<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"/> <b>Dated</b> 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, <b>including at least one of the following:</b></p> <ul style="list-style-type: none"> <li>• supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies.</li> <li>• supporting programs that reach parents and family members at home, in the community, and at school</li> <li>• disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members</li> <li>• collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement</li> <li>• engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.)</li> </ul>	☑	☐	☐	<p>☑ LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet</p>	
<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>	☑	☐	☐	<p>☑ Dated agenda and sign in sheets from meeting with parents to discuss the evaluation</p> <p>☐ Surveys and <b>collated</b> results to demonstrate evaluation process</p>	

Desk Monitoring only:

[Title I Program - Component VI - Parents of Title I Students Invited to Meetings - Requirements 3 and 4.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>• Upload LEA Parent and Family Engagement Policy, parent meeting agendas and sign in sheets, method of distribution</li> <li>• Upload agendas and sign in sheets that demonstrate a discussion with parents and family members, and/or the survey and results.</li> </ul>				<p>Title I Program - Component VI - Parent and Family Engagement Policy Distribution Verificiation - Requirement 1 (1).jpg</p> <p>Title I Program - Component VI - Parent and Family Engagement Policy Distribution Verificiation - Requirement 1 (2).jpg</p> <p>Title I Program - Component VI - Parent and Family Engagement Policy Distribution Verificiation - Requirement 1 (3).jpg</p> <p>Title I Program - Component VI - Parent and Family Engagement Policy - Requirement 1 and 4.pdf</p>	
<p>If you have additional comments to make about this section, enter them here:</p>					

## Component VII: 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, not coordinating, 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="1543 417 2051 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1543 467 2051 678">           2/14/2020 10:21:19 AM            Federal Program Coordinator Zofia Swiatek            The LEA does not consolidate state, local, or federal funds         </td> </tr> <tr> <th data-bbox="1543 678 2051 729" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1543 729 2051 902">           4/26/2021 6:44:01 AM            Monitor Adem Oksuz            The LEA does not consolidate state, local, or federal funds         </td> </tr> </tbody> </table>	District Comments	2/14/2020 10:21:19 AM Federal Program Coordinator Zofia Swiatek The LEA does not consolidate state, local, or federal funds	Monitor Comments	4/26/2021 6:44:01 AM Monitor Adem Oksuz The LEA does not consolidate state, local, or federal funds
District Comments									
2/14/2020 10:21:19 AM Federal Program Coordinator Zofia Swiatek The LEA does not consolidate state, local, or federal funds									
Monitor Comments									
4/26/2021 6:44:01 AM Monitor Adem Oksuz The LEA does not consolidate state, local, or federal funds									
Desk monitoring only: Upload Approval letter from PDE stating LEA can consolidate funds.									
If you have additional comments to make about this section, enter them here:									

**Component VIII: 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				
<p>1. LEA has procedures for provision of services to eligible children attending nonpublic schools.  <b>Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated application, Performance Goals section listing nonpublic student's measurable goals and detailing the services provided to nonpublic students.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th data-bbox="1640 431 2060 488" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1640 488 2060 764"> <p>2/14/2020 10:30:56 AM                      Federal Program Coordinator                      Zofia Swiatek                      Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> </td> </tr> <tr> <th data-bbox="1640 764 2060 821" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 821 2060 1068"> <p>4/26/2021 6:45:21 AM                      Monitor Adem Oksuz                      The LEA is a cyber charter school and not required to partner with nonpublic schools.</p> </td> </tr> </table>	District Comments	<p>2/14/2020 10:30:56 AM                      Federal Program Coordinator                      Zofia Swiatek                      Pennsylvania Leadership Charter School does not partner with non-public school entities.</p>	Monitor Comments	<p>4/26/2021 6:45:21 AM                      Monitor Adem Oksuz                      The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>
District Comments									
<p>2/14/2020 10:30:56 AM                      Federal Program Coordinator                      Zofia Swiatek                      Pennsylvania Leadership Charter School does not partner with non-public school entities.</p>									
Monitor Comments									
<p>4/26/2021 6:45:21 AM                      Monitor Adem Oksuz                      The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Consultation has occurred between LEA and nonpublic officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>2/14/2020 10:30:59 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>4/26/2021 6:45:34 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>
3. The results of agreement following consultation have been transmitted to the SEA's equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/> Emails, Return Receipt mail card, and/or Certified Letter postage receipt are required ONLY if the LEA does not have/nonpublic official fails to sign the affirmation.	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>2/14/2020 10:31:03 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>4/26/2021 6:45:38 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Visitation log <input type="checkbox"/> Evaluation data <input type="checkbox"/> Assessment data	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>2/14/2020 10:31:05 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>4/26/2021 6:46:18 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment, survey form and collated results <input type="checkbox"/> Assessment data	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>2/14/2020 10:31:09 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>4/26/2021 6:45:42 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>6. Nonpublic school students are receiving equitable services as discussed during consultation and Parent &amp; Family Engagement if allocation is \$500,000 and over. <b>Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants</p> <p><input type="checkbox"/> Announcements/sign-in sheets for Parent &amp; Family Engagement opportunities for nonpublic teachers and parents as applicable</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>2/14/2020 10:31:12 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/26/2021 6:46:23 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>
<p>7. LEA's budget documents appropriate set-asides. <b>Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Title I budget/Budget Summary section of eGrants</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>2/14/2020 10:31:15 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/26/2021 6:45:47 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>8. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Carryover section of eGrants and copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>2/14/2020 10:31:17 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>4/26/2021 6:46:27 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>
<p>9. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 <b>conducted annually at the end of the school year</b>	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>2/14/2020 10:31:20 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>4/26/2021 6:45:51 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>10. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Copy of third-party contracts that include a breakdown of instructional costs, amount of services to be delivered, administrative costs for nonpublic schools and multi-year contracts DO NOT exceed three years and contain an exit clause.</p>	<table border="1"> <thead> <tr> <th data-bbox="1646 131 2043 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1646 180 2043 461"> <p>2/14/2020 10:31:24 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> </td> </tr> <tr> <th data-bbox="1646 461 2043 509">Monitor Comments</th> </tr> <tr> <td data-bbox="1646 509 2043 751"> <p>4/26/2021 6:45:55 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2020 10:31:24 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p>	Monitor Comments	<p>4/26/2021 6:45:55 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>
District Comments									
<p>2/14/2020 10:31:24 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p>									
Monitor Comments									
<p>4/26/2021 6:45:55 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>									
<p>11. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Informal quotes or RFPs</p>	<table border="1"> <thead> <tr> <th data-bbox="1646 768 2043 816">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1646 816 2043 1097"> <p>2/14/2020 10:31:26 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> </td> </tr> <tr> <th data-bbox="1646 1097 2043 1146">Monitor Comments</th> </tr> <tr> <td data-bbox="1646 1146 2043 1382"> <p>4/26/2021 6:46:33 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2020 10:31:26 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p>	Monitor Comments	<p>4/26/2021 6:46:33 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>
District Comments									
<p>2/14/2020 10:31:26 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p>									
Monitor Comments									
<p>4/26/2021 6:46:33 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>12. LEA has Title I complaint procedures available for nonpublic schools.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Copy of Complaint Procedure and verification of distribution to nonpublic schools</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>2/14/2020 10:31:29 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/26/2021 6:46:00 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>
<p>13. Transferability Sec. 5103(b)</p> <p>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. (Complete only if transfer) Evidence of Nonpublic school consultation to discuss transferred amounts</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Agendas/sign in sheets</p> <p><input type="checkbox"/> Emails</p> <p><input type="checkbox"/> Other documentation to reflect nonpublic consultation occurred prior to the transfer of funds.</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>2/14/2020 10:31:31 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/26/2021 6:46:04 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>

Desk monitoring only:

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>• Upload Copies of letters, e-mails, consultation forms, or meeting sign-in sheets between LEA and nonpublic officials to demonstrate services have been discussed</li> <li>• Upload sign in sheets or visitation logs to demonstrate LEA monitored Nonpublic school</li> <li>• Upload evaluation data, assessment data, or the needs assessment survey to demonstrate LEA evaluated Nonpublic Title I program.</li> <li>• Upload third party contracts</li> <li>• Upload complaint procedures</li> </ul>					
<p>If you have additional comments to make about this section, enter them here:</p>					

**Component IX: Targeted Support and Improvement (TSI) Plans**

Schools are encouraged to create a multiyear plan. The deadline for TSI schools to have their plan complete is the end of their school year. Plans must be board approved, but not approved by PDE. If the LEA is in recovery or receivership the Chief Recovery Officer or Receiver must sign off.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. Each TSI school must have either a completed plan or can demonstrate progress towards completing the plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Written plan <input checked="" type="checkbox"/> evidence of progress such as stakeholder and/or planning meetings, agendas and/or sign in sheets		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1425 305 2060 362" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1425 362 2060 613">           4/9/2021 8:31:40 AM            Federal Program Coordinator Zofia Swiatek            There is no upload feature for this component, but a plan is available in the FRCPP, as well as by request. I can email or share our plan at any time.         </td> </tr> </tbody> </table>	District Comments	4/9/2021 8:31:40 AM Federal Program Coordinator Zofia Swiatek There is no upload feature for this component, but a plan is available in the FRCPP, as well as by request. I can email or share our plan at any time.
District Comments								
4/9/2021 8:31:40 AM Federal Program Coordinator Zofia Swiatek There is no upload feature for this component, but a plan is available in the FRCPP, as well as by request. I can email or share our plan at any time.								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
If you have additional comments to make about this section, enter them here:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

## Title IIA: Program

### Requirements

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

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of data used to indicate large class sizes or justification for the types of professional development activities offered.			
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities (including transfer discussions) e.g. parents, community members, schools staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for meetings that took place <b>prior</b> to the writing of the grant	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/9/2021 8:56:24 AM Federal Program Coordinator Zofia Swiatek Surveys were conducted as parent attendance at planning meetings was low. More parents responded to the survey. Questions 8-13 of the Parent Survey directly impacted our efforts for the 2019-20 Title II initiatives.</td> </tr> </tbody> </table>	District Comments	4/9/2021 8:56:24 AM Federal Program Coordinator Zofia Swiatek Surveys were conducted as parent attendance at planning meetings was low. More parents responded to the survey. Questions 8-13 of the Parent Survey directly impacted our efforts for the 2019-20 Title II initiatives.
District Comments							
4/9/2021 8:56:24 AM Federal Program Coordinator Zofia Swiatek Surveys were conducted as parent attendance at planning meetings was low. More parents responded to the survey. Questions 8-13 of the Parent Survey directly impacted our efforts for the 2019-20 Title II initiatives.							



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

Desk monitoring only:

- Upload data
- Upload meeting notices, agenda and sign-in sheets for any meetings at which stakeholders were involved in the planning of Title II activities.
- Upload list of CSR staff and their certifications or copies of teacher certificates (blackout social security numbers)

[Title II Program - Requirements - Evidence of data to indicate large class size - Requirement 1.pdf](#)  
[Title II Program - Requirements - Stakeholder Engagement in Title II Activities - Requirement 2 - Teacher PD Survey.pdf](#)  
[Title II Program - Requirements - Stakeholder Engagement in Title II Activities - Requirement 2 - Parent Survey.pdf](#)  
[Title II Program - Requirements - Expenditures - Requirement 3 \(2\).pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>Upload data reports/summaries</li> </ul>					
<p>If you have additional comments to make about this section, enter them here:</p>					

## 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 (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> agendas and sign-in sheets for meetings that took place <b>prior</b> to writing the grant.					
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. <b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>2/14/2020 10:43:46 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School operates as one school, therefore, we do not distribute funds to schools.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/26/2021 6:48:46 AM Monitor Adem Oksuz The LEA operates as one school and does not need to distribute funds with other schools.</td> </tr> </tbody> </table>	District Comments	2/14/2020 10:43:46 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School operates as one school, therefore, we do not distribute funds to schools.	Monitor Comments	4/26/2021 6:48:46 AM Monitor Adem Oksuz The LEA operates as one school and does not need to distribute funds with other schools.
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>3. The LEA <b>continued to consult</b> with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> <b>Dated</b> agendas and sign-in sheets</p>	<table border="1"> <thead> <tr> <th data-bbox="1459 131 2045 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1459 180 2045 461"> <p>3/11/2020 12:21:37 PM Federal Program Coordinator Zofia Swiatek February 2020 Parent Panel served as a platform for continued consultation with stakeholders. Video is too big to download and upload into FedMonitor. I can pull it up during the audit, if needed.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2020 12:21:37 PM Federal Program Coordinator Zofia Swiatek February 2020 Parent Panel served as a platform for continued consultation with stakeholders. Video is too big to download and upload into FedMonitor. I can pull it up during the audit, if needed.</p>
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<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> <p><b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section</p>			
<p>5. If LEA receives more than \$30,000, the activities supported by Title IV are aligned with the needs of the district/schools. (Evidence: Needs Assessment Data that is less than 3 years old)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> <b>Dated</b> needs Assessment</p>	<table border="1"> <thead> <tr> <th data-bbox="1459 902 2045 951" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1459 951 2045 1260"> <p>3/11/2020 12:25:50 PM Federal Program Coordinator Zofia Swiatek Annual Parent Program Quality Survey (last issued March 2019) and our School Improvement Needs Assessment conducted within the past three years assess school needs and shows alignment with grant expenditures.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2020 12:25:50 PM Federal Program Coordinator Zofia Swiatek Annual Parent Program Quality Survey (last issued March 2019) and our School Improvement Needs Assessment conducted within the past three years assess school needs and shows alignment with grant expenditures.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities. <b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Well-Rounded narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section	
7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities. <b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Safe and Healthy narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section	
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities. <b>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	

Desk monitoring only:

- Upload meeting notices, agenda and sign-in sheets for any meetings at which stakeholders were involved in the planning of Title IV activities.
- For those LEAs that receive more than \$30,000, upload Needs Assessment with date

[Title IV Program - Requirements - Continuation of Consultation with Parents - Parent Panel Schedule and Questions - Requirement 3.pdf](#)  
[Title IV Program - Requirements - Continued Consultation with Stakeholders - Sign-In Sheet - Requirement 3.pdf](#)  
[Title IV Program - Requirements - Stakeholders Needs Assessment - SIP Committee - Parents and Staff - Requirement 5.pdf](#)  
[Title IV Program - Requirements - Stakeholders Needs Assessment - SIP Student Focus Group - Requirement 5.pdf](#)  
[Title IV Program - Requirements - Stakeholder Involvement in Planning Title IV Activities - Guidance Survey - Requirement 1.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<a href="#">Title IV Program - Requirements - Stakeholders Involvement in Planning Title IV Activities - Chronic Absenteeism - Requirement 1.pdf</a>					
<p>If you have additional comments to make about this section, enter them here:</p>					

## Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Pennsylvania Leadership Charter School	4/26/2021	Zofia Swiatek	Federal Programs Coordinator

**Division of Federal Program  
Consolidated Program Review  
2019-2020 School Year  
Pennsylvania Leadership Charter School  
  
Pennsylvania Leadership Charter School**

**SCHOOL Level Monitoring**

	<b>Name</b>	<b>Check if Interviewed</b>
Principal:	Mark Allen, Director of Academics	<input type="checkbox"/>
Parent:	Michael Logue, HS Principal	<input type="checkbox"/>
Parent:	Dr. Angela Hoover, Elem. Principal	<input type="checkbox"/>
Parent:	Kyana Brathwaite, parent	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Adam Kenz                      Visit Date: 4/26/2021



# 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.

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. <b>All</b> 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 working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>2/14/2020 1:34:15 PM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not employ para-professionals.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/26/2021 6:50:15 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School does not employ para-professionals.</td> </tr> </tbody> </table>	District Comments	2/14/2020 1:34:15 PM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not employ para-professionals.	Monitor Comments	4/26/2021 6:50:15 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School does not employ para-professionals.
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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 <b>dated</b> 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 who 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 type="checkbox"/> Evidence of distribution date with signature, if applicable					
<p>Desk Monitoring Only:</p> <ul style="list-style-type: none"> <li>Upload list of paraprofessionals working in Title I programs with their qualifications.</li> </ul>									

[School Level Monitoring Program - Component 1 - Requirement 2 - Parent Right To Know Letter.pdf](#)  
[School Level Monitoring Program - Component I - Requirement 2 - Evidence of Distribution of RTK Letter \(1\).jpg](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>• Upload dated copy of Right-to-Know Teacher Qualification letter</li> <li>• Upload a copy of Right-to-Know Four Consecutive Week letter</li> </ul>				<a href="#">School Level Monitoring Program - Component I - Requirement 3 - 4 Week Letter.pdf</a>	
<p>If you have additional comments to make about this section, enter them here:</p>					

## Component II: 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><b>All the following are Required components:</b></p> <ul style="list-style-type: none"> <li>• Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.</li> <li>• Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement</li> <li>• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I.</li> <li>• Provide Title I parents               <ul style="list-style-type: none"> <li>◦ Timely information about Title I programs</li> </ul> </li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School Parent and Family Engagement policy, (that includes all required components), with review/revision date, dated parent meeting, dated agenda & sign-in sheets, and method of distribution	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #f2f2f2;">District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>3/11/2020 12:41:01 PM Federal Program Coordinator Zofia Swiatek Student and parent stakeholder review and revision opportunities were conducted over the course of the current school year.</p> </td> </tr> <tr> <td> <p>4/11/2021 9:53:15 AM Federal Program Coordinator Zofia Swiatek The F&amp;PE Policy is distributed in several ways: as part of our Student-Parent Handbook, on our school's internal facing website, and through our enrollment packet/continuing student information packet. I can provide access to these internal processes on the day of the audit.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2020 12:41:01 PM Federal Program Coordinator Zofia Swiatek Student and parent stakeholder review and revision opportunities were conducted over the course of the current school year.</p>	<p>4/11/2021 9:53:15 AM Federal Program Coordinator Zofia Swiatek The F&amp;PE Policy is distributed in several ways: as part of our Student-Parent Handbook, on our school's internal facing website, and through our enrollment packet/continuing student information packet. I can provide access to these internal processes on the day of the audit.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards</li> <li>○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.</li> <li>○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).</li> <li>○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.</li> <li>○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.</li> <li>○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.</li> </ul>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.</li> <li>○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.</li> <li>○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.</li> <li>○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).</li> </ul>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<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 school's 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"/> <b>Dated</b> Title I meeting agenda & sign-in sheets	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1514 128 2055 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1514 180 2055 532"> <p>3/11/2020 12:43:25 PM            Federal Program Coordinator Zofia Swiatek            Annual Fall Title Meetings were held for all parents 7PM November 1, 2019 and a morning session Monday, November 4, 2019. Recordings can be viewed by clicking the link in the Smore newsletter.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2020 12:43:25 PM            Federal Program Coordinator Zofia Swiatek            Annual Fall Title Meetings were held for all parents 7PM November 1, 2019 and a morning session Monday, November 4, 2019. Recordings can be viewed by clicking the link in the Smore newsletter.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall</p> <ul style="list-style-type: none"> <li>• describe the school's 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 children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and</li> <li>• address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School-parent compact with review/revision date, dated agenda, sign-in sheets and method of distribution	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>	☑	☐	☐	<p>☑ <b>Dated</b> Title I meeting agenda &amp; sign-in sheets that indicate topics of discussion</p> <p>☐ Staff/Parent meeting agendas and sign-in sheets</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>3/11/2020 12:59:57 PM Federal Program Coordinator Zofia Swiatek School-wide Parent data-driven webinar/meeting informed parents of standards and assessments to improve achievement.</p>
<p>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.</p>	☑	☐	☐	<p>☐ Training materials, evaluations, agendas &amp; sign-in sheets, calendar of events</p> <p>☑ Workshops with copies of dated agendas and sign-in sheets.</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>4/15/2020 9:57:00 AM Federal Program Coordinator Zofia Swiatek These were done virtually through webinars offered over the course of the year. Webinar schedule is included as documentation for this requirement. Links and recordings can be pulled up on the day of the audit.</p>
<p>6. <b>ALL</b> schools teachers and staff shall <b>annually</b> be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.</p>	☑	☐	☐	<p>☑ <b>Dated</b> staff meeting agendas and sign-in sheets</p> <p>☐ SPAC skits and staff agendas and sign in sheets</p> <p>☐ Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)</p>	



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Transition Plan <input checked="" type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<div style="text-align: center; background-color: #cccccc; padding: 2px;"><b>District Comments</b></div> <p>4/15/2020 10:13:08 AM            Federal Program Coordinator Zofia Swiatek            We work alongside NAFSCE, the Family Involvement Conference team, and with SPAC to strengthen our parent involvement programs.</p>
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings <input type="checkbox"/> Translated Schoolwide Plan	
<p>Desk Monitoring Only:</p> <ul style="list-style-type: none"> <li>• Upload School-Level Parent and Family Engagement Policy for each Title I school, parent meeting agenda and sign in sheet, and method of distribution.</li> <li>• Upload agenda for annual Title I meeting and sign-in sheets.</li> <li>• Upload School-Parent Compact for each Title I school and agenda and sign in sheet from parent meeting.</li> <li>• Upload Staff/Parent meeting agendas, back-to-school nights or parent training meetings.</li> <li>• Upload Staff/Parent meeting agendas, back-to-school nights or parent training meetings.</li> <li>• Upload agenda of staff meeting(s) where discussion of effective means to communicate with parents is discussed, along with sign-in sheets. Include documentation of parent involvement in the process.</li> <li>• Upload a sample translated document.</li> </ul>				<p style="color: blue; text-decoration: underline;"> <a href="#">School Level Monitoring Program - Component 2 - Requirement 1 - Parent and Family Engagement Policy.pdf</a>  <a href="#">School Level Monitoring Program - Component 2 - Requirement 1 - Parent and Family Engagement Policy Review Meeting Attendance.pdf</a>  <a href="#">School Level Monitoring Program - Component 2 - Requirement 2 - Annual Title I Meeting Notification.pdf</a>  <a href="#">School Level Monitoring Program - Component 2 - Requirement 6 - Parents Educating Staff on how to Communicate with Families.pdf</a>  <a href="#">School Level Monitoring Program - Component 2 - Requirement 8 - Translated Student Education Record Privacy Notification.pdf</a>  <a href="#">School Level Monitoring Program - Component 2 - Requirement 8 - Translated Annual Parent Right To Request Teacher Qualifications.pdf</a>  <a href="#">School Level Monitoring Program - Component 2 - Requirement 8 - Translated Annual Notice to Parents.pdf</a>  <a href="#">School Level Monitoring Program - Component 2- Requirement 7 - Integration of Parent Workshops and Programs in School Activities.pdf</a>  <a href="#">School Level Monitoring Program - Component 2 - Requirements 4 and 5 - Parent Webinar Series Links, Agendas, and Recordings.pdf</a> </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 III: 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 Plan Template OR the Schoolwide Plan Must also provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1673 474 2053 521">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 521 2053 873">                     4/11/2021 9:51:38 AM                      Federal Program                      Coordinator Zofia Swiatek                      I tried to upload our A-TSI School Improvement Plan, but the file itself was too big for FedMonitor. I can pull it up the day of the audit.                 </td> </tr> </tbody> </table>	District Comments	4/11/2021 9:51:38 AM Federal Program Coordinator Zofia Swiatek I tried to upload our A-TSI School Improvement Plan, but the file itself was too big for FedMonitor. I can pull it up the day of the audit.
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4/11/2021 9:51:38 AM Federal Program Coordinator Zofia Swiatek I tried to upload our A-TSI School Improvement Plan, but the file itself was too big for FedMonitor. I can pull it up the day of the audit.							
<p>Desk Monitoring Only: Upload a copy of the School Plan Template or the Schoolwide Plan and sign-in sheets and agendas demonstrating plan was updated within a year of the monitoring visit.</p>	<p style="text-align: right;"> <a href="#">School Level Monitoring Program - Component 3 - Requirement 1 - School-wide Plan Meetings for 2019-2020 School Year with Attached Plan.pdf</a>  <a href="#">School Level Monitoring Program - Component 3 - Requirement 1 - School-wide SIP Focus Group Data.docx</a> </p>						
<p><b>Note: If the school does not have an approved Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</b></p>							
<p>If you have additional comments to make about this section, enter them here:</p>							

## Component IV: 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, <b>dated</b> 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, <b>dated</b> agendas, and sign in sheets	

Desk Monitoring Only:

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>• Upload selection criteria and student roster with test scores that includes rank order listing</li> <li>• Upload a list of instructional strategies including activities that strengthen the academic program provided to eligible children</li> <li>• Upload a list of professional development activities, agendas, and sign in sheets</li> </ul>					
<p style="text-align: center;">If you have additional comments to make about this section, enter them here:</p>					

Date	Memo	Amount
Various	Longterm lease of computer equipment	2,059,118.39
09/24/2020	Refurbish portion of building	113,148.69
08/15/2020	Lighting installation	127,187.25
		<b>2,299,454.33</b>

**Pennsylvania Leadership Charter School**

**Financial Statements  
And  
Independent Auditor's Report**

**Year Ended June 30, 2020**

**Pennsylvania Leadership Charter School**  
**Table of Contents**  
**Year Ended June 30, 2020**

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Year Ended June 30, 2020**

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## **Independent Auditor's Report**

To the Board of Trustees  
Pennsylvania Leadership Charter School  
West Chester, Pennsylvania

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, the aggregate discretely presented component unit, and each major fund of Pennsylvania Leadership Charter School (the School), as of and for the year ended June 30, 2020 and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditor's Responsibility**

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### **Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the discretely presented component unit, and each major fund of Pennsylvania Leadership Charter School as of June 30, 2020, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

## Other Matters

### *Required Supplementary Information*

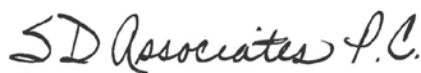
Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information and pension and OPEB information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Pennsylvania Leadership Charter School's basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

## Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated February 4, 2021 on our consideration of Pennsylvania Leadership Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Pennsylvania Leadership Charter School's internal control over financial reporting and compliance



Certified Public Accountants  
Elkins Park, Pennsylvania

February 4, 2021

# Pennsylvania Leadership Charter School

## Management's Discussion and Analysis

### June 30, 2020

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The Board of Trustees of Pennsylvania Leadership Charter School (the School) offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2020. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

#### **Financial Highlights**

- Total revenues increased \$6,864,216 due primarily to increased student enrollment and rates and income from the Payroll Protection Program.
- At the close of the current fiscal year, the School reports an ending fund balance of \$32,089,961. This balance was the result of a \$13,936,422 surplus for the year ended June 30, 2020.
- The School's cash balance at June 30, 2020 was \$20,646,198, representing an increase of \$8,093,068 from June 30, 2019.

#### **Overview of the Financial Statements**

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: Management's Discussion and Analysis (this section), the basic financial statements, supplementary information, and single audit requirements.

#### ***Government-Wide Financial Statements***

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference between the components (assets and deferred outflows of resources, less liabilities and deferred inflows of resources) reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

#### ***Component Unit***

The School includes Friends of Pennsylvania Leadership Charter School (Friends) in its report. Although legally separate, this component unit is important because of the nature of its relationship with the School.

# Pennsylvania Leadership Charter School Management's Discussion and Analysis June 30, 2020

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## Overview of the Financial Statements (continued)

### *Fund Financial Statements*

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has two fund types, the governmental general fund and the fiduciary fund.

Most of the School's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called *modified accrual* accounting, which measures cash and all other *financial* assets that can readily be converted to cash. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School is the fiduciary for its students' activities funds. The School's fiduciary assets and liabilities are reported in a separate Statement of Fiduciary Net Position. We exclude these assets and liabilities from the School's other financial statements because the School cannot use these assets to finance its operations. The School is responsible for ensuring that the assets reported in this fund are used for their intended purposes.

### *Notes to the Financial Statements*

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

### *Supplementary Information*

The governmental fund budgetary comparison schedule and pension and OPEB information is presented for purposes of additional analysis. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

### **Government-Wide Financial Analysis**

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods.

**Pennsylvania Leadership Charter School  
Management's Discussion and Analysis  
June 30, 2020**

**Government-Wide Financial Analysis (continued)**

	2020	2019
<b>Assets</b>		
Current assets	\$ 24,624,742	\$ 15,896,663
Noncurrent assets	18,227,485	12,579,414
	42,852,227	28,476,077
 <b>Deferred Outflows of Resources</b>	 3,039,477	 3,645,278
<b>Liabilities</b>		
Current liabilities	11,649,880	7,683,797
Long-term liabilities	27,927,000	31,357,000
	39,576,880	39,040,797
 <b>Deferred Inflows of Resources</b>	 5,663,849	 6,610,143
 <b>Net Position</b>	 \$ 650,975	 \$ (13,529,585)

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets and deferred outflows of resources exceeds liabilities and deferred inflows of resources by \$650,975 as of June 30, 2020, an increase of \$14,180,560 from June 30, 2019.

The School's revenues are predominately local school district's funds based on the student enrollment. For the year ended June 30, 2020, the School's revenues of \$51,434,502 exceeded expenditures of \$37,253,942 by \$14,180,560, an increase of \$2,774,168 as compared to the preceding year.

	2020	2019
<b>Revenues</b>		
Program revenues		
Local educational agency assistance	\$ 49,798,883	\$ 46,008,456
State sources	61,171	51,967
Federal sources	1,317,804	989,206
General revenues		
Other sources	256,644	207,737
Total revenues	51,434,502	47,257,366

**Pennsylvania Leadership Charter School  
Management's Discussion and Analysis  
June 30, 2020**

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**Government-Wide Financial Analysis (continued)**

<b>Expenditures</b>		
Instruction	24,586,327	23,136,171
Support services	11,222,688	11,256,444
Noninstructional services	44,642	71,905
Interest expense	117,016	108,560
Depreciation-unallocated	1,283,269	1,277,894
Total expenditures	<u>37,253,942</u>	<u>35,850,974</u>
Change in net position	14,180,560	11,406,392
Net position, beginning	<u>(13,529,585)</u>	<u>(24,935,977)</u>
Net position, ending	<u>\$ 650,975</u>	<u>\$ (13,529,585)</u>

**Governmental Fund**

The focus of the School's *governmental fund* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental fund (the General Fund) reported an ending fund balance of \$32,089,961.

**Budget Variations**

The actual revenues represent an increase from budgeted revenues of \$8,425,830 due mainly to increased enrollment and an increase in rates and income from the payroll protection program.

Actual expenditures increased \$3,755,066 over the budget due mainly to increased instruction costs and capital outlay.

**Capital Asset and Debt Administration**

***Capital Assets***

Primary Government

As of June 30, 2020, the School's investment in capital assets for its governmental activities totaled \$5,266,866 (net of accumulated depreciation). This investment in capital assets includes building improvements, office furniture, and computer equipment.

Major capital assets purchases during the year included the following:

- Capital expenditures of \$889,886 for computer equipment.
- Capital expenditures of \$1,057,114 for building improvements.

# Pennsylvania Leadership Charter School Management's Discussion and Analysis June 30, 2020

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## **Capital Asset and Debt Administration (Continued)** **Capital Assets (Continued)**

### Component Unit

As of June 30, 2020, Friend's capital assets totaled \$8,943,134 (net of accumulated depreciation). Capital assets include land and buildings

Additional information on the School's capital assets can be found in Note 4 of this report.

### ***Long-Term Debt***

#### Primary Government

The School has numerous capital lease arrangements, which were entered into for the purchase of computer equipment. Additional information on the School's debt obligations can be found in Notes 7 and 8 of this report.

#### Component Unit

There was no debt related to Friends as of June 30, 2020.

## **Economic Factors and Next Year's Budgets and Rates**

The School is anticipating that its primary source of revenue, the per student subsidy provided by the local school districts, will increase by approximately \$28,000,000 for fiscal year 2020-2021 due to an increase in enrollment from approximately 3,175 to 4,925 students, and per-student rates that will increase by approximately 8%. The growth in enrollment over the reporting year is due substantially to the effect of COVID-19.

## **Future Events that will Financially Impact the School**

Anticipated enrollment for fiscal year 2020-2021 will be approximately 4,925 students. The resulting additional revenue (previous paragraph) will be partially offset with the costs of additional instruction and support services.

The fiscal and operational stability of our Commonwealth's charter schools is directly linked to the state of Pennsylvania's budget. As noted in the notes to the financial statements, the COVID-19 health crisis has had an expected adverse effect on the Commonwealth's financial condition. This issue manifests itself most clearly in the way that the Commonwealth determines each charter school's per-pupil allotment which is calculated by student's school district of residence budgeted expenditures. To the extent that Commonwealth funds are reduced at the district level, this reduction will result in a reduction to charter school funding.

## **Contacting the School's Financial Management**

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the Business Office, Pennsylvania Leadership Charter School, 1332 Enterprise Drive, West Chester, Pennsylvania 19380.



**Pennsylvania Leadership Charter School**  
**Statement of Net Position**  
**June 30, 2020**

	Primary Government	
	Governmental Activities	Component Unit
<b>Assets</b>		
Cash and investments	\$ 20,646,198	\$ 36,753
State subsidies receivable	108,189	-
Federal subsidies receivable	426,183	-
Local subsidies receivable	3,326,618	-
Prepaid expenses	117,554	-
Property and equipment, net	5,266,866	8,943,134
Due from Friends of PA Leadership Charter School	6,709,498	-
Investments	6,224,015	-
Security deposits	27,106	-
Total assets	<u>42,852,227</u>	<u>8,979,887</u>
<b>Deferred Outflows of Resources</b>		
Deferred outflows of resources	<u>3,039,477</u>	<u>-</u>
<b>Liabilities</b>		
Accounts payable and accrued expenses	5,560,722	-
Accrued compensated absences	53,612	-
Capital lease obligations		
Due within one year	965,366	-
Due after one year	733,060	-
Payroll Protection Program loan		
Due within one year	2,165,837	-
Due after one year	2,171,283	-
Due to Pennsylvania Leadership Charter School	-	6,709,498
Net OPEB liability	1,214,000	-
Net pension liability	26,713,000	-
Total liabilities	<u>39,576,880</u>	<u>6,709,498</u>
<b>Deferred Inflows of Resources</b>		
Deferred inflows of resources	<u>5,663,849</u>	<u>-</u>
<b>Net Position</b>		
Invested in capital assets, net of related debt	3,568,440	-
Unrestricted	<u>(2,917,465)</u>	<u>2,270,390</u>
Total net position	<u>\$ 650,975</u>	<u>\$ 2,270,390</u>

See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School  
Statement of Activities  
Year Ended June 30, 2020**

<u>Functions</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net (Expense) Revenue and Changes in Net Position</u>	
		<u>Charges for Services</u>	<u>Grants and Contributions</u>	<u>Primary Governmental Activities</u>	<u>Component Unit</u>
<b>Governmental Activities</b>					
Instruction	\$ 24,586,327	\$ 34,191,715	\$ 1,317,804	\$ 10,923,192	
Support services	11,222,688	15,607,168	61,171	4,445,651	
Noninstructional services	44,642	43,349	-	(1,293)	
Depreciation - unallocated	1,283,269	-	-	(1,283,269)	
Interest expense	117,016	-	-	(117,016)	
Total governmental activities	<u>37,253,942</u>	<u>49,842,232</u>	<u>1,378,975</u>	<u>13,967,265</u>	
<b>Component Unit</b>					
Rental income and expense	<u>\$ 252,532</u>	<u>\$ 1,022,025</u>	<u>\$ -</u>		\$ 769,493
<b>General Revenues</b>					
Other revenues				<u>213,295</u>	<u>-</u>
<b>Change in net position</b>				14,180,560	769,493
<b>Net Position - Beginning of Year</b>				<u>(13,529,585)</u>	<u>1,500,897</u>
<b>Net Position - End of Year</b>				<u>\$ 650,975</u>	<u>\$ 2,270,390</u>

See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School  
Balance Sheet-Governmental Fund  
June 30, 2020**

	Total Governmental Funds
<b>Assets</b>	
Cash and cash equivalents	\$ 20,646,198
State subsidies receivable	108,189
Federal subsidies receivable	426,183
Local subsidies receivable	3,326,618
Prepaid expenses	117,554
Advance to Friends of PA Leadership Charter School	6,709,498
Investments	6,224,015
Security deposits	27,106
Total assets	\$ 37,585,361
<b>Liabilities</b>	
Accounts payable and accrued expenses	\$ 5,495,400
<b>Fund Balance</b>	
Nonspendable	6,736,604
Committed	9,100,000
Unassigned	16,253,357
	32,089,961
Total liabilities and fund balance	\$ 37,585,361

See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School**  
**Reconciliation of the Balance Sheet of Governmental Funds**  
**To the Statement of Net Position**  
**June 30, 2020**

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**Total Fund Balance for Governmental Funds** \$ 32,089,961

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:

Property and equipment	13,846,438	
Accumulated depreciation	<u>(8,579,572)</u>	
		5,266,866

Long-term liabilities that pertain to governmental funds, including notes payable, are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the statement of net position. Balances at year end are:

Capital lease obligations	(1,698,426)	
Payroll Protection Program loan	(4,337,120)	
Accounts payable and accrued expenses	(118,934)	
Net pension liability	(26,713,000)	
Net OPEB liability	(1,214,000)	

Deferred outflows and inflows of resources are applicable to future periods and, therefore, are not reported in the funds.

Deferred inflows of resources	(5,663,849)	
Deferred outflows of resources	<u>3,039,477</u>	

**Total Net Position of Governmental Activities** **\$ 650,975**

**Pennsylvania Leadership Charter School**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance-**  
**Governmental Fund**  
**Year Ended June 30, 2020**

	General Fund
<b>Revenues</b>	
Local education agency assistance	\$ 49,798,883
Payroll Protection Program income	2,687,080
Federal sources	1,317,804
State sources	61,171
Other sources	256,644
Total revenues	54,121,582
<b>Expenditures</b>	
Instruction	27,023,174
Support services	12,377,305
Noninstructional services	44,642
Capital outlay	1,947,000
Debt service	1,302,110
Total expenditures	42,694,231
<b>Revenues in Excess of Expenditures</b>	11,427,351
<b>Other Financing Sources</b>	
Proceeds from Payroll Protection Program loan	1,650,040
Proceeds from capital leases	808,873
Proceeds from sale of equipment	50,158
<b>Net Change in Fund Balance</b>	13,936,422
<b>Fund Balance - Beginning of Year</b>	18,153,539
<b>Fund Balance - End of Year</b>	\$ 32,089,961

See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School  
Reconciliation of the Statement of Revenues, Expenditures, and  
Changes in Fund Balances of Governmental Funds to the  
Statement of Activities  
Year Ended June 30, 2020**

---

**Net Change in Fund Balances - Total Governmental Funds** \$ 13,936,422

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which capital outlays exceeds depreciation in the current period.

Capital outlay	1,947,000	
Depreciation expense	(1,283,269)	
Cost of equipment sold, less accumulated depreciation	(90,569)	
	573,162	573,162

Proceeds from the Payroll Protection Program loan are being treated as grant revenue in the general fund since the School expects to be in compliance with the program requirements necessary to qualify for loan forgiveness. Revenue was recognized in the statement of revenues, expenditures, and changes in fund balance-governmental funds for the expenditures incurred as of June 30, 2020. (2,687,080)

The governmental funds report note proceeds as financing sources, while repayment of note principal is reported as an expenditure. In the statement of net position, however, issuing debt increases long-term liabilities and does not affect the statement of activities and repayment of principal reduces the liability. The net effect of these differences in the treatment of notes payable is as follows:

Proceeds from capital leases	(808,873)	
Principal payments on long-term debt	1,185,094	
Proceeds from Payroll Protection Program	(1,650,040)	
	(1,273,819)	(1,273,819)

Asset impairments are not reported in governmental funds because governmental funds measure only the flow of current financial resources. (135,744)

Governmental funds report School pension contributions as expenditures. However in the statement of activities, the cost of pension benefits earned net of employee contributions is reported as pension expense.

Change in accrued compensated absences	(2,874)	
School pension and OPEB contributions	2,607,269	
Cost of benefits earned net of employee contributions	1,163,224	
	3,767,619	3,767,619

**Change in Net Position of Governmental Activities** **\$ 14,180,560**

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See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School  
Statement of Fiduciary Net Position  
Fiduciary Fund  
June 30, 2020**

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	<b>Agency Fund</b>
<b>Assets</b>	
Cash and cash equivalents	<u>\$ 11,401</u>
<b>Liabilities</b>	
Other current liabilities	<u>11,401</u>
<b>Net Position</b>	<u>\$ -</u>

See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 1      Background and Summary of Significant Accounting Policies**

Pennsylvania Leadership Charter School (the School) is a nonprofit corporation established pursuant to the Pennsylvania Nonprofit Corporation Law of 1988. The mission of the school is to leverage technology on behalf of students who need a more personalized approach to education to maximize their potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community. The School's charter expired at the end of the 2013-2014 school year, and has been extended while the Pennsylvania Department of Education processes the re-authorization application.

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

**Reporting Entity**

The School implemented Governmental Accounting Standards Board (GASB) Statement No. 61, *The Financial Reporting Entity: Omnibus (An Amendment to GASB No.'s 14 and 34)*. This Statement amends GASB Statement No. 14, *The Financial Reporting Entity* to provide additional guidance to determine whether certain organizations should be reported as component units based on the nature and significance of their relationship with the School.

As defined by generally accepted accounting principles established by the Governmental Accounting Standards Board, the financial reporting entity consists of the primary government, as well as its component unit, Friends of Pennsylvania Leadership Charter School (Friends).

Friends is a legally separate, tax-exempt component unit of the School. The School does not appoint the majority of the Board of Friends. Because Friends owns the buildings that are leased to the School for its operations, and because the School advanced funds to Friends for the acquisition of the buildings and for operating expenses without specified repayment terms, Friends is considered a component unit of the School. Friends is reported in separate financial statements because of the difference in its reporting model, as further described below.

Friends is a private nonprofit organization that reports its financial results in accordance with the Accounting Standards Codification (ASC). Most significant to Friend's operations and reporting model is ASC Topic 958, Not-for-Profit Entities. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features.

As of June 30, 2020, the School had advanced \$6,709,498 to Friends in connection with the building acquisitions and operating costs.



**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 1      Background and Summary of Significant Accounting Policies (continued)**

**Government-Wide and Fund Financial Statements**

The government-wide financial statements (the statement of net position and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental fund balance sheet and statement of governmental fund revenues, expenditures and changes in fund balance) report on the School's general fund.

**Measurement Focus, Basis of Accounting, and Financial Statement Presentation**

**Government-Wide Financial Statements:**

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

**Fund Financial Statements:**

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 90 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The funds utilized by the School and brief descriptions of their accounting purposes are as follows:

*Governmental Fund* - The fund listed below is the fund through which most governmental functions are furnished.

General Fund – The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School.

*Fiduciary Funds*

Trust and Agency Funds - Trust and Agency Funds are used to account for assets held by the School in a trustee capacity or as an agent for individuals. Agency Funds are custodial in nature (assets equal liabilities) and do not involve measurement of results of operations.

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 1      Background and Summary of Significant Accounting Policies (continued)**

The School does not maintain any Trust Funds but maintains Agency Funds for the Activity Funds of student clubs, classes and organizations.

**Method of Accounting**

The School has adopted the provision of Statement No. 34 (“Statement 34”) of the Governmental Accounting Standards Board “*Basic Financial Statements – and Managements’ Discussion and Analysis – for State and Local Governments.*” Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net position, a statement of activities and changes in net position. It requires the classification of net position into three components – invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

- Invested in capital assets, net of related debt – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds.
- Restricted – This component of net position consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- Unrestricted net position – This component of net position consists of net assets that do not meet the definition of “restricted” or “invested in capital assets, net of related debt.”

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed for the included program.

**Fund Balances - Governmental Funds**

The School elected to implement GASB No. 54, *Fund Balance Reporting and Governmental Type Definition*. In the fund financial statements, governmental funds report the following classifications of fund balance:

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 1      Background and Summary of Significant Accounting Policies (continued)**

**Fund Balances - Governmental Funds (continued)**

- Nonspendable - includes amounts that cannot be spent because they are either not spendable in form or are legally or contractually required to be maintained intact. The School classified employee advances, security deposits, and advance to Friends of PA Leadership Charter School as being nonspendable as these items are not expected to be converted to cash.
  
- Restricted - included amounts restricted by external sources, such as creditors or grantors, or by constitutional provision or enabling legislation.
  
- Committed - includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees. The School committed \$7,600,000 towards future operating costs and funding issues, and \$1,500,000 towards the increasing costs of the PSERS retirement program.
  
- Assigned - includes amounts that the School intends to use for a specific purpose, but do not meet the definition of restricted or committed fund balance.
  
- Unassigned - includes all amounts that are not included in other spendable classifications.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

**Budgets and Budgetary Accounting**

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the General Fund.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a general fund budget; therefore, the original budget filed and accepted by the Pennsylvania Department of Education is the final budget as well.

**Use of Estimates**

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 1      Background and Summary of Significant Accounting Policies (continued)**

**Concentration of Credit Risk**

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's limit of \$250,000, with financial institutions.

**Deposits and Investments**

The School's cash and cash equivalents are considered to be cash on hand and demand deposits. The School's investments consist of obligations of the U.S. Treasury, certain corporate bonds and certain exchange traded funds. Investments are reported at fair value.

**Prepaid Expenditures**

Prepaid expenditures include payments to vendors for services applicable to future accounting periods.

**Capital Assets**

Capital assets, which include property, plant and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; leasehold improvements (7 - 39 years) and furniture and equipment (5 - 7 years).

**Long-Lived Assets**

The School and Friends evaluate long-lived assets, which include rental property subject to depreciation, for impairment whenever events or changes in circumstances indicate that the carrying value of an asset may not be recoverable. If the estimated future cash flows (undiscounted and without interest charges) from the use of an asset are less than the carrying value, a write-down would be recorded to reduce the related asset to its estimated fair value. Management has not identified any impairments at June 30, 2020.

**Deferred Outflows/Inflows of Resources**

Statement No. 63 provides guidance for reporting deferred outflows of resources, deferred inflows of resources, and net position in the statement of net position and related disclosures. In compliance with Statement No. 63, the statement of net position includes four components: assets, deferred outflows of resources, liabilities, and deferred inflows of resources.

Deferred outflows of resources represent a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 1      Background and Summary of Significant Accounting Policies (continued)**

**Deferred Outflows/Inflows of Resources (continued)**

Deferred inflows of resources represent an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

**Advertising Costs**

All costs associated with advertising and promotions are recorded as expenditures in the year incurred.

**Income Tax Status**

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. The School follows the provisions of ASC 740-10, *Accounting for Uncertainty in Income Taxes*. Management evaluated the School's tax positions and concluded that the School had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The School files a Return of Organizations Exempt from Income Tax annually. The School's returns for 2017, 2018, and 2019 are subject to examination by the IRS, generally for three years after they were filed.

**Pensions**

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Public School Employees' Retirement System (PSERS) and additions to/deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms investments are reported at fair value.

*General Information About the Pension Plan*

Plan Description

PSERS is a governmental cost-sharing multi-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at [www.psers.pa.gov](http://www.psers.pa.gov).

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 1      Background and Summary of Significant Accounting Policies (Continued)**

**Pensions (Continued)**

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service. Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code), multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 1      Background and Summary of Significant Accounting Policies (Continued)**

**Pensions (Continued)**

Contributions

Member Contributions:

Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

Employer Contributions:

The School's contractually required contribution rate for fiscal year ended June 30, 2020 was 33.36% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the School were \$2,555,947 for the year ended June 30, 2020.

**Other Postemployment Benefits**

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the Public School Employees' Retirement System (PSERS) and additions to/deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

*General Information about the Health Insurance Premium Assistance Program*

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 1      Background and Summary of Significant Accounting Policies (Continued)**

**Other Postemployment Benefits (Continued)**

Health Insurance Premium Assistance Program

The System provides Premium Assistance which, is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2019 there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

Retirees of the System can participate in the Premium Assistance program if they satisfy the following

- Have 24.5 or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age, and
- Participate of the HOP or employer-sponsored health insurance program.

Pension Plan Description

PSERS is a governmental cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at [www.psers.pa.gov](http://www.psers.pa.gov).

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2019 there were no assumed future benefit increases to participating eligible retirees.



**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 1 Background and Summary of Significant Accounting Policies (Continued)**

**Other Postemployment Benefits (Continued)**

Employer Contributions

The school Schools' contractually required contribution rate for the fiscal year ended June 30, 2019 was 0.84% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the School were \$64,358 for the year ended June 30, 2020.

**Note 2 Cash and Investments**

**Cash**

The School's cash and cash equivalents balance at June 30, 2020 was \$20,646,201. The actual amount of cash on deposit in the School's bank accounts at June 30, 2020 was \$20,610,241. As of June 30, 2019, the School's bank balance was exposed to custodial credit risk as follows:

Uninsured and uncollateralized	\$ 19,507,519
Insured amount	\$ 1,102,722

Custodial Credit Risk-Deposits

Custodial credit risk is the risk that in the event of a bank failure, the School's uninsured deposits may not be returned. The School does not have a policy for custodial credit risk.

**Investments**

At June 30, 2020, the School's investment balances were as follows:

Investment Type	Maturity	Fair Value	Rating
Agency Securities	Average - 9.75 years	\$ 259,623	AA+
Corporate Bonds	Average - 3 years	3,685,792	BBB+ (Average)
Certificates of Deposit	Average - 2 years	1,866,579	Not Rated
Exchange Traded Funds		412,021	Not Rated

Fair Value of Investments

The School measures and records its investments using fair value measurement guidelines established by generally accepted accounting principles. These guidelines recognize a three-tiered fair value hierarchy, as follows:

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

**Note 2 Cash and Investments (Continued)**

**Investments (Continued)**

- Level 1: Quoted prices for identical investments in active markets;
- Level 2: Observable inputs other than quoted market prices; and,
- Level 3: Unobservable inputs.

As of June 30, 2020, all of the School's investments are classified in Level 1.

*Interest Rate Risk.* The School does not have any restrictions in any of its investment policies that limit investment maturities.

*Credit Risk.* The School's investment policy is to apply the "prudent investor" standard: "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived." Investment ratings are listed above.

*Concentration of Credit Risk.* The School places no limit on the amount that may be invested in any one issuer.

**Note 3 Receivables**

Receivables as of June 30, 2020 consist primarily of subsidies from federal, state, and local authorities. The School has established a reserve for uncollectible receivables of \$100,000 based on prior experience.

**Note 4 Capital Assets**

Capital asset activity for the year ended June 30, 2020 was as follows:

	Balance, 7/1/19	Additions	Dispositions	Balance, 6/30/20
Computer equipment	\$ 6,247,024	\$ 889,886	\$ (1,285,217)	\$ 5,851,693
Furniture	1,234,209	-	-	1,234,209
Equipment	356,776	-	-	356,776
Software	3,451,110	-	-	3,451,110
Building improvements	1,895,536	1,057,114	-	2,952,650
	13,184,655	1,947,000	(1,285,217)	13,846,438
Less: accumulated depreciation	8,355,207	1,283,269	(1,058,904)	8,579,572
	\$ 4,829,448	\$ 663,731	\$ (226,313)	\$ 5,266,866

Depreciation expense for the year ended June 30, 2020 was \$1,283,269.

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

**Note 5 Bank Line of Credit**

The School maintains a \$2,000,000 line of credit from First Resource Bank. The line bears interest at 4.75%. The line is secured by School assets. As of June 30, 2020, \$2,000,000 was available to draw upon.

**Note 6 Funding**

The School receives funding from various local districts on a monthly basis based on enrollment. The rate of funding is determined on an annual basis. The School also received federal funding under various title grants.

**Note 7 Commitments**

**Operating Leases**

The School leases various facilities and equipment under operating agreements expiring through July, 2032. In addition to the basic rent, the school is required to pay all real estate taxes, occupancy costs, insurance and maintenance. Total rent expense for the year ended June 30, 2020 was \$1,483,686.

Future minimum lease payments as of June 30, 2020 are as follows:

Year Ending June 30,	Equipment	Facilities	Total
2021	\$ 101,644	\$ 1,484,803	\$ 1,586,447
2022	101,644	1,220,311	1,586,447
2023	101,644	1,167,413	1,321,955
2024	101,644	997,013	1,269,057
2025	25,411	997,013	1,022,424
Thereafter	-	4,491,482	4,491,482
	\$ 431,987	\$ 10,358,035	\$ 11,277,812

**Capital Lease Obligations**

Equipment, furniture and improvements costing \$3,669,634 with a net book value of \$2,123,996 are held under capital leases, with interest rates ranging from 4.8% to 6.4% per annum. The following is a schedule of future minimum lease payments required as of June 30, 2020:

Year Ending June 30,	Principal	Interest	Total
2021	\$ 965,366	\$ 70,983	\$ 1,036,349
2022	570,670	24,643	595,313
2023	162,390	4,067	166,457
	1,698,426	99,693	1,798,119
Less: current portion	965,366	70,983	1,036,349
	\$ 733,060	\$ 28,710	\$ 761,770

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

**Note 8 Long-term Debt**

The School is a recipient of a Paycheck Protection Program (PPP) loan of \$4,329,900 granted by the Small Business Administration under the Coronavirus Aid, Relief and Economic Security Act (CARES Act). The loan accrues interest at 1% with no interest or principal due for the first six months. Interest of \$7,220 was accrued as of June 30, 2020 and added to the loan balance. The loan will be repaid in eighteen monthly principal and interest payments of \$243,471 beginning in October 2020. Under the program terms, PPP loans may be forgiven and recognized as grant revenue if the loan proceeds are used to maintain compensation costs and employee headcount, and other qualifying expenses (mortgage interest, rent and utilities) incurred following receipt of the loan. The School believes it met the criteria for \$1,650,040 to be forgiven, but has not yet received the official determination. This amount has been reported as revenue in the statement of revenues, expenditures, and changes in fund balance - governmental funds.

Debt service requirements of long-term debt are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ 2,165,837	\$ 25,400	\$ 2,191,237
2022	2,182,135	9,102	2,191,237
	\$ 4,347,972	\$ 34,502	\$ 4,382,474

The following is a summary of the changes in noncurrent liabilities reported in Statement of Net Position for the year ended June 30, 2020:

	Balance 7/1/2019	Additions	Reductions	Balance 6/30/2020	Due Within One Year
Obligations under capital leases	\$ 2,070,705	\$ 808,876	\$ 1,181,155	\$ 1,698,426	\$ 965,366
Payroll Protection Program	-	4,337,120	-	4,337,120	2,165,837
Loan payable	3,943	-	3,943	-	-
Compensated absences	50,738	2,874	-	53,612	-
Accrued expenses	65,321	-	-	65,321	-
	\$ 2,190,707	\$ 5,148,870	\$ 1,185,098	\$ 6,154,479	\$ 3,131,203

Interest expense was \$117,016 for the year ended June 30, 2020.

**Note 9 Related Party Transactions**

As of June 30, 2020, the School advanced \$6,709,498 to Friends for the purchase of the facilities and operating expenses. No stated interest rate or repayment terms exist.

The School leases its main facilities from Friends under operating leases expiring through July 2032 (see Note 7). Rent expense was \$997,025 for the year ended June 30, 2020.

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 10 Friends of Pennsylvania Leadership Charter School - Discretely Presented Component Unit**

Organization

Friends operates as a non-profit organization established under the laws of the Commonwealth of Pennsylvania to provide public educational school facilities, including land, buildings and improvements, for the benefit of the School.

Financial Statement Presentation

Friends follows Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958, Not-for-Profit Entities, which requires Friends to report net assets according to two classes: net assets without donor restrictions and net assets with donor restrictions. Net assets without donor restrictions are available for general use to support operations. Some donor restrictions are temporary in nature, such as those that will be met by the passage of time or programmatic purposes specified by the donor. Other donor imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. There are no donor restrictions as of June 30, 2020. FASB ASC 958 also requires recognition of contributions, including donated services meeting certain criteria, at fair values. FASB ASC 958 establishes standards for general-purpose external financial statements for not-for-profit organizations.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Income Tax Status

Friends is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

Uncertain Tax Positions

Friends recognizes and measures its unrecognized tax benefits in accordance with FASB ASC 740, *Income Taxes*. Using that guidance, tax positions initially need to be recognized in the financial statements when it is more likely than not that the positions will be sustained upon examination by the taxing authorities. It also provides guidance for derecognition, classification, interest and penalties, accounting in interim periods, disclosure, and transition.

As of June 30, 2020, Friends had no uncertain tax positions that qualified for either recognition or disclosure in the financial statements. Additionally, Friends had no interest or penalties related to income taxes. Friends files an income tax return in the U.S. federal jurisdiction.

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

**Note 10 Friends of Pennsylvania Leadership Charter School - Discretely Presented Component Unit**  
**(Continued)**

Cash and Cash Equivalents

Friends considers all highly liquid instruments with original maturities of three months or less when purchased to be cash equivalents.

Capital Assets

Building and improvements are stated at cost, less accumulated depreciation. Expenditures for additions and betterments are capitalized; maintenance and repairs are charged to current operations as incurred. Depreciation has been calculated on such assets using the straight-line method over 39 years.

Capital Assets (Continued)

Capital asset activity for Friends for the year ended June 30, 2020 was as follows:

	Balance, 7/1/19	Additions	Dispositions	Balance, 6/30/20
Building	\$ 8,442,665	\$ -	\$ -	\$ 8,442,665
Land	2,070,000	-	-	2,070,000
	10,512,665	-	-	10,512,665
Less: accumulated depreciation	1,353,052	216,479	-	1,569,531
	\$ 9,159,613	\$ (216,479)	\$ -	\$ 8,943,134

Depreciation expense for the year ended June 30, 2020 was \$216,479.

Concentration of Credit Risk

Friends places its cash, which may at times be in excess of FDIC insurance limits, with high quality financial institutions and attempts to limit the amount of credit exposure with any one institution.

100% of the total rental revenue of Friends for the year ended June 30, 2020 was generated from the School through direct leased property.

Related-Party Arrangements

Friends leases its rental facilities to the School under long-term operating leases expiring through July 2032. Rent under the leases for the year ended June 30, 2020 was \$997,025. All costs of operating the facilities, such as utilities, assessments and taxes, etc., are paid by the School.

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

**Note 10 Friends of Pennsylvania Leadership Charter School - Discretely Presented Component Unit (Continued)**

Future minimum lease payments are as follows as of June 30, 2020:

Year ending June 30,	
2021	\$ 997,013
2022	997,013
2023	997,013
2024	997,013
2025	997,013
Thereafter	4,491,482
	\$ 9,476,547

Related-Party Arrangements (Continued)

As of June 30, 2020, the School advanced \$6,709,498 to Friends for the purchase of the facilities and operating expenses. No stated interest rate or repayment terms exist.

**Note 11 Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions**

At June 30, 2020, the School reported a liability of \$26,713,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2018 to June 30, 2019. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2020, the School's proportion was .0571%, which was a decrease of .0055% from its proportion measured as of June 30, 2019.

For the year ended June 30, 2020, the School recognized pension expense of (\$1,163,224). At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ -	\$ 77,000
Difference between expected and actual experience	147,000	885,000
Changes in proportions	-	4,531,000
Changes in assumptions	255,000	-

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

**Note 11 Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)**

Difference between employer contributions and proportionate share of total contributions	45,173	-
Contributions subsequent to the measurement date	2,555,947	-
	\$ 3,003,120	\$ 5,493,000

The \$2,555,947 reported as deferred outflows of resources related to pensions resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

	Year Ending June 30:	
	2021	\$ (2,243,897)
	2022	\$ (1,939,853)
	2023	\$ (911,482)
	2024	\$ 49,166
	2025	\$ 240

**Note 12 Actuarial Assumptions**

The total pension liability at June 30, 2019 was determined by rolling forward the System's total pension liability at June 30, 2018 to June 30, 2019 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- The Investment Return - 7.25%, includes inflation at 2.75%
- Salary growth - effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

The actuarial assumptions used in the June 30, 2019 valuation were based on the results of an actuarial experience study that was performed for the five year period ending June 30, 2015.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.



**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

**Note 12 Actuarial Assumptions (Continued)**

The pension plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

<b>Asset Class</b>	<b>Target Allocation</b>	<b>Long-Term Expected Real Rate of</b>
Global public equity	20.0%	5.6%
Fixed income	36.0%	1.9%
Commodities	8.0%	2.7%
Absolute return	10.0%	3.4%
Risk parity	10.0%	4.1%
Infrastructure/MLPs	8.0%	5.5%
Real Estate	10.0%	4.1%
Alternative investments	15.0%	7.4%
Cash	3.0%	0.3%
Financing (LIBOR)	-20.0%	0.7%
	<b>100%</b>	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2019.

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.25%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.25%) or 1-percentage-point higher (8.25%) than the current rate:

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

**Note 12 Actuarial Assumptions (Continued)**

	1% Decrease 6.25%	Current Discount Rate 7.25%	1% Increase 8.25%
School's proportionate share of the net pension liability	\$ 33,274,000	\$ 26,713,000	\$ 21,157,000

Pension Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at [www.psers.pa.gov](http://www.psers.pa.gov).

**Note 13 OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB**

At June 30, 2020, the School reported a liability of \$1,214,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2019, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2018 to June 30, 2019. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2020, the School's proportion was .0571%, which was a decrease of .0055% from its proportion measured as of June 30, 2019.

For the year ended June 30, 2020, the School recognized OPEB expense of \$13,036. At June 30, 2020, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in proportion	\$ 40,000	\$ 212,000
Changes of assumptions	-	36,000
Difference between expected and actual experience	7,000	-
Net difference between projected and actual investment earnings	2,000	-
Difference between employer contributions and proportionate share of total contributions	151	-
Contributions subsequent to the measurement date	64,358	-
	\$ 113,509	\$ 248,000

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

**Note 13 OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)**

The \$64,358 reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

	Year Ending June 30:		
	2021	\$	(42,983)
	2022	\$	(42,983)
	2023	\$	(43,945)
	2024	\$	(43,938)
	2025	\$	(13,000)
	Thereafter	\$	(12,000)

**Note 14 Actuarial Assumptions**

The Total OPEB Liability as of June 30, 2019, was determined by rolling forward the System's Total OPEB Liability as of June 30, 2018 to June 30, 2019 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 2.79% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Premium Assistance reimbursement is capped at \$1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.
- Participation rate:
  - Eligible retirees will elect to participate Pre age 65 at 50%
  - Eligible retirees will elect to participate Post age 65 at 70%

The actuarial assumptions used in the June 30, 2017 valuation were based on the results of an actuarial experience study that was performed for the five year period ending June 30, 2015.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2016 determined the employer contribution rate for fiscal year 2019.

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

**Note 14 Actuarial Assumptions (Continued)**

- Cost Method: Amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method: Market Value.
- Participation rate: 63% of eligible retirees are assumed to elect premium assistance. Mortality rates and retirement ages were based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 for both males and females for healthy annuitants and for dependent beneficiaries. For disabled annuitants, the RP-2000 Combined
- Disabled Tables with age set back 7 years for males and 3 years for females for disabled annuitants. (A unisex table based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 years for both genders assuming the population consists of 25% males and 75% females is used to determine actuarial equivalent benefits.)

Investments consist primarily of short term assets designed to protect the principal of the plan assets. The expected rate of return on OPEB plan investments was determined using the OPEB asset allocation policy and best estimates of geometric real rates of return for each asset class.

The OPEB plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Under the program, as defined in the retirement code employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year.

OPEB - Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	13.2%	0.2%
US Core Fixed Income	83.1%	1.0%
Non-US Developed Fixed	3.7%	0.0%
	100%	

The above was the Board's adopted asset allocation policy and best estimates of geometrical real rates of return for each major asset class as of June 30, 2019.

Discount rate

The discount rate used to measure the Total OPEB Liability was 2.79%. Under the plan's funding policy, contributions are structured for short term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments, therefore the plan is

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

**Note 14 Actuarial Assumptions (Continued)**

considered a "pay-as-you-go" plan. A discount rate of 2.79% which represents the S&P 20 year Municipal Bond Rate at June 30, 2019, was applied to all projected benefit payments to measure the total OPEB liability.

Sensitivity of the System Net OPEB Liability to Change in Healthcare Cost Trend Rates

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2019, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2019, 93,339 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2019, 780 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

The following presents the System net OPEB liability for June 30, 2019, calculated using current Healthcare cost trends as well as what the System net OPEB liability would be if health care cost trends were 1-percentage point lower or 1-percentage point higher than the current rate:

	Dollar Amounts in Thousands		
	1% Decrease	Current Trend Rate	1% Increase
System net OPEB liability	\$ 1,214,000	\$ 1,214,000	\$ 1,215,000

Sensitivity of the School's Proportionate Share of the OPEB liability to changes in the discount rate

The following presents the net OPEB liability, calculated using the discount rate of 2.79%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (1.79%) or 1-percentage point higher (3.79%) than the current rate:

	1% Decrease	Current Discount	1% Increase
School's proportionate share of the net OPEB liability	\$ 1,384,000	\$ 1,214,000	\$ 1,074,000

OPEB plan fiduciary net position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at [www.psers.pa.gov](http://www.psers.pa.gov).

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 15 Retirement Plan**

The School also provides pension benefits through the Pennsylvania Leadership Charter School 403(b) Plan, a defined contribution plan (the Plan). All employees are eligible to participate. Participants make elective salary reduction contributions to the Plan. Mandatory employee contributions of 5% of eligible employee's compensation are also made by employees hired after July 1, 2014. The Plan provides for an employer contribution of 5% of compensation for employees who are contributing mandatory employee contributions. Employer contributions to the Plan for the year ended June 30, 2020 totaled \$503,696.

**Note 16 Grants**

The School participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2020 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

**Note 17 Risk Management**

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks.

**Note 18 Litigation**

The School is involved in disputes with the several school districts regarding tuition payments received that were redirected from the Pennsylvania Department of Education (PDE). There are approximately 10 disputes regarding the School's request for redirection of funds, which are in the process of being consolidated by the Pennsylvania Department of Education for a hearing. The amount of funds in dispute is approximately \$650,000. At this time it cannot be determined how much, if any, will need to be repaid.

The School is, from time to time, involved in claims and lawsuits incidental to its operations. In the opinion of the administration and legal counsel, at this time, the ultimate resolution of these matters will not have an adverse effect on the financial position of the School.

**Pennsylvania Leadership Charter School**  
**Notes to Financial Statements**  
**June 30, 2020**

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**Note 19    Other Matters**

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of coronavirus (the “COVID-19 outbreak”) and the risks to the international community as the virus spread globally. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The outbreak and continuing effects of the COVID-19 health crisis in the Commonwealth has had and is expected to have a significantly adverse effect on the Commonwealth’s financial condition.

**Supplementary Information**



**Pennsylvania Leadership Charter School  
Governmental Fund Budgetary Comparison Schedule  
Year Ended June 30, 2020**

	<b>Budget</b>	<b>Actual Revenues/ Expenditures</b>	<b>Variance With Budget</b>
<b>Revenues</b>			
Local educational agency assistance	\$ 44,494,954	\$ 49,798,883	\$ 5,303,929
Payroll Protection Program income	-	2,687,080	2,687,080
State sources	41,465	61,171	19,706
Federal sources	1,049,708	1,317,804	268,096
Other sources	109,625	256,644	147,019
<b>Total revenues</b>	<b>45,695,752</b>	<b>54,121,582</b>	<b>8,425,830</b>
<b>Expenditures</b>			
Instruction	28,081,294	27,023,174	1,058,120
Support services	13,215,402	12,377,305	838,097
Noninstructional services	68,925	44,642	24,283
Capital outlay	3,282,797	1,947,000	1,335,797
Debt service	1,800,879	1,302,110	498,769
<b>Total expenditures</b>	<b>46,449,297</b>	<b>42,694,231</b>	<b>3,755,066</b>
<b>Revenues in Excess of Expenditures</b>	<b>(753,545)</b>	<b>11,427,351</b>	<b>(12,180,896)</b>
<b>Other Financing Sources</b>			
Proceeds from Payroll Protection Program loan	-	1,650,040	1,650,040
Proceeds from capital leases	1,734,277	808,873	(925,404)
Proceeds from sale of equipment	-	50,158	50,158
<b>Net Change in Fund Balance</b>	<b>980,732</b>	<b>13,936,422</b>	<b>12,955,690</b>
<b>Fund Balance, Beginning</b>	<b>18,153,539</b>	<b>18,153,539</b>	<b>-</b>
<b>Fund Balance, Ending</b>	<b>\$ 19,134,271</b>	<b>\$ 32,089,961</b>	<b>\$ 12,955,690</b>

See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School  
Schedule of the School's Proportionate Share of the Net  
Pension Liability and Contributions**

Last 10 Fiscal Years\*

Schedule of the School's Proportionate Share of the Net Pension Liability

Fiscal Year	PSERS Net Pension Liability		School's Covered Employee Payroll	School's Proportionate Share of NPL as a % of Covered- Employee Payroll	Plan Fiduciary Net Position as a % of Total Pension Liability
	School's Proportion	School's Proportionate Share			
6/30/2013	0.1005%	\$ 41,141,000	\$ 12,896,700	319.00%	54.49%
6/30/2014	0.1010%	\$ 39,977,000	\$ 12,892,589	310.08%	57.24%
6/30/2015	0.0818%	\$ 35,432,000	\$ 10,530,432	336.47%	54.36%
6/30/2016	0.0714%	\$ 35,384,000	\$ 9,247,797	382.62%	50.14%
6/30/2017	0.0641%	\$ 31,658,000	\$ 8,531,433	371.07%	51.84%
6/30/2018	0.0626%	\$ 31,051,000	\$ 8,429,289	368.37%	54.00%
6/30/2019	0.0571%	\$ 26,713,000	\$ 7,868,813	339.48%	55.66%

Schedule of School Contributions

Fiscal Year	Contractually Required Contributions	Contributions Recognized by PSERS	Contribution Deficiency (Excess)	Covered- Employee Payroll	Contributions as a % of Total
					Covered- Employee Payroll
6/30/2015	\$ 2,117,367	\$ 2,117,367	\$ -	\$ 10,530,432	20.11%
6/30/2016	\$ 2,282,883	\$ 2,282,883	\$ -	\$ 9,247,797	24.69%
6/30/2017	\$ 2,413,467	\$ 2,413,467	\$ -	\$ 8,531,433	28.29%
6/30/2018	\$ 2,628,022	\$ 2,628,022	\$ -	\$ 8,429,289	31.18%
6/30/2019	\$ 2,526,712	\$ 2,526,712	\$ -	\$ 7,868,813	32.11%
6/30/2020	\$ 2,555,947	\$ 2,555,947	\$ -	\$ 7,661,712	33.36%

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is complete, available information is presented.

See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School  
Schedule of the School's Proportionate Share of the Net  
OPEB Liability and Contributions**

Last 10 Fiscal Years\*

Schedule of the School's Proportionate Share of the Net OPEB Liability

Fiscal Year	PSERS Net OPEB Liability		School's Covered Employee Payroll	School's Proportionate Share of OPEB as a % of Covered- Employee Payroll	Plan Fiduciary Net Position as a % of Total OPEB Liability
	School's Proportion	School's Proportionate Share			
6/30/2016	0.0714%	\$ 1,538,000	\$ 9,247,797	16.63%	5.47%
6/30/2017	0.0641%	\$ 1,306,000	\$ 8,531,433	15.31%	5.73%
6/30/2018	0.0626%	\$ 1,306,000	\$ 8,429,289	15.49%	5.56%
6/30/2019	0.0571%	\$ 1,214,000	\$ 7,868,813	15.43%	5.56%

Schedule of School Contributions

Fiscal Year	Contractually Required Contributions	Contributions Recognized by PSERS	Contribution Deficiency (Excess)	Covered- Employee Payroll	Contributions as a % of Total Covered- Employee Payroll
6/30/2018	\$ 69,723	\$ 69,723	\$ -	\$ 8,429,289	0.83%
6/30/2019	\$ 64,330	\$ 64,330	\$ -	\$ 7,868,813	0.82%
6/30/2020	\$ 64,358	\$ 64,358	\$ -	\$ 7,661,712	0.84%

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is complete, available information is presented.

See accompanying notes to financial statements.

**Pennsylvania Leadership Charter School  
Notes to Required Supplementary Information  
Year Ended June 30, 2020**

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**Note 1      Changes in Benefit Terms**

None.

**Note 2      Changes in Assumptions**

None.

**Other Reports Required By Government Auditing Standards**



**Independent Auditor's Report on Internal Control  
Over Financial Reporting and on Compliance and  
Other Matters Based on an Audit of Financial Statements  
Performed in Accordance with *Government Auditing Standards***

To the Board of Trustees  
Pennsylvania Leadership Charter School  
West Chester, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the aggregate discretely presented component unit, and each major fund of Pennsylvania Leadership Charter School (the School) as of and for the year ended June 30, 2020 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated February 4, 2021.

**Internal Control Over Financial Reporting**

In planning and performing our audit, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such, that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Pennsylvania Leadership Charter School in a separate letter dated February 4, 2021.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion of the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Certified Public Accountants  
Elkins Park, Pennsylvania

February 4, 2021

## **Single Audit Requirements**



**Pennsylvania Leadership Charter School  
Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2020**

Federal Grantor/ Pass-Through Grantor	Federal CFDA Number	Pass- Through Grantor's Number	Grant Period	Program or Award	Total Received for the Year	Accrued (Deferred) Revenue 7/1/2019	Revenue Recognized	Federal Expenditures	Accrued (Deferred) Revenue 6/30/2020
U.S. Department of Education									
<u>Pass-Through PA Department of Education</u>									
Title I - Improving Basic Programs	84.010	013-201045	7/1/19-9/30/20	\$ 638,393	\$ 425,626	\$ -	\$ 388,687	\$ 388,687	\$ (36,939)
Title I - Improving Basic Programs	84.010	013-191045	7/1/18-9/30/19	649,397	80,892	(238,744)	319,636	319,636	-
					506,518	(238,744)	708,323	708,323	(36,939)
Title II - Improving Teacher Quality	84.367	020-201045	7/1/19-9/30/20	86,210	77,644	-	69,563	69,563	(8,081)
Title II - Improving Teacher Quality	84.367	020-191045	7/1/18-9/30/19	87,291	10,875	1,484	9,391	9,391	-
					88,519	1,484	78,954	78,954	(8,081)
Title IV - Student Support and Academic Enrichment	84.424	144-201045	7/1/19-9/30/20	48,603	48,603	-	42,590	42,590	(6,013)
Title IV - Student Support and Academic Enrichment	84.424	144-191045	7/1/18-9/30/19	39,225	10,460	(261)	10,721	10,721	-
					59,063	(261)	53,311	53,311	(6,013)
<u>Pass-Through Chester County Intermediate Unit</u>									
Individuals with Disabilities Education									
Act Part B	84.027	N/A	7/1/19-9/30/20	477,216	-	-	477,216	477,216	477,216
Individuals with Disabilities Education									
Act Part B	84.027	N/A	7/1/18-9/30/19	455,119	455,119	455,119	-	-	-
					932,335	455,119	477,216	477,216	477,216
<b>Totals</b>					<b>\$ 1,109,219</b>	<b>\$ 217,598</b>	<b>\$ 1,317,804</b>	<b>\$ 1,317,804</b>	<b>\$ 426,183</b>

See notes to schedule of expenditures of federal awards.

**Pennsylvania Leadership Charter School  
Notes to Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2020**

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**Note 1 Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Pennsylvania Leadership Charter School (the School) under programs of the federal government for the year ended June 30, 2020. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

**Note 2 Summary of Significant Accounting Policies**

(1) Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

(2) Pass-through entity identifying numbers are presented where available

**Note 3 Indirect Cost Rate**

The School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.



**Independent Auditor's Report on Compliance for  
Each Major Program and on Internal Control Over  
Compliance Required by the Uniform Guidance**

To the Board of Trustees  
Pennsylvania Leadership Charter School  
West Chester, Pennsylvania

**Report on Compliance for Each Major Federal Program**

We have audited Pennsylvania Leadership Charter School's (the School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2020. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with requirements of laws, regulations, contracts, and grants applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

**Opinion on Each major Federal Program**

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

## Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Certified Public Accountants  
Elkins Park, Pennsylvania

February 4, 2021

# Pennsylvania Leadership Charter School Schedule of Findings and Questioned Costs Year Ended June 30, 2020

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## **A. Summary of Audit Results**

1. The Independent Auditor's Report expresses an unmodified opinion on the basic financial statements of Pennsylvania Leadership Charter School.
2. No significant deficiencies relating to the audit of the financial statements are reported in the Report on Compliance and on Internal Control over Financial Reporting.
3. No instances of noncompliance material to the financial statements of Pennsylvania Leadership Charter School which would be required to be reported in accordance with *Government Auditing Standards* were disclosed during the audit.
4. No significant deficiencies relating to the audit of major federal award programs is reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance.
5. The independent auditor's report on compliance for the major federal award programs for Pennsylvania Leadership Charter School expresses an unmodified opinion.
6. There were no findings which were required to be reported in accordance with 2 CFR section 200.516(a).
7. The program tested as a major program was Title I, CFDA #84.010.
8. The threshold for distinguishing Types A and B programs was \$750,000.
9. Pennsylvania Leadership Charter School does not qualify as a low-risk auditee.

## **B. Findings-Financial Statement Audit**

None

## **C. Findings and Questioned Costs-Major Federal Award Programs Audit**

There were no findings and questioned costs for federal awards, which would include audit findings as defined in the Uniform Guidance.

## 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 Leadership CS

Chief Executive Officer: Dr. James Hanak

Special Education Director/Coordinator: Kerry Duke

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: April 23, 2019

Date Final Report Sent to LEA: February 26, 2019

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

First Visit Date: February 27, 2019

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. <b>FSA-CONFIDENTIALITY</b>  <b>Standard</b> The LEA is in compliance with confidentiality requirements.			
		X				5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
		X				8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  <b>Standard:</b> The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  <b>Standard:</b> The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b>  <b>Standard:</b> The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>			
Y						13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>			
	N					15. <b>FSA-PARENT TRAINING</b>  <b>Standard:</b> Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.	The LEA will develop an improvement plan to address the training needs and information sharing opportunities for parents who have children with disabilities.  Evidence of Change: The LEA will provide SPOC with improvement plan by August 25, 2019.	02/26/2020 LEA IU Representative PaTTAN staff BSE Adviser	
						<b>INTERVIEW RESULTS (Parent)</b>			
						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
					3 0 0 0 3 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					2 0 0 0 4 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			
6	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
6	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
6	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?			
6	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
4	0	2				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	0	1				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.  Evidence of Change: The LEA will provide SPOC with revised documents regarding transition sections of the IEP that are based upon current assessments and interviews.	02/26/2020 LEA IU Representative PaTTAN staff BSE Adviser	
						<b>Topical Area 2: Delivery of Service</b>			
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	03/28/2019	02/27/2019
						<b>CLASSROOM OBSERVATIONS</b>			
1	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
1	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
1	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	1		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	1		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		1		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
1	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
						P 55. My child does classroom work in a regular classroom with students without disabilities.  2 Always 1 Sometimes 0 Rarely 0 Never 1 Don't Know 2 Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 1 0 0 0 1	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			
					4 0 0 0 0 2	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			
					6 0 0 0 0 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			
6	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?			
6	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
6	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?			
6	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
6	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
6	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
6	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 high grades and is doing well. Improving in skills and task completion. Promotes engagement with peers. Being in general education has provided role models. Interaction with peers, engages in conversation. Is academically progressing especially in live lessons from what is learned in general education classroom.			
0	0	6				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
6	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
6	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	6				GE 85b. If no, what training or support would assist you?			
6	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
8	0	1				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
6	0	3				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?			
4	1	4				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	5				SE 95c. If yes, what reasons were discussed for recommending removal? Needed additional support for core content. Additional support and service. Needs additional support and service. Academic needs.			
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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Depended on the amount of support and service needed. IEP team and level of support needed for each area. IEP team and level of need for special education. Needs based on RR and functional performance.			
6	0	3				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?			
8	0	1				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	1				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
9	0	0				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
7	0	2				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
9	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
7	0	2				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						<b>Topical Area 3: Performance Indicators</b>			
		X				5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
	N					6. <b>FSA-GRADUATION RATES (SPP)</b>  <b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	The LEA will submit an improvement plan to address meeting the SPP target for graduation rates.  Evidence of Change: The LEA will provide SPOC with improvement plan by August 25, 2019.	02/26/2020 LEA IU Representative PaTTAN staff BSE Adviser	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					7. <b>FSA-DROPOUT RATES (SPP)</b>  <b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	The LEA will submit an improvement plan to address meeting the SPP target for dropout rates.  Evidence of Change: The LEA will provide SPOC with improvement plan by August 25, 2019.	02/26/2020 LEA IU Representative PaTTAN staff BSE Adviser	
		X				8A. <b>FSA-SUSPENSION RATES</b>  <b>Standard:</b> The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b>  <b>Standard:</b> Students with disabilities are provided for in the least restrictive environment			
	N					16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b>  <b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.	The LEA will submit an improvement plan that will address meeting the SPP target for participation in state and local assessments.  Evidence of Change: The LEA will provide SPOC with improvement plan by August 25, 2019.	02/26/2020 LEA IU Representative PaTTAN staff BSE Adviser	
Y						16A. <b>FSA-LOCAL ASSESSMENT</b>			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			
1	0	9				FR 153. PTE-Consent Form is present in the student file			
1	0	9				FR 154. Demographic data			
1	0	9				FR 155. Reason(s) for referral for evaluation			
1	0	9				FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
8	1	1			11%	FR 194. PTRE-Consent Form is present in the student file	<p>The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.</p> <p>Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.</p>	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
8	0	2				FR 195. Demographic data			
7	1	2			13%	FR 196. Reason for reevaluation	<p>The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.</p> <p>Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.</p>	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
8	0	2				FR 197. Types of assessment tools, tests and procedures to be used			
4	4	2			50%	FR 198. Contact person's name and contact information	<p>The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.</p> <p>Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.</p>	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
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 ID 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			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
1	0	9				FR 160. ER is present in the student file			
1	0	9				FR 161. Evaluation was completed within timelines			
1	0	9				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)			
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				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	1	9			100%	FR 168. Teacher observations and observations by related service providers, when appropriate	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
0	1	9			100%	FR 169. Recommendations by teachers	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
1	0	9				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			
1	0	9				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)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			
1	0	9				FR 175. Limited English proficiency			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
1	0	9				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
1	0	9				FR 184. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 185. Indication of process(es) used to determine eligibility			
1	0	9				FR 186. Instructional strategies used and student-centered data collected			
1	0	9				FR 187. Educationally relevant medical findings, if any			
1	0	9				FR 188. Effects of the student's environment, culture, or economic background			
1	0	9				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 191. Observation in the student's learning environment	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
0	0	10				FR 192. Other data if needed			
1	0	9				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
9	0	1				FR 207. RR is present in the student file			
7	2	1			22%	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 ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	0	1				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)			
9	0	1				FR 210. Demographic data			
9	0	1				FR 211. Date IEP team reviewed existing evaluation data			
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 214. Aptitude and achievement tests			
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			
9	0	1				FR 219. Lack of appropriate instruction in math			
9	0	1				FR 220. Limited English proficiency			
9	0	1				FR 221. Conclusion regarding need for additional data is indicated			
1	0	9				FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
7	2	1			22%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	<p>The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.</p> <p>Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.</p>	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 228. Interpretation of additional data	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
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			
9	0	1				FR 239. Documentation of Evaluation Team Participants			
0	0	10				FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
5	0	0	1			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
5	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
5	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
4	0	1	1			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	5	1	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
5	0	4				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020	
1	1	8			50%	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	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020	
4	1	5			20%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020	
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			
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
9	1	0			10%	FR 257. IEP is present in the student file	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	0	1				FR 258. IEP was completed within timelines			
9	0	1				FR 259. Demographic data			
9	0	1				FR 260. IEP implementation date			
9	0	1				FR 261. Anticipated duration of services and programs			
4	0	6				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
9	0	1				FR 263. Parents			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 264. Student	<p>The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.</p> <p>Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.</p>	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
8	1	1			11%	FR 265. General Education Teacher	<p>The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.</p> <p>Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.</p>	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	0	1				FR 266. Special Education Teacher			
9	0	1				FR 267. Local Education Agency Representative			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
6	3	1			33%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	<p>The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.</p> <p>Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.</p>	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
0	1	9			100%	FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
4	0	6				FR 276. If the student has communication needs, needs must be addressed in the IEP			
1	0	9				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			
3	0	7				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			
1	0	9				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
9	0	1				FR 281. Student's present levels of academic achievement			
8	1	1			11%	FR 282. Student's present levels of functional performance	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	3	5			60%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
8	0	2				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
9	0	1				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
9	0	1				FR 286. Strengths			
8	1	1			11%	FR 287. Academic, developmental, and functional needs related to student's disability	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
						<b>TRANSITION SERVICES (File Reviews)</b>			
1	4	5			80%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	3	5			60%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
2	2	6			50%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
2	2	6			50%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
2	3	5			60%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	3	5			60%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
2	3	5			60%	FR 292c. Annual goals are related to the student's transition services	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
7	0	3				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
5	0	5				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
4	0	6				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
4	0	6				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
4	0	6				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
4	0	6				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			
4	0	6				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
6	3	1			33%	FR 302. Measurable Annual Goals	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	0	1				FR 303. Description of how student progress toward meeting goals will be measured			
9	0	1				FR 304. Description of when periodic reports on progress will be provided to parents			
8	1	1			11%	FR 305. Documentation of progress reporting on Annual Goals	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
7	0	3				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 307. Program Modifications and Specially-Designed Instruction			
8	0	2				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	0	1				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	1	2			13%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	<p>The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.</p> <p>Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.</p>	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
7	0	3				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			
7	2	1			22%	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	<p>The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.</p> <p>Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.</p>	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				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			
8	1	1			11%	FR 316. A conclusion regarding student eligibility for ESY	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
5	3	2			38%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
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			
4	2	4			33%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
9	0	1				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
9	0	1				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
9	0	1				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
9	0	1				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
9	0	1				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
5	0	5				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
8	1	1			11%	FR 327. Completed Section A or Section B	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
5	0	0	1			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	1	0	0			P 29. Did you participate in developing the current IEP for your child?			
5	0	1	0			P 30. Was the meeting held at a time and location that was convenient for you?			
2	0	4	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	1			P 32. Was the input you provided considered in the development of your child's current IEP?			
3	0	2	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you?			
5	0	0	1			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
5	0	0	1			P 35. Was the current IEP developed at the IEP meeting?			
5	0	0	1			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?			
5	0	0	1			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	6	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	6	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		5	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other No one told me about a meeting.			
3	0	3				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	0	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	3				GE 76. Were those recommendations considered by the IEP team?			
6	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?			
5	0	1				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
4	1	0	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
6	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
6	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
6	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
9	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?			
9	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
9	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
8	0	1				SE 104. If appropriate, are the student's annual goals based on functional performance?			
8	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	1				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	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?			
9	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?			
9	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
6	0	3				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	3				SE 117b. If yes, in what ways?  Is working on career goals and with additional course selections, can work with peers. Works well with classmates and models others. Socialization, peer support, differentiated instruction. Doing well, getting all As and Bs. Working on content due to differentiation, also seems to enjoy peer support. Working on IEP goals and doing well.			
0	0	9				SE 117c. If no, what does this student need that he/she is not receiving?			
9	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
5	0	0	1			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?			
5	0	0	1			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 0 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 1 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			
5	0	0	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
6	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
6	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?			
3	0	3				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
3	0	3				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	3				GE 79c. If yes, what reasons were discussed for recommending removal? Curriculum modifications and slower pace. Needed the support. Requires additional support and services.			
0	0	3				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team dependent upon amount of services needed. Based on needs. Collaboratively decided as a team with general education, special education, and parents.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	3				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?			
5	0	1				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
5	0	1				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?			
9	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?			
9	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?			
9	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	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	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	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
3	0	2	1			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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	1			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
5	0	0	1			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
5	0	0	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	6	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?			
5	0	0	1			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
9	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
8	0	1				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	1	8				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	1	8				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?			
1	0	8				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?			
1	0	8				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
1	0	8				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
1	0	8				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
3	0	3	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
3	0	2	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
0	2	3	1			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	6	0			P 50c. If yes, what reasons were discussed for recommending removal?			
0	0	6	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?			
3	0	2	1			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?			
3	0	2	1			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	3	0			P 50g. If yes, in what ways?  Doesn't feel isolated. Getting specialized instruction, has improved tremendously. Able to interact with peers and focus attention.			
0	0	6	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					2 0 0 0 1 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
					5 0 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
4	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
7	0	2				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
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			
9	1	0			10%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 LEA IU Representative PaTTAN BSE Adviser	
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
7	0	3				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
6	4	0			40%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 LEA IU Representative PaTTAN BSE Adviser	
6	3	1			33%	FR 339. Parent has selected a consent option	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 LEA IU Representative PaTTAN BSE Adviser	
9	1	0			10%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will conduct professional development workshops for special education staff that focuses on writing special education documentation that is accurate and regulatory.  Evidence of Change: The LEA will submit participant sign-in sheets and training agendas/hand-outs to the BSE adviser. BSE adviser will conduct a review of files to verify compliance.	02/26/2020 LEA IU Representative PaTTAN BSE Adviser	
						<b>INTERVIEW RESULTS (Parent)</b>			
0	0	5	1			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 0 0 0 1 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.  Always Sometimes Rarely Never Don't Know Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
					6 0 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		3 1 1 2 3 1 4	P 66. Tell me anything you really like about your child's special education program.  a. modifications c. staff-aide ratios d. staff's knowledge, training e. instructional materials i. support services k. staff's understanding and attitude n. other Works at own pace. Sessions are very helpful and they really take the time to work with my child. The program has helped drastically. Individualized instruction.			
		4	1		1	P 67. Tell me anything you would like to change about the program.  c. staff-aide ratios			
		0	0		3 2 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school.  a. Very strongly agree c. Agree d. Disagree			
						P 69. Additional comments about your child's program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Is doing so well. I am irritated about a lot of things.			
9	0	0				SE 101. Do you hold the required certification to implement this student's program?			
8	0	1				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Other Non-compliance Issues</b>			
						<b>Topical Area 9: Other Improvement Plan Issues</b>			
						FSA 15A Parent Survey Results	The LEA will submit an improvement plan to address parent trainings/information sessions.  Evidence of Change: The LEA will submit the improvement plan to SPOC by August 25, 2019.	08/25/2019  LEA IU Representative PaTTAN staff BSE Adviser	

## Annual IEP Process

1. **Schedule IEP meeting:** At least 45 days out -- call or email parent
  - a. Choose an available day and time on the IEP Coordinator's Google calendar.
  - b. Use the following format for naming the calendar event: Student first name last initial and type of meeting/your last name/location of meeting or zoom or phone conference information (example: Kelsey M. Annual IEP/ Morrow/ Zoom:<https://palcsccommunity.zoom.us/j/3669557919>.) Invite LEA and general education teacher.
  - c. If IEP Coordinator is booked, pick a different day or time. If not possible, schedule meeting with next available LEA (Supervisor of Special Education, then IEP Compliance Monitor). At least three contact attempts have to be made to schedule with the parent. Document these in PowerSchool.
  - d. Once three attempts have been made but still no contact, pick a day and time for the meeting and mail and certify mail home invite to parent.
  - e. If parent does not attend meeting, document this in "Other Information" section on cover of IEP, along with contact attempts.
  - f. Create IEP Signature Retrieval/Checklist document for student
  
2. **Send home Invite and Other Documents:** Right after you schedule the IEP meeting, but at least 10 days before IEP meeting
  - a. Email or mail (whatever parent prefers) invite, Procedural Safeguards, and parent input survey
  - b. If student is/will be transition age, send parent and student transition surveys and OVR Early Reach information
  - c. Invite all related service providers to the IEP meeting
  
3. **Request teacher and related services input:** At least 14 days before meeting
  - a. Make your own copy of the teacher input form for each student you are requesting input for
  - b. Input is to be completed by general education teachers within 3 days. Include student's name and date due on each form. If input is not provided within 3 days, email a second request and CC the teacher's principal.
  - c. Request input from related service providers (information on sessions, attendance, strengths, and needs, as well as goal updates)

- 4. Draft emailed to Compliance Monitor: 7 days before IEP meeting**
  - a. Email Compliance Monitor to alert that draft is ready to review in PS.
  - b. Use the following subject line: Student first name Last Initial IEP Review
  - c. Include student full name, grade, disability category, IEP meeting date, date that draft goes home to parents, and most recent ER/RR date in the body of the email.
  
- 5. Compliance Monitor sends feedback via email (with IEP Coordinator cc'ed):**
  - a. Make suggested changes from Review IEP Spreadsheet
  - b. If you have questions on the review, schedule a time to meet with the Compliance Monitor, or email the Compliance Monitor to ask her to review questions
  
- 6. Draft emailed to parents and IEP Coordinator/LEA: At least 48 hours prior to meeting**
  - a. Email draft with Compliance Monitor corrections completed
  - b. IEP draft needs to have "Draft" watermark on it--just download from PS without changing status
  - c. IEP Coordinator and/or LEA is copied so that they can review IEP
  
- 7. Hold meeting with IEP team**
  
- 8. Following Meeting**
  - a. Make any changes/additions to the IEP based on team meeting discussions and/or any notes from the LEA on the IEP Review sheet
  - b. Create NOREP in PowerSchool
  - c. Email Supervisor that IEP is ready to finalize and send home in PS - add PIMS updates (i.e. give her IEP date, disability category(ies), type of support: learning support, etc., level of support: itinerant or supplemental, and % of time spent in general education)
  - d. Alert Related Services Coordinator of any new related services that need to be matched
  - e. Change IEP and NOREP to "final" status in PS (from "draft status" so that watermark disappears). For newly identified students, the IEP cannot be finalized or implemented until PALCS receives the signed NOREP back from the parent.
  - f. Email/mail paperwork in "final" status to parents (within 2-3 days following IEP meeting) and any current related service providers - use DocuSign

- g. Copy Jennifer Hughes as a recipient of the IEP in DocuSign to cover billing pages requirement (see DocuSign process for more explanation)
- h. Update compliance dates on your Compliance Tracker sheet
- i. Discuss any major SDI changes, etc. with general education teachers

## **9. Obtaining Signatures**

- a. Send to parent three times: via email (whole doc), via email (or mail if requested), then via certified mail (just signature pages with directions for signing and returning). If using DocuSign, you only need to send the documents once, then DocuSign will automatically continue sending until the documents are signed.
- b. As documents are sent, track on the IEP Signature Retrieval/Checklist

## **10. Uploading Paperwork**

- a. Upload the signed IEP, NOREP, and invite (and any other documents) with signatures in PowerSchool (attach it to the doc--open the doc: Navigate to-->File Attachments-->Attach Files)



## About this Course

317,591 recent views

Developed by the Yale Center for Emotional Intelligence, Managing Emotions in Times of Uncertainty & Stress will provide participants with the knowledge, skills, and strategies to understand and manage their emotions and those of their students. The 10-hour online course is designed for school staff, including teachers, paraprofessionals, counselors, principals, and non-teaching staff in preK-12 schools.



### Flexible deadlines

Reset deadlines in accordance to your schedule.



### Shareable Certificate

Earn a Certificate upon completion



### 100% online

Start instantly and learn at your own schedule.



### Beginner Level

This course is designed for school educators and staff members.



### Approx. 10 hours to complete



### English

Subtitles: English

**Managing Emotions in Times of Uncertainty & Stress**

Yale University

**Enroll for Free**

**Starts Jul 30**

**WHAT YOU WILL LEARN**



About **Instructors** Syllabus Reviews Enrollment Options **FAQ**



- ✓ Educate school staff in the science and impact of stress
- ✓ Provide school staff with the opportunity to build and apply social and emotional skills and strategies
- ✓ Offer strategies for helping students to identify and manage their emotions
- ✓ Provide resources and ideas that are relevant during this time of heightened stress and uncertainty

## Instructor

Instructor rating 4.73/5 (396 Ratings)



### Marc Brackett

Director

Yale Center for Emotional Intelligence

69,781 Learners

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— Dariya K.

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#### WEEK 1

##### Introduction to SEL and Why Emotions Matter

Social and emotional skills are more important now than ever. As educators, we can find ways to better identify and manage our own emotions, which in turn, can help our students identify and manage theirs. In this introductory week, we'll unpack how emotions can help and hinder attention, decision making, relationships, health, and performance.

**1 hour to complete**

7 videos (Total 16 min), 8 readings, 2 quizzes **SEE ALL**

#### WEEK 2

##### Identifying Our Emotions

In this section, you'll focus on how to identify your own emotions, which is an essential first step to building emotional intelligence skills. You'll explore how to recognize, understand, and accurately label emotions using the Mood Meter. This section builds a foundation for the rest of the course, where you'll learn how to manage your emotions and help students to manage theirs.

**1 hour to complete**

3 videos (Total 10 min), 8 readings, 2 quizzes **SEE ALL**

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#### WEEK 3

## Managing Our Own Emotions with Action Strategies

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In this section, you'll apply what you've learned about identifying your emotions to the practice of managing your emotions. You'll explore and reflect on a series of "action strategies" to help you manage your emotions in healthy, productive ways.

**1 hour to complete**

4 videos (Total 10 min), 17 readings, 1 quiz [SEE ALL](#)

### WEEK 4

## Managing Emotions by Shifting How We Think

While the previous section focused on "action strategies" to support healthy emotion management, this section focuses on "thought strategies." You'll consider research-based ways to shift the way you think to shift the way you feel, and consider how you can incorporate these strategies into your daily life.

**1 hour to complete**

4 videos (Total 20 min), 12 readings, 1 quiz [SEE ALL](#)

### WEEK 5

## Becoming a Culturally Responsive Emotion Scientist

This section focuses on applying strategies for approaching your own and others' emotions in scientific and culturally responsive ways. You'll have the opportunity to describe the biases involved in identifying and managing emotions, as well as to reflect on the potential impact of your own biases on your interactions with others.

**1 hour to complete**

4 videos (Total 23 min), 19 readings, 1 quiz [SEE ALL](#)

### WEEK 6

## Identifying Others' Emotions

While the first half of the course focused on identifying your own emotions, this section focuses on strategies for improving your awareness of others' emotions (especially the emotions of your students). You'll explore the barriers to understanding others' emotions and ways to improve this skill as an emotion scientist.

**1 hour to complete**

3 videos (Total 17 min), 14 readings, 1 quiz [SEE ALL](#)

### WEEK 7

## Helping Others Manage Emotions

This section takes your skills in identifying others' emotions a step further, providing research-based steps to help others manage their emotions. You will be introduced to the concept of emotion co-regulation, as well as a five-step process to support students in moments of high stress.

**1 hour to complete**

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**WEEK 8**

**Making a Commitment to Lasting Change**


This final section brings together everything so far in the course. You'll look at your action plans from each section of the course and make a commitment to lasting change.

**1 hour to complete**

2 videos (Total 9 min), 13 readings, 2 quizzes **SEE ALL**

**Show Less**

**Reviews**

**4.8**   
232 reviews

5 stars	82.56%
4 stars	14.02%
3 stars	2.31%
2 stars	0.73%
1 star	0.36%

**TOP REVIEWS FROM MANAGING EMOTIONS IN TIMES OF UNCERTAINTY & STRESS**



by MB Mar 11, 2021

The tools, language and resources shared in this course were very helpful in improving my well being and learning how to become a person that can help colleagues and most importantly our students.



by KP Feb 15, 2021

Timely reminder of concepts I know but am lax on applying. Supportive content that further equips me for emotional success in myself and my students. Provides tools for reflection and application.



by AS Mar 23, 2021

What a great introduction to emotional intelligence and how to use tools to help you manage your emotions. This course is truly inspiring to anyone who is interested in an "emotion revolution".



by KM Jan 20, 2021

Really helpful for anyone who interacts with others. I took this course to help with social emotional needs of my students but it's really helping the social emotional needs of my family too!

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# **Managing Emotions Coursera Course**

Lare Becker

Mimi Todd

Lauren Williams

## **Parent Training Session on Executive Functioning led by Brenda Eaton**

**Date: January 20, 2021**

Efthimiadou, Michelle

Laurelli, Ellen

Smith, Jeff

Brenda (Presenter)

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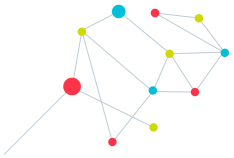


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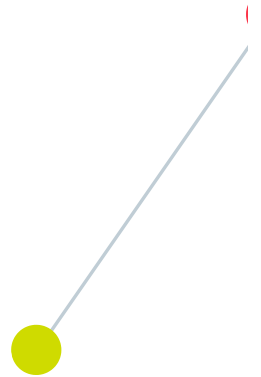
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**Special Ed Department Meeting**

**Tuesday, January 05, 2021 - 8:00am**

<https://bit.ly/34PAKFN>

Link: <https://palcscommunity.zoom.us/j/5206907697>

**Deb - PTO - don't miss me too much!**

**Michele**

- **Please explain the role of an LEA- local educational agency representative for PALCS, oversee the meeting, answer questions**
- **NOREPs- all or nothing:**
  - **If they only disagree with part of the IEP, they can check that they disagree and explain what part they disagree with on the NOREP.**
  - **However, if they don't check off mediation or due process, the IEP as originally written goes into effect.**
  - **Parents can't mark agree and disagree on the NOREP at the same time.**
- **Remediation tutors should not be working on task completion. When sending the request for the tutors, please indicate the specific areas that they should be working on according to their goals. I.e, math computation, reading fluency, reading comprehension, etc.**
- **We are not doing FBAs yet. Let Megan know that you want one for a student and she will put it on the list for when they start again.**

**Lia**

- **Updates to the Virtual office: [Lia's Virtual Office](#)**

**Victoria**

**Megan**



**April - I will be updating the Easy CBM roster. This will archive inactive students and add newly enrolled students. Please contact me if there are any problems after I complete this update. This should be done within the next week. Thank you.**

---

### **General Questions**

- 1. Do we have a template for writing a review of records?** Yes, called Review of Records template in Templates folder.
- 2. Middle School: How were the families of our students contacted in terms of finding out they had a new resource teacher?** New case manager (Lisa) contacted them week before she took them over and this week.
- 3. ESY- if a parent denies ESY on a NOREP but does not go to mediation or due process, and the IEP goes into effect, do we set up ESY as if they had agreed?** Will answer later :)
- 4. Is there a way to hold parents more accountable before we do a bunch of paperwork. Example today I am doing 2 IEP revisions for kids who keep skipping tutoring and setting a meeting up for absences. These are all parenting things not teacher things.** We need to show our efforts because state holds us accountable. Can just be a no meet revision to show that we are adding a support if current programming is not working. Have to be able to prove our efforts for an audit if the student is not progressing.

Special Ed Department Meeting  
Tuesday, January 12, 2021 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



#### Deb

1. Billing
2. Filing
3. PTR Wording

#### Michele

1. Upload evaluations as soon as you receive them
2. ESY Checklists
  - a. Armstrong- due 2/8
  - b. Non-Armstrong- due 3/1

Lia: Resources for talking with kids about recent events in Washington and tolerance:

<https://www.smores.com/ckf3u>

#### Victoria

1. Preferred Names/Pronouns in the IEP:
  - a. Can be used if parent approves - find out first from student if parent is aware of preferred name/pronouns.

- i. If parent is not aware, school should not reveal the preferred name/pronouns to the parent.
  - ii. If parent is aware, talk to parent to ensure that they approve use of the preferred name/pronouns in the IEP.
- b. If approved, legal name will be used on cover page, then note in “Other Info” on cover page and in PLAAFP that: “STUDENT prefers the name “NAME” and the pronouns “HE/HIM/HIS, SHE/HER/HERS, THEY/THEM, THEIRS”; therefore, this name and these pronouns will be used throughout the IEP.”
- c. If parent doesn’t approve, we have to defer to them since they have educational rights. Legal name and pronouns should be used throughout.

**Megan**

**April - I will be sending out email to case managers for students needing information on the PSSA/Keystone accommodations spreadsheet. It has been requested that the information be entered by friday, 1/15/2021. Please let me know if you have any questions.**

---

### **General Questions**

1. Can we have an Easy Cbm training?

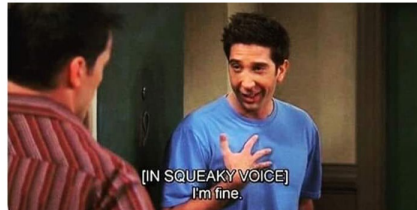
Special Ed Department Meeting  
Tuesday, January 19 , 2021 - 8:00am

<https://bit.ly/34PAKFN>

Department meeting will be in Victoria's room today:

<https://palcsccommunity.zoom.us/j/3669557919>

Teachers trying to keep up  
with virtual teaching, parent  
emails, virtual department  
meetings, virtual school-wide  
meetings, their own children,  
& the Coronavirus, etc.



Deb - Internet is down, will email agenda items :)

1. Extensions and 2nd attempts (specificity for midterms/finals, etc)
2. Contact logs - will be checking after progress reports ; have updated by then

Michele

1. ESY Checklists / Questions

Lia

Victoria

1. NOREP process for services and ESY
2. List of upcoming dates

Megan

April - Keystone Accommodations - I received notice that some of the students have unique accommodations listed that are not actually unique accommodations, but just regular accommodations. And there is one or two that have an accommodation listed under regular that should also be included as a unique accommodation. I will send out specific email to anyone that should review their student's accommodations. I will also attach a link to the guidelines from the PDE in this email. Please feel free to contact me if you have any questions. Thank you again for all of your help with this.

---

### General Questions

1. Can you provide us with a list of upcoming due dates: Progress reports, ESY checklists, PSSA form, trainings, etc.?
2. Are task completion tutors supposed to be tracking goals? I didn't think they were but a tutor told me yesterday she was working on her progress report for MP2 and needed to come up with a goal for him because she didn't think she could completely track his task completion, organization, and time management goals I had in his IEP. **No - they can just provide blurb about sessions**
3. For students that are withdrawn (don't complete probes, attend support lesson, complete course assignments) should we be recommending them for ESY? They have not had progress towards their goals, but it is due to lack interaction with school. **No do not qualify, not enough data**
4. Teachers are unable to change the status of PWN and Consent forms from Review to final in Power School. Does admin have access to finalize PTRs? Should we email someone from admin if we need this done? **Email Deb, Lia, or Michele**

**Special Ed Department Meeting**

**Tuesday, January 26, 2021 - 8:00am**

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

**Deb**

- 1. Extensions and 2nd attempts (specificity for midterms/finals, etc)**
- 2. Contact logs - will be checking after progress reports ; have updated by then**

**Michele**

- **Bi-weekly communication with related services providers (Speech, OT, etc.)**
- **Must schedule IEP meetings at least 7 days before the compliance deadline.**
- **CCIU Pregnant and Young Parents Program <https://www.cciu.org/Page/538>**
- **Shannon let me know that tutors have been saying that they haven't received tutor logs from all of our case managers. Please send them out by the end of the week. The template tutor log is in the drive.**
- **I have asked Shannon to share the following expectations with all PALCS tutors.**
  - **Tutors may not assist or sit with students while they are completing assessments, including midterms and finals.**
  - **Tutors may not sit with a student while a student is watching a virtual lesson. The virtual lesson must be completed by the student before the tutoring session.**

- If a student will not turn on his/her camera during a tutoring session, the student must at least share his/her screen with the tutor so the tutor can see what the student is working on. If the student will not comply, the tutor should end the session and contact the student's case manager. The tutor must be engaged with the student at all times during the tutoring session.
- Task completion and organization tutors must work with students to improve the student's executive functioning skills in these areas. They must work with the student to develop a plan for prioritizing assignments and completing missing work.
- Tutors may not work with students past 8:00 PM.
- Tutors should follow the tutoring schedule that is set forth in the IEP. For instance, if a student is supposed to receive tutoring 2 times per week for 2 hours per session, they cannot hold one tutoring session per week for 4 hours.
- If a tutor disagrees with a reduction or elimination of tutoring services, the tutor may not discuss this with the parents. Rather, they should contact the student's case manager to express and discuss his/her concerns.
- Tutors must complete their tutoring logs no later than 24 hours after a tutoring session. Tutors must answer all questions on the tutoring log.

### **Victoria**

1. Google Drive - tons of resources!
2. Use templates in Drive - adjust or add wording as needed (for instance, on the PTR template).
3. Goals and baselines should be updated yearly. If related services goals aren't updated when you send draft, please let me know in your email

4. Please carefully read your SDIs - update from year to year if there are “best practices” or SDIs that the student no longer uses/needs.
5. Please carefully read PBSPs when copying over from last year - if they don’t line up with the PBSP template (particularly the program modifications section), they will need to be rewritten.

**Lia** I am starting a high school group to work on social emotional competencies. It starts the second week in February and runs until the end of May. Participation should be voluntary, but they have to be willing to meet every week. Group meets for half an hour on Thursdays at 2:00 pm. Deadline to let me know is Thursday 2.4.21

Here’s the survey: <https://forms.gle/3h9w8SyaE91bKxzG7>

**Megan** -

**April** - Peek at documents for check boxes

---

#### General Questions

1. What is the procedure if a teacher that attended an IEP meeting is no longer employed and we need their signature in order to get docs to billing?



**Special Ed Department Meeting**  
**Tuesday, February 2, 2021 - 8:00am**

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

**Deb**

**Michele**

**Lia**

**Victoria**

**Megan**

**April -**

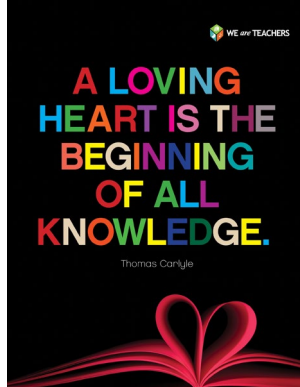
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**General Questions**

Special Ed Department Meeting  
Tuesday, February 9, 2021 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



Deb

1. Proof of resident - scrambling password
2. Billing pages - only need reg ed, special d and LEA then a copy goes to Jenn; can not have draft on cover pages; only annuals need to be sent, not revision updates
3. PD Opportunities - EF requesting some attendees
4. Thank you again for your support during this difficult time for my family.

Michele

Lia

Victoria

1. ESY Revisions and NOREPs
  - a. Revise any IEP where determination is changing or where determination wasn't made at annual meeting
  - b. Send NOREP if they qualified and determination was not made at annual

- c. Send NOREP if determination changed since annual meeting
- d. Do not send NOREP if they don't qualify and/or w as determined at meeting

Megan -

April -

---

### General Questions

None :)

**Special Ed Department Meeting**  
**Tuesday, February 16, 2021 - 8:00am**

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

**Deb**

1. IEP feedback - changes need to be made before the meeting!
2. New hires - Hollie Edwards - 02.22.2021; Nicole McMahon 03.01.2021

**Michele**

**Lia -**

1. ESSER Grants - Grants to support remote learning; in an effort to identify students and families who have been impacted by COVID 19, I am sending out a survey to you all. Please take a moment to look at your caseload and complete the survey. The main purpose is to determine needs. Once needs are identified, funding can be allocated to support needs.
2. Group is still pending, I have verbal interest but no parental consent yet.
3. Random Acts of Kindness Week - Celebrate
4. [www.outschool.com](http://www.outschool.com)

**Victoria**

**Megan**

**April**

---

**General Questions**

None :)

Special Ed Department Meeting  
Tuesday, February 23, 2021 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

**Deb**

1. Welcome back Loren!!
2. Welcome to the team Holli!!!

**Michele**

- PALCS Vo-tech Policy  
<https://docs.google.com/document/d/1sQvIHRxPHj8MuZydLo7yf4wcP8Hss9MhHb5hVYpZHMk/preview>
- Alert the admin assistant if there are new tech placements on your caseload or if there have been any changes to existing ones.
- Send SDIs to regular education teachers after the IEP meeting.
- Please don't schedule IEP meetings with Deb unless it is an emergency. You can ask me to schedule during my DNS if necessary.

**Lia**

- Special Education Presentation on April 13th at 8:00 am; please mark your calendars.
- Grant Survey - <https://forms.gle/7Wg3dm7AZzRKp5o29>

**Victoria**

1. Armstrong ESY
  - a. Admin will send approvals for Armstrong students by tomorrow (Wednesday, 2/24)
  - b. Teachers will email parents for Armstrong students by this Friday, 2/26 regarding whether student does or does not qualify
  - c. Make IEP revision and send NOREP (when applicable) for Armstrong by 3/30
2. Non-Armstrong: Checklists due Monday, 3/1. Admin will work on approvals, and you will communicate qualification status to parent by 3/31

**Megan -**

**April -**

---

**General Questions**

- 1. Do we need to fill out an IEP Checklist when holding an IEP meeting for failing grades?**
- 2. Specific question that will be addressed following the dept meeting (for Ali)**

Special Ed Department Meeting  
Tuesday, March 2, 2021 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

Deb

- Welcome Nicole!

Michele

- Office hours - Fridays at 1:00
- Reminder for new teachers: 30 minute pre - meet/meetings from 8 - 3

Lia

- Worthwhile Ted Talk: [Mental Health Days for Students](#)
- Update on the Esser Funding

Victoria -

Megan -

April -

---

General Questions

1. Not a question, but an error I made so maybe a friendly reminder - If an IEP meeting is canceled - first thing - remove from calendar!! Obv that makes sense. My student was w/d and I forgot to delete meeting. That ends up wasting an hour of Michele's day and took up a time slot that maybe another teacher could have used - I felt terrible!



2. Why are there 3 different ESY checklists that must be completed?

There is one in the IEP, one for the related service providers, and the new one we had to submit for review. This is a lot of extra work.

Special Ed Department Meeting  
Tuesday, March 9, 2021 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



Deb

1. Double check compliance dates when I send documents - I do make mistakes!!
2. Please email [Amanda Francisco](#) if you enjoyed the Keynote speaker from the PDE conference; will attempt to have him speak at opening ceremonies for next year.
3. Scheduling IEP meetings during PTC
4. Done at noon today and out tomorrow

Michele

Lia - School Social Worker Week: Please invite parents to the Parent Lounge  
[School Social Worker Week Parent Lounge](#)

Victoria

Megan

April -

---

## General Questions

1. *Individual question for after meeting:* I just realized that one of my students was never enrolled in LS Transition Class and is planning to graduate in spring 2021 - EEK! Do I enroll them for the remainder of the year?

Special Ed Department Meeting  
Tuesday, March 16, 2021 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

NEVER IRON A  
FOUR-LEAF CLOVER,  
BECAUSE YOU  
DON'T WANT TO PRESS  
YOUR LUCK.



Deb

1. February Billing - perfection!
2. Any interest in a ES/MS/HS emotional disturbance caseload?
3. Deb days off upcoming:  
04.16.2021; 04.26.2021; 05.2.2021; 06.23.2021- 06.25.2021;  
03.31.2021- possible bereavement for burial

Michele -

1. Reminder to explain my role at the IEP meeting
2. If a related service provider doesn't respond to you, doesn't provide PRs, and/or doesn't provide input and updated goals for IEPs, please email Shannon and copy me, Deb. and related services.

Lia -

Victoria

1. ESY approvals - will be sent by end of day.
2. Armstrong revisions and NOREPs - March 30

3. Non -Armstrong determinations communicated to parents - March 31
4. ESY Google form - sent today, completed by April 16 (for qualifying students only)

Megan -

April -

---

### General Questions

1. Ali has a question about SE regarding his school laptop to address after the meeting :)

**Special Ed Department Meeting**  
**Tuesday, March 23, 2021 - 8:00am**

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



**Deb**

1. Opt out for PSSAs for Elementary can be directed to Cheryl Clothier
2. When scheduling meetings for any of the LEAS -if you have an inkling or know that the meeting will be in depth schedule more than an hour
3. When IMing - if it's a detailed question please send an email - sometimes can't answer and then IM may get lost
4. Final interview for Administrative Assistant @ 10am today
5. Sadly, this is Megan's last department meeting.

**Michele**

- Please use the faculty meetings as a time to ask questions.
- No meet revisions
- Please try to schedule a time when I am available. I will do meetings during my DNS, but I can't do it everyday.

**Lia:**

1. Counseling as a Related Service: I attended a training last week through PaTTAN. The presenters were school psychologists.
2. Takeaways:

- a. School Psychologists can assist the IEP team in determining if a student qualifies for counseling services. They conduct comprehensive evaluations that include record review, teacher input; interviews and direct observation.
  - b. In determining the need for counseling services for students, it is important to focus on school related issues and also to focus if the services will assist with academic progress; example if you notice a student displays anxiety; ask yourself how is that student's anxiety affecting academic progress; school psychologist can assist with determining the need for services based on the data they collect; school psychologist can also assist with developing goals and ways to monitor the progress through various behavior scales and other tools.
  - c. Counseling is very hard to monitor because of the time factor.
3. Padlet with a wealth of information:

<https://pattan.padlet.org/ericakaurudar1/d98sx8xpjagxfhb5>

There is one theme that I have noticed throughout the last week in our zoom IEP meetings & IM's is that we all recognize it is the week before Spring break and we are all drained and a bit tired.. Recognize it and take a deep breath and take care of yourselves. Recognize your positivity! Acknowledge the impermanence and celebrate the efforts you have put forth during this past year! You guys ROCK!

Victoria

-Final reminder to get ESY revisions for Armstrong students out before break

-Final reminder to communicate ESY determination for non-Armstrong students to parents before break (NOREPs/revisions due by end of April)

Megan

April -

---

### General Questions

1. I'm starting to find myself inviting Guidance Counselors to more IEP meetings due to students failing courses for the year (or in situations where grades indicate they're likely to). Would it be possible to "put it out there" to Guidance that we are hoping they attend these meetings when we ask? I'm asking b/c I've had meetings where students could/are most likely going to fail one more classes, and parents inevitably ask what a student can do in terms of credits, floor grades, summer school, etc. As a special ed. teacher, I feel like a Guidance Counselor is better versed in answering questions regarding credits, credit recovery, etc. Guidance is essential in "filling in the blanks" for parents when it comes to those conversations. Even if we could get them to attend these sorts of meetings, perhaps one thought would be to address possibly failing grades/failures at the beginning of the meeting for Guidance to address, and then they can leave the meeting so a full hour of their time isn't tied up.



Special Ed Department Meeting

Tuesday, April 6, 2021 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

Deb

1. Welcome Stephanie Copenhaver!
2. September IEPs / RRs

Michele

Lia

Victoria -

1. Review of process when parents decline services:

[https://docs.google.com/document/d/1OgW3HBInLMMCjrGC2h6XIk6hvk4\\_qg0o4I5YiYmk\\_P4/edit?usp=sharing](https://docs.google.com/document/d/1OgW3HBInLMMCjrGC2h6XIk6hvk4_qg0o4I5YiYmk_P4/edit?usp=sharing)

April -

Stephanie -

---

### General Questions

1. Spring Break = brain fog :) For reevaluations that are due in the summer, does summer stop the timeline? A PTR gets sent home for signatures before the last day of school but what if parent does not sign it?
2. Is there a policy on September IEPs that are due next school year being done before the end of this school year? For example: I've worked in a district before where they wanted

**IEPs that were due close to the start of the next school year to be done in May before we leave for the summer. That way we aren't returning from summer break with many IEPs to complete when we return.**

- 3. Is there a date for September IEP's and RR's?**

Special Ed Department Meeting

Tuesday, April 13, 2021 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

Deb

Michele

Lia - Training - Permission to Feel - Dr. Marc Brackett

Victoria -

April -

Stephanie -

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General Questions

**Special Ed Department Meeting**  
**Tuesday, April 20, 2021 - 8:00am**

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

**NO MEETING - PSSA Week**

**Deb**

**Michele**

**Lia**

**Victoria -**

**April -**

**Stephanie -**

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**General Questions**

Special Ed Department Meeting  
Tuesday, April 27, 2021 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

Deb

1. check out

Michele

- Requests for progress reports/updated goals: The second time that you send them an email for the information, please copy me, Victoria, and Shannon.

Lia

Victoria -

April -

Stephanie -

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#### General Questions

1. Many times I write SDI's for providing students with coping strategies and/or self regulation strategies. Do we have a school approved list that we can provide? I feel more comfortable forwarding this information from something that is school approved rather than creating my own and then getting in trouble for it later down the road
2. How are we notifying administration/guidance if a senior is planning on staying an additional year?

- 3. I have a related service provider who is starting to participate in counseling sessions with the student (high school life skills). Would it be appropriate to add 15 minutes of parent consultation to the related service section of the IEP? Also, right now she has 60 minutes 2x/month and I'm wondering if I can change it to 1x/week for 30 minutes.**
- 4. I've had a couple of gen ed no shows this year for IEP meetings. Can teachers be reminded to accept google calendar invites? Can they also let us know at least 24 hrs prior if they have a scheduling conflict? Or what is another solution?**
- 5. If we are writing an IEP, but the meeting is going to happen over the summer, what do we do with the dates? Is the start date for all summer IEPs Aug30, or will the teacher holding the meeting be responsible for adding dates?**
- 6. The new IEP checklist/sig retrieval doesn't have a specific signature spot, are we adding one? If so, are we sending them to ourselves in doc-u-sign in order to sign them all and then re-uploading or do we not have to sign them this year?**

Special Ed Department Meeting

Tuesday, May 4, 2021 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



Deb

1. Newly identified IEP meetings after June 1, 2021 - implementation date will be the first student day of the 2021.2022 school year.

Michele - out today

Lia -

Victoria -

April -

Stephanie -

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General Questions

1. Since we will not be using PowerSchool next year, should we continue to input our contact logs?
2. Will collecting IEP signatures be suffice or do we need to have the checklist? Does it make sense to say - I have the signatures or I have the attempts
3. Can gen ed be given a reminder/overview on the PTE process now that there are a lot of new staff? They seem to be reaching out to us more frequently with questions.



**Special Ed Department Meeting**  
**Tuesday, May 11, 2021 - 8:00am**

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

**Deb**

**Michele**

**Lia**

**Victoria**

**April**

**Stephanie**

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**General Questions**

**Special Ed Department Meeting**  
**Tuesday, May 18, 2021 - 8:00am**

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

**Deb**

**Michele**

**Lia**

**Victoria -**

**April -**

**Stephanie -**

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**General Questions**

Special Ed Department Meeting  
Tuesday, May 25, 2021 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



Deb

1. Checkout sheets should have been started and given to your point person; these are due June 1st. DO NOT WAIT UNTIL THE LAST MINUTE.
2. FINALIZE documents ASAP
3. Note: envelopes in DocuSign expire after 60 days. If missing a signature resend and download signature already received
4. Complete supplemental summer position soon

Michele

Lia

Victoria -

April -

Stephanie -

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### General Questions

1. Just like we do for our IEPs and have Victoria check over them, must the same be done when we write our Summary of Performance for our students.
2. Will we receive guidance on request students we would like to keep on our caseload?
3. For the sept IEP's due after 9/16, what information are we putting for them if they are in between grades? Are we putting projected courses and that they are in the next grade level already?

Special Ed Department Meeting  
Tuesday, September 1, 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



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Deb

1. 1 down, 179 to go!
2. Entering received date in PS for PTEs/PTRs
3. Is there a Doctor in the house?
4. 09.15.2020 ESY training - block off hour - 8:00am - 9:00am

Michele

1. Get IEP meetings scheduled

Victoria

1. Email me when you have made all changes to summer IEPs
2. For all summer COVID RR's - use the Pandemic Statement (with date of RR) as your academic diagnostic section. Use the Statement of Standardization/Procedures and Batteries Utilized (with date of RR) for functional diagnostic

Lia: Parent Office Hours First & Third Tuesday of the Month; Student Office Hours Thursdays at 1:00 pm.

Megan

April - Zoom meeting ID -

<https://docs.google.com/spreadsheets/d/1K16zJ2M6ycvm42YC5zeQygdMUYR0pie2nsFGuLRcGec/edit?usp=sharing>

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General Questions

Special Ed Department Meeting  
Tuesday, September 8, 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



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Deb

1. <https://forms.gle/rKuoxkJux7Szz4sT8> - Department Meeting Points of Discussion
2. No meeting - 09.22.2020
3. In person testing - starting next week at 1332

Michele

Victoria

1. The following processes will be added to the Special Ed folder this week:
  - Discontinuing related services at parent request
  - Suspension of related services due to parent non-response.

Lia:

Megan

April

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General Questions

Special Ed Department Meeting  
Tuesday, September 15, 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



**ESY TRAINING**

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Deb

1. Review PD schedule - no meetings are to be scheduled on full day inservice days; any meetings scheduled for Sept 25th need to be rescheduled
  - A. [Professional Development Outline/Overview](#)
  - B. [Master Professional Development Schedule](#)
2. Childline Confidentiality
3. Powerschool - when down wait about 10-15 minutes to see if the issue resolves; only one e-mail to Daryl and the department.
4. Laptop for newly enrolled students

Michele - out today - non IEP meetings will need to be rescheduled; e-mail has been sent about coverage

Victoria

1. ESY Training
2. Process for Related Service Suspensions and NOREP
3. Process for Discontinuing Related Services at Parent Request and NOREP

Lia: Middle School Resiliency Group:

I will be sending a google survey out for referrals.

It will run from the end of September until the end of January for grades 5-8.



There is a cap of 5 - 7 students

Megan

April

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### General Questions

1. **Whole Dept** - Tutors are not filling out the tutor logs or filling them out incorrectly. For example, still saying science instead of what assignment(s) in science they worked on. 9/11 of my tutor logs are blank. The 2 that are filled in are incorrect.
2. **Middle School** - New virtual lesson protocol does not follow the SDIs in IEPs
3. **High School** - Teacher input: I know the school year has just started and the gen eds might not have a ton of information but some of the input I got back regarding one of my kids was ridiculous. One teacher said his work isn't organized or understandable when turned in but he has no weaknesses. And even though I gave them into the second week to complete it one teacher completed it the same day and said it was only the 3rd day of school.

**Special Ed Department Meeting**  
**Tuesday, September 22, 2020 - 8:00am**

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

**NO MEETING - Meeting in Victoria's room for questions**

<https://palcscommunity.zoom.us/j/3669557919>

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Deb

Michele

Victoria

Lia

Megan

April

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**General Questions**

## Special Ed Department Meeting

Tuesday, September 29, 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

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Deb

Michele

- Executive Functioning ESY

Victoria

- IEP revision process - have to have an LEA on cover sheet for no meets

- If related services goals do not have all of the necessary components - please email to let them know what components they need to add prior to sending to Victoria

- What to do if the student gets a new related service, but they aren't matched until after meeting. Include a space for a goal for the service, and write the following:

"The **\*\*TYPE OF RELATED SERVICE PROVIDER\*\*** will gather data on **\*\*STUDENT'S\*\*** levels/performance within the first three **\*\*TYPE OF RELATED SERVICE\*\*** sessions in order to develop a goal and baseline targeting **\*\*AREA OF NEED\*\***. This goal and baseline will be inserted into the IEP at that time via a revision."

- Leave placement and LRE blank until after the meeting

Lia

Megan

April

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General Questions

1. Resources for students that came in as Gifted? **Falls on reg ed. (USP, etc) - we are not addressing this in special education and do not technically have a gifted program**
2. If we change a NOREP to 'final' status to send home to the parent, are we able to go back in and 'unfinalize' so we can add the date it was signed before uploading to PS? **Yes, let Deb/Michele know and she will unfinalize**
3. When inviting LEA/general education teacher to IEP meetings, should we use Google.Calendar, Groupwise, or both? **Google Calendar**
4. Is it possible to have a different teacher input form for MS teachers? They are asking and feel that the questions asked don't give the picture that is needed for their students. **Short answer - no**
5. What should the protocol be for families that one cannot get ahold of? Before we would put in for a home visit, etc. **Talk to guidance/reg ed teachers to see if they have had contact. Send letter home via April. PALCS letterhead in Lobby - Staff Resources. Talk to Lia/Guidance if you think it's going to be a ChildLine and/or as a last resort. Get team opinions. Texting via TextNow/other apps**
6. Do we have any upcoming Special Ed trainings? I couldn't find any listed on the Professional Development Master Schedule or SpEd agendas. **October 15 - Student -Led IEP Meeting training, others during Thursday trainings will be communicated. Kim will also be coming in for teacher input training**
7. - The reply all function had been significantly abused! This needs to stop!
8. - Mindset matters. Come to a meeting focused and ready to work. Remember to check your attitude at the front door or if you are not in the mindset to be a team player don't come. Be part of the solution not dwell on the problem
9. I am curious when and how HS teachers were notified about the extra points student will receive for attending DI in the resource room. My PLC teachers were confused when Mike asked us to review our resource rooms. **Amanda F, Mimi, Tammy, and Sara will present on October 8 to gen ed. teachers.**
10. Pretty, pretty please stop 'replying to all' on emails.

Special Ed Department Meeting  
Tuesday, October 6, 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



156 days to go :)

Deb

1. PIMS updates submitted by the end of the month at that latest
2. Tutor logs - consistent template
3. New position - CS
4. Billing

Michele

1. Extra time to hand in work SDI
2. Middle School common assessments clarification

Lia

1. Parent Office Hours 1st and 3rd Tuesday of the month 9:30 - 10:30:

<https://www.smores.com/dqtp>

Victoria

1. PaTTAN PBSP Template:

<https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~\pattan\media\publications\2019%20accessible%20pdfs\annposbehavsuptpln-8-19wba.pdf&hash=5ed7f3939e67114f7cf27aa1af038088549fd8340ee11551e9e6806fd82d1b12&ext=.pdf>

Megan

April

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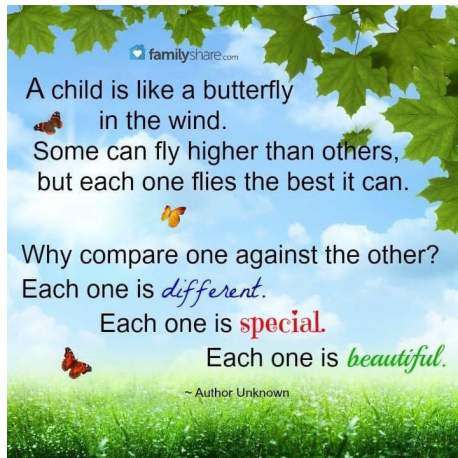
### General Questions

1. Common Assessments-MS (can be addressed with just middle school teachers)
2. Can we get our IEP Reviews 72 hours before the meeting date so that we have time to revise the IEP and send it home 48 hours before the meeting?
2. If we revise an IEP because a parent wants to discontinue a service, does the LRE change as well?
3. PBSP help
4. Monitoring goals if we only "maybe" meet for 30 mins a week. I need help

Special Ed Department Meeting  
Tuesday, October 13, 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



**Deb**

1. Any NEW related services - MUST be approved by Michele before the IEP meeting; discussion needs to occur before the meeting, can not be offered at the meeting without Michele's knowledge; If for any reason it was discussed with Deb please inform Michele before the meeting.
2. PTRs - can provide a copy to the parents via email so they can see what testing will occur and if there are any questions; they will be signing when they go to the testing site.

**Michele**

1. PTRs/Specific Information
  - Kindergarten to school age: Parent does not sign PTR. Tell Megan to put the student on the testing list. Create the PTR in PS so Megan will have it when the student is ready for in person testing. Parent will sign PTR at the testing center

- **Out-of-state students:** Parent does not sign PTR. Tell Megan to put the student on the testing list. Create the PTR in PS so Megan will have it when the student is ready for in person testing. Parent will sign PTR at the testing center
- **Reevaluations before a new reevaluation is required** (ex. The IEP team believes updated information is necessary sooner than the 3-year triannual requirement.) Parent does not sign PTR. Tell Megan to put the student on the testing list. Create the PTR in PS so Megan will have it when the student is ready for in person testing. Parent will sign PTR at the testing center
- **Speech/OT/PT evaluations:** This testing can be done virtually so a parent can sign the PTR now. You can do a separate PTR for this type of testing so it can be done now rather than waiting for the full psychoed evaluation.
- **FBA:** Cannot be done until related service providers are allowed back in the home so parent cannot sign PTR until that happens. Do not send a PTR home at this time.
- **Triannual RR:** Parent signs PTR. Send PTR to Megan. Kelly will do a COVID RR (she will do all of the testing that cannot be done virtually and then do the psycho ed. testing at a later date.)

Lia

Victoria

1. **Reminder - Review of Records need to be sent to JoAnn Coslett at least 2 weeks before the RR due date for review**
2. **Make frequency on SDIs very specific. You should have very few "daily's." If you/teachers are not doing something daily, or are providing something in a specific situation, this should be clearly outlined in frequency.**

Examples:

-Writing assignments may be pre-submitted to the special education teacher for proofing and editing - please specify frequency to include a length requirement (i.e. for all writing assignments over 3 paragraphs) - that way we can reduce support as the student improves without fully removing SDI



-Prompting to remain on task - frequency should be "When working in the virtual classroom" - you can't prompt the student if you aren't meeting with them

- 3. When SDIs are added that do not pertain to the disability category due to failing grades marking period revisions (i.e. a student with ED gets a math session because he failed his math class) - in the next annual IEP after the revision, keep the added SDIs. However, do not add math to the list of needs in PLAAFP. Instead, note in the present levels why those SDIs were added and when they were added.**

**Megan**

**April - Upon arrival to the Special Education weekly zoom meeting please type your name in the chat box for attendance records. Thank you.**

---

### **General Questions**

1. What time is the student lead IEP training on Thursday? Where are we meeting? 9am -12pm  
Deb's Zoom Room
2. Do we have a list of programs/resources that we buy or use with the usernames / passwords?
3. Could we talk about how the PTR's are to be written more? I know that Michele sent out an email but I'm still confused. If there is no in person testing then is there specific wording that we use instead? Like this re-evaluation will be based on reviewing previous records, interview with parent, etc? For the related services portion is that to be written the same as before? Do we need to say that it is virtual? Thank you!

Special Ed Department Meeting  
Tuesday, October 20, 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



**Deb**

1. Thank you again!
2. ESY - do not ask parents; based on data
3. Friday's PD is mandatory
4. Camera on during Special Ed PDs

**Michele**

1. Reading specialist v. reading remediation tutor

**Lia**

1. Office Hours
2. Parent Presentation

**Victoria**

**Megan**

## **1. PTR signing on site clarification**

**April - PSSA/Keystone Testing accommodations spreadsheets will be going out soon. Please enter the accommodations needed for the subjects that have an "X" in the box. Group size, unique accommodations, special materials and notes are also to be completed for each student. If you have any questions on how to fill out this chart feel free to reach out to me. I will include in the email a copy of the Accommodation guidelines for this year. If you have questions about specific accommodations it may be best to contact Deb and/or Michele for help. Pages 23 and 24.**

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### **General Questions**

- 1. For high school: When students are being switched classes (like MS does tiering), as we are not being included on any of those discussions. I found out when an email was sent to my student's parent. Then, her grades did not transfer over.**

Special Ed Department Meeting  
Tuesday, October 27, 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

THERE ARE TWO TYPES OF TEACHERS  
WHEN HALLOWEEN FALLS ON A  
SCHOOL DAY.



I LOVE  
HALLOWEEN!

OR



NOPE.

#### Deb

1. Students withdrawing - until they are officially w/d they are PALCS' responsibility so meetings will still need to be held
2. Thank you to those of you who presented during last Friday's PD
3. Be aware not to reveal any other student names when sharing a screen with participants during an IEP meeting
4. Back on site for instructional staff - January 28, 2021

#### Michele

1. Do not leave any IEP pages in editing mode during meeting, including placement page.
2. Reminder- saying negative things in emails/IMs

Lia - National Family Engagement Conference: Worth watching when you have time: It's about this principal who took a different approach to engaging.

<https://youtu.be/dlYzpNAOpj8>

**Victoria**

**Megan**

**April**

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**General Questions**

- 1. Refresher for Elem Reg Ed Teachers on referral process (when parents request EVAL and when teacher thinks student needs Eval). They are emailing us directly currently.**

Special Ed Department Meeting

Tuesday, November 3, 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



Deb

1. Any meetings with outside agencies Michele or I need to be invited to
2. Input from CPFA teachers - please review, ensure it's data driven and not opinion; any concerns contact Alyson Roberts for review

Michele:

1. If a student has more than 6 cumulative unexcused absences, an IEP revision meeting needs to be held as soon as possible.
2. IU programs for pregnant teens, young parents, fathers
3. USP IEP Meetings: -Always invite Mary Beth Stefanski

Lia - at conference

Victoria

1. SDIs/Supports - We are going to move away from listing SDIs that all students have access to. We are going to make a list of SDIs that are available to all students - you will note in PLAAFP the supports that are globally provided and what needs they are targeting (to show that we are supporting the student even though they may not have as many SDI). More information to come :)

2. More documentation of what happens to related services in PLAAFP - suspensions, dismissals, parent request for removal, etc.
3. More documentation of student needs (particularly SDI needs) in the PLAAFP

Megan

April

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General Questions

None :)

Special Ed Department Meeting

Tuesday, November 10 , 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>

Deb

1. Due dates for RRs
2. Apology
3. PSSAs

Michele

1. Please be sure to invite related services providers to IEP meetings. Also, be sure to get updated input, goals, and baselines from providers prior to completing IEP draft.
2. Please hold annual IEP meetings close to the IEP compliance date (i.e. no more than a month ahead of compliance date). As a reminder, we would like you to schedule IEP meetings at least a week before the compliance date (in case of last minute cancellations, etc.), but meetings should not be held months ahead of compliance dates. If something needs to be addressed, please hold a revision IEP meeting.

Lia

World Kindness Day 2020: <https://www.smores.com/6qa2m>

Victoria

1. Just a reminder to check RR compliance deadlines - information should be reviewed by you to create and send home the PTR around the 90 day mark. If you end up having to do a Review of Records, it needs to be sent to JoAnn Coslett 2 weeks ahead of the due date.

Megan



April - I was asked to remind you that if your students need any additional supplies, other than those requested for Unique accommodations, please list them in the column under supplies.

Examples would be:

Colored highlighters

transparent sheets for color blindness

noise silencer

stress ball

laptop

tool to put on the line for reading (not sure what that is called)

large print booklets

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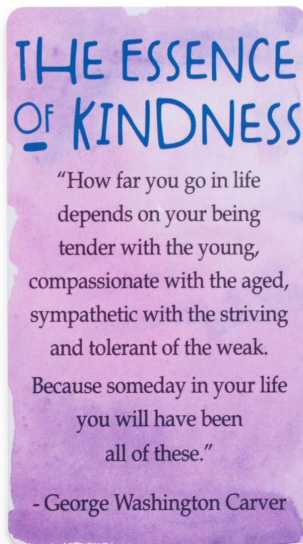
#### General Questions

1. SDIs - can we add something that would benefit the student if not in the ER/RR but parent and/or teacher has expressed concerns (for example and RR that is 2+ years old and student needs have changed)?

Special Ed Department Meeting  
Tuesday, November 17 , 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



**Deb**

1. Electronic filing
2. Excessive absences
3. Billing clarifications
4. Michele out on 11/25; Deb out 11.25.20; 01.04.21 - 01.08.21
5. Welcoming Levi Samuel Focht - 5lbs 14oz - 11.09.2020



**Michele**

1. Quarterly revisions for failing students

**Lia**

**Victoria**

**Megan**

**April - Friendly reminder about PSSA/ Keystone testing accommodations spreadsheet. Please take some time to fill in your student's accommodations. Please contact me if you have any questions or concerns. Thank you.**

---

#### **General Questions**

1. Do we need to meet with Deb to do our SLO?
2. Several related service providers have sent me progress reports that do not report on the goal (i.e. providing a quarterly average instead of weekly, % accuracy when the goal states # trials, etc.) I've provided them with feedback on what needs to be fixed, but some still have not sent me an updated PR.

Special Ed Department Meeting  
Tuesday, November 24, 2020 - 8:00am

<https://bit.ly/34PAKFN>

Link: <https://PALCScommunity.zoom.us/j/4542136704>



Deb

1. BSE Updates
  - A. Due Process complaints
    - COVID - 53 (implementation of FAPE; timely manner of ERs)
    - Non COVID - 207
  - B. There has been a MOU between the BSE and OVR - there will be a roll out in March 2021; field documents for implementation and training; going to iron out any confusion; will be guides and visuals
  - C. PASA Testing - 03.08.2021 to 05.07.2021
  - D. COVID comp services - within 3 months should start
2. IEP Institute Shout out!
3. Holiday celebration

**4. New hire - 12.06.2020 - Lisa Roak-Tincani**

**Michele**

- 1. Explain the LEA role to parents**
- 2. Initial IEPS- don't use acronyms at meetings, explain ESY**

**Lia -**

**Victoria**

- 1. Discuss updated NOREP template for COVID suspension of related services (based on parent feedback):**

<https://docs.google.com/document/d/1KILDJA6coZVaM3gmThYoQ5khywX6zB8sP4fBX-xgws/edit?usp=sharing>

- 2. We've ended up with a lot of NOREP templates...so here is a guide for when to use what :)**

<https://docs.google.com/document/d/1Lwbn0EeuvGFDVt5ucgq6tISQqbNbgBBsMxEnPjtEv4M/edit?usp=sharing>

**Megan -**

**April -**

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**General Questions**

- 1. Last meeting we discussed that IEP meeting dates can not be moved up - what about September meetings that we have in May?**

**2. Is it possible to include the words 'Not Yet Assessed', 'Not Proficient', 'Partially Proficient' and 'Mastered' in the Related Services progress report? We are required to enter those terms in Power School.**

## Training for Special Education Staff on IEP Development

Name	Student Led IEP Meeting training 10/15/2020	December 1, 2020	December 8, 2020
Becker, Lare	Present	P	Late?
Black, Mary	Present	P	P
Boyce, Alexis	Present	P	P
Caratello, Danielle	Present	P	P
Clevenger, Tamarra	Present	P	P
<del>Copenhaver, Stephanie</del>	N/A	N/A	N/A
Cose, Brynn	Present	P	P
Costello, Michele	Present	P	P
Dibert, Jennifer	Present/Late?	P	P
<del>Edwards, Holli</del>	N/A	N/A	N/A
Efthimiadou, Michelle	Present	P	P
Epps, Joshua	Present	P	P
Focht, Loren	Present	Excused	Excused
Francisco, Amanda	Present	P	P
Garrow, Darlene	Present	P	P
Harp, Amber	Present	P	P
Hernandez, April	Present	P	P
Hitesman, Beth	Present	P	P

Kulp-Woodruff, Deborah	Present	P	P
Laurelli, Ellen	Present	P	P
Makin, Holly	Present	P	P
Malkasian, Alison	Present	P	P
Martin, Amanda	Present	P	P
Maurer, Julianna	Present	P	P
McCartney, Ryan	Present	Excused	P
McGeehin, Shelby	Present	P	P
McMahon, Nicole	N/A	N/A	N/A
Murphy, Ashley	Present	P	P
Orner, Megan	Present	P	P
Pardus, Merissa	Present	P	P
Pettina, Victoria	Present	P	P
Provini, Rosalia	Present	P	P
Reilly, Christine	Present	P	P
Roak-Tincani, Lisa	NA	NA	P
Schultz, Sarah	Present	P	P
Sherrieb, Brady	Present	P	P
Strellec, Christina	Present	P	P
Todd, Mimi	Present	P	P
Williams, Lauren	Present	P	P
Wilson, Sherrie	?	P	P



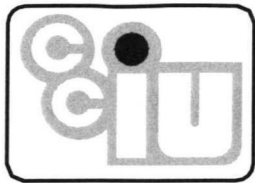
**Due to technical issues, the following documents are available upon request only.**

**Memorandum of Understandings:**

**Harmar Township Police Department**

**Westtown East Police Department**

**West Goshen Township Police Department**



An educational service agency

# Chester County Intermediate Unit

## Memorandum of Understanding

### 2021-2022 Chester County Intermediate Unit Title III Consortium

The Chester County Intermediate Unit will serve as the fiscal agent for members of the Chester County Title III Consortium. The purpose of the consortium is to receive a Title III subgrant, meeting all Title III requirements. As the fiscal agent, The CCIU will be responsible for filing the required application, expenditure reports and maintain financial records.

#### Program Support and Development

In its role as the lead LEA, the CCIU will support the development of Title III related programs, services and resources as follows:

- Provide technical assistance to Consortium LEAs through consult and training.
- Provide professional development workshops and trainings regarding effective English Learner instructional practices to Consortium classrooms teachers, principals, administrators and/or other school personnel based on collectively targeted needs and requests.
- Provide specific and targeted professional development and/or coaching to staff offered by a local consultant in an equitable and cost-effective manner to participating LEAs.

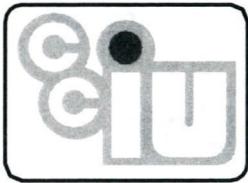
#### Performance Goals

Under this Memorandum of Understanding, it is the responsibility of each LEA to meet Performance Goals and to maintain the appropriate documentation related to each goal at the local level as defined within the CCIU Title III Grant. The following goals have been identified for the 2021-2022 school year:

1. Increase the number of resources provided for parents and families by creating a repository for schools, LEA's, and community service organizations to access.
2. Increase the number of professional development opportunities that focus on culturally responsive teaching from two to four.
3. 50% of all ELs will demonstrate gains in language proficiency by increasing at least one proficiency level based on the composite score on the WIDA ACCESS for ELs assessment.
4. Increase attendance of Nonpublic school professionals in English learner professional learning opportunities by 50%.

#### Parent Notification

- Under this Memorandum of Understanding, the responsibility for providing notification to parents/guardians of English Learners is delegated to the individual LEA participating in the consortium.



# Chester County Intermediate Unit

### Allowable Use of Title III Funds and Compliance

- Signature by LEA authorized representative on this MOU is assurance that the LEA has a compliant Core English Language Development (ELD) budget derived from local district funds.
- The Title III budget for both Limited English Proficient (LEP) and Immigrant Children and Youth (IMM) funds should reflect Title III Program activities only and the two allocations may not be comingled.
  - The use of Title III funds to purchase translation and interpreting services will be limited to activities under Title III guidelines and may not be used for Core ELD Program requirements.

### Non-Public Consultation

- The individual Consortium Member LEAs should ensure that timely and meaningful consultation occur between the local education agency (LEA) and nonpublic schools within the LEAs geographical boundaries prior to any decision that affects the opportunities of eligible nonpublic school children, teachers, and other educational personnel to participate in programs under this act and shall continue throughout the implementation and assessment of activities under these sections.
- The individual Consortium Member LEAs shall make initial contact with nonpublic schools within their geographical boundaries to determine if the latter wishes to participate in the Title III services. To initiate contact, a consortium-generated notification form letter to nonpublic schools will be employed for use by the Consortium Member LEA.
- After the initial contact, regular and ongoing consultation between LEAs and participating nonpublic schools will be monitored upon request by the Consortium Lead to determine the appropriate level of service needed and/or provide consultation on the following topics: identification and assessment of EL students, types of services provided through Title III including how, when, and where; identification of measures used to ensure that the services provided to the private school students are effective.

The parties to this MOU, through their duly authorized representatives, have executed this MOU on the dates set forth below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein. The effective date of this MOU is the date of the signature last affixed to this page.

School/District PALCS

Chester County Intermediate Unit

Signature James Hendrick

Signature N. N. N.

Date July 6, 2021

Date 8/19/2021

CHESTER COUNTY INTERMEDIATE UNIT  
 INNOVATIVE EDUCATIONAL SERVICES DIVISION  
**2021-22 EL SERVICES**



Empowering Educators of EL Students



SILVER



GOLD



PLATINUM

EL Leadership Council Quarterly Meetings	✓	✓	✓
Federal and PDE EL Updates	✓	✓	✓
Phone and Email Consultations with an EL Consultant	✓	✓	✓
EL Workshops (See back for details)		3 Seats	5 Seats
EL Track at Countywide 2021		1 Seat at each session	3 Seats at each session
Annual, 90-minute Consultation with EL consultant		✓	✓
One Day of Customized EL Professional Learning			✓

Consortium Cost  
 MEMBER SCHOOL DISTRICTS

**NO COST**  
 annually

**\$1,800**  
 annually

**\$3,800**  
 annually

**TO JOIN, PLEASE CONTACT KIMBER TITUS AT KIMBERT@CCIU.ORG OR 484-237-5177**



**EL Leadership Council  
 Quarterly Meetings**

Thursday, October 7, 2021  
 Tuesday, December 7, 2021  
 Wednesday, February 16, 2022  
 Thursday, May 5, 2022

All meetings are held from 2:00 – 3:30 p.m.

**Customized Professional Learning  
 Is Available. Potential Topics Include:**



- Academic Language and ELs
- Best Practices and Strategies for Working with ELs
- Culturally Responsive Teaching Practices
- Supporting and Encouraging Family Engagement
- Supporting Newcomers
- Use of Oral Language and Authentic Conversations in the Classroom
- Understanding Proficiency Levels
- Develop Your LIEP
- Custom Topic



# CHESTER COUNTY INTERMEDIATE UNIT INNOVATIVE EDUCATIONAL SERVICES DIVISION 2021-22 EL SERVICES



## **Developing and Using Your Language Instruction Educational Program (LIEP)**

September 30, 2021 | 9:00 a.m. - 12:00 p.m.

PDE requires all LEAs to develop and use a Language Instruction Educational Program (LIEP) to assure all English Learners have equitable access to academic content. This document should serve as a guide for your faculty and a handbook for EL parents. Participants will explore ways to develop and evaluate an effective LIEP.

## **Supporting English Learners in Content Area Instruction**

October 19, 2021 | 9:00 a.m. - 12:00 p.m.

School communities are responsible for providing English Learners instruction across the curriculum. This workshop will explore ideas and resources to support ELs in mainstream classrooms. Ask a content teacher to join you as we discuss this important topic.

## **US Immigration Law: Implications for Chester County's Undocumented and Unaccompanied Immigrant Children with Lindsay Sweet**

November 2, 2021 | 9:00 a.m. - 3:00 p.m.

This session will bring you up to date on the current legal landscape for many of Chester County's immigrant families by answering some of the most pressing questions being asked by educators across the county.

## **English Learners in Special Education with Sara Kangas, Ph.D.**

November 17, 2021 | 2:00 p.m. - 3:30 p.m.

This workshop is designed to help educators look at important issues surrounding students who are ELs with disabilities. Participants will explore evidence-based practices and engage with strategies and resources to support their English Learners in special education through accommodations and modifications.

## **Reading Engagement and the Use of Multicultural Literature**

March 10, 2022 | 12:00 p.m. - 3:00 p.m.

How can educators, librarians and parents help students become lifelong readers while also providing access to books that authentically reflect students' experiences? This workshop will explore strategies to bring books that represent diverse cultures and backgrounds to life for students.

## **English Learner Expo and Linguistically Diverse Learners Round Table Discussion**

April 5, 2022 | 12:00 p.m. - 3:30 p.m.

Vendors Available | 12:00 p.m. - 2:00 p.m.

Round Table | 2:00 p.m. - 3:30 p.m.

Come learn about community resources that support students and families of ELs and speak to vendor partners about materials, resources, and textbooks available for supporting the ELs in your school/district. Then, join us for our round table discussion on the needs, challenges, and advantages of being linguistically diverse in today's schools.

**To register, visit [mylearningplan.com](https://mylearningplan.com). For questions, contact [kimbert@cciu.org](mailto:kimbert@cciu.org).**

## **Agreement**

### **Franklin & Marshall College and the Pennsylvania Leadership Charter School**

In 2008, Franklin & Marshall College made a commitment to identify, support, and assist first generation college-bound students in rural Pennsylvania by hosting a regional program of the College Advising Corps. The Pennsylvania College Advising Corps trains and places recent college graduates to serve as college advisers in high schools statewide. These advisers work in collaboration with school counselors, teachers, and administrators to increase college attainment rates in the schools they serve. Advisers provide admissions and financial-aid advising to students and their families through one-on-one and group sessions that help students identify colleges that will serve them well; complete their admissions and financial aid applications; and enroll successfully at the schools they eventually choose. The program aims to increase the number of low-income, first-generation, and underrepresented students entering and completing higher education.

To achieve this goal, the Pennsylvania College Advising Corps seeks to foster strong and mutually rewarding partnerships with school districts and high schools, and their administrators, faculty, and staff. This memorandum of understanding has been developed to foster such a partnership between Franklin & Marshall College (“the College”) and the Pennsylvania Leadership Charter School (“the School”) by clarifying the expectations and responsibilities of each stakeholder.

#### **The College and the School agree to:**

- Work collaboratively to develop and implement programs and services that (a) foster access to postsecondary education and (b) include all students who wish to participate and who work in good faith to do so.
- Work collaboratively to (a) outline current school-based efforts to foster access to postsecondary education; (b) review Advising Corps programs and services to ensure that they complement and extend these existing efforts; and (c) establish clear and mutually agreeable timelines for the implementation of Advising Corps programs and services.
- Treat the adviser as a professional, well-trained resource for students related to college access.

#### **The College agrees to:**

- Identify, recruit, and hire an adviser to serve the School for an average of 40 hours per week during the term beginning on the first teacher day and ending on the last teacher day.
- Provide the School with documentation upon request that the adviser assigned to the District has the appropriate criminal background clearances as required by Section 1-111 of the Pennsylvania School Code and Sections 6354-6358 of the Pennsylvania Public Welfare Code (including completed PDE Form 6004 as required by Section 1-111). The College shall bear any and all costs associated with acquiring the required background clearances.
- Provide necessary and ongoing training, support, and professional development that will allow the adviser to fulfill his or her responsibilities to the School and its students.
- Employ a program director who will (a) supervise the adviser, meeting with him or her

regularly to discuss job performance and develop strategies for improvement; (b) work closely with the on-site supervisor assigned by the School to ensure that the relationship between the adviser and the School remains strong and that the adviser is effectively serving students and advancing the three main aims of the Advising Corps; (c) meet with school-level post-secondary leadership teams; (d) engage in frequent dialogue with school teams around strategic collaboration and to assess progress towards the goals; (e) re-evaluate the work plan and make adjustments as needed but at least on an annual basis; (f) serve as the main liaison between the principal of the School and the Advising Corps, meeting at least once per year to review the partnership and ensure that its goals are being met; (g) work with the on-site supervisor to establish a mutually agreeable work schedule for the adviser; and (h) visit the school at least twice per academic year.

- Remain available to address any issues or concerns that may arise about the program or the adviser assigned to the School.
- Share relevant data and research with the School, as the School may request.
- Pay the full salary of the adviser, as well as any benefits that may be provided, and manage the administration of salary and benefits.
- Work in good faith to develop funding that will sustain the partnership between the College and the School beyond the current term.
- Keep any and all student-level data provided by the School strictly confidential, in accordance with applicable local, state, and federal law, except as may be required by law or regulation or under subpoena.
- Require the participation of the adviser in Advising Corps activities (for example, for ongoing training or the development of funding) for no more than 10 days that the School is in session during the term of service specified above.
- Pay the travel expenses for the adviser to conduct onsite work at the School building twice a month, on average.

**The School Agrees to:**

- Pay \$30,000 by July 15, 2020 to Franklin & Marshall College, on behalf of the Pennsylvania College Advising Corps, to be enrolled in the program for the 2020–2021 academic year.
- Supply reasonable access to student-level data (name, date of birth, year of graduation) for the purposes of advising, grant reporting, and program evaluation, with the understanding that such data will be kept strictly confidential by the College, in accordance with applicable local, state, and federal law, except as may be required by law or regulation or under subpoena.
- Designate a school counselor or an administrator to serve as an on-site facilitator who will (a) serve as the adviser’s primary resource and advocate within the School, facilitating the adviser’s integration into the life of the School and providing appropriate advice and counsel; (b) work closely with the Advising Corps program director to ensure that the relationship between the adviser and the School remains strong and that the adviser is effectively serving students and advancing the goals of the Advising Corps; (c) participate in adviser’s annual evaluation; (d) meet with school-level post-secondary leadership teams; (e) engage in frequent dialogue with school teams and program director around strategic collaboration and to assess progress towards the goals; (f) re-evaluate the work plan and make adjustments as needed but at least on an annual basis; (g) serve as the main liaison between the principal of the

School and the College, meeting at least once per year to review the partnership and ensure that its goals are being met.

- Communicate clearly, both to the adviser and to the program director, any School policies and procedures with which the adviser is expected to comply.
- Contribute to and participate in the design of Advising Corps training, as appropriate.
- Provide access to student transcripts and schedules, either electronically or in hard copy, for the purposes of effectively advising students.
- Provide dedicated and appropriate working/meeting space for the adviser, including a computer with internet access and ready access to phone and voicemail, fax, photocopier, and printer.
- Provide the adviser with a comprehensive orientation to the School, with introductions to key administrators, teachers, and staff, as well as an overview of the mission and culture of the School.

### **Program Evaluation:**

- Funding for the Pennsylvania Advising Corps program is provided by Franklin & Marshall College and other external funders. As a condition of external funding, the program will be evaluated on an ongoing basis.
- Data will be collected and managed through a technology firm contracted by the College Advising Corps (CAC), the Pennsylvania College Advising Corps's parent organization. It is required that the school/district provide needed data. Data will be used for program evaluation purposes only and treated as confidential, except as may be required by law. All results of data analysis will be reported in aggregate and no individual student will be identified.
- Data to be collected will include, but not necessarily limited to: baseline information on the school, including college matriculation rates and student attainment of intermediary college enrollment goals (such as percent taking college entrance exams and FAFSA applications); information on enrolled students during program implementation, including identifying information, intermediary goals, and college enrollment; and information on services provided to students. At the school level, the adviser will collect data to help target and track services and evaluate the program's success.

### **Duration of Agreement:**

- This applies exclusively to the 2020–2021 school year beginning on 7/1/2020 and ending on 6/30/2021.
- This Agreement may be extended only written agreement of the parties. Costs for participation in future years will be determined on a year-by-year basis.
- The parties shall at all times be independent contractors with respect to each other under this agreement.

### **Revisions:**

- Revisions to this agreement may be suggested by either the College or the School but must be agreed to by both parties.
- Changes agreed to by both the College and the School will be incorporated into a written and signed Addendum, which will then become part of the agreement.

### **Termination:**

- This agreement will automatically terminate at the end of the adviser's term, as noted above.



- Either party may terminate this agreement by giving thirty days' written notice to the other party.

**Indemnification:**

- School agrees to indemnify and hold harmless College and its trustees, officers, employees and agents from and against any claims, costs, expenses, damages, liabilities, losses or judgments ("Losses") arising out of, or in connection with, any claim, demand or action by a third party, if such Losses are sustained as a direct or indirect consequence of the engagement, excepting any Losses that are caused solely by the negligence of College and its trustees, officers, employees and agents. College shall indemnify and hold harmless School, its directors, officers, employees, and agents from and against any Losses arising solely out of the negligent acts of College and its trustees, officers, employees and agents associated with the engagement.
- Limited to the scope of college advising work agreed upon between Pennsylvania College Advising Corps/Franklin & Marshall College and the Pennsylvania Leadership Charter School.

**Name of On-Site Facilitator designated by the school/district:**

Name: \_\_\_\_\_ Shavaun McGinty \_\_\_\_\_


Title: \_\_\_\_\_ Supervisor of Guidance \_\_\_\_\_

Phone: \_\_\_\_\_ (610) 701-3333 ext. 1172 \_\_\_\_\_

E-mail: \_\_\_\_\_ smcginty@palcs.org \_\_\_\_\_

*By signing, I certify that I have read and agree with the terms of the Agreement.*

  
\_\_\_\_\_  
Principal/Superintendent 6/22/2020 \_\_\_\_\_ Date

  
\_\_\_\_\_  
On-Site Facilitator 6-15-2020 \_\_\_\_\_ Date

  
[Robert Freund \(Jun 22, 2020 20:11 EDT\)](#)  
\_\_\_\_\_  
Robert Freund Date  
Program Director  
robert.freund@fandm.edu  
(717) 358-4458

\_\_\_\_\_  
F&M Authorized Representative Date  
Franklin & Marshall College  
P.O. Box 3003  
Lancaster, PA 17604






# PALCS-PCAC MOU, 2020–2021

Final Audit Report

2020-06-23

Created:	2020-06-22
By:	Julia Lake (jlake@fandm.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAGm5T2jmMBw5_lm1XjYWC0MIQCA2yVWj-

## "PALCS-PCAC MOU, 2020–2021" History

-  Document created by Julia Lake (jlake@fandm.edu)  
2020-06-22 - 11:49:49 PM GMT- IP address: 155.68.177.82
-  Document emailed to Robert Freund (rfreund@fandm.edu) for signature  
2020-06-22 - 11:50:08 PM GMT
-  Email viewed by Robert Freund (rfreund@fandm.edu)  
2020-06-23 - 0:10:49 AM GMT- IP address: 174.59.204.41
-  Document e-signed by Robert Freund (rfreund@fandm.edu)  
Signature Date: 2020-06-23 - 0:11:22 AM GMT - Time Source: server- IP address: 174.59.204.41
-  Signed document emailed to Julia Lake (jlake@fandm.edu) and Robert Freund (rfreund@fandm.edu)  
2020-06-23 - 0:11:22 AM GMT

# 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 10 day of August, 2021

By: John F. Wingerter (Signature of Board President)

John F. Wingerter (Print Name)

President 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 10 day of August, 2021

By: John F. Wingerter (Signature of Board President)

John F. Wingerter (Print Name)

President 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 10 day of August, 2021

By: John F. Wingerter (Signature of Board President)

John F. Wingerter (Print Name)

President 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 10 day of August, 2021

By: John F. Wingerter (Signature of Board President)

John F. Wingerter (Print Name)

President 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 10 day of August, 2021

By: John F. Wingerter (Signature of Board President)

John F. Wingerter (Print Name)

President Board of Education