Board of Trustees Meeting Minutes
May 01, 2021 – 1:30 pm

https://zoom.us/j/5926642005?pwd=dlQwSHdNWmtQWnIvQ2VMUEt2MGx6dz09

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password: 590210719

1. Meeting Opening

A. Call to order

The public meeting was called to order at 1:31PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	**X**		
Ms. Brenda Sachleben	**X**		
Mr. Carl Schwartz	**X**		
Ms. Sophia Lewis		**X**	
Dr. Tom Whetstone	**X**		
Mr. Victor D. Valentine, Sr.	**X**		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.
MM: Carl Schwartz SM: Victor Valentine Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x

Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
B. Teaching, Learning, and Family Support (Dr. Jose Parrilla, Chief Academic Officer)
C. Human Resources, Marketing, and Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
D. Public Affairs & Accountability (Doug Wessels, Director of Public Affairs & Accountability)
E. CEO Report (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: February 22, 2020.

MM: Tom Whetstone SM: Carl Schwartz Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of the 2021-2022 Board of Trustees Meeting Schedule

Be it resolved that the Board of Trustees hereby approves the 2021-2022 Board of Trustees Meeting Schedule:

- August 23, 2021 6:30 pm
- October 23, 2021 1:30 pm
- December 13, 2021 6:30 pm
- February 28, 2022
- April 30, 2022 1:30pm
- June 27, 2022 6:30 pm

MM: Victor Valentine SM: Carl Schwartz Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through March 31, 2021.

MM: Tom Whetstone SM: Brenda Sacheleban Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Posting of the 2021-2022 Budget

Be it resolved that the Board of Trustees hereby approves of the posting of the 2021-22 Budget for public review, inspection, and comment.

MM: Victor Valentine SM: Brenda Sacheleban Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Ratification of Computer Lease

Be it resolved that the Board of Trustees ratifies the approval of the lease for 700 student laptops that was previously executed by the Board President and CEO.

MM: Carl Schwarts SM: Tom Whetstone Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from February 13 through April 22, 2021.

MM: Carl Schwartz SM: Victor Valentine Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Staff Recognition

B.1 Amendment to the Agenda

Dr. Tom Whetstone made a motion to amend the agenda to include recognition of the Board Chair and CEO for their PCPCS presentation.

MM: Tom Whetstone SM: Victor Valentine Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B.2 Staff Recognition Amended Motion

Be it resolved that the Board of Trustees hereby acknowledges the following team members for the following accomplishments:

1. Lauren Lombardo passed the National Counseling Exam and received her National Certified Counselor credential from the National Board of Certified Counselors (NCC). NCC is the premier counseling board certification. Earning Board certification demonstrates that you have voluntarily met high national standards for the practice of counseling.
2. Ms. Bonnie M. Schaefer, Board Chair, and Dr. John Chandler, CEO, for their PCPCS presentation on February 11, 2021, entitled Successful Schools come from Effective Leadership, and You Get to be a Part!

MM: Carl Schwartz SM: Victor Valentine Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

7. Other Action Items

A. Approval of the 2021-2022 Administrative Calendar

Motions 7A and 7B were voted on in one motion at the request of the board chair.

MM: Brenda Sacheleban SM: Carl Schwartz Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of the 2021-2022 Academic Calendar

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

A. Next Meeting

Public Meeting on June 28, 2021 at 6:30 p.m.

B. Adjournment Time: 3:21 PM

MM: Tom Whetstone SM: Brenda Sachleben Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

06 / 29 / 2021

Sophia Lewis, Secretary

HELLOSIGN

Audit Trail

TITLE	BoT Meeting Minutes 01May21
FILE NAME	BOT Meeting Minut... to be signed.pdf
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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	Completed

Document History

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VIEWED	**06 / 29 / 2021** 23:18:27 UTC	Viewed by Sophia lewis (sophialewis7@hotmail.com) IP: 174.247.80.156
SIGNED	**06 / 29 / 2021** 23:22:16 UTC	Signed by Sophia lewis (sophialewis7@hotmail.com) IP: 174.247.80.156
COMPLETED	**06 / 29 / 2021** 23:22:16 UTC	The document has been completed.

Special Call Board of Trustees Meeting Minutes
August 12, 2020 – 6:30 pm

https://zoom.us/j/5926642005?pwd=dlQwSHdNWmtQWnIvQ2VMUEt2MGx6dz09

Dial In: 929-205-6099 Meeting ID: 592 664 2005 Password: 513290

1. Meeting Opening

A. Call to order

The meeting was called to order at 6:31 pm
By Board President, Bonnie Schaefer

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	**x**		
Ms. Brenda Sachleben	**x**		
Mr. Carl Schwartz	**x**		
Ms. Sophia Lewis	**x**		
Dr. Tom Whetstone	**x**		
Mr. Victor D. Valentine, Sr.	**x**		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.
MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		

Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Student Lottery

Pursuant to the 2015 Charter Renewal Application that was approved by the PDE, as well as the Resolution and Guidelines passed by the PA Virtual Board of Trustees on July 23, 2020, a student lottery for admittance into PA Virtual was conducted at this time in the meeting. The student lottery was conducted by Mr. Nate Achey, Director of Information Technology, and was overseen by the entire Board of Trustees. The student lottery was also overseen by the independent accounting firm of Barbacane Thornton & Company.

4. Reports to the Board

A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
B. Teaching, Learning, and Family Support (Dr. Jose Parrilla, Chief Academic Officer); written only
C. Human Resources, Marketing, and Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
D. CEO Report (Dr. John Chandler, Chief Executive Officer)

5. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: July 23, 2020.

MM: Tom Whetstone SM: Carl Schwartz Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Re-Election of Brenda Sachleben and Victor Valentine, Sr.

Be it resolved that the Board of Trustees hereby re-elects Brenda Sachleben and Victor Valentine, Sr. to the PA Virtual Board of Trustees for three-year terms effective September 1, 2020 - August 31, 2023.

MM: Tom Whetstone SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Approval of the Board of Trustees Committee Structure and Membership

Be it resolved that the Board of Trustees hereby approves the following committee structure and membership for the 2020-2021 school year.

MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Finance Committee	Governance & Nominating Committee	Human Resources Committee
*Victor Valentine	*Bonnie Schaefer	*Sophia Lewis
Tom Whetstone	Brenda Sachleben	Carl Schwartz
**John Chandler	**John Chandler	**John Chandler
**Jason Billups	**Jose Parrilla	**Sherri Tate

* Committee Chairperson ** Non-voting member

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

D. Election of Board of Trustees Officers

Be it resolved that the Board of Trustees hereby elects the following as Officers for the PA Virtual Board of Trustees for the 2020-2021 school year.

MM: Carl Schwartz SM: Brenda Sachleben Action: 6-0

Board Member	Officer Position
Ms. Bonnie M. Schaefer	President
Ms. Brenda Sachleben	Vice-President
Ms. Sophia Lewis	Secretary
Mr. Victor Valentine, Sr.	Treasurer

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		

Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

E. Appointment of Stakeholders for the Comprehensive Plan, including the Induction Plan and Professional Development Plan

Be it resolved that the Board of Trustees hereby appoints the following stakeholders for the development of the Comprehensive Plan, including the Induction Plan and Professional Development Plan.

MM: Sophia Lewis SM: Brenda Sachleben Action: 6-0

Name	Role
Maria Ramola	Community Representative
Alison Diflorio	Business Representative
Brenda Sachleben	Board of Trustees
Rebekah Hallberg	Parent
Victor Valentine, Sr.	Parent

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

F. Acceptance of Charter School Annual Report as Submitted to PDE

Be it resolved that the Board of Trustees hereby accepts the Charter School Annual Report as Submitted to PDE.

MM: Carl Schwartz SM: Tom Whetstone Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

G. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions for the following policy.

Title IX Policy

MM: Victor Valentine SM: Brenda Sachleben Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through June 30, 2020.

MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Acceptance of Annual Report as Required by the Pennsylvania Nonprofit Corporation Law

Be it resolved that the Board of Trustees hereby accepts the Annual Report as required by the Pennsylvania Nonprofit Corporation Law.

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		

Mr. Victor Valentine	x		

7. **Human Resources Committee**

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from June 11, 2020 – August 4, 2020.

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

8. **Other Action Items**

A. Approval of School Safety and Reopening Plan

Be it resolved that the Board of Trustees hereby approves the School Safety and Reopening Plan.

MM: Brenda Sachleben SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Acknowledgement of TSI Title 1 School Improvement Plan

Be it resolved that the Board of Trustees hereby acknowledges the TSI Title 1 School Improvement Plan that will be submitted to PDE not later than September 1, 2020, subject to final legal and administrative review.

MM: Brenda Sachleben SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		

Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

9. Public Comment (Topic related to PA Virtual Operations)

10. Closing of Meeting

A. Adjournment Time: 8:31 pm

MM: Victor Valentine SM: Carl Schwartz Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

Sophia Lewis

Sophia Lewis, Secretary

HELLOSIGN

Audit Trail

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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History

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VIEWED	**10** / **17** / **2020** 18:30:09 UTC	Viewed by Sophia lewis (sophialewis7@hotmail.com) IP: 98.122.236.5
SIGNED	**10** / **17** / **2020** 18:30:28 UTC	Signed by Sophia lewis (sophialewis7@hotmail.com) IP: 98.122.236.5
COMPLETED	**10** / **17** / **2020** 18:30:28 UTC	The document has been completed.

Board of Trustees Meeting Agenda
December 14, 2020 – 6:30 pm

https://zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Passcode: 590210719

The Board of Trustees met in Executive Session immediately prior to this meeting

1. **Meeting Opening**

A. Call to order

The Board of Trustees met in Executive Session immediately prior to this meeting tonight to discuss Charter School business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.

The public meeting was called to order at 6:34 P by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance
"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda
Be it resolved that the Board adopts the agenda.
MM: Carl Scwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
B. Teaching, Learning, and Family Support (Dr. Jose Parrilla, Chief Academic Officer); written only
C. Human Resources, Marketing, and Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
D. Public Affairs & Accountability (Doug Wessels, Director of Public Affairs & Accountability)
E. CEO Report (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: October 17, 2020.

MM: Sophia Lewis SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions as specified in the attached document for the following policies:

- 2003 - Attendance Policy
- 2006 - Controlled Substance Policy
- 2404 - Independent Educational Evaluations Policy
- 2405 - Dispute Resolution and Alternative Dispute Resolution Policy

- 2407 - Participation by Students with Disabilities in High School Graduation Ceremonies
- 2408 - Positive Behavioral Support Policy and Procedures
- 2411 - Assistive Technology (AT) Policy
- 2413 - Surrogate Parent Policy
- 2834 - Immunization Policy
- 3019 - Federal Fiscal Compliance Policy - Uniform Grant Guidance
- 3020 - Travel Reimbursement - Uniform Grant Guidance
- 3021 - Allowability of Costs - Uniform Grant Guidance
- 3022 - Cash Management - Uniform Grant Guidance
- 3023 - Procurement - Uniform Grant Guidance
- 4110 - Student Teachers/Interns Policy

MM: Carl Schwartz SM: Tom Whetstone Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through July 1, 2020 through November 30, 2020.

MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from October 2, 2020 to December 2, 2020.

MM: Sophia Lewis SM: Carl Schwartz Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following team members for these accomplishments:

1. Doug Wessels, Katie Barnett, Diana Perney, Jamie Burrell, Jennifer Burke, and Cindy Willits, presented " Creating a Space for School And Work" to Exude on September 24, 2020.

MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

7. Public Comment (Topic related to PA Virtual Operations)

8. Closing of Meeting

A. Adjournment Time: 7:32 PM

MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		

Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

Sophia Lewis 03 / 01 / 2021

Sophia Lewis, Secretary

HELLOSIGN

Audit Trail

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STATUS	● Completed

Document History

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SIGNED	**03** / **01** / **2021** 18:23:47 UTC	Signed by Sophia lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
COMPLETED	**03** / **01** / **2021** 18:23:47 UTC	The document has been completed.

Board of Trustees Meeting Minutes
October 17, 2020 – 1:30 pm

https://zoom.us/j/5926642005?pwd=dlQwSHdNWmtQWnIvQ2VMUEt2MGx6dz09

Dial In: 929-205-6099 Meeting ID: 592 664 2005 Password: 513290

1. **Meeting Opening**

A. Call to order

The meeting was called to order at 1:34 PM
By the Vice-President of the Board of Trustees, Ms. Brenda Sachleben

B. Pledge of Allegiance
"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer		**x**	
Ms. Brenda Sachleben	**x**		
Mr. Carl Schwartz		**x**	
Ms. Sophia Lewis	**x**		
Dr. Tom Whetstone	**x**		
Mr. Victor D. Valentine, Sr.	**x**		

D. Adoption of the Agenda
Be it resolved that the Board adopts the agenda.
MM: V.V. SM: S.L Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x

Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
B. Teaching, Learning, and Family Support (Dr. Jose Parrilla, Chief Academic Officer); written only
C. Human Resources, Marketing, and Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
D. CEO Report (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

A. Approval of Previous Meeting Minutes
Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: August 12, 2020.
MM: S.L. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Policies
Be it resolved that the Board of Trustees hereby approves the reviews and revisions as specified in the attached document for the following policies excluding Policy 2407 which was not approved and removed:

- NEW - Administrative Records Management, Retention and Destruction Policy[1]
- 2007 - Youth Suicide Awareness and Prevention Policy
- 2302 - Graduation and Dropout Rates Policy
- 2407 - Participation by Students with Disabilities in High School Graduation Ceremonies
- 2410 - Access to Instructional Materials in Alternate or Specialized Formats Policy

- 2412 - Early Intervention Policy
- 2520 - Dual Enrollment Policy
- 2702 - Section 504 Policy
- 2821 - Student Clubs and Activities Policy
- 2833 - School Health Screening
- 2903 - Student First Name, Middle Name, and/or Gender Change Policy
- 3008 - Contract Signature Authority Policy
- 3009 - Retention of Financial Records
- 3010 - Property, Plant, & Equipment Policy
- 3011 - Payroll Policy
- 3013 - Insurance Policy
- 3014 - Financial Electronic Transactions Policy
- 3015 - Bonding Policy
- 3016 - GASB Fund Balance Policy

MM: S.L. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Amending of Bylaws

Be it resolved that the Board of Trustees hereby amends the Bylaws of The Pennsylvania Virtual Charter School to change the titles of “President” and “Vice President” to “Chair” and “Vice Chair,” respectively, and to change “Nominating Committee” to “Governance & Nominating Committee.” (Requires 2/3 majority vote.)

MM: S.L. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through August 12, 2020 through October 17, 2020.
MM: T.W. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Employee Compensation Resolution

Be it resolved that the Board of Trustees hereby approves the Resolution regarding Employee Compensation.

MM: V.V. SM: T.W. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from August 12, 2020 - October 17, 2020.
MM: S.L. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following team members for these accomplishments:

1.Renee Keiser, Heather Brandt, Kate Celedonia, Jen Slater, and Jennifer Nester presented for Blackboard World in July.
2.Dr. Mindy Byham, Dr. Daniel Pezzulo Present research at the 2020 Kids First National Conference.
3.Diana Perney, Director of Onboarding and Professional Development; Wednesday's Wisdom-Weekly Professional Development Teachers are presenting at this year's Pennsylvania Coalition of Public Charter Schools Innovation Conference.
4. Katie Barnett, 1st Grade Teacher; Co-Teaching in the Virtual Elementary Model presenting at this year's Pennsylvania Coalition of Public Charter Schools Innovation Conference.
5.Cindy Willits, 6th Grade Teacher; If You Build It...They Will Come! Building Your Online Learning Community presenting at this year's Pennsylvania Coalition of Public Charter Schools Innovation Conference.
MM: T.W. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

7. Other Action Items

Approval of Comprehensive Plan and Submittal of Said Plan to PDE

Be it resolved that the Board of Trustees hereby approves the 2021-2024 Comprehensive Plan, including the Induction Plan and Professional Development Plan and the submittal of said Plan(s) to PDE.

MM: S.L. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

A. Adjournment Time:

MM: T.W. SM: S.L. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

Sophia Lewis 12 / 17 / 2020

Sophia Lewis, Secretary

HELLOSIGN

Audit Trail

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FILE NAME	17.10.2020 BOT Minutes (1).docx
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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History

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VIEWED	**12 / 17 / 2020** 18:39:52 UTC	Viewed by Sophia lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
SIGNED	**12 / 17 / 2020** 18:41:11 UTC	Signed by Sophia lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
COMPLETED	**12 / 17 / 2020** 18:41:11 UTC	The document has been completed.

Board of Trustees Meeting Agenda
February 22, 2021 – 6:30 pm

https://zoom.us/j/5926642005?pwd=dlQwSHdNWmtQWnIvQ2VMUEt2MGx6dz09

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password: 590210719

1. Meeting Opening

A. Call to order

The public meeting was called to order at 6:35 PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	**x**		
Ms. Brenda Sachleben	**x**		
Mr. Carl Schwartz	**x**		
Ms. Sophia Lewis	**x**		
Dr. Tom Whetstone	**x**		
Mr. Victor D. Valentine, Sr.	**x**		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Sophia Lewis SM: Brenda Sachleben Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	**x**		
Ms. Brenda Sachleben	**x**		
Mr. Carl Schwartz	**x**		

Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Executive Session

The board convened in Executive Session at the direction of the Board Chair, as was approved by the adoption of the agenda. The Executive Session was to discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

4. Reports to the Board

A. Independent Auditor Report on FY 19-20 (Mr. Tim Sawyer)
B. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
C. Teaching, Learning, and Family Support (Dr. Jose Parrilla, Chief Academic Officer)
D. Human Resources, Marketing, and Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
E. Public Affairs & Accountability (Doug Wessels, Director of Public Affairs & Accountability)
F. CEO Report (Dr. John Chandler, Chief Executive Officer)

5. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: December 14, 2020.

MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions as specified in the attached document for the following policies:

- 2303 - Scholarship Policy
- NEW - Fundraising Policy

- 1113 - Right to Know Policy
- 4301 - Enrollment Policy
- NEW - Discipline of Student Convicted/Adjudicated of Sexual Assault Policy

MM: Sophia Lewis SM: Brenda Sachleben Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through January 31, 2021.

MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Acceptance of Independent Auditor's Report for FY 19-20

Be it resolved that the Board of Trustees hereby accepts the Independent Auditor's Annual Audit for FY 19-20.

MM: Tom Whetsone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		

Mr. Victor Valentine	x		

7. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from December 3, 2020 to February 12, 2021.

MM: Sophia Lewis SM: Brenda Sachleben Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following team members for these accomplishments:

1. Dr. Mindy Byham and Dr. Dan Pezzulo have been invited to present their research on neuromyths at the National Association of School Psychologists (NASP) annual convention in late February 2021. The presentation is titled ”Neuromyths in the Classroom: the Cost of Pseudoscience”

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

A. Next Meeting - Board Retreat on April 30 - May 1, 2021

Public Meeting on May 1, 2021 at 1:30 p.m.

B. Adjournment Time: 9:40 PM

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

Sophia Lewis

Sophia Lewis, Secretary

HELLOSIGN

Audit Trail

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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History

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VIEWED	**05 / 06 / 2021** 18:32:58 UTC	Viewed by Sophia lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
SIGNED	**05 / 06 / 2021** 18:33:25 UTC	Signed by Sophia lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
COMPLETED	**05 / 06 / 2021** 18:33:25 UTC	The document has been completed.

Special Call Board of Trustees Meeting Minutes
July 23, 2020 – 7:15 pm

https://zoom.us/j/5926642005?pwd=dlQwSHdNWmtQWnIvQ2VMUEt2MGx6dz09

Dial In: 929-205-6099 Meeting ID: 592 664 2005 Password: 513290

1. **Meeting Opening**

A. Call to order

The meeting was called to order at 7:17 pm
By Board President, Bonnie Schaefer

B. Pledge of Allegiance
"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	**x**		
Ms. Brenda Sachleben	**x**		
Mr. Carl Schwartz	**x**		
Ms. Sophia Lewis	**x**		
Dr. Tom Whetstone	**x**		
Mr. Victor D. Valentine, Sr.	**x**		

D. Adoption of the Agenda
Be it resolved that the Board adopts the agenda.
MM: Sophia Lewis SM: Tom Whetstone Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: June 22, 2020.

MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Resolution Ratifying All Board Actions Taken at April 29, 2020 Meeting

Be it resolved that the Board of Trustees hereby approves the Resolution ratifying all board actions taken at the April 29, 2020 Board of Trustees Meeting.

MM: Brenda Sachleben SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

4. Executive Session

A. Motion to Convene in Executive Session

Be it resolved that the Board of Trustees hereby convenes in Executive Session to discuss Charter School business which, if conducted in public, would violate a

lawful privilege or lead to the disclosure of information or confidentiality protected by law.

MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Other Action Items

A. Be it resolved that the Board of Trustees hereby approves the Resolution Regarding the COVID-19 Pandemic and the Need to Implement the Student Lottery Procedure Outlined in PA Virtual's PDE-Approved Charter Renewal Application.

MM: Carl Schwartz SM: Tom Whetstone Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Public Comment (Topic related to PA Virtual Operations)

7. Closing of Meeting

A. Adjournment Time: 8:56 pm

MM: Carl Schwartz SM: Tom Whetstone Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

Sophia Lewis

Sophia Lewis, Secretary

HELLOSIGN

Audit Trail

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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History

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VIEWED	**08 / 17 / 2020** 17:38:00 UTC	Viewed by Sophia Lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
SIGNED	**08 / 17 / 2020** 17:38:44 UTC	Signed by Sophia Lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
COMPLETED	**08 / 17 / 2020** 17:38:44 UTC	The document has been completed.

Board of Trustees Meeting Minutes
June 28 , 2021 – 6:30 pm

https://zoom.us/j/5926642005?pwd=dlQwSHdNWmtQWnIvQ2VMUEt2MGx6dz09

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password: 590210719

1. **Meeting Opening**

The Board of Trustees met in Executive Session on June 28, 2021, at 5:45 p.m. to discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

A. Call to order

The public meeting was called to order at 6:39 PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	X		
Ms. Brenda Sachleben	X		
Mr. Carl Schwartz	X		
Ms. Sophia Lewis	X		
Dr. Tom Whetstone	X		
Mr. Victor D. Valentine, Sr.	X		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
B. Teaching, Learning, and Family Support (Dr. Jose Parrilla, Chief Academic Officer)
C. Human Resources, Marketing, and Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
D. Public Affairs & Accountability (Doug Wessels, Director of Public Affairs & Accountability)
E. CEO Report (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: May 01, 2021.

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions as specified in the attached document for the following policies:

- RETIRE - Policy #2901 - Student Records Policy
- RETIRE - Policy #2902 - Student Record Retention Policy
- NEW - Student Educational Records Policy

- NEW - Maintenance of Student Educational Records/ Retention Policy
- NEW - Collection of Records and Information Through a Survey, Analysis or Evaluation
- NEW - Access to Student Educational Records
- NEW - Visitor Policy

MM: Tom Whetstone SM :Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Acceptance if the 2020-21 School Safety and Security Coordinator Report

Be it resolved that the Board of Trustees hereby accepts the 2019-20 School Safety and Security Coordinator Report.

MM: Carl Schwartz SM:Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

D. Re-Election of Dr. John Thomas Whetstone III and Mr. Carl Schwartz to the PA Virtual Board of Trustees

Be it resolved that the Board of Trustees hereby re-elects Dr. John Thomas Whetstone, III and Mr. Carl Schwartz to the PA Virtual Board of Trustees for three-year terms effective July 1, 2021 - June 30, 2024.

MM: Victor Valentine SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through May 31, 2021.

MM:Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Adoption of FY 2021-22 Budget

Be it resolved that the Board of Trustees hereby adopts the 2021-2022 budget.

MM: Victor Valentine SM:Tom Whetstone Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. 1. Motion Offered During Meeting to Monitor Student Academic Progress

The Board of Trustees approval of the budget requires PA Virtual Academic Administration to report at each 2021-22 regularly scheduled meeting of the Board as to

the quantitative and qualitative progress of PA Virtual students toward the goals for meeting PDE academic standards in Math, Science, and ELA by grade level.
MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Approval of Resolution to Commit Unassigned Fund Balance
Be it resolved that the Board of Trustees hereby approves the Resolution to Commit Unassigned Fund Balance to Committed Fund Balance as detailed in the Resolution, subject to audited Financial Statements for the 2020-2021 FY
MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Human Resources Committee
A. Approval of Personnel Report
Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from April 23 to June 25, 2021.
MM: Brenda Sacheleben SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		

Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Ratification of Collective Bargaining Agreement

Be it resolved that the Board of Trustees hereby ratifies the collective bargaining agreement between the PA Virtual Charter School and the PA Virtual Education Association/PSEA/NEA, effective July 1, 2021 through June 30, 2023.

MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following team members for this accomplishment:

1. Brian Davis, Elizabeth Svoboda and the members of the Rho Kappa National Social Studies Honor Society. They earned the Governor's Silver Civic Engagement Award for helping to register 68% of our eligible student body to vote in the upcoming elections.

MM: Brenda Sachleben SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

7. Other Action Items

A. Approval of 2021-22 SY Student Handbook and Code of Conduct

Be it resolved that the Board of Trustees hereby approves the 2020-2021 Student Handbook and Code of Conduct, pending final administrative and legal review.
MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Resolution Regarding Confidential Settlement Agreement and Release

Be it resolved that the Board of Trustees hereby approves the Resolution Regarding the Confidential Settlement Agreement and Release in the matter of File No. 345-21.
MM: Sophia Lewis SM: Brenda Sachleben Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

A. Next Meeting - Public Meeting is being held on August 23. 2021 at 6:30 p.m.

B. Adjournment Time: 8:38 pm

MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

_____

Sophia Lewis, Secretary

Board of Trustees Zoom Meeting Details

Dr. John Chandler is inviting you to a scheduled Zoom meeting. ***To join just click the link. Meeting ID and passcodes are not needed.***

To Join Zoom Meeting:

https://zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09

Meeting ID: 981 1949 1580

Passcode: pavirtual
One tap mobile
+19292056099,,98119491580#,,,,,,0#,,590210719# US (New York)
+13017158592,,98119491580#,,,,,,0#,,590210719# US (Washington D.C)

Dial by your location

+1 929 205 6099 US (New York)
+1 301 715 8592 US (Washington D.C)
+1 312 626 6799 US (Chicago)
+1 669 900 6833 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
Meeting ID: 981 1949 1580
Passcode: 590210719
Find your local number: https://zoom.us/u/aBmcrScEY

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Greades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Adornetto, Danielle S.	SECONDARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist II, 2016	K-12	Assistant Director of Guidance & Fed Programs	2080	100	ad
2	Alcaro, Melissa	ENGLISH 7-12_3230, Instructional I, 2000	K-12	Assistant Director of Onboarding & Prof Dev	2080	100	ad
3	Wangler, Nina M.	MID-LEVEL ENGLISH 6-9_2850, Instructional II, 2018 ,ENGLISH 7-12_3230, Instructional II, 2018 ,READING SPECIALIST PK-12_7650, Instructional II, 2018 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2018 ,ELEMENTARY K-6_2810, Instructional II, 2018 , ,	K-12	Assistant Director of Special Education	2080	100	ad
4	DellaPenna, Jennifer	ELEMENTARY K-6_2810, Instructional I, 2000	K-12	Assistant Director, Curriculum & Instruction	2080	100	ad
5	Casarella, Kimberly R.	ELEMENTARY K-6_2810, Instructional II, 1999	K-12	Assistant Director, Student Data & Assessmet	2080	100	ad
6	Leon, Anjleke E.	SPECIAL EDUCATION PK-12_9225, Instructional I, 2013 ,PRINCIPAL PK-12_1115, Administrative Provisional I, 2019	5,6	Assistant Principal, 5-8	2080	100	ad
7	Rocchini, Louis M.	SOCIAL STUDIES 7-12_8875, Instructional II, 2015 ,ENGLISH 7-12_3230, Instructional II, 2015 ,PRINCIPAL PK-12_1115, Administrative I, 2019	7,8	Assistant Principal, 5-8	2080	100	ad
8	Afshari, Laura Michelle	MID-LEVEL CITIZ. ED 6-9_2870, Instructional II, 2008 ,ENGLISH 7-12_3230, Instructional II, 2002 ,COMMUNICATIONS 7-12_3200, Instructional II, 2002 ,ONLINE INSTRUCTION PROGRAM PK-12_1184, Endorsement, 2016 ,PRINCIPAL PK-12_1115, Administrative Provisional I, 2019 , ,	9,10	Assistant Principal, 9-12	2080	100	ad
9	Gregory, Ryan	ELEMENTARY K-6_2810, Instructional I, 2012 ,SOCIAL STUDIES 7-12_8875, Instructional I, 2012 ,PRINCIPAL PK-12_1115, Administrative I, 2018	10,11	Assistant Principal, 9-12	2080	100	ad

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10	Wernick, Casey B.	SOCIAL STUDIES 7-12_8875, Instructional II, 2017 ,PRINCIPAL PK-12_1115, Administrative I,	11,12	Assistant Principal, 9-12	2080	100	ad
11	Adams, Christine	PRINCIPAL PK-12_1115, Administrative II, 2017 ,ELEMENTARY K-6_2810, Instructional II, 2012 ,MIDDLE LEVEL SCIENCE 6-9_2880, Instructional II, 2012	K,1,2	Assistant Principal, K-4	2080	100	ad
12	Gallagher, Christine L.	ELEMENTARY K-6_2810, Instructional I, 2006	2,3,4	Assistant Principal,	2080	100	ad
13	Becker, Kinet	EARLY CHILDHOOD N-3_2840, Instructional II, 2007 ,ELEMENTARY K-6_2810, Instructional II, 2007 ,MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2007 ,SUPVR SPECIAL EDUCATION PK-12_9215, Supervisory, 2018 ,MATHEMATICS 7-12_6800, HOUSSE Designation, 2007 ,GENERAL SCIENCE 7-12_8450, HOUSSE Designation, 2007 ,SOCIAL STUDIES 7-12_8875, HOUSSE Designation, 2007, ENGLISH 7-12_3230, HOUSSE Designation, 2007	K-12	Director of Special Education	2080	100	ad
14	Gilligan, Thomas C.	PRINCIPAL PK-12_1115, Administrative II, 2014 ,ENGLISH 7-12_3230, Instructional II, 2004 ,ELEMENTARY K-6_2810, Instructional II, 2002	K-12	Director of Student Data & Assessment	2080	100	ad
15	Fitzpatrick, Jason	ELEMENTARY K-6_2810, Instructional II, 2008 ,MID-LEVEL CITIZ. ED 6-9_2870, Instructional II, 2008 ,ONLINE INSTRUCTION PROGRAM PK-12_1184, Endorsement, 2016	K-12	Director of Student Services	2080	100	ad
16	Weinberger, Maureen	ENGLISH 7-12_3230, Instructional II, 2016 ,PRINCIPAL PK-12_1115, Administrative II, 2015 ,ELEMENTARY K-6_2810, Instructional II, 2016 ,ONLINE INSTRUCTION PROGRAM PK-12_1184, Endorsement, 2016	K-12	Director, Curriculum, Instruction & Fed Prog	2080	100	ad
17	Perney, Diana	PRINCIPAL PK-12_1115, Administrative II, 2013 ,ENGLISH 7-12_3230, Instructional II, 1999 ,ELEMENTARY K-6_2810, Instructional II, 1997 ,EARLY CHILDHOOD N-3_2840, Instructional II, 1997	K-12	Director, Onboarding & Prof Development	2080	100	ad
18	Verga, Richard	PRINCIPAL PK-12_1115, Administrative, 2007 ,MATHEMATICS 7-12_6800, Instructional II, 2006	5,6,7,8	Principal, 5-8	2080	100	ad

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19	BuAli, Shaikha M.	PRINCIPAL PK-12_1115, Administrative II, 2020 ,ARABIC PK-12_4005, Instructional I, 2013 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional I, 2013 ,GENERAL SCIENCE 7-12_8450, Instructional I, 2013 ,ELEMENTARY K-6_2810, Instructional I, 2013 ,SPECIAL EDUCATION PK-12_9225, Instructional I, 2013 ,SUPERINTENDENT PK-12_1150, Letter of Eligibility, 2020	9,10,11,12	Principal, 9-12	2080	100	ad
20	Schutt, Steven A.	ELEMENTARY PRINCIPAL K-6_1100, Administrative II, 2010 ,SUPERINTENDENT PK-12_1150, Letter of Eligibility, 2008 ,Secondary Principal 7-12_1105, Administrative II, 2003 ,HEALTH & PHYSICAL ED PK-12 _4805, Instructional II, 1998	K,1,2,3,4	Principal, K-4	2080	100	ad
21	Widmann, Crystal L.	SECODARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist I, 2008	9-12	Guidance	1656	100	c
22	Austin, Molly B.	ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839, Educational Specialist I, 2016	3-4	Guidance	1656	100	c
23	Lombardo, Lauren A.	ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839, Educational Specialist II, 2019	9-12	Guidance	1656	100	c
24	Mathis, Bernadette M.	ELEMENTARY SCHOOL COUNSELOR K-6_1836, Educational Specialist II, 2019 ,SECONDARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist II, 2019	7-8	Guidance	1656	100	c
25	Pepe, Bethany L.	SECONDARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist II, 2019 ,ELEMENTARY SCHOOL COUNSELOR K-6_1836, Educational Specialist II, 2019	K-2	Guidance	1656	100	c
26	Priest, Candice	SECONDARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist I, 2000	5-12	Guidance	1656	100	c
27	Shearn, Lisa M.	SECONDARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist II, 2014 ,EELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839, Educational Specialist II, 2015	5-6	Guidance	1656	100	c
28	Hoffman, Megan	SCHOOL NURSE PK-12_1890, Educational Specialist, 2019	K-12	Immunization Nurse	828	100	n
29	Olcese-Mercurio, Lauren	SCHOOL NURSE_1890, Educational Specialist I, 2020	K-12	School Nurse	2080	100	n

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30	Roache-Lelli, Victoria	SCHOOL NURSE PK-12_1890, Educational Specialist II, 2013	K-12	School Nurse	2080	100	n
31	Woltjen, Christina	SCHOOL NURSE PK-12_1890, Educational Specialist II, 2019	K-12	School Nurse	2080	100	n
32	Moore, Mary Ellen	READING SPECIALIST PK-12_7650, Instructional I, 2011 ,ELEMENTARY K-6_2810, Instructional I, 1984	K-12	Reading	2080	100	ot
33	Byham, Melinda L.	SCHOOL PSYCHOLOGIST PK-12_1875, Educational Specialist II, 2003	K,1,2,3,4,5,6	School Psychologist	2080	100	ot
34	Pezzulo, Daniel J.	SCHOOL PSYCHOLOGIST PK-12_1875, Educational Specialist II, 2005	7,8,9,10,11,12	School Psychologist	2080	100	ot
35	Zimmerman, Gary P.	SOCIAL STUDIES 7-12_8875, Instructional II, 2005 ,MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2005	K-12	Special Education Enrollment Specialist	2080	100	ot
36	Heyl, Stephanie C.	EARLY CHILDHOOD N-3_2840, Instructional II, 2017 ,ELEMENTARY K-6_2810, Instructional II, 2017 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2017	K,1,2,3,4	Special Education Instructional Coordinator	2080	100	ot
37	Palmer, Jennifer M.	SPECIAL EDUCATION PK-12_9225, Instructional II, 2009 ,ELEMENTARY K-6_2810, Instructional II, 2009	9,10,11,12	Special Education Instructional Coordinator	2080	100	ot
38	Watson, Jennifer L.	ELEMENTARY K-6_2810, Instructional I, 2009 ,SPECIAL EDUCATION PK-12_9225, Instructional I, 2009	5,6,7,8	Special Education Instructional Coordinator	2080	100	ot
39	Krystofolski, Lisa L.	ELEMENTARY K-6_2810, Instructional II, 2007 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2007 ,TEACHER-NURSERY/KINDERGARTEN N-K_12833, Private School, 2009	7,8,9,10,11,12	Transition Coordinator	2080	100	ot
40	Toth, Rachelle M.	Elementary K-6_2810, Instructional I, 1996	K-2	Academic Support	1656	100	
41	Ansel, Jessica	EARLY CHILDHOOD N-3_2840, Instructional II, 2005	3-4	Academic Support	1656	100	
42	Ford, James	MID-LEVEL MATHEMATICS 6-9_2860, Instructional I, 2007 ,ELEMENTARY K-6_2810, Instructional I, 1995 ,EARLY CHILDHOOD N-3_2840, Instructional I, 1995	5-6	Academic Support	1656	100	
43	Gunter, Susan E.	ELEMENTARY K-6_2810, Instructional I, 1971	3-4	Academic Support	1656	100	
44	Hansen, Katherine E.	BIOLOGY 7-12_8405, Instructional II, 2013 ,ELEMENTARY K-6_2810, Instructional II, 2013 ,GENERAL SCIENCE 7-12_8450, Instructional II, 2013 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2013	5-6	Academic Support	1656	100	
45	Hicks, Mary Jo	ELEMENTARY K-6_2810, Instructional I, 2008	K-2	Academic Support	1656	100	

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46	McKee, Joanne A.	ELEMENTARY K-6_2810, Instructional II, 2010	5-6	Academic Support	1656	100	
47	Nichols, Stacey	READING SPECIALIST PK-12_7650, Instructional II, 2010 ,ELEMENTARY K-6_2810, Instructional II, 2009	K-2	Academic Support	1656	100	
48	Spink, Emma J	ELEMENTARY K-6_2810, Instructional I, 2011	5-6	Academic Support	1656	100	
49	Thompson, Terry	SOCIAL STUDIES 7-12_8875, Instructional I, 2017 ,ENGLISH 7-12_3230, Instructional I, 2018	9-12	Academic Support	1656	100	
50	Gibbs, Jennifer Robin	ENGLISH 7-12_3230, Instructional I, 2009 ,SOCIAL STUDIES 7-12_8875, Instructional I, 2005	9-12	Academic Support	1656	100	
51	Gorley, Kyli M.	GENERAL SCIENCE 7-12_8450, Instructional II, 2012 ,MATHEMATICS 7-12_6800, Instructional II, 2012	9-12	Academic Support	1656	100	
52	Montgomery, Zachary A.	HEALTH & PHYSICAL EDUC PK-12_4805, Instructional I, 2015 ,SAFETY ED/DRIVER ED 7-12_5215, Instructional I, 2015 ,LIBRARY SCIENCE PK-12_6420, Instructional I, 2017 ,FAMILY-CONSUMER SCI PK-12_5600, Instructional I, 2017 ,READING SPECIALIST PK-12_7650, Instructional I, 2018 , ,	9-12	Academic Support	1656	100	
53	Ramos, Paula	READING SPECIALIST PK-12_7650, Instructional I, 2006 ,ELEMENTARY K-6_2810, Instructional I, 2004	7-8	Academic Support ELA	1656	100	
54	McCoy, Patricia	ENGLISH 7-12_3230, Instructional I, 2017	7-8	Academic Support ELA (55% part-time)	828	100	
55	McLellan, Jessica L.	MID-LEVEL MATHEMATICS 6-9_2860, Instructional I, 2012 ,SPECIAL EDUCATION PK-12_92,5, Instructional I, 2011 ,ELEMENTARY K-6_2810, Instructional I, 2011 ,ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499, Program Specialist, 2017	7-8	Academic Support Math	1656	100	
56	Miller, Amber	MATHEMATICS 7-12_6800, Instructional I, 2020	7-8	Academic Support Math	1656	100	
57	Verton, Sonya M.	ELEMENTARY K-6_2810, Instructional II, 2012 ,EARLY CHILDHOOD N-3_2840, Instructional II, 2012 ,ENGLISH AS A SECOND LANGUAGE/ESL 4499, Program Specialist, 2010	K-5	Academic Support, ELL	1656	100	
58	Waid, Audrey	ART PK-12_1405, Instructional I, 2003 ,ELEMENTARY K-6_2810, Instructional I, 2007 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional I, 2008	5-6	Art	1656	100	

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59	Garbutt, Victoria	GRADES PK-4_2825, Instructional 1, 2021	K-2	Art	1656	100	
60	Jaroudi, Brittany M.	ART PK-12_1405, Instructional I, 2014	7-8	Art	1656	100	
61	Lucas, Andrea S.	ART PK-12_1405, Instructional I, 2011 ,MID-LEVEL CITIZ. ED 6-9_2870, Instructional I, 2011 ,MID-LEVEL ENGLISH 6-9_2850, Instructional I, 2011 ,ELEMENTARY K-6_2810, Instructional I, 2010	9-12	Art	1656	100	
62	Allison, Leigh Ann	EARLY CHILDHOOD N-3_2840, Instructional II, 2012 ,ELEMENTARY K-6_2810, Instructional II, 2012	K	Gen ed / All Subjects	1656	100	
63	Beatty, Mindy	ELEMENTARY K-6_7200, Instructional I, 2009	4	Gen ed / All Subjects	1656	100	
64	Hake, Megan L.	MID-LEVEL ENGLISH 6-9_2850, Instructional I, 2013 ,EARLY CHILDHOOD N-3_2840, Instructional I, 2012 ,ELEMENTARY K-6_2810, Instructional I, 2012 ,ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499, Program Specialist, 2018	3	Gen ed / All Subjects	1656	100	
65	Shaffer, Katie M.	ELEMENTARY K-6_2810, Instructional I, 2010	2	Gen ed / All Subjects	1656	100	
66	Wroten, Alison	ELEMENTARY K-6_2810, Instructional I, 2002	1	Gen ed / All Subjects	1656	100	
67	Slater, Pamela	ENGLISH 7-12_3230, Instructional II, 2003	9-12	ELA	1656	100	
68	Witkowski-Denithorne, Laura J.	ENGLISH 7-12_3230, Instructional I, 2016 ,ELEMENTARY K-6_2810, Instructional I, 2009	8	ELA	1656	100	
69	Adamo, Debra	ELEMENTARY K-6_2810, Instructional II, 1995 ,READING SPECIALIST PK-12_7650, Instructional II, 1995	7	ELA	1656	100	
70	Bacon, Tamara J.	ENGLISH 7-12_3230, Instructional II, 2001	9-12	ELA	1656	100	
71	Bazilian, Heidi	ENGLISH 7-12_3230, Instructional II, 2012 ,ONLINE INSTRUCTION PROGRAM PK-12_1184, Endorsement, 2017	9-12	ELA	1656	100	
72	DeLorenzo, Katarina E.	GRADES 4-8_ALL SUBJECTS 4-6/SOCIAL STUDIES 7-8_3100, Instructional I, 2017 ,GRADES 4-8_ALL SUBJECTS 4-6/MATHEMATICS 7-8_3100, Instructional I, 2014 ,GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARTS AND READING 7-8_3100, Instructional I, 2014 ,SPECIAL EDUCATION PK-8 _9226, Instructional I, 2014 ,GRADES PK-4 _2825, Instructional I, 2014	7	ELA	1656	100	

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73	Eisenhower, Gabrielle B.	ENGLISH 7-12_3230, Instructional I, 2015 ,GRADES 4-8_ALL SUBJECTS 4-6/MATHEMATICS 7-8_3100, Instructional I, 2015 ,GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARTS AND READING 7-8_3100, Instructional I, 2015	9-12	ELA	1656	100	
74	Hayes, Sarah	SPECIAL EDUCATION PK-12_9225, Instructional I, 2013 ,ENGLISH 7-12_3230, Instructional I, 2016 ,GRADES PK-4_2825, Instructional I, 2017 ,GRADES 4-8/ALL SUBJECTS 4-6, SCIENCE 7-8_3100, Instructional I, 2015	9-12	ELA	1656	100	
75	Himmelberger, Amanda	ENGLISH 7-12_3230, Instructional I, 2003	9-12	ELA	1656	100	
76	Horvat, Lori S.	ENGLISH 7-12_3230, Instructional I, 2020	8	ELA	1656	100	
77	McGeever, Codie	ENGLISH 7-12_3230, Instructional I, 2018	9-12	ELA	1656	100	
78	Kelly, Lorriene K.	ENGLISH AS A SECOND LANGUAGE PK-12_4499, Program Specialist, 2013 ,ENGLISH 7-12_3230, Instructional II, 2020 ,SPANISH PK-12_4490, Instructional II, 2020	7-12 (ELL) '9-12 (AS)	ELL /Academic Support	1656	100	
79	Misja, Linda Rose	FRENCH PK-12_4410, Instructional II, 2009 ,ENGLISH 7-12_3230, Instructional II, 2009 ,SOCIAL STUDIES 7-12_8875, Instructional II, 2009 ,FAMILY-CONSUMER SCI PK-12_5600, Instructional II, 2019 ,LIBRARY SCIENCE PK-12_6420, Instructional II, 2019 ,ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499,. Program Specialist, 2019 ,	9-12	French/Social Studies	1656	100	
80	Simon, Patience	EARLY CHILDHOOD N-3_2840, Instructional I, 1997 ,ELEMENTARY K-6_2810, Instructional I, 1997 ,SPECIAL EDUCATION PK-8_9226, Instructional I, 2018	6	Gen ed / All Subjects	1656	100	
81	Snyder, Dawn S.	ELEMENTARY K-6_2810, Instructional II, 2016	3	Gen ed / All Subjects	1656	100	
82	Steen, Lisa M.	EARLY CHILDHOOD N-3_2840, Instructional II, 2001 ,ELEMENTARY K-6_2810, Instructional II, 2001	K	Gen ed / All Subjects	1656	100	
83	Strauss, Taylor	GRADES 5-6_2826, Instructional I, 2018 ,GRADES PK-4_2825, Instructional I, 2018	4	Gen ed / All Subjects	1656	100	
84	Swalga, Jason	ELEMENTARY K-6_2810, Instructional II, 2019 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2019	5	Gen ed / All Subjects	1656	100	

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85	Tomanio, Angela M.	ELEMENTARY K-6_2810, Instructional I, 2009	2	Gen ed / All Subjects	1656	100	
86	Tranter, Charles	GRADES 4-8-ALL SUBJECTS 4-6; SOCIAL STUDIES 7-8_3100, Instructional I, 2014	5	Gen ed / All Subjects	1656	100	
87	Verdekal, Jenna	SPECIAL EDUCATION PK-8_9226, Instructional I, 2014 ,GRADES PK-4_2825, Instructional I, 2014	1	Gen ed / All Subjects	1656	100	
88	Watterson, Maria A.	ELEMENTARY K-6_2810, Instructional II, 2011 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2011 ,READING SPECIALIST PK-12_7650, Instructional II, 2011	K	Gen ed / All Subjects	1656	100	
89	Willits, Cynthia A.	GENERAL SCIENCE 7-12_8450, Instructional II, 2009 ,ELEMENTARY K-6_2810, Instructional II, 2009 ,ONLINE INSTRUCTION PROGRAM PK-12_1184, Endorsement, 2016	6	Gen ed / All Subjects	1656	100	
90	Alcott, Heather	MID-LEVEL CITIZ. ED 6-9_2870, Instructional I, 2007 ,ELEMENTARY K-6_2810, Instructional I, 1999 ,READING SPECIALIST_7650, Instructional I, 2012 ,MID-LEVEL ENGLISH 6-9_2850, Instructional I, 2006	K	Gen ed / All Subjects	1656	100	
91	Allen, Joshua K.	GRADES 4-8-ALL SUBJECTS 4-6, MATHEMATICS 7-8_3100, Instructional I, 2014	6	Gen ed / All Subjects	1656	100	
92	Austin, Amy	ELEMENTARY K-6_2810, Instructional II, 2013	3	Gen ed / All Subjects	1656	100	
93	Bank, Amanda Mae	ELEMENTARY K-6_2810, Instructional II, 2018 ,LIBRARY SCIENCE PK-12_6420, Instructional II, 2018 ,READING SPECIALIST PK-12_7650, Instructional II, 2018	3	Gen ed / All Subjects	1656	100	
94	Barnett, Katie J.	ELEMENTARY K-6_2810, Instructional II, 2012 ,NURSERY/KINDERGARTEN N-K_12833, Private School Teacher, 2006	1	Gen ed / All Subjects	1656	100	
95	Bieber, Melissa	ELEMENTARY K-6_2810, Instructional II, 2020	4	Gen ed / All Subjects	1656	100	
96	Bolger, Alyssa	GRADES 4-8/ALL SUBJECTS 4-6, SCIENCE 7-8_3100, Instructional I, 2020	4	Gen ed / All Subjects	1656	100	
97	Bornancini, Michelle	GRADES PK-4_2825, Instructional I, 2015 ,ENGLISH AS A SECOND LANGUAGE-ELS PK-12_4499, Program Specialist, 2018	K	Gen ed / All Subjects	1656	100	
98	Callahan, Jessica E.	ELEMENTARY K-6_2810, Instructional II, 2008 ,MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2008 ,READING SPECIALIST PK-12_7650, Instructional II, 2008	1	Gen ed / All Subjects	1656	100	

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99	Campbell, Janet	ELEMENTARY K-6_2810, Instructional II, 2003 ,TEACHER ELEMENTARY EDUCATION K-8_12810, Private School, 1999 ,TEACHER NURSERY/KINDERGARTEN K-12_12810, Private School, 1998	6	Gen ed / All Subjects	1656	100	
100	Capone, Jennifer L.	Grades PK-4_2825, Instructional I, 2017	1	Gen ed / All Subjects	1656	100	
101	Claar, Janese C.	EARLY CHILDHOOD N-3_2840, Instructional I, 2013	K	Gen ed / All Subjects	1656	100	
102	Cooney, Tara A.	GRADES PK-4_2825, Instruction I, 2018	2	Gen ed / All Subjects	1656	100	
103	Craig, Julie M.	ELEMENTARY K-6_2810, Instructional I, 2001 ,EARLY CHILDHOOD N-3_2840, Instructional I, 2001 ,TEACHER NURSERY/KINDERGARTEN N-K_12833, Private School Teacher, 2004	4	Gen ed / All Subjects	1656	100	
104	Dajczak, Amy	ELEMENTARY K-6_2810, Instructional I, 2012 ,SPECIAL EDUCATION PK-12_9225, Instructional I, 2012 ,MID-LEVEL ENGLISH 6-9_2850, Instructional I, 2013 ,READING SPECIALIST PK-12_7650, Instructional I, 2013	K	Gen ed / All Subjects	1656	100	
105	Dorneman, Jessica E.	ELEMENTARY K-6_2810, Instructional II, 2010	2	Gen ed / All Subjects	1656	100	
106	Egloff-Tufariello, Robin J.	ELEMENTARY K-6_2810, Instructional I, 2004	4	Gen ed / All Subjects	1656	100	
107	Factor, Hilary N.	MID-LEVEL ENGLISH 6-9_2850, Instructional II, 2017 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2017 ,MID-LEVEL SCIENCE 6-9_2880, Instructional II, 2017 ,ELEMENTARY K-6_2810, Instructional II, 2017 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2017 , ,	6	Gen ed / All Subjects	1656	100	
108	Firko, Emily S.	ELEMENTARY K-6_2810, Instructional I, 2007	5	Gen ed / All Subjects	1656	100	
109	Freynik, Erin E.	ELEMENTARY K-6 _2810, Instructional II, 2011	1	Gen ed / All Subjects	1656	100	
110	Gehrett, Patricia	ELEMENTARY K-6_2810, Instructional I, 2010	1	Gen ed / All Subjects	1656	100	
111	Grimes, Ruth	ELEMENTARY K-6_2810, Instructional II, 2009	4	Gen ed / All Subjects	1656	100	

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112	Harvey, Barry S.	MATHEMATICS 7-12_6800, Instructional II, 2018 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2018 ,ELEMENTARY K-6_2810, Instructional II, 2018	5	Gen ed / All Subjects	1656	100	
113	Hilf, Kelly	ELEMENTARY K-6_2810, Instructional I, 1992 ,EARLY CHILDHOOD N-3_2840, Instructional I, 1992	6	Gen ed / All Subjects	1656	100	
114	Hilf, Lee-Ann	ELEMENTARY K-6_2810, Instructional I, 1987	6	Gen ed / All Subjects	1656	100	
115	Huegel, Jillian Leigh	ELEMENTARY K-6_2810, Instructional I, 2007 ,EARLY CHILDHOOD N-3_2840, Instructional I, 2007	1	Gen ed / All Subjects	1656	100	
116	Jones, Cynthia	ELEMENTARY K-6_2810, Instructional II, 2007 ,EARLY CHILDHOOD N-3_2840, Instructional II, 2007	2	Gen ed / All Subjects	1656	100	
117	Kaufman, Colleen	ELEMENTARY K-6_2810. Instructional I, 2002 ,EARLY CHILDHOOD N-3_2840, Instructional I, 2002	K	Gen ed / All Subjects	1656	100	
118	Klasnic, Trina	EARLY CHILDHOOD N-3_2840, Instructional I, 2012 ,ELEMENTARY K-6_2810, Instructional I, 2012	K	Gen ed / All Subjects	1656	100	
119	Kowitz, Kalina S.	EARLY CHILDHOOD N-3_2840, Instructional I, 2007 ,ELEMENTARY K-6_2810, Instructional I, 2007	2	Gen ed / All Subjects	1656	100	
120	Lauffer, Peyton	ELEMENTARY K-6_2810, Instructional I, 1990	3	Gen ed / All Subjects	1656	100	
121	Little, Melissa L.	ELEMENTARY K-6_2810, Instructional II, 2020 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2020	K	Gen ed / All Subjects	1656	100	
122	Nihoff, Beth	ELEMENTARY K-6_2810, Instructional I, 2012 ,GRADES PK-4_2825, Instructional I, 2017 ,GRADES 4-8 ALL SUBJECTS 4-6, SOCIAL STUDIES 7-8_3100, Instructional I, 2017	5	Gen ed / All Subjects	1656	100	
123	Oberrender, Nicole	ELEMENTARY K-6_2810, Instructional II, 2017	1	Gen ed / All Subjects	1656	100	
124	Petro, Natalie A.	GRADES PK-4_2825, Instructional I, 2019 ,SPECIAL EDUCATION PK-8_9226, Instructional I, 2019	1	Gen ed / All Subjects	1656	100	

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125	Reeser, Emily	GRADES 4-8/ALL SUBJECTS 4-6, MATHEMATICS 7-8_3100, Instructional I, 2017 ,GRADES 4-8/ALL SUBJECTS 4-6, ENGLISH LANGUAGE ARTS AND READING 7-8_3100, Instructional I, 2017	5	Gen ed / All Subjects	1656	100	
126	Richardson-Thomas, Evelyne	GRADES PK-4_2825, Instructional I, 2021	5	Gen ed / All Subjects	1656	100	
127	Rockwell, Karen L.	ELEMENTARY K-6_2810, Instructional I, 2011 ,READING SPECIALIST PK-12_7650, Instructional I, 2017	5	Gen ed / All Subjects	1656	100	
128	Salai, Amanda	GRADES PK-4_2825, Instructional I, 2014	1	Gen ed / All Subjects	1656	100	
129	Sauro, Melissa Burns	ELEMENTARY K-6_2810, Instructional I, 1998	3	Gen ed / All Subjects	1656	100	
130	Shirk, Chelsea L.	ELEMENTARY K-6_2810, Instructional I 2017 ,ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499, Program Specialist, 2019	3	Gen ed / All Subjects	1656	100	
131	Sieber, Jacqueline	ELEMENTARY K-6_2810, Instructional II, 2000 ,NURSERY/KINDERGARTEN N-K_12833, Private School Teacher, 1991	4	Gen ed / All Subjects	1656	100	
132	Martin, Michelle L.	GERMAN PK-12_4420, Instructional II, 2018 ,SPECIAL EDUCATION PK-8_9226, Instructional II, 2018	9-12	German	828	100	
133	Pellegrino, Robert A.	HEALTH & PHYSICAL EDUC. PK-12_4805, Instructional I, 2019	5-6	Health/PE	1656	100	
134	Stonebraker, Jordan P.	HEALTH & PHYSICAL ED PK-12_4805, Instructional I, 2017	7-8	Heatlh/PE	1656	100	
135	Stinson, Paula J.	ENGLISH 7-12_3230, Instructional II, 2015 ,MID-LEVEL ENGLISH 6-9_2850, Instructional II, 2015 ,MID-LEVEL CITIZ. ED 6-9_2870, Instructional II, 2015 ,ELEMENTARY K-6_2810, Instructional II, 2015	8	History	1656	100	
136	Grantz, Jacob Todd	GRADES 4-8_ALL SUBJECTS 4-6/SOCIAL STUDIES 7-8_3100, Instructional I, 2013 ,READING SPECIALIST PK-12_7650, Instructional I, 2016	8	History	1656	100	
137	Harris, Kellene	SOCIAL STUDIES 7-12_8875, Instructional I, 2017 ,GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARES AND READING 7-8_3100, Instructional I, 2016	7	History	1656	100	

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138	Karney, Robert P.	BUS-COMP-INFO TECH K-12_1603, Instructional I, 2014 ,MID-LEVEL CITIZ. ED 6-9_2870, Instructional I, 2013 ,ENGISH AS A SECOND LANGUAGE/ESL PK-12_4499, Program Specialist, 2012 ,ENGLISH 7-12_3230, Instructional I, 1997	7	History	1656	100	
139	Davis, Bryan E.	MID-LEVEL MATHEMATICS 6-9_2860, Instructional I, 2010 ,SOCIAL STUDIES 7-12_8875, Instructional I, 2008 ,CITIZENSHIP 7-12_8825, Instructional I, 2008 ,TECHNOLOGY EDUCATION PK-12_6075, Instructional I, 2020	9-12	IT/Social Studies	1656	100	
140	Starr, Laura	ELEMENTARY K-6_2810, Instructional II, 2009 ,MID-LEVEL MATHEMATICS 6-9_ 2860, Instructional II, 2009	7	Math	1656	100	
141	Steighner, Stacie A.	MATHEMATICS 7-12_6800, Instructional II, 2009	9-12	Math	1656	100	
142	Bauer, Vanessa L.	MATHEMATICS 7-12_6800, Instructional II, 2020	8	Math	1656	100	
143	Blizman, Jennifer E.	MATHEMATICS 7-12_6800, Instructional II, 2008	9-12	Math	1656	100	
144	Elder, Robin M.	MATHEMATICS 7-12_6800, Instructional II, 2013	8	Math	1656	100	
145	Fine, Nathan	PHYSICS 7-12_8470, Instructional II, 2017 ,BUS-COMPUTER-INFO TECH PK-12_1603, Instructional II, 2017 ,MATHEMATICS 7-12_6800, Instructional II, 2017	9-12	Math	1656	100	
146	Gulbis, Sigrid Ieva	MATHEMATICS 7-12_6800, Instructional I, 2018	9-12	Math	1656	100	
147	Howe, Malena E.	MATHEMATICS 7-12_6800, Instructional I, 2006	9-12	Math	1656	100	
148	Hurley, Heather L.	MATHEMATICS 7-12_6800, Instructional II, 1998	9-12	Math	1656	100	
149	Jones, Jessica	MATHEMATICS 7-12_6800, Instructional 1, 2017	9-12	Math	1656	100	
150	King, Sandra L.	MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2013 ,BIOLOGY 7-12_8405, Instructional II, 2010 ,EARTH AND SPACE SCIENCE 7-12_8440, Instructional II, 2010	7	Math	1656	100	
151	Wasilko, Mark B.	MUSIC PK-12_7205, Instructional I, 2017	7-8	Music	1656	100	
152	Anderson, Kathryn J.	ELEMENTARY K-6_2810, instructional I, 2003 ,MUSIC PK-12_7205, instructional I, 1998	7-12	Music	1656	100	
153	Grantz, Mallory	MUSIC PK-12_7205, Instructional I, 2019	K-2	Music	1656	100	
154	Kauffman, Abigail B.	MUSIC PK-12_7205, Instructional I, 2020	5-6	Music	1656	100	

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155	Brandt, Heather M.	ELEMENTARY K-6_2810, Instructional II, 2003 ,READING SPECIALIST PK-12_7650, Instructional II, 2004	K-2	Onboarding	1776	100	
156	Celedonia, Kathryn M.	ELEMENTARY K-6_2810, Instructional II, 1998	3-4	Onboarding	1776	100	
157	Keiser, Renee L.	ELEMENTARY K-6_2810, Instructional I, 1994 ,ELEMENTARY K-6_2810, HOUSSE Designation-Charters Only, 2007	5-6	Onboarding	1776	100	
158	Nester, Jennifer L.	MATHEMATICS 7-12_6800, Instructional I, 2012	7-8	Onboarding	1776	100	
159	Slater, Jennifer L.	ENGLISH 7-12_3230, Instructional II, 2004	9-12	Onboarding	1776	100	
160	Burneisen, Lyndsay M.	SAFETY ED/DRIVER ED 7-12_5215, Instructional I, 2013 ,HEALTH & PHYSICAL ED PK-12_4805, Instructional I, 2013	9-12	PE/ Health	1656	100	
161	March, Caitlin	HEALTH & PHYSICAL EDUC PK-12_4805, Instructional I, 2018	9-12	PE/ Health	1656	100	
162	Scholl, Stephen M.	HEALTH & PHYSICAL EDUC PK-12_4805, Instructional II, 2020	9-12	PE/ Health	828	100	
163	Cleary, James	GRADES 4-8/ALL SUBJECTS 4-6, SCIENCE 7-8_3100, Instructional I, 2016 ,CHEMISTRY 7-12_8420, Instructional I, 2018	7	Science	1656	100	
164	Hicks, Kathryn W.	ELEMENTARY K-6_2810, Instructional II, 2008 ,GENERAL SCIENCE 7-12_8450, Instructional II, 2008	8	Science	1656	100	
165	Maddix, Karen D.	BIOLOGY 7-12_8405, Instructional II, 2013 ,GENERAL SCIENCE 7-12_8450, Instructional II, 2005	7	Science	1656	100	
166	Pepe, Lauren M.	GRADES 4-8_ALL SUBJECTS 4-6/SCIENCE 7-8_3100, Instructional I, 2017	8	Science	1656	100	
167	Betzenberger, Suzanne M.	GENERAL SCIENCE 7-12_8450, Instructional II, 2019 ,PHYSICS 7-12_8470, Instructional II, 2019 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2019 ,EARTH AND SPACE SCIENCE 7-12_8440, Instructional II, 2019 ,BIOLOGY 7-12_8405, Instructional II, 2019 ,ONLINE INSTRUCTION PROGRAM PK-12_1184, Endorsement, 2020 ,	9-12	Science	1656	100	
168	Cheng, Christina Ga-Kay	BIOLOGY 7-12_8405, Instructional I, 2020 ,CHEMISTRY 7-12_8420, Instructional I, 2021	9-12	Science	1656	100	
169	Donohoe, William P.	EARTH AND SPACE SCIENCE 7-12_8440, Instructional II, 2011 ,BIOLOGY 7-12_8405, Instructional II, 2011	9-12	Science	1656	100	
170	Konefsky, Dylan M.	GENERAL SCIENCE 7-12_8450, Instructional I, 2017	9-12	Science	1656	100	

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171	McGurk, Edmund J.	GENERAL SCIENCE 7-12_8450, Instructional I, 2016 ,BIOLOGY 7-12_8405, Instructional I, 1999	9-12	Science	1656	100	
172	Mehal, Zachary L.	CHEMISTRY 7-12_8420, Instructional II, 2019 ,BIOLOGY 7-12_8405, Instructional II, 2020 ,MATHEMATICS 7-12_6800, Instructional II, 2020 ,EARTH AND SPACE SCIENCE 7-12_8440, Instructional II, 2020 ,PHYSICS 7-12_8470, Instructional II, 2020 . .	9-12	Science	1656	100	
173	Burke, Jennifer L.	MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2010 ,BIOLOGY 7-12_8405, Instructional II, 2010 ,ONLINE INSTRUCTION PROGRAM_1184, Endorsement, 2016	9-12	Science/Math	1656	100	
174	Goodwin, Sarah M.	MATHEMATICS 7-12_6800, Instructional II, 2014 ,PHYSICS 7-12_8470, Instructional II, 2014	9-12	Science/Math	1656	100	
175	Svoboda, Elizabeth	SOCIAL STUDIES 7-12_8875, Instructional I, 2015	9-12	Social Studies	1656	100	
176	Wasil, Andrea	ENGLISH 7-12_3230, Instructional II, 2007 ,SOCIAL STUDIES 7-12_8875, Instructional II, 2007 ,LIBRARY SCIENCE PK-12_6420, Instructional II, 2007	9-12	Social Studies	1656	100	
177	Evans, Christopher	SOCIAL STUDIES 7-12_8875, Instructional I, 2018 ,SPECIAL EDUCATION 7-12_9227, Instructional I, 2018	9-12	Social Studies	1656	100	
178	Matusz, Patrick	SOCIAL STUDIES 7-12_8875, Instructional I, 2014	9-12	Social Studies	1656	100	
179	Schneider, Lauren E.	SOCIAL STUDIES 7-12_8875, Instructional I, 2017 ,ENGLISH 7-12_3230, Instructional I, 2018	9-12	Social Studies	1656	100	
180	Bungo, Isabella	SOCIAL STUDIES 7-12_8875, Instructional I, 2019	9-12	Social Studies/Math	1656	100	
181	Bunker, Rosemary Margaret	MATHEMATICS 7-12_6800, Instruction II 2013 ,SOCIAL STUDIES 7-12_8875, Instruction II 2013	9-12	Social Studies/Math	1656	100	
182	DeSalva-Gaffney, Meredith	SPANISH PK-12_4490, Instructional I, 2019	9-12	Spanish	1656	100	
183	Oberholtzer, April J.	ENGLISH 7-12_3230, Instructional II, 2021 ,SPANISH PK-12_4490, Instructional II, 2021	9-12	Spanish	1656	100	
184	Tyson, Michelle	SPECIAL EDUCATION PK-12_9225, Instructional I, 2012 ,ELEMENTARY K-6_2810, Instructional I, 2009	K-2	Special Education	1656	100	
185	Bahn, Tanya	SPECIAL EDUCATION PK-12_9225, Instructional II, 2016 ,ENGLISH 7-12_3230, Instructional II, 2016 ,SOCIAL STUDIES 7-12_8875, Instructional II, 2016	9-12	Special Education	1656	100	
186	Byers, Heather A.	ART PK-12_1405, Instructional I, 2021	9-12	Special Education	1656	100	

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187	Cardosi, Sarah	ELEMENTARY K-6_2810, Instructional II, 2004 ,READING SPECIALIST K-6_7650, Instructional II, 2004 ,MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2004	9-12	Special Education	1656	100	
188	Daily, Katie S.	ELEMENTARY K-6_2810, Instructional II, 2005 ,MMENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2005 ,MID-LEVEL SCIENCE 6-9_2880, HOUSSE Designation, 2006 ,SOCIAL STUDIES 7-12_8875, HOUSSE Designation, 2006	9-12	Special Education	1656	100	
189	Dennis, Colleen	SPECIAL EDUCATION PK-8_9226, Instructional I, 2014 ,GRADES PK-4_2825, Instructional I, 2014	3-4	Special Education	1656	100	
190	Donaldson, Kristin	ELEMENTARY K-6_2810, Instructional I, 2007 ,SPECIAL EDUCATION PK-12_9225. Instructional I, 2007	9-12	Special Education	1656	100	
191	Ferrantino, Mariane	ENGLISH 7-12_3230, Instructional I, 2007 ,SPECIAL EDUCATION 7-12_9227, Instructional I, 2019	9-12	Special Education	1656	100	
192	Ivanco, Alyssa	GRADES PK-4_2825, Instructional II, 2020 ,SPECIAL EDUCATION PK-8_9226, Instructional II, 2020	3-4	Special Education	1656	100	
193	Klingenberg, Angela M.	GRADES PK-4_2825, Instructional I, 2017 ,SPECIAL EDUCATION PK-8_9226, Instructional I, 2017	3-4	Special Education	1656	100	
194	Kyler, Rachel	SPECIAL EDUCATION PK-12_9225, Instructional I, 2012 ,ENGLISH 7-12_9225, Instructional I, 2012	9-12	Special Education	1656	100	
195	Martin, Lori A.	ELEMENTARY K-6_2810, Instructional II, 2003 ,MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2003 ,INST TECHNOLOGY PK-12_1825, Educational Specialist I, 2007	9-12	Special Education	1656	100	
196	McGonigal, Jacqueline R.	ELEMENTARY K-6_2810, Instructional II, 2015 ,READING SPECIALIST PK-12_7650, Instructional II, 2015 ,MID-LEVEL ENGLISH 6-9_2850, Instructional II, 2015 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2015 ,MID-LEVEL SCIENCE 6-9_2880, Instructional II, 2015 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2015 ,	9-12	Special Education	1656	100	

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197	Morales, Daniel Bruce	SPECIAL EDUCATION PK-8_9226, Instructional I, 2018 ,GRADES PK-4_2825, Instructional I, 2018	K-2	Special Education	1656	100	
198	Mulrine, Karla	MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2005 ,MATHEMATICS 7-12_6800, HOUSSE Designation, 2007 ,ENGLISH 7-12_3230, HOUSSE Designation, 2007	3-4	Special Education	1656	100	
199	Neilson, Jennifer	ELEMENTARY K-6_2810, Instructional I, 2007 ,EARLY CHILDHOOD N-3_2840, Instructional I, 2007 ,SPECIAL EDUCATION PK-8_9226, Instructional I, 2016	K-2	Special Education	1656	100	
200	Odham, Christy M.	MID-LEVEL SCIENCE 6-9_2880, Instructional I, 2010 ,ELEMENTARY K-6_2810, Instructional I, 2010 ,SPECIAL EDUCATION PK-12_9225, Instructional I, 2012	9-12	Special Education	1656	100	
201	Onjack, Elise	SPECIAL EDUCATION PK-8_9226, Instructional I, 2017 ,GRADES PK-4, 2825, Instructional I, 2017	3-4	Special Education	1656	100	
202	Raman, Karyn A.	MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2012 ,ENGLISH 7-12_3230, HOUSSE Designation, 2007 ,MATHEMATICS 7-12_6800, HOUSSE Designation, 2007	K-12	Special Education	1656	100	
203	Santina, Danielle K.	SPECIAL EDUCATION PK-12_9225, Instructional I, 2006 ,ELEMENTARY K-6_2810, Instructional i, 2006	9-12	Special Education	1656	100	
204	Dobbin, Jordan Michaele	ENGLISH 7-12_3230, Instructional I, 2020 ,SPECIAL EDUCATION 7-12_9229, Instructional I, 2020	9-12	Special Education/ELA	1656	100	
205	Uhing, Alexandra	SPECIAL EDUCATION PK-8_9226, Instructional I, 2020 ,GRADES PK-4_2825, Instructional I, 2020	5-6	Special Education/ELA Foundations	1656	100	
206	Campbell, Emily L.	SPECIAL EDUCATION PK-8_9226, Instructional I, 2019 ,Grades PK-4_2825, Instructional I, 2019	7-8	Special Education/ELA Foundations	1656	100	
207	Scanga, Melissa M.	SPECIAL EDUCATION PK-8_9226, Instructional I, 2014 ,ELEMENTARY K-6_2810, Instructional I, 2013	5-6	Special Education/ELA Foundations	1656	100	
208	Kohl, Johnna P	SPECIAL EDUCATION PK-12_9225, Instructional II, 2012 ,ENGLISH 7-12 _3230, HOUSSE Designation, 2007	7-8	Special Education/ELA Foundations	1656	100	
209	Croyle, Bethany H.	SPECIAL EDUCATION PK-8_9226, Instructional I, 2013 ,GRADES PK-4_2825, Instructional I, 2013	5-8	Special Education/Life Skills	1656	100	

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210	Vioral, Tracey A.	ELEMENTARY K-6_2810, Instructional II, 2005 ,MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2005 ,EARLY CHILDHOOD N-3_2840, Instructional II, 2005 ,MATHEMATICS 7-12_6800, HOUSSE Designation, 2007 ,ENGLISH 7-12_3230, HOUSSE Designation, 2007 ,GENERAL SCIENCE 7-12_8450, HOUSSE Designation, 2007 ,SOCIAL STUDIES 7-12_8875, HOUSSE Designation, 2007	K-4	Special Education/LS	1656	100	
211	Hoffert, Heather L.	MID-LEVEL ENGLISH 6-9_2850, Instructional II, 2014 ,SPECIAL EDUCATION PK-12_9225. Instructional II, 2014	5-6	Special Education/Math Foundations	1656	100	
212	Shaddick, Amy	ELEMENTARY K-6_2810, Instructional II, 2007 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2007	7-8	Special Education/Math Foundations	1656	100	
213	Swarmer, Kayla	SPECIAL EDUCATION PK-8_9226, Instructional II, 2020 ,GRADES PK-4_2825, Instructional II, 2020	7-8	Special Education/Science Foundations	1656	100	
214	Tomaino, Emily	EARLY CHILDHOOD N-3_2840, Instructional I, 2004 ,ELEMENTARY K-6_2810, Instructional I, 2004 ,SPECIAL EDUCATION PK-8_9226, Instructional I, 2018	5-6	Special Education/Science Foundations	1656	100	

Total Number of Administrators (do not include CEO) ___20_____ CEO (certified)_yes___

s _____7_____ School Nurses ___3_____ Others ___9_____

Professional Staff __214__

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

Name of School Pennsylvania Virtual Charter School

Address of School 630 Park Ave, King of Prussia, PA 19406

CEO Signature John Chandler

REVENUES

6000			**REVENUE FROM LOCAL SOURCES**	
6500			**EARNINGS ON INVESTMENTS**	
	6510		Interest on Investments and Interest-Bearing Checking Accounts	6,376
	6520		Dividends on Investments	
	6530		Gains or Losses on Sale of Investments	
	6540		Earnings on Investments in Real Property	
	6590		Other Earnings or Investments	
6600			**FOOD SERVICE REVENUE**	
	6610		Daily Sales - Reimbursable Programs	
	6620		Daily Sales - Non-Reimbursable Programs	
	6630		Special Functions	
	6640		Non-Cash Contributions	
	6650		Price Reduction for Reduced Price and Free Meals (Debit)	
	6690		Other Food Service Revenues	
6700			**REVENUES FROM STUDENT ACTIVITIES**	
	6710		Admissions	
	6720		Bookstore Sales	
	6730		Student Organization Membership Dues and Fees	
	6740		Fees	
	6750		Student Activity - Special Events	
	6790		Other Student Activity Income	(125)
6800			**REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH**	
	6810		Revenue from Local Governmental Units	
	6820		Revenue from Intermediary Sources - Commonwealth Funds	
	6830		Revenues from Intermediary Sources - Federal Funds	
	6890		Other Revenues from Intermediary Sources	3,750

6900			**OTHER REVENUE FROM LOCAL SOURCES**	
	6910		Rentals	
	6920		Contributions & Donations from Private Sources / Capital Contributions	
	6930		Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940		Tuition from Patrons	
		6941	Regular Day School Tuition	
		6942	Summer School Tuition	
		6943	Adult Education Tuition	
		6944	Receipts From Other LEAs in Pennsylvania - Education	29,341,876
		6945	Receipts from Out-of-State LEAs	
		6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
		6947	Receipts from Members of Intermediate Units for Education by Withholding	
		6948	Receipts from Members of Intermediate Units for Direct Contributions	
		6949	Other Tuition from Patrons	
	6950		Unassigned	
	6960		Services Provide Other Local Governmental Units / LEAs	
		6961	Transportation Services Provided Other Pennsylvania LEAs	
		6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970		Services Provided Other Funds	
	6980		Revenue from Community Service Activities	
	6990		Refunds and Other Miscellaneous Revenue	12,999
		6991	Refunds of a Prior Year Expenditure	
		6999	Other Revenues Not Specified Above	
7000			**REVENUE FROM STATE SOURCES**	
7100			BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150		Unassigned	
	7160		Tuition for Orphans and Children Placed in Private Homes	
	7180		Staff and Program Development	
7200			REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210		Homebound Instruction	
	7220		Vocational Education	
	7230		Alternative Education	
	7240		Driver Education - Student	
	7250		Migratory Children	
	7260		Workforce Investment Act (WIA)	
	7270		Specialized Education of Exceptional Pupils	14,795,297
	7280		Adult Literacy	

	7290		Additional Educational Program Revenues	
7300			REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310		Transportation (Regular and Additional)	
	7320		Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330		Health Services (Medical, Dental, Nurse, Act 25)	42,000
	7340		Unassigned	
	7350		Sewage Treatment Operations / Environmental Subsidies	
	7360		Safe Schools	
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
		7502	Dual Enrollment Grants	
		7503	Project 720/High School Reform	
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810		State Share of Social Security and Medicare Taxes	
	7820		State Share of Retirement Contributions	
7900			REVENUE FOR TECHNOLOGY	
	7910		Educational Technology	
	7990		Other Technology Grants	
8000			**REVENUE FROM FEDERAL SOURCES**	
8100			UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110		Payments for Federally Impacted Areas - P.L. 81-874	
	8190		Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200			UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300			RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310		Payments for Federally Impacted Areas - P.L. 81-815	
	8320		Energy Conservation Grants - TA and ECM	

	8390		Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510		Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	1,385,196
	8520		Vocational Education	
	8530		Child Nutrition Program	
	8540		Nutrition Education and Training	
	8560		Federal Block Grants	136,339
	8570		Unassigned	
	8580		Child Care and Development Block Grants	
	8590		Unassigned	
8600			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610		Homeless Assistance Act	
	8620		Adult Basic Education	
	8640		Headstart	
	8650		Unassigned	
	8660		Workforce Investment Act (WIA)	
	8670		Unassigned	
	8680		Unassigned	
	8690		Other Restricted Federal Grants-in-Aid through the Commonwealth	
8700			FEDERAL STIMULUS MONEY	
	8749		Other CARES Act and CRRSA Act Funding	3,312,774
8800			MEDICAL ASSISTANCE REIMBURSEMENTS	957
9000			**OTHER FINANCING SOURCES**	
9100			SALE OF BONDS	
	9110		Bond Issue Proceeds (Gross)	
	9120		Proceeds from Refunding of Bonds	
9200			PROCEEDS FROM EXTENDED TERM FINANCING	

9300			INTERFUND TRANSFERS	
	9310		General Fund Transfers	
	9320		Special Revenue Fund Transfers	
	9330		Capital Projects Funds Transfers	
	9340		Debt Service Fund Transfers	
	9350		Enterprise Fund Transfers	
	9360		Internal Service Fund Transfers	
	9370		Trust and Agency Fund	
	9380		Activity Fund Transfers	
	9390		Permanent Fund Transfers	
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500			Unassigned	
9600			Unassigned	
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710		Transfers from Component Units	
	9720		Transfers from Primary Governments	
9800			INTRAFUND TRANSFERS IN	
	9810		General Fund Intrafund Transfers	
	9820		Special Revenue Intrafund Transfers	
	9840		Debt Service Intrafund Transfers	
	9850		Enterprise Intrafund Transfers	
	9860		Internal Service Intrafund Transfers	
	9870		Trust and Agency Intrafund Transfers	
	9880		Activity Interfund Transfers	
TOTAL REVENUES				49,037,439

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

Name of School Pennsylvania Virtual Charter School

Address of School 630 Park Ave, King of Prussia, PA 19406

CEO Signature John Chandler

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

EXPENDITURES

1000		**INSTRUCTION**	
1100		REGULAR PROGRAMS - ELEMENTARY / SECONDARY	18,474,782
1200		SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	5,612,493
1300		VOCATIONAL EDUCATION	
1400		OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	37,464
1600		ADULT EDUCATION PROGRAMS	
1700		HIGHER EDUCATION PROGRAMS	
1800		PRE-KINDERGARTEN	
2000		**SUPPORT SERVICES**	
2100		SUPPORT SERVICES - PUPIL PERSONNEL	
	2110	Supervision of Pupil Personnel Services	
	2120	Guidance Services	1,355,951
	2130	Attendance Services	
	2140	Psychological Services	597,041
	2150	Speech Pathology and Audiology Services	476,650
	2160	Social Work Services	193,524
	2170	Student Accounting Services	
	2190	Other Pupil Personnel Services	44,267
2200		SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210	Supervision of Educational Media Services	

	2220	Technology Support Services	12,592
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	4,726
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	125
	2270	Instructional Staff Professional Development Services	49
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	5,920
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	176,436
	2360	Office of the Superintendent (Executive Director) Services	2,446,757
	2370	Community Relations Services	1,339,914
	2380	Office of the Principal Services	2,970,076
	2390	Other Administration Services	2,008,822
2400		SUPPORT SERVICES - PUPIL HEALTH	550,586
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	1,106,144
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	147,521
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	119,553
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	1,931,153
	2820	Information Services	
	2830	Staff Services	667,120
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	252,179
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
3000		**OPERATION OF NON-INSTRUCTIONAL SERVICES**	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	2,079
	3250	School Sponsored Athletics	608
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		**FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES**	-
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPEICIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600		EXISTING BUILDING IMPROVEMENT SERVICES	
5000		**OTHER EXPENDITURES AND FINANCING USES**	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	-
5200		FUND TRANSFERS	
5300		TRANSFERS INVOLVING COMPONENT UNITS	
5400		INTRAFUND TRANSFERS OUT	
5800		SUSPENSE ACCOUNT	
5900		BUDGETARY RESERVE	
TOTAL EXPENDITURES			40,534,532

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2021 8,502,906

HELLOSIGN

Audit Trail

TITLE	Annual Report - Preliminary Revenues/Expenditures/Fund...
FILE NAME	Revenues-Expendit...1_Submission.xlsx
DOCUMENT ID	9c4e0bfd20a0d86ed21c556f6a311e71b02cee72
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

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SENT	**07 / 06 / 2021** 14:03:18 UTC	Sent for signature to Dr. John Chandler (jchandler@pavcsk12.org) from jbillups@pavcsk12.org IP: 209.118.76.66
VIEWED	**07 / 06 / 2021** 14:06:01 UTC	Viewed by Dr. John Chandler (jchandler@pavcsk12.org) IP: 98.21.154.33
SIGNED	**07 / 06 / 2021** 14:06:39 UTC	Signed by Dr. John Chandler (jchandler@pavcsk12.org) IP: 98.21.154.33
COMPLETED	**07 / 06 / 2021** 14:06:39 UTC	The document has been completed.

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

Division of Federal Programs
Consolidated Program Review

2017-2018 School Year

Pennsylvania Virtual CS
630 Park Avenue
King of Prussia, PA 19406

LEA Level Monitoring

	Name	Phone Number	Check if Interviewed
Superintendent:	Dr. John Chandler	6102758500	☑
Business Manager:	Jason Billups	6102758500	☐
Title I Coordinator:	Maureen Weinberger	4846807868	☑
Title II Part A Coordinator:	Maureen Weinberger	4846807868	☑
Title III Coordinator:			☐
Title IV Part A Coordinator:	Maureen Weinberger	4846807868	☑
Ed-Flex Waiver Review Coordinator:	N/A	N/A	☐
Title VI-B REAP Coordinator:	N/A	N/A	☐

Program(s) Reviewed:

☑ Title I
☑ Title II Part A
☐ Title III
☑ Title IV Part A
☐ Ed-Flex Waiver Review
☐ Title VI-B REAP

Program Reviewer(s): Dr. Helen Gross

Program Review Date: 05/14/2018

Title I

Component I: Appropriately State Certified

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

Section 1112(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.	☑	☐	☐	☐ List of staff working in the Title I and Title II program and their certifications ☐ Samples of valid level 1 or 2 certificates with appropriate content areas aligned with class schedules. ☐ Emergency permits unacceptable except for charter schools 25% rule ☑ Report generated by the LEA data system on staff qualifications		
If you have additional comments to make about this section, enter them here:						

Component II: Equity Plan

The Local Education Agency (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(g)(1)(B)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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.	☑	☐	☐	☑ Equity Plan ☐ Documentation of annual review of Equity Plan ☐ Teachers are reassigned, if applicable ☐ Changes to union contract are made, if applicable ☑ Sample class schedules with applicable staff and student percentages		
If you have additional comments to make about this section, enter them here:						

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 1111(g)(1)(E)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA developed transportation procedures for students in foster care.	☐	☐	☑	☐ Written transportation procedures		**District Comments** 5/8/2018 12:52:26 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual students do not attend a physical location for school and therefore do not require transportation. **Monitor Comments** 5/14/2018 9:41:05 AM State Monitor Helen Gross PA Virtual students do not attend a physical location for school and therefore do not require transportation. PA Department of Education statement included in documentation.
If you have additional comments to make about this section, enter them here:						

Component IV: 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	Additional Evidence	Comments
1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components: states how the LEA involves parents in the joint development of the Title I Plan (Title I Application) states 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 1118(e) parent and family involvement activities to improve student academic achievement and school performance states how the LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs states 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 this part, including identifying - barriers to greater participation in activities, - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers - Strategies to support successful school and family interactions use 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 involve parents in the activities of the Title I schools	☑	☐	☐	☑ LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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.)	☑	☐	☐	☑ Consolidated Application, Reservation of Funds		
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)	☑	☐	☐	☑ Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside		
4. If the LEA receives $500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with LEA parent and Family Engagement Policy, including at least one of the following; - Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies - Supporting programs that reach parents and family members at home, in the community, and at school - Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members - Collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement - Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the Parent and Family Engagement (This can be marked N/A if the LEA received less than $500,000 in Title I funds.)	☑	☐	☐	☑ LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.	☑	☐	☐	☑ Agendas and sign in sheets from meeting with parents to discuss the evaluation ☐ Surveys and collated results to demonstrate evaluation process		

If you have additional comments to make about this section, enter them here:	Monitor Comments
	5/15/2018 3:51:09 PM State Monitor Helen Gross It is important to note that PA Virtual Charter School has a noteworthy Parent Education and Engagement program that reaches out to all parents consistently and professionally. Their annual survey reviewed was thorough and covered multiple key areas that focused on providing input. The responses allow parents and staff to review and plan.

Component V: Schoolwide Programs

A local educational agency 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

☐ **If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A)	☑	☐	☐	☑ Financial reports		
If you have additional comments to make about this section, enter them here:						

Component VI: Nonpublic Schools

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

ESEA sections 1117 and 8501, 8503
UGG Sec. 200.313 and 200.320

☑ **If the LEA has no participating nonpublic schools, this section can be skipped.**

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

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

Component VII: General Fiscal Requirements/Uniform Grants Guidance (UGG)

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

Fiscal monitoring includes, but is not limited to:
• Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.

• Comparing budgets or budget limits to actual costs to determine if the LEAs expenditures are likely to be more or less than budgeted

• Obtaining documentation that services billed or items purchased were actually delivered according to the contract

• Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented Uniform Grants Guidance Section 200.501	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA	☑	☐	☐	☑ Two most recent audit reports (federal programs only) ☐ LEA response to findings ☐ PDE follow-up review of findings ☐ Independent auditor report shows that LEA has completed all corrective actions		**Monitor Comments** 5/15/2018 3:43:51 PM State Monitor Helen Gross The two most recent audit reports were provided as required.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
2. Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over $1500) purchased and Computing Devices and Special Purpose Equipment ($300 - $1499)	☐	☐	☑	☐ Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV		**District Comments** 1/18/2018 1:24:08 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have equipment over $1500 or computing devices between $300-$1499 purchased with Title funding. **Monitor Comments** 5/14/2018 10:04:56 AM State Monitor Helen Gross PA Virtual does not have equipment over $1500 or computing devices between $300-$1499 purchased with Title funding. Equipment was purchased with local funds..

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA conducts a physical inventory of all items every two years	☐	☐	☑	☐ Documentation that physical inventory was conducted within the last two years		**District Comments** 1/18/2018 1:24:19 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have equipment over $1500 or computing devices between $300-$1499 purchased with Title funding. **Monitor Comments** 5/14/2018 10:05:26 AM State Monitor Helen Gross PA Virtual does not have equipment over $1500 or computing devices between $300-$1499 purchased with Title funding. Equipment was purchased with local funds..
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved date	☑	☐	☐	☑ Documentation that program funds were not spent prior to program approval date		
4. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	☑	☐	☐	☑ Documentation that records are maintained for a period of seven years		**Monitor Comments** 5/15/2018 3:45:18 PM State Monitor Helen Gross Federal Program(s) records are complete and have and continue to be maintained for a period of seven years.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title I, Title ID, and/or Title III Immigrant and EL, where applicable.	☑	☐	☐	☑ Consolidated Application, Performance Goal Output Report in Title I, Title ID, and/or Title III Immigrant and EL.		**Monitor Comments** 5/15/2018 3:37:04 PM State Monitor Helen Gross Though submitted late, the Title I output report was completed by the school entity.
	2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	☑	☐	☐	☑ Data reports/summaries		**Monitor Comments** 5/15/2018 3:41:23 PM State Monitor Helen Gross Documentation provided supported the aforementioned Title I Output Report results.
6. Conflict of Interest UGG Sec 200.112	1. Conflict of Interest Requirement - the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes: Standards of Conduct - (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)	☑	☐	☐	☑ Board Approved policy, ☐ self-disclosure form, ☐ resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	Organizational Conflicts - (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) Mandatory Disclosure- (potential conflict disclosed in writing)						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
7. Allowability of Costs UGG Sec 200.43	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles: Necessary, reasonable and allocable Conform with federal law and grant terms Consistent with state and local policies Adequately documented	☑	☐	☐	☐ Review program expenditures ☑ Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.		**Monitor Comments** 5/15/2018 3:34:52 PM State Monitor Helen Gross Procedures were reviewed and appeared to be completed as required per UGG.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
8. Procurement UGG Sec 200.300	1. Procurement the LEA maintains purchasing procedures Micro-purchases (purchase up to $3,500) Small Purchase (between $3,500-$150,000) Sealed Bids (purchases over $150,000 with formal advertising) Competitive Proposals (more than one source submitting a proposal) Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source) Note: if opting to take procurement extension mark N/A, and answer question 9.	☑	☐	☐	☑ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels ☐ Evidence that procurement procedures were followed for 3-5 tested random expenditures.		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
9. Procurement extension EDGAR 80.36	1. Procurement the LEA must still maintain procurement procedures using more restrict thresholds: Any expenditure under $100,000 price or rate quotes obtained by adequate number of qualified sources Bids obtained for costs over $100,000 Note: if opting not to take procurement extension mark N/A, and answer question 8.	☑	☐	☐	☑ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels and documentation that LEA is taking the Procurement extension		**District Comments** 5/10/2018 11:16:15 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not take procurement extension. **Monitor Comments** 5/15/2018 3:04:37 PM State Monitor Helen Gross No extension was requested by PA Virtual Charter School.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
10. Cash Management UGG Sec 200.305	1. Cash Management the District must maintain written procedures to implement the following cash management requirements: Reimbursements explain what happens if the District is initially charging federal grant expenditures to nonfederal funds Advances explain what happens if the District receives advance payments of federal grant funds Interest explain how the District will manage interest earned on federal grant awards	☑	☐	☐	☑ Procedures are available that address the three components ☐ Evidence that LEA returned interest earned in excess of $500 to federal government, if applicable		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
11. Travel Reimbursement UGG Sec 200.474	1. Travel the District must have written travel policies for travel costs to be allowable Types of travel (single day, overnight or out-of-state) What expenses may be reimbursed (food, lodging, transportation, airfare) What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form)	☑	☐	☐	☑ Board approved policies available for review ☐ Samples of travel requests reviewed followed policy ☐ Prior written approval was obtained by PDE for out of state travel		**Monitor Comments** 5/15/2018 3:33:48 PM State Monitor Helen Gross Policies were reviewed and trustee approved where required.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
12. Prior Written Approval for Various Expenditures	1. LEA must obtain prior written approval for the following expenditures: Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) Out of State Travel for workshops/conferences (200.474) Entertainment Costs (200.438) Equipment (200.439) Student Activity Costs Memberships, subscriptions, and Professional Activities (200.454)	☑	☐	☐	☑ Items were included in approved consolidated application budgets and/or narratives ☐ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.		
13. Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127 ESEA	1. LEAs with Title I allocations greater than $50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary	☐	☐	☑	☐ Consolidated Application Carryover section ☐ Waiver request and Carryover Waiver Approval Letter		**District Comments** 1/18/2018 1:20:15 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have carry over funds. **Monitor Comments** 5/15/2018 3:05:35 PM State Monitor Helen Gross No 16/17 allocated funds were carried over.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
14. Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area. Sec. 1007 ESEA, amends Sec. 1113 ESEA	1. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span"	☐	☐	☑	☐ Consolidated Application, Selection of Schools		**District Comments** 1/18/2018 1:20:56 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual only serves one building as a full K-12 program. **Monitor Comments** 5/15/2018 3:05:57 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.
	2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. The same analysis should occur for buildings below 75% regardless of grade span when that ranking methodology is chosen, and when the ranking by grade span methodology is chosen then this analysis should occur within any established grade span.	☐	☐	☑	☐ Consolidated Application, Selection of Schools		**District Comments** 1/18/2018 1:21:14 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual only serves one building as a full K-12 program. **Monitor Comments** 5/15/2018 3:06:32 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. High schools (grades 9-12) may be served out of rank order at the discretion of the LEA. In this case, any High School that is over 50% low-income shall be treated and ranked as if it is at the 75% low-income level. In this manner a High School would have to be served in rank order regardless of grade span as it would be considered to be at the 75% level.	☐	☐	☑	☐ Consolidated Application, Selection of Schools		**District Comments** 1/18/2018 1:21:20 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual only serves one building as a full K-12 program. **Monitor Comments** 5/15/2018 3:15:49 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.
	4. Allocations to each eligible school remain in rank order per the method established during the Consolidated Application submission and as analyzed in the bullets above, however variance in per pupil expenditure may vary and may only be in an anticipated format as this analysis is occurring mid-year	☐	☐	☑	☐ The Title I budget, including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis		**District Comments** 1/18/2018 1:21:28 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual only serves one building as a full K-12 program. **Monitor Comments** 5/15/2018 3:06:19 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	5. Pre-kindergarten children are excluded from the poverty count of any school	☐	☐	☑	☐ PIMS Report on Economically Disadvantaged		**District Comments** 1/18/2018 1:21:50 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have a pre-kindergarten program. **Monitor Comments** 5/15/2018 3:16:49 PM State Monitor Helen Gross PA Virtual Charter School only serves K-12 students. There is no pre-K program.
15. Supplement/Supplant The LEA ensures that Title funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1012 of ESSA amending Sec. 1118 of ESEA	1. LEA approved budget and records of expenditures of Title funds at the district level match.	☐	☐	☑	☐ Title I A and D, Title II and Title III, and Title IV budgets ☐ LEA budget ☐ Statement of Expenditures for Title I A and D, Title II, Title III, and Title IV ☐ Documentation of LEA methodology for allocating state and local funds to buildings.		**District Comments** 5/11/2018 9:17:08 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is one K-12 building so LEA budget equals district budget. **Monitor Comments** 5/15/2018 3:03:08 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students. The LEA budget is equal to the building budget.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. For Schoolwide Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	☑	☐	☐	☑ Statement of federal, state and local allocations for past two years ☐ Federal expenditures match Schoolwide Plan activities ☑ MOE letter ☐ Documentation of LEA methodology for allocating state and local funds to buildings.		
	3. For Targeted Assistance Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	☐	☐	☑	☐ Federal expenditures match Consolidated Application ☐ Documentation of LEA methodology for allocating state and local funds to buildings. ☐ Evidence of intent of Title I being met through availability of services to students at-risk of failing.		**District Comments** 1/18/2018 1:23:02 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is a school-wide Title I program. **Monitor Comments** 5/15/2018 3:15:36 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students with a school wide Title I program.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
16. Comparability The LEA complies with the comparability provisions of Title I. Sec 1120A(c)	1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15	☑	☐	☐	☐ Detailed Data Sheet and Assurance page ☐ Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) ☑ Assurance page for those LEAs that are exempt		
17. Maintenance of Effort (MOE)	1. LEAs combined fiscal effort per student on the aggregate expenditures of the LEA from the preceding year must not be less than 90% of the second preceding year	☑	☐	☐	☑ Maintenance of Effort Letter indicating compliance/non-compliance		**Monitor Comments** 5/15/2018 3:46:28 PM State Monitor Helen Gross Maintenance of Effort Letter indicating compliance/non-compliance is available.
18. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113 ESEA, 42 U.S.C 11432 Sec. 9103	1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.	☑	☐	☐	☐ Consolidated Application Reservation of Funds page ☑ Consolidated Application Title I budget ☐ Statement of expenditures for homeless		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA reserved appropriate funds for Neglected Institution served.	☐	☐	☑	☐ Consolidated Application Reservation of Funds page ☐ Consolidated Application Title I budget ☐ Statement of expenditures for Neglected Institution		**District Comments** 5/9/2018 2:58:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not use Title I funds for neglected institutions. **Monitor Comments** 5/15/2018 3:18:14 PM State Monitor Helen Gross PA Virtual Charter School does not serve any Neglected Institutions.
	3. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (If not used, select NA)	☐	☐	☑	☐ Consolidated Application Reservation of Funds page ☐ Consolidated Application Title I budget ☐ Statement of expenditures for Foster		**District Comments** 5/9/2018 2:54:01 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is one building serving K-12 students. **Monitor Comments** 5/15/2018 3:02:19 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	4. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived and shows how the set-aside amount was allocated back to the appropriate Title I school? (If not used, select NA)	☐	☐	☑	☐ Consolidated Application Reservation of Funds ☐ Spreadsheet demonstrating calculations		**District Comments** 5/9/2018 3:13:35 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual doe not indicate the use of the Salary and fringe benefit set-aside on the reservation of funds worksheet. **Monitor Comments** 5/15/2018 3:23:39 PM State Monitor Helen Gross PA Virtual Charter School does not use of the Salary and fringe benefit set-aside on the reservation of funds worksheet.
	5. The LEA may reserve funds at the LEA -level for Priority and Focus schools and associated requirements. The LEA does NOT need to reserve 20% for Priority and Focus schools (only applies to those LEAs that set aside 20%, all others mark N/A)	☐	☐	☑	☐ Consolidated Application Reservation of Funds page ☐ Statement of expenditures for interventions		**District Comments** 5/9/2018 3:14:25 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is not a focus or priority school. **Monitor Comments** 5/15/2018 3:25:54 PM State Monitor Helen Gross PA Virtual Charter School is not a designated focus or priority school.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	6. LEAs receiving more than $500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above	☑	☐	☐	☑ Consolidated Application, Reservation of Funds ☐ Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance		**Monitor Comments** 5/15/2018 3:32:50 PM State Monitor Helen Gross The Consolidated Application and the budget reflect the required reservation of funds.
19. Title I, Part D Subpart 2: Sec. 1424	1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s)	☐	☐	☑	☐ Statement of expenditures for delinquent		**District Comments** 5/9/2018 3:17:22 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive delinquent funds. **Monitor Comments** 5/15/2018 3:28:37 PM State Monitor Helen Gross PA Virtual does not receive delinquent funds.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
20. Community Eligibility Provision (CEP) 7 CFR 245.9(f)(7)(iii)	1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 16-17 SY? This is asked for 17 -18 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data Note: If your LEA has schools that have adopted CEP for the first time during the 17-18 SY this answer is no. Note: If a no answer the remaining questions can be marked N/A.	☐	☐	☑	☐ Consolidated Application Selection of Schools		**District Comments** 5/9/2018 3:18:21 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is a fully online cyber charter school that does not provide meals. **Monitor Comments** 5/15/2018 3:47:16 PM State Monitor Helen Gross PA Virtual is a fully online cyber charter school that does not provide meals.
	2. Were all buildings in 16-17 CEP or were some CEP and others non-CEP? If all schools CEP, select MET. If not, select N/A, then discuss per bullet 3 how data was made uniform.	☐	☐	☑	☐ Consolidated Application Selection of Schools		**District Comments** 5/9/2018 3:18:44 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is a fully online cyber charter school that does not provide meals. **Monitor Comments** 5/15/2018 3:29:44 PM State Monitor Helen Gross PA Virtual is a fully online cyber charter school that does not provide meals.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools	☐	☐	☑	☐ Consolidated Application Selection of Schools ☐ The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools. ☐ Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not. ☐ A survey that looked like the old Free and Reduced lunch survey but which made clear that it was not a requirement of the food subsidy program was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms.		**District Comments** 5/9/2018 3:19:17 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is a fully online cyber charter school that does not provide meals. **Monitor Comments** 5/15/2018 3:28:00 PM State Monitor Helen Gross PA Virtual is a fully online cyber charter school that does not provide meals.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
21. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	☐	☐	☑	☐ Expenditures aligned to transferred into subprogram ☐ Consolidated Application, Transferability page		**District Comments** 5/9/2018 3:21:23 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer funds between programs. **Monitor Comments** 5/15/2018 3:27:16 PM State Monitor Helen Gross The school entity did not transfer funds between programs.
	2. Evidence of Non-public school consultation to discuss transferred amounts	☐	☐	☑	☐ Agendas/sign in sheets ☐ Emails ☐ Other documentation to reflect consultation occurred		**District Comments** 5/9/2018 3:22:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have Non-public schools to serve. **Monitor Comments** 5/15/2018 3:01:38 PM State Monitor Helen Gross As a charter school, PA Virtual does not serve students in Non-public schools

If you have additional comments to make about this section, enter them here:	

Component VIII: Supplement not Supplant

Sect. 1118(b)(2)

Description	Requirements	Response				Comments
		1	2	3		
Methodology to Allocate State and Local Funds	1. Federal funds must be used to supplement and in no case supplant state and local resources. LEAs must show methodology used to allocate State and local funds is the same as it would be in the absence of Title I funds. This is an LEA decision, and PDE does not prescribe methods. Please explain your methodology used at the LEA level to allocate funds equitable to schools despite Title I status.	As a school-wide program, the Title I funds will be used to support the entire educational program for our students in K-12. Services include but are not limited to: Interventions in Reading and Math, Extended learning opportunities, Small group instruction, Tutoring, and Co-teaching in high-need areas according to student achievement data. Academic Support Teachers, who are paid through Title I funding, service students identified as most in need of instructional intervention to bridge the achievement gap.				

Title II Part A

Component I: Title IIA 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.

Sec. 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	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)	☑	☐	☐	☑ Evidence of a needs assessment with data indicating 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 e.g. parents, community members, schools staff	☑	☐	☐	☑ Meeting notices, agenda, sign-in sheets, invitations		
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. Detailed list of ESSA-authorized activities: Teacher/principal evaluation. Recruitment and retention. Class size reduction. PD tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments.	☑	☐	☐	☑ Expenditure printouts indicating detailed Title II activities		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
Identify trauma, mental illness, and intervention. Safety, drug and alcohol abuse, chronic absenteeism. Gifted learning. Library programs. Sex abuse. STEM. Improved staff working conditions (feedback). Career/tech ed integration and work-based learning to prepare for workforce or post-secondary transition Other uses that at meet the intent of Title IIA						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. The LEA utilizes appropriately state certified teachers to reduce class size.	☐	☐	☑	☐ Class-size reduction teacher rosters ☐ List of CSR staff and their certifications ☐ Copies of CSR teacher certificates (blackout social security numbers)		**District Comments** 5/9/2018 3:43:12 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not use Title II funding for class size reduction. **Monitor Comments** 5/15/2018 3:52:44 PM State Monitor Helen Gross PA Virtual Charter School does not use Title II funding for class size reduction.
3. LEA has submitted the Performance Goal Output Report for Title II.	☑	☐	☐	☑ Consolidated Application, Performance Goal Output Report in Title II.		**Monitor Comments** 5/15/2018 3:56:12 PM State Monitor Helen Gross Though submitted late, the Title II output report was completed by the school entity.
4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	☑	☐	☐	☑ Data reports/summaries		**Monitor Comments** 5/15/2018 3:58:10 PM State Monitor Helen Gross Documentation provided supported the aforementioned Title II Output Report results.
If you have additional comments to make about this section, enter them here:						

Title IV, Part A

Component I. Title IV, Part A Student Support and Academic Enrichment Grants

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 in order 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	Additional Evidence	Comments
1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.	☑	☐	☐	☑ Meeting notices, agenda, sign-in sheets		
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 for priority and focus; or are identified as persistently dangerous.	☐	☐	☑	☐ Focus/Priority school status ☐ Consolidated application Selection of Schools ranking page		**District Comments** 5/8/2018 12:55:01 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual operates as the school and district. **Monitor Comments** 5/15/2018 4:03:02 PM State Monitor Helen Gross PA Virtual Charter School operates as the school and district.
3. LEA completed a performance goal for each area where funds are spent under Title IV.	☑	☐	☐	☑ Consolidated application Title IV Performance Goal Section		
4. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	☑	☐	☐	☑ Meeting notices, agenda, sign-in sheets, meeting minutes		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. 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).	☑	☐	☐	☑ Consolidated application showing funds in the Effective Use of Technology expenditure section		
6. If the LEA has received more than $30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years).	☐	☐	☑	☐ Needs Assessment with date		**District Comments** 5/8/2018 1:07:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual received less than $30,000 in Title IV funds. **Monitor Comments** 5/15/2018 5:00:37 PM State Monitor Helen Gross PA Virtual Charter School received less than $30,000 in Title IV funds.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
7. If the LEA has received more than $30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.	☐	☐	☑	☐ Consolidated application well-rounded narrative completed. ☐ Consolidated application showing funds in the Well-Rounded expenditure section		**District Comments** 5/8/2018 1:07:24 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual received less than $30,000 in Title IV funds. **Monitor Comments** 5/15/2018 5:01:29 PM State Monitor Helen Gross PA Virtual Charter School received less than $30,000 in Title IV funds.
8. If the LEA has received more than $30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.	☐	☐	☑	☐ Consolidated application safe and healthy narrative completed. ☐ Consolidated application showing funds in the Safe and Healthy expenditure section		**District Comments** 5/8/2018 1:07:34 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual received less than $30,000 in Title IV funds. **Monitor Comments** 5/15/2018 5:01:04 PM State Monitor Helen Gross PA Virtual Charter School received less than $30,000 in Title IV funds.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
9. If the LEA has received more than $30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	☐	☐	☑	☐ Consolidated application Effective Use of Technology narrative completed. ☐ Consolidated application showing funds in the Effective Use of Technology expenditure section		**District Comments** 5/8/2018 1:07:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual received less than $30,000 in Title IV funds. **Monitor Comments** 5/15/2018 5:00:24 PM State Monitor Helen Gross PA Virtual Charter School received less than $30,000 in Title IV funds.
10. 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.	☑	☐	☐	☑ Expenditure printouts indicating detailed Title IV activities		

Ed-Flex Waiver Review

Ed-Flex Waiver Review

A Local Educational Agency (LEA) that receives funds under a program authorized under this Act and desires a waiver of any statutory or regulatory requirement of this Act shall submit a request containing the information described in subsection (b)(1) to the appropriate State educational agency. The State educational agency determines if the waiver is appropriate.

SEC. 8401

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	☐	☐	☐	☐ Section 1 Waiver Application		
2. The LEA has evidence of how it will continue to provide assistance to the same populations served by program for which waivers were requested.	☐	☐	☐	☐ Section 3 Waiver Application		
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	☐	☐	☐	☐ Section 3 Waiver Application		
4. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	☐	☐	☐	☐ Section 3 Waiver Application		
5. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	☐	☐	☐	☐ Section 5 Waiver Application		
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	☐	☐	☐	☐ Waiver Performance Report		
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	☐	☐	☐	☐ Approval Letter from PDE ☐ eGrants Budget and Selection of Schools		

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

Title VI-B REAP

Title VI-B REAP

It is the purpose of this part to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Sec. 5201

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for REAP-Flex	☐	☐	☐	☐ Statement of Allocations and Expenditures	Applicable Funding for REAP-Flex: Title II-A Uses of Applicable Funding ☐ Title I-A ☐ Title II-A ☐ Title III	
2. The LEA ensures that it complies with the requirements of Title VI-B when allocating funds for Rural and Low Income Schools	☐	☐	☐	☐ Statement of Allocations and Expenditures	Uses of Funds: ☐ Teacher Recruitment and Retention ☐ Teacher Professional Development ☐ Educational Technology ☐ Parent and Family Engagement Activities ☐ Title I-A ☐ Title III	

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

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
PA Virtual Charter School	5/14/2018	Danielle DiMaria	Assistant Director of Guidance Federal Programs
PA Virtual Charter School	5/14/2018	Jennifer Brodhag	Director of Parent Education and Engagement

Division of Federal Program
Consolidated Program Review
2017-2018 School Year
Pennsylvania Virtual CS

PA Virtual Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Maureen Weinberger, Director of Curriculum Instruc	☑
Parent:	Jennifer Brodhag	☑
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers: Dr. Helen Gross

Visit Date: 5/14/2018

Title I: School Level

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. All instructional paraprofessionals working in a Title I and Title II program are appropriately certified.	☐	☐	☑	☐ List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment		**District Comments** 5/8/2018 1:10:20 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual has no instructional paraprofessionals. **Monitor Comments** 5/15/2018 5:08:14 PM State Monitor Helen Gross PA Virtual Charter School has no instructional paraprofessionals.
2. Parents (in Title I schools only) are notified annually that they may request information regarding the professional qualifications of their childs teacher(s), and of paraprofessionals who provide instructional services to their children.	☑	☐	☐	☑ Copy of Right-to-Know Teacher Qualifications letter and evidence of distribution date		
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	☑	☐		☑ Copy of Right-to-Know Four Consecutive Week letter ☐ Evidence of distribution date, if applicable		

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

Component II: Transition Plan

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. The School implements strategies to facilitate effective transitions for students.	☑	☐	☐	☑ Transition Plan		**Monitor Comments** 5/15/2018 5:11:20 PM State Monitor Helen Gross All materials were well organized , planned and documented. It was recommended that the plan include a more formalized overview sheet with all included activities/documentation/PowerPoints.

Component III: Parent and Family Engagement

The Local Education Agency (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(b)(1-4)
Sec. 1116(c)(1-5)
Sec. 1116(d)(1-2)
Sec. 1116(e)(1-5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. 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. Required components: • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement	☑	☐	☐	☑ School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution		**Monitor Comments** 5/15/2018 5:19:44 PM State Monitor Helen Gross The policy presented was current and distributed appropriately. However, it is recommended that PA Virtual Charter School follow PDE's recommended school policy development checklist when planning/reviewing/writing next year's document.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments

• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I.
• Provide Title I parents
  ○ Timely information about Title I programs
  ○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards
  ○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
• If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
• Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. • Describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. • States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. • Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. • 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.						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
• States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. • States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).						
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.	☑	☐	☐	☑ Title I meeting agenda & sign-in sheets		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
3. 3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall - describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and - address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual childs achievement; frequent reports to parents on their childrens progress; reasonable access to staff, opportunities to volunteer and participate in their childs class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.	☑	☐	☐	☑ School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution		**Monitor Comments** 5/15/2018 5:21:32 PM State Monitor Helen Gross This document was well written and there is extensive follow-up with the distribution and explanation/importance of this document.
4. Title I Schools shall provide assistance to parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a childs progress and work with educators to improve the achievement of their children.	☑	☐	☐	☑ Title I meeting agenda & sign-in sheets ☐ Staff/Parent meeting agendas and sign-in sheets		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their childrens achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	☑	☐	☐	☑ Training materials, evaluations, agendas & sign-in sheets, calendar of events ☐ Workshops		**Monitor Comments** 5/15/2018 7:17:55 PM State Monitor Helen Gross Trainings and interactive meetings/conferencing is ongoing.
6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents.	☑	☐	☐	☑ Staff/Parent meeting agendas and sign-in sheets ☐ SPAC skits and staff agendas and sign in sheets		
7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	☑	☐	☐	☐ Transition Plan ☑ Parent training materials, evaluations, agendas, calendar of events ☐ Staff/Parent meeting agendas and sign-in sheets		**Monitor Comments** 5/15/2018 5:25:07 PM State Monitor Helen Gross Parent trainings are held weekly and are recorded for parents who cannot log in during the scheduled times. The Parent Education & Engagement group also provides extensive site based supports on a regular basis.
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.	☑	☐	☐	☑ Translated documents such as fliers, letters, web site postings ☐ Translated Schoolwide Plan		

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

Component IV: Schoolwide Programs

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

Sec. 1114

☐ **If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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 ofthe strategies that the school will be implementing to address school needs, including a description of how such strategies willprovide opportunities for all children, including each of the subgroups of students (as defined in section1111(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.	☑	☐	☐	☑ Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.		
If you have additional comments to make about this section, enter them here:						

Component V: Targeted Assistance

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. 1009 of ESSA 1115

☑ **If the LEA operates only Schoolwide Programs in Title I schools, this section can be skipped**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	☐	☐	☐	☐ 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.	☐	☐	☐	☐ 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 includeexpanded 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.).	☐	☐	☐	☐ 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.	☐	☐	☐	☐ Documentation of regular team meetings, agenda, sign-in sheets, and minutes		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
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.	☐	☐	☐	☐ List of professional development activities, agendas, and sign in sheets		
If you have additional comments to make about this section, enter them here:						

Component VI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Time Documentation UGG Sec. 200.430	1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective	☑	☐	☐	☑ Semi-annual time certifications		
	2. 2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP	☐	☐	☑	☐ Time logs ☐ Staff schedules ☐ Documentation of Fixed schedule semi-annual time documentation DFP approval		**District Comments** 5/8/2018 1:26:45 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have any prorated staff for federal programs. **Monitor Comments** 5/15/2018 5:26:02 PM State Monitor Helen Gross PA Virtual does not have any prorated staff for federal programs.
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting Title I expenditures	☑	☐	☐	☑ School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis		

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

Comments

The site monitoring review demonstrated that PA Virtual Charter School was well prepared and well organized. Documentation was complete. It was a "team" process and completed over the "long term"/year. Parents are given every opportunity to participate in trainings, activities, and on-line meetings. All information is archived and accessible to parents and staff. Parent mentors/volunteers provide weekly interaction and support.

pennsylvania
DEPARTMENT OF EDUCATION

June 27, 2018

Dr. John Chandler
CEO
Pennsylvania Virtual CS
630 Park Avenue
King of Prussia, PA 19406

Dear Dr. Chandler:

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2017-18 school year. This review indicates that your Title I, Title II Part A, Title III (if applicable) and Title IV programs are in complete compliance with current statute, regulations, and guidance released by the United States Department of Education.

You can print off a copy of your completed Monitoring Instrument at http://www.federalmonitor.com/pa using the same username and password that you received in your monitoring notification letter sent to you in December/January. If you have any questions, please feel free to contact your regional coordinator at 717.783.2193.

Thank you for your cooperation.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs

cc: Project File 2017-18

Assessment Details

Assessment > **Assessment Details**

Warning: This assessment has been locked. You cannot make any changes to this

	Name	Phone Number	Check if Interviewed
Superintendent:	Dr. John Chandler	6102758500	☑
Business Manager:	Jason Billups	6102758500	☐
Title I Coordinator:	Maureen Weinberger	4846807868	☑
Title II Part A Coordinator:	Maureen Weinberger	4846807868	☑
Title III Coordinator:			☐
Title IV Part A Coordinator:	Maureen Weinberger	4846807868	☑
Ed-Flex Waiver Review Coordinator:	N/A	N/A	☐
Title VI-B REAP Coordinator:	N/A	N/A	☐

Program(s) Reviewed:

- ☑ Title I
- ☑ Title II Part A
- ☐ Title III
- ☑ Title IV Part A
- ☐ Ed-Flex Waiver Review
- ☐ Title VI-B REAP

Program Reviewer(s): Dr. Helen Gross

Program Review Date: 05/14/2018 mm/dd/yyyy

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

Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Financial Administration Policy
Code	3001
Status	Active
Adopted	August 26, 2019
Last Reviewed	June 22, 2020

PURPOSE

This policy sets forth the purpose and scope of the school's financial administration.

Financial administration and management provides information which helps Pennsylvania Virtual Charter School (PA VIRTUAL) management allocate and use resources (for example, money, time, employees, equipment, etc.) more effectively. It also helps the State of Pennsylvania, the public, auditors, and other constituents to evaluate how effective management is in achieving the financial goals of the organization. The Finance Department helps administrators and managers:

- Determine policies and create workable financial plans.
- Direct, coordinate, and control financial and business operations

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged responsibility for business and financial functions by the Board of Trustees.

II. Accounting Principles and Practices

All accounting policies and procedures of PA VIRTUAL are to conform to Generally Accepted Accounting Principles (GAAP) and practices, for elementary and secondary institutions (unless otherwise stated in this policy manual) and to the requirements outlined in the *Manual of Accounting and Financial Reporting for Pennsylvania Local Education Agencies.*

PA VIRTUAL uses the accrual method of accounting for recording financial transactions. The accrual basis of accounting recognizes revenue when earned, not necessarily when cash is received and expenses when

incurred, not necessarily when paid.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER AND/OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE SCHOOL'S CHARTER AND/OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Last Modified by Katie Capers on June 23, 2020

Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Financial Accounting Policy
Code	3002
Status	Active
Adopted	August 26, 2019
Last Revised	February 24, 2020

PURPOSE

This policy sets forth the requirements for the financial accounting of the school.

The general accounting function consists of business processes that maintain the school's general and operating ledgers, prepare reports from these ledgers and other accounting records, and safeguard the school's assets.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged the responsibility to prepare and define the responsibility for the general accounting function and processes.

II. Chart of Accounts

The Chart of Accounts will conform to that prescribed by the Pennsylvania Department of Education (PDE). The *Manual of Accounting and Financial Reporting for Pennsylvania Local Education Agencies* provides for classifying three (3) basic types of financial activity: revenues and other financing sources; expenditures and other financing uses; and transactions affecting the balance sheet only. For each type of transaction, (i.e. revenue, expenditure, balance sheet), the specific account code is made up of a combination of dimensions. Each dimension describes one (1) way of classifying financial activity.

III. Separation of Duties

Separation of duties, a key concept of internal control, requires that no single individual should have control over two or more phases of a financial transaction or operation to ensure that a deliberate fraud is more difficult to perpetrate by an individual. Therefore, the following policies will be followed:

- A person requesting a disbursement cannot authorize that disbursement.
- The check signatory must not be the person who creates or processes the disbursement request or who does the financial bookkeeping.
- Someone, other than the check signer, reconciles the bank statements.
- A person other than the one recording the receipts prepares deposit documentation and reconciliations.
- Blank check stock will be kept under lock and signed out by the person processing disbursements.

IV. General Ledger

A general ledger will be used to summarize, on a year-to-date basis, all accounting transactions. The accounting transaction will be classified according to the chart of accounts and account descriptions. Posting to the general ledger will be made automatically from the books of original entry: Cash Receipts Register, Cash Disbursement Register, Payroll Register, and General Journal.

V. General Journal

Manual journal entries will be written to record accounting transactions that cannot logically or practically be entered in the other books of original entry. These transactions will include year-end accruals, corrections of previously recorded transactions, depreciation, etc.

VI. Timeline to complete Internal Financial Statements

It is the policy of PA Virtual to produce prior to a regularly scheduled Board Meeting, during the school year, the following financial statements and supporting schedules:

1. Executive Summary
2. Balance Sheet
3. Income Statement
4. Forecasts (as applicable)
5. Aged Receivables (as applicable)
6. Aged Payables (as applicable)
7. Accrued Liabilities Schedule (as applicable)
8. Check Register (as applicable)
9. Cash Transfer Request (as applicable)

Financial statements will be provided prior to a regularly scheduled board meeting to the PA Virtual Board of

Trustees, Chief Executive Officer (CEO), and Executive Leadership Team, or any other entity as prescribed by any agreements or covenants. In addition, complete copies of the financial statements will be kept on file. Internal financial statements will be completed and distributed by the tenth business day following the end of the calendar month.

VII. Timeline to complete Regulatory Financial Statements

The following timeline will apply for the completion of said financial statements:

VIII. Annual Financial Report (PDE-2057)

The Annual Financial Report must be completed in accordance with generally accepted accounting and reporting principles for state and local governments and is the LEA management's responsibility. This report must include all funds and account groups of the school entity, including any blended component units, and an overview of all discretely presented component units. The Annual Financial Report (AFR) is submitted to the Department of Education's Comptroller's Office no later than the date established by PDE. The report must be filed on the Pennsylvania Department of Education prescribed form.

IX. Audited Financial Statements

PA Virtual is required by the Pennsylvania School Code to conduct an annual financial statement independent audit of its books and records. Financial audits are designed to provide reasonable assurance about whether the audited financial statements present fairly the financial position, results of operations and cash flows of the LEA in accordance with Generally Accepted Accounting Principles. Financial information, compliance requirements, and internal controls are evaluated. This audit will be completed annually.

The Chief Executive Officer and Board Secretary shall annually, by December 31, submit a signed statement to the Pennsylvania Department of Education certifying that the financial statements of the Charter School have been properly audited pursuant to law and that in the independent auditor's opinion, the financial information submitted in the annual financial report is materially consistent with the audited financial statements. If the financial information is not deemed materially consistent, the Charter School shall submit a revised annual financial report no later than December 31.

X. Single Audits

A single audit is an entity-wide financial audit consisting of two (2) main parts: an audit of the basic financial statements and an audit of the entity's federal assistance programs. Under revised single audit guidance, LEAs that expend $500,000 or more of federal awards in their fiscal year are required to have a single audit. Pass-through agencies and the recipients of pass-through funds must be especially cognizant of the $500,000.00 threshold. Local, state and federal pass-through funds should be brought to the attention of the school's auditor. This audit will be completed as needed.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER AND/OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE SCHOOL'S CHARTER AND/OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Last Modified by Katie Capers on April 27, 2020

Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Budget Policy
Code	3003
Status	Active
Adopted	August 26, 2019
Last Reviewed	February 24, 2020

PURPOSE

This policy sets forth the requirement for the adoption of the school's annual operating budget.

POLICY

I. Function Control
The Chief Financial Officer (CFO) has been charged with the responsibility to ensure the school's operating budget is completed and submitted in accordance with state mandated requirements.

II. Budget Definition
The annual operating budget of the Pennsylvania Virtual Charter School is a state mandated report of proposed expenditures for a particular fiscal year. This financial information is summarized in the General Fund Budget. The Budget is a proposed plan of action for school programmatic and administrative initiatives. It identifies the proposed sources of funds to finance programs, as well as the functional nature of the expenditures (for example, instruction, or administration). When approved by the Board of Trustees, this document is the school's authorization to incur expenditures and to collect and apply the revenues to the appropriate activities.

III. Budget Approval
The CFO, at the direction of the school board shall follow the budget preparation and approval timeline established in the PA Public School Code and the Board of Trustees will review and vote on the proposed annual budget in accordance with guidance in the PA Public School Code.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE SCHOOL'S CHARTER OR THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Last Modified by Katie Capers on April 27, 2020

Process for Annual IEP with/without a Re-Evaluation

Annual IEP with a RR:

1. School Psychologists reviews all reports and creates the RR within the timeline.
   - Date of report is the date the school psychologist finalizes the report.
   - School Psychologist will send the RR to SSCs the day it is finalized. cc: Director of Support Services (SS).

2. The SSCs emails the final report to the parent within 24 hours of the date of the report.
   - The email will include: Assistant Director of SPED (ADSE), Principal, Director of Support Services, Special Education Administrator, Special Education Teacher and School Psychologist.

3. The Director of Support Services updates the Student Summary Page- PIMS/Penn Data and Chapter 14 in Sapphire. Enter re-evaluation report date and sent date into Sapphire.

4. Teacher schedules IEP meeting within the 30 calendar days of date of report and completes the following as monitored by the ADSE and LEA:
   - Establish meeting time with team
   - Schedule IEP meeting (through call, email) with parent.
   - Calendar invite (include lea@pavcs.us). Include school psychologist for RR/IEP meeting.
   - Send procedural safeguards to parent (email) – give information on what is coming in HelloSign and details for the meeting.
   - Send all pertinent paperwork through HelloSign that requires signatures (invites, consent to excuse and waiver) to parent.
   - Send RR signature page (if applicable) through HelloSign to parent and team members. (Can also wait till beginning of meeting)

5. Following the school psychologist receiving the IEP invitation, they will reach out to the family to discuss the results. They will also attend the RR/IEP meeting to answer any additional questions of parent and team.

6. At RR/ IEP meeting:

Special education teacher with support from LEA will:

- Send RR (if applicable) and IEP attendance sheet though HelloSign to team.
- Send out procedural safeguards receipt through HelloSign to parent.
- Remind parent and team of any needed items requiring signatures
- Present NOREP to parent and send through HelloSign.

The special education teacher is responsible for keeping track of securing the signature for the NOREP. If having difficulties securing the signature within 5 days, please contact your LEA and Assistant Director of Special Education for assistance in obtaining the signature.

- Drop all signed documents in the respective SSC drop box. Additional documents may also be included (such as unsigned invites, IEP tracking sheet).

- The Special Education Teacher will finalize all documents (invite(s), IEP, the NOREP) in Sapphire.

7. LEA places their checklist in the SSC Drop Box.

Annual IEP without an RR

Follow steps 4-7 without involving the RR.

Teacher schedules the IEP meeting before the date of last IEP.

Creation of Procedure

Drafting of procedure: 9-23-16, 9-26-16 and 10-10-16.

Finalized: 10-18-16

Paperwork Responsibilities (At a Glance) for IEP meetings

Before Meeting:

Special Education Teacher/Special Education Project Manager

- Establish meeting time with team
- Create calendar team invite (include: lea-high@pavcs.us, lea-elem@pavcs.us, or lea-middle@pavcs.us)

Special Education Teacher

- Send procedural safeguards to parent (email) – give information on what is coming in HelloSign and details for the meeting.
- Send all pertinent paperwork through HelloSign that requires signatures (invites, consent to excuse and waiver) to parent.
- Send ER or RR signature page (if applicable) through HelloSign to parent and team members. (Can also wait till beginning of meeting)

During the IEP meeting:

Special education teacher with support from LEA

- Send ER/RR (if applicable) and IEP attendance sheet though HelloSign to team.
- Send out procedural safeguards receipt through HelloSign to parent.
- Remind parent and team of any needed items requiring signatures.

At end of meeting:

Special education teacher

- Present NOREP to parent and send through HelloSign.
- The special education teacher is responsible for keeping track of securing the signature for the NOREP. If having difficulties securing the signature within 5 days, please contact your LEA and Assistant Director of Special Education for assistance in obtaining the signature.

After the meeting:

Special education teacher

- Drop all signed documents in the respective SSC drop box. Additional documents may also be included (such as unsigned invites, IEP tracking sheet).
- Finalize all documents (e.g. invites, IEP and NOREP) in Sapphire after obtaining signatures.
    - For newly identified students, documents cannot be finalized until NOREP is signed. Once NOREP is signed and returned, please place in SSC drop box.

LEA

- Complete LEA Checklist: https://forms.gle/a46Hg2o7YJyj2SJ59 within **24 hours of the IEP meeting**.

Creation of Procedure Draft 9/15/16, 9-20-16, Finalized 9/23/16 (review -SPED teachers), 9/29/16 (review -LEA)
Revised 12/05/19, Revised 3/26/21

IEP Paperwork Procedure

Each Special Education Teacher will have their own IEP Paperwork Tracking Google Sheet assigned to them. For the remainder of this procedure, the IEP Paperwork Tracking Google Sheet will simply be referred to as the Google Sheet.

1. There are five tabs in the Google Sheet.
    - IEP Scheduling Information:
        - Completed by the Special Education Teacher and the Special Education Project Specialist
        - Special Education Teacher- will complete all relevant information regarding the student and when their IEP meeting should take place and will in some instances (no meeting revisions) enter when the IEP meeting will take place and who the LEA will be if applicable
        - Special Education Project Specialist- will complete columns O and P if they are the one scheduling the IEP Meeting
    - Invite, PSGN:
        - Completed by the Special Education Teacher and the Special Education Project Specialist
        - Grey columns are auto populated based on the information entered into the IEP Scheduling Information tab
        - Special Education Teacher- will fill out the attempts to get these two documents signed in columns H through N
        - Special Education Project Specialist- will complete column H if they are the one who scheduled the meeting. All subsequent attempts to get the invite signed are the responsibility of the Special Education Teacher. If it is signed after the first attempt, please enter NA in the other attempt areas. Please do not leave anything blank
    - ER/RR Sig Page, 10 Day Waiver:
        - Completed by the Special Education Teacher only
        - Grey columns are auto populated based on the information entered into the IEP Schedule Information tab
        - Special Education Teacher- will fill out the attempts to get these two documents signed in columns H through N. If it is signed after the first attempt, please enter NA in the other attempt areas. Please do not leave anything blank
    - IEP Sig, C2E, NOREP, PBSP, Voter Reg:
        - Completed by the Special Education Teacher only
        - Grey columns are auto populated based on the information entered into the IEP Schedule Information tab
        - Special Education Teacher- will fill out the attempts to get these documents signed- not all of these documents will be necessary for all students- if they are not applicable enter NA in the attempts section. Please do not leave anything blank
    - SSC- IEP Paperwork Tracking:
        - Completed by the Special Education Support Service Coordinator (SSC) only
        - Grey columns are auto populated from information entered on the other tabs

- SSCs- will fill out the date they receive the documents from the Special Education Teacher on this tab in the coordinating sections

2. Within two weeks of the IEP Meeting and after three attempts have been made (best practice) if the documents have not yet been signed:
   a. The Special Education Teacher will drop the unsigned documents in the SSC's drop box.
      It is very important that the Google Sheet is completed for compliance purposes
   b. The SSC will record the teacher's attempts to obtain signatures (from the Google Sheet) on each unsigned document and place the document in the student's e-file and hard file.

3. Once all documents have been placed in the SSC's drop box the Special Education Teacher will finalize them in Sapphire. **For Initial IEP Meetings, documents cannot be finalized until the initial NOREP is signed.**
   Failure to finalize documents will cause issues with IEP communication throughout the school and will cause reporting errors

4. Once all paperwork (unsigned and signed) has been received, the SSC will denote this the Google Sheet along with the date that all paperwork was received.

Additional Information:

- Color Coding on the Google Sheet:
  - Blue Cells- to be completed by the SSCs (unless an NA is required to be entered by a teacher signifying the document isn't necessary for this particular IEP- see instructions above)
  - Orange Cells- to be completed by the Special Education Teacher

- Paperwork clarification:
  - ER/RR Signature Page- only needs to be signed if the student had an ER or an RR prior to the IEP meeting taking place
  - 10 Day Waiver- only needs to be signed if the parent did not have at least 10 calendar days to review the ER/RR prior to the IEP Meeting taking place
  - PSGN- Needs to be sent out for an annual IEP only (only needs to be signed once per year). It can be sent for every IEP meeting if you would like
  - NOREP- Only needs to be sent out for annual IEP or if changes to a student's programing occurs
  - C2E- Consent to Excuse only needs to be sent if someone is not able to attend the IEP meeting and we need to get consent from the parents to excuse them from the meeting
  - PBSP- Positive Behavior Support Plan only needs to be signed if the student has a PBSP
  - Voter Reg- only needs to be signed if applicable to the student based on their age

pennsylvania
DEPARTMENT OF EDUCATION

January 22, 2016

Dr. Joanne A. Jones Barnett
CEO
Pennsylvania Virtual Cyber CS
630 Park Avenue
King of Prussia, Pa 19406

Dear Dr. Barnett:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Pennsylvania Virtual Cyber CS the week of November 16, 2015.

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

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

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

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

If you have any questions about this report, contact Dr. Beth Marvin, the Chairperson of the compliance monitoring team.

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

Sincerely,

Patricia Hozella

Patricia Hozella
Director

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

CC: Chairperson
Jill Deitrich
CS Monitoring File

Executive Summary
BSE Compliance Monitoring Review
of the
Pennsylvania Virtual Cyber CS

PART I
SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of November 16, 2015, the Pennsylvania Virtual Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

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

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

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

2. **FILE REVIEW** (Student case studies)

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

The status of compliance of the Pennsylvania Virtual Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	91	3	82
Evaluation/Reevaluation: Process and Content	208	20	630
Individualized Education Program: Process and Content	520	21	328
Procedural Safeguards: Process and Content	116	10	6
TOTALS	**935**	**54**	**1046**

3. TEACHER AND PARENT INTERVIEWS

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

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	209	8	49
Program Implementation: Special Ed Teacher Interviews	350	2	140
Program Implementation: Parent Interviews	212	21	115
TOTALS	**771**	**31**	**304**

4. STUDENT INTERVIEWS

Results of the student interviews are reflected on the Charter School Corrective Action Verification/Compliance and Improvement Planning document.

5. CLASSROOM OBSERVATIONS

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

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

6. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review		X

PART II
CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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

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

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

Charter School: **Pennsylvania Virtual Cyber CS**

Chief Executive Officer: **Dr. Joanne A. Jones Barnett**

Special Education Director/Coordinator: _____

BSE Special Education Adviser: **Dr. Beth Marvin**

Date of Report: **January 22, 2016**

Date Final Report Sent to LEA: **January 22, 2016**

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

First Visit Date: _____

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

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

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 3 0 0 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						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.			
					4 3 0 0 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
	N					18. **FSA-SURROGATE PARENTS (STUDENTS REQUIRING)** **Standard:** The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. **FSA-PERSONNEL TRAINING** **Standard:** In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
8	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
7	0	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
4	0	4				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
7	1	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	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	4				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
11	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. **FSA-INTENSIVE INTERAGENCY APPROACH** **Standard:** The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. **FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION** **Standard:** The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
Y						21A. **TRANSITION REQUIREMENTS** **Standard:** The LEA complies with requirements for transition planning for students.			
						Topical Area 2: Delivery of Service			
Y						17. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. **FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION** **Standard:** LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23. **FSA-EDUCATIONAL BENEFIT REVIEW** **Standard:** The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	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.		
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					6	Always			
					1	Sometimes			
					2	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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.			
					5	Always			
					0	Sometimes			
					1	Rarely			
					2	Never			
					0	Don't Know			
					1	Does not Apply			
						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.			
					5	Always			
					0	Sometimes			
					1	Rarely			
					2	Never			
					0	Don't Know			
					1	Does not Apply			
						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.			
					4	Always			
					1	Sometimes			
					2	Rarely			
					1	Never			
					0	Don't Know			
					1	Does not Apply			
8	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?			
8	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
8	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?			
8	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
8	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?			
8	0	0				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	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? Socialization and promoting confidence. Being in a classroom environment helps student to work with others and has a chance to see what peers are doing and self-assess. Enjoys reading and listening to peers. Enjoys interacting with teacher. The student attends and contributes to the class discussions and on-line. Positive peer interaction and modeling. Contributes, is lively, and advocates for self. Exposure to peers. Increased interactions with others; improved reading comprehension.			
0	0	8				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
8	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
8	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	8				GE 85b. If no, what training or support would assist you?			
8	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
11	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
9	0	2				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
7	1	3				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	4				SE 95c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Additional support and services. Additional services. The needs of student. The need for additional services. Needs a modified curriculum. Need for more modified curriculum. Needs of student.			
0	0	4				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Team discussed how this would be implemented. Team discussion. IEP team decided. Decided by team. IEP team decision. IEP team decision. IEP team decision.			
9	0	2				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
11	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
11	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	1				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
11	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	1	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
11	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				5A. **FSA-EFFECTIVE USE OF DISPUTE RESOLUTION** **Standard:** The LEA uses dispute resolution processes for program improvement.			
Y						6. **FSA-GRADUATION RATES (SPP)** **Standard:** The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. **FSA-DROPOUT RATES (SPP)** **Standard:** The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. **FSA-SUSPENSION RATES** **Standard:** The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. **FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)** **Standard:** Students with disabilities are provided for in the least restrictive environment			
Y						16. **FSA-PARTICIPATION IN PSSA AND PASA (SPP)** **Standard:** The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. **FSA-LOCAL ASSESSMENT**			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
1	0	10				FR 153. PTE-Consent Form is present in the student file			
1	0	10				FR 154. Demographic data			
1	0	10				FR 155. Reason(s) for referral for evaluation			
1	0	10				FR 156. Proposed types of tests and assessments			
1	0	10				FR 157. Contact person's name and contact information			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	10				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
8	0	3				FR 194. PTRE-Consent Form is present in the student file			
8	0	3				FR 195. Demographic data			
7	1	3			13%	FR 196. Reason for reevaluation			
8	0	3				FR 197. Types of assessment tools, tests and procedures to be used			
8	0	3				FR 198. Contact person's name and contact information			
5	3	3			38%	FR 199. Parent has selected a consent option			
5	3	3			38%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
1	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
1	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	11				FR 203. Reason reevaluation is not necessary at this time is included			
1	0	10				FR 204. Contact person's name and contact information			
1	0	10				FR 205. Parent has selected a consent option			
1	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
1	0	10				FR 160. ER is present in the student file			
1	0	10				FR 161. Evaluation was completed within timelines			
1	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
1	0	10				FR 163. Demographic data			
1	0	10				FR 164. Date report was provided to parent			
1	0	10				FR 165. Reason(s) for referral			
1	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	1	10			100%	FR 169. Recommendations by teachers			
1	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	11				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	10				FR 173. Lack of appropriate instruction in reading			
1	0	10				FR 174. Lack of appropriate instruction in math			
1	0	10				FR 175. Limited English proficiency			
1	0	10				FR 176. Present levels of academic achievement			
1	0	10				FR 177. Present levels of functional performance			
1	0	10				FR 178. Behavioral information			
1	0	10				FR 179. Conclusions			
1	0	10				FR 180. Disability Category			
1	0	10				FR 181. Recommendations for consideration by the IEP team			
0	1	10			100%	FR 182. Evaluation Team Participants documented			
0	0	11				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	11				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	11				FR 185. Indication of process(es) used to determine eligibility			
0	0	11				FR 186. Instructional strategies used and student-centered data collected			
0	0	11				FR 187. Educationally relevant medical findings, if any			
0	0	11				FR 188. Effects of the student's environment, culture, or economic background			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	11				FR 189.	Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	11				FR 190.	Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	11				FR 191.	Observation in the student's learning environment			
0	0	11				FR 192.	Other data if needed			
0	0	11				FR 193.	Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)				
8	1	2			11%	FR 207.	RR is present in the student file			
8	0	3				FR 208.	Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
7	1	3			13%	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)			
8	0	3				FR 210.	Demographic data			
8	0	3				FR 211.	Date IEP team reviewed existing evaluation data			
8	0	3				FR 212.	Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
8	0	3				FR 213.	Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
8	0	3				FR 214.	Aptitude and achievement tests			
8	0	3				FR 215.	Current classroom based assessments and local and/or state assessments			
8	0	3				FR 216.	Observations by teacher(s) and related service provider(s) when appropriate			
7	1	3			13%	FR 217.	Teacher recommendations			
8	0	3				FR 218.	Lack of appropriate instruction in reading			
8	0	3				FR 219.	Lack of appropriate instruction in math			
8	0	3				FR 220.	Limited English proficiency			
7	1	3			13%	FR 221.	Conclusion regarding need for additional data is indicated			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	8				FR 222.	Reasons additional data are not needed are included			
8	0	3				FR 223.	Determination whether the child has a disability and requires special education			
8	0	3				FR 224.	Disability category(ies)			
6	2	3			25%	FR 225.	Summary of findings includes student's educational strengths and needs			
6	2	3			25%	FR 226.	Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
6	2	3			25%	FR 227.	Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
4	1	6			20%	FR 228.	Interpretation of additional data			
0	0	11				FR 229.	Documentation that the student does not achieve adequately for age, etc.			
0	0	11				FR 230.	Indication of process(es) used to determine eligibility			
0	0	11				FR 231.	Instructional strategies used and student-centered data collected			
0	0	11				FR 232.	Educationally relevant medical findings, if any			
0	0	11				FR 233.	Effects of the student's environment, culture, or economic background			
0	0	11				FR 234.	Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	11				FR 235.	Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	11				FR 236.	Observation in the student's learning environment			
0	0	11				FR 237.	Other data if needed			
0	0	11				FR 238.	Statement for all 6 items			
6	2	3			25%	FR 239.	Documentation of Evaluation Team Participants			
0	0	11				FR 240.	Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)				
5	3	1	0			P 24.	Have you been asked to provide information for your child's evaluation/reevaluation?			
5	1	3	0			P 25.	Were you given the opportunity to provide this information in writing or in another way that worked for you?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	4	0			P 26.	Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	7	0			P 27.	If your child was not reevaluated when required (every 2 years for children with mental 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?			
2	7	0	0			P 51.	Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
2	0	7	0			P 52.	If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
2	0	7	0			P 53.	Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	8				SE 119.	If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content				
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)				
11	0	0				FR 241.	Invitation is present in the student file			
11	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)			
11	0	0				FR 243.	Demographic data			
11	0	0				FR 244.	Purpose(s) of the meeting			
5	0	6				FR 245.	Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
3	0	8				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			
5	0	6				FR 247.	Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
11	0	0				FR 248.	Invited IEP team members			
11	0	0				FR 249.	Date/time/location of meeting			
10	1	0			9%	FR 250.	Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	11				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	11				FR 252. Demographic data			
0	0	11				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	11				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	11				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
11	0	0				FR 257. IEP is present in the student file			
10	1	0			9%	FR 258. IEP was completed within timelines			
11	0	0				FR 259. Demographic data			
11	0	0				FR 260. IEP implementation date			
11	0	0				FR 261. Anticipated duration of services and programs			
1	0	10				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	1	0			9%	FR 263. Parents			
4	1	6			20%	FR 264. Student			
9	2	0			18%	FR 265. General Education Teacher			
9	1	1			10%	FR 266. Special Education Teacher			
9	1	1			10%	FR 267. Local Education Agency Representative			
0	0	11				FR 270. Community Agency Representative			
0	0	11				FR 271. Teacher of the Gifted			
0	0	11				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			
8	3	0			27%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	11				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	11				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	8				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	11				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	11				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	1	10			100%	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	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
11	0	0				FR 281. Student's present levels of academic achievement			
11	0	0				FR 282. Student's present levels of functional performance			
5	0	6				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	1	0			9%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
11	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
11	0	0				FR 286. Strengths			
11	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
5	0	6				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	0	6				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	7				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
5	0	6				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
5	0	6				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	6				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	6				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
10	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
9	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	1	9			50%	FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
2	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
2	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
10	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	11				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			
0	0	11				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
8	3	0			27%	FR 302. Measurable Annual Goals			
11	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
11	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
11	0	0				FR 305. Documentation of progress reporting on Annual Goals			
3	0	8				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
11	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
11	0	0				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			
10	1	0			9%	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	11				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			
10	0	1				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
9	0	2				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
11	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				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	11				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
11	0	0				FR 316. A conclusion regarding student eligibility for ESY			
9	2	0			18%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
4	2	5			33%	FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
6	0	5				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
11	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
11	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
11	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
11	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
11	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
11	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
5	0	6				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
0	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
9	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
9	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
1	0	8	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
9	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
5	1	0	3			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	8	0			P 32b. If no, what training or support would assist you? Not sure right now.			
9	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
9	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
8	1	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
9	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	9	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	9	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		9	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
8	0	0				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
6	2	0				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
6	0	2				GE 76. Were those recommendations considered by the IEP team?			
8	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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	0	1	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
8	0	1	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
8	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
8	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
8	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
11	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?			
11	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
11	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	1				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	2				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	1				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
11	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?			
11	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
11	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Peer interaction, opportunity to hear what other students are saying. The student interacts with others in general education classroom. Working with familiar teachers. Socialization Socialization Skills are improving; attending class; compliance in general has increased. Social interaction and appropriate class participation. The student volunteers in class and is engaged in classroom activities. Can spend the entire day in a general education classroom. Likes classes and being with peers. The student enjoys other students of same age. Especially when included for specials, guidance counseling and clubs.			
0	0	11				SE 117c. If no, what does this student need that he/she is not receiving?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
9	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
9	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			
					9	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			
					8	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
9	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
8	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?			
7	0	1				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	4	1				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	5				GE 79c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Additional instructional support. Need for modified curriculum. More attention to student's specific needs.			
0	0	5				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Depended on what type of instruction was needed. By the IEP team. IEP team decision, based on needs in RR and IEP.			
7	0	1				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?			
1	0	7				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
6	0	2				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?			
11	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?			
11	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?			
11	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?			
11	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
11	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?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				SE 120.	Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)				
3	1	5	0			P 42.	If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
9	0	0	0			P 43.	Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
9	0	0	0			P 44.	Did you receive an explanation of what would make your child eligible for ESY services?			
8	1	0	0			P 45.	Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	1	8	0			P 46.	If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
5	0	4	0			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?			
11	0	0				SE 121.	Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
4	0	7				SE 122.	If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	11				SE 122a.	At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	11				SE 122b.	Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	11				SE 122c.	Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	11				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	11				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	11				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
4	0	5	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
9	0	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
4	5	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	5	0			P 50c. If yes, what reasons were discussed for recommending removal? The team discussed needing more services. Needed more teaching time. Needed more academic support. Needed more teaching and learning time.			
0	0	5	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? IEP team decision. The team decided. Determined by what classes were running. Team decided based on student's academic needs.			
9	0	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Being around kids with same experiences. Making friends. Getting to make friends and learns from others. Socialization Understands what teacher is explaining; doesn't get so frustrated any longer. Getting the attention and care student needs; teacher goes above and beyond to try to help. Improved socialization and reading comprehension. Getting more help. Making friends, enjoying music.			
0	0	9	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
						P 59. I am satisfied with the transition services developed for my child.			
					3	Always			
					2	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					4	Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
					3	Always			
					3	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					3	Does not Apply			
6	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
2	0	9				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
11	0	0				FR 328. NOREP/PWN is present in the student file			
11	0	0				FR 329. Demographic data			
11	0	0				FR 330. Type of action taken			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				FR 331. A description of the action proposed or refused by the LEA			
11	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
11	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
11	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
5	0	6				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	1	0			9%	FR 336. Educational placement recommended (including amount and type)			
11	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
7	4	0			36%	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.)			
6	5	0			45%	FR 339. Parent has selected a consent option			
11	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	0	9	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					8	Always			
					0	Sometimes			
					1	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			
					3	a. modifications			
					2	b. progress reports			
					1	c. staff-aide ratios			
					5	d. staff's knowledge, training			
					2	e. instructional materials			
					2	g. staff open to suggestions, good communication			
					3	h. follow the IEP			
					6	i. support services			
					5	k. staff's understanding and attitude			
					3	n. other			
						Happier, more calm and not as frustrated.			
						Flexibility: they work around student's schedule.			
						The student gets the extra help needed.			
		7	0			P 67. Tell me anything you would like to change about the program.			
					2	n. other			
						Replace damaged computers in a timely manner. Formerly, new computers were sent out and damaged ones returned in same carton. Now, damaged computers must be returned before new computer is sent out.			
						Would like to receive paperwork in a more timely manner prior to evaluations, etc.			
		0	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
					3	a. Very strongly agree			
					2	b. Strongly agree			
					3	c. Agree			
					1	e. Strongly disagree			
						P 69. Additional comments about your child's program. Child is doing much better with the extra help received.			
11	0	0				SE 101. Do you hold the required certification to implement this student's program?			
11	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	11				SE 101b. If no, what training or support would assist you?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 8: Other Non-compliance Issues			
						Professional Development Training for Psychologists on the following: 1. writing compliant documentation when evaluating and/or reevaluating a student with SLD			
						Topical Area 9: Other Improvement Plan Issues			
						FSA 19A Teacher Survey Results	Based on the results of the teacher survey, the LEA will submit an improvement plan that includes professional development training in the following areas: 1. least restrictive environment: what it means, how to calculate, and instructional interventions, 2. writing NOREPs, PWN for graduating, measurable goals, transition activities and services, and ESY goals, 3. removing barriers to the general education classroom by providing ways to differentiate instruction and modifying curriculum, and 4. training for psychologists regarding evaluating and/or reevaluating students with SLD		

pennsylvania
DEPARTMENT OF EDUCATION

January 30, 2017

Dr. John Chandler
Chief Executive Officer
Pennsylvania Virtual Cyber CS
630 Park Avenue
King of Prussia, PA 19406

Dear Dr. Chandler:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on November 16, 2015 have been corrected as of January 19, 2017 by the charter school. It is with pleasure that I commend you and your staff for efforts made in achieving resolution of the noncompliance areas.

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

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

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

Sincerely,

Patricia Hozella

Patricia Hozella
Director

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Professional Development
PASA Training
AGENDA
February 3, 10, and 17

Session Link: Elementary Staff Organization link

Activity Type *(if non-Act 48 do not complete other boxes)*		**Activity Subject Area** *(Act 48 only)*	
Act 48		Teaching & Learning PD	
Act 48 Activity Sub-Category *(selected based off Subject Area)*			
Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Teaching Techniques & Strategies	Choose an item.

Objectives
The staff will be able to:

- Understand the PDE and PA Virtual expectations when administering and proctoring the PASA.
- Apply the expectations from PDE and PA Virtual when administering the PASA.

Materials
All materials can be found in this folder.

- https://drive.google.com/drive/folders/1fBagqxTeS-QgkGDIen9ZPiEvPOZ9qF5B?usp=sharing

Schedule
February 3 and 10

Time	Topic	Presenter
3:00-3:10	Review Videos	Individual
3:10-4:00	Online Training	Individual

February 17

Time	Topic	Presenter
3:00-3:10	Review Videos	Individual
3:10-3:50	Online Training	Individual
3:50-4:00	Exit Ticket	Individual

Kinet, Nina, Melissa and Diana will be available in the PD room to answer any questions all three Wednesdays.

If you do not have questions, you DO NOT need to come to the room. Use the time to complete the training.

The exit ticket will be deployed on Wednesday, February 17.

Lastname	Firstname	Email	Role	User Training Type	RT Complete
Austin	Amy	aaustin@pavcsk12.org	Teacher	New	Yes
Bank	Amanda	abank@pavcsk12.org	Teacher	New	Yes
Bolger	Alyssa	abolger@pavcsk12.org	Teacher	New	Yes
Dajczak	Amy	adajczak@pavcsk12.org	Teacher	New	Yes
Himmelberger	Amanda	ahimmelberger@pavcsk12.org	Teacher	New	Yes
Ivanco	Alyssa	aivanco@pavcsk12.org	Teacher	New	Yes
Kauffman	Abigail	akauffman@pavcsk12.org	Teacher	New	Yes
Klingenberg	Angela	aklingenberg@pavcsk12.org	Teacher	New	Yes
Leon	Anjleke	aleon@pavcsk12.org	Teacher	New	Yes
Miller	Amber	amiller@pavcsk12.org	Teacher	New	Yes
Oberholtzer	April	aoberholtzer@pavcsk12.org	Teacher	New	Yes
Salai	Amanda	asalai@pavcsk12.org	Teacher	New	Yes
Tomanio	Angela	atomanio@pavcsk12.org	Teacher	New	Yes
Uhing	Alexandra	auhing@pavcsk12.org	Teacher	New	Yes
Waid	Audrey	awaid@pavcsk12.org	Teacher	New	Yes
Wasil	Andrea Y	awasil@pavcsk12.org	Teacher	New	Yes
Wroten	Alison	awroten@pavcsk12.org	Teacher	New	Yes
Croyle	Bethany	bcroyle@pavcsk12.org	Teacher	New	Yes
Davis	Bryan	bdavis@pavcsk12.org	Teacher	New	Yes
Harvey	Barry	bharvey@pavcsk12.org	Teacher	New	Yes
Jaroudi	Brittany	bjaroudi@pavcsk12.org	Teacher	New	Yes
Mathis	Bernadette	bmathis@pavcsk12.org	Teacher	New	Yes
Nihoff	Beth	bnihoff@pavcsk12.org	Teacher	New	Yes
Adams	Christine	cadams@pavcsk12.org	Teacher	New	Yes
Cheng	Christina	ccheng@pavcsk12.org	Teacher	New	Yes
Dennis	Colleen	cdennis@pavcsk12.org	Teacher	New	Yes
Evans	Christopher	cevans@pavcsk12.org	Teacher	New	Yes
Gallagher	Christine	cgallagher@pavcsk12.org	Teacher	New	Yes
Gilligan	Thomas	cgilligan@pavcsk12.org	Teacher	New	Yes
Jones	Cynthia	cjones@pavcsk12.org	Teacher	New	Yes
Kaufman	Colleen	ckaufman@pavcsk12.org	Teacher	New	Yes
March	Caitlin	cmarch@pavcsk12.org	Teacher	New	Yes
McGeever	Codie	cmcgeever@pavcsk12.org	Teacher	New	Yes
Odham	Christy	codham@pavcsk12.org	Teacher	New	Yes
Priest	Candice	cpriest@pavcsk12.org	Teacher	New	Yes
Shirk	Chelsea	cshirk@pavcsk12.org	Teacher	New	Yes
Tranter	Charles	ctranter@pavcsk12.org	Teacher	New	Yes
Wernick	Casey	cwernick@pavcsk12.org	Teacher	New	Yes
Widmann	Crystal	cwidmann@pavcsk12.org	Teacher	New	Yes
Willits	Cynthia A	cwillits@pavcsk12.org	Teacher	New	Yes
Adamo	Debra	dadamo@pavcsk12.org	Teacher	New	Yes
Konefsky	Dylan	dkonefsky@pavcsk12.org	Teacher	New	Yes
Morales	Daniel	dmorales@pavcsk12.org	Teacher	New	Yes
Perney	Diana	dperney@pavcsk12.org	Teacher	New	Yes
Pezzulo	Daniel	dpezzulo@pavcsk12.org	Teacher	New	Yes
Santina	Danielle	dsantina@pavcsk12.org	Teacher	New	Yes
Snyder	Dawn	dsnyder@pavcsk12.org	Teacher	New	Yes
Campbell	Emily	ecampbell@pavcsk12.org	Teacher	New	Yes
Firko	Emily	efirko@pavcsk12.org	Teacher	New	Yes

Date	Full Name
3/15/2021	Bethany Croyle
3/15/2021	Jennifer Palmer
3/15/2021	Jennifer Watson
3/15/2021	Karyn Raman
3/15/2021	Katie Daily
3/15/2021	Lisa Krystofolski
3/15/2021	Lori Martin
3/15/2021	Melissa Scanga
3/15/2021	Michelle Tyson
3/15/2021	Jophnna Kohl
3/15/2021	Tracey Vioral
3/15/2021	Gary Zimmerman
3/15/2021	Danielle Santina
3/15/2021	Elise Onjack
3/15/2021	Angela Klingenberg
3/15/2021	Emily Campbell
3/15/2021	Kayla Swarmer
3/15/2021	Jordan Dobbins
3/15/2021	Jackie McGonigal
3/15/2021	Ana Aguilar
3/15/2021	Felicia Foleno
3/15/2021	Kiel Parker
3/15/2021	Mindy Byham
3/15/2021	Mariane Ferrantino
3/15/2021	Dan Pezzulo
3/15/2021	Sarah Cardosi
3/15/2021	Rachel Kyler
3/15/2021	Daniel Morales
3/15/2021	Jennifer Neilson
3/15/2021	Kristin Donaldson
3/15/2021	Kim Gould
3/15/2021	Tanyha Bahn
3/15/2021	Christy Odham
3/15/2021	Emily Tomaino
3/15/2021	Alexandra Uhing
3/15/2021	Stephanie Heyl
3/15/2021	Alyssa Ivanco
3/15/2021	Heather Byers
3/15/2021	Heather Hoffert
3/15/2021	Naya Brown

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Special Education Department

Professional Development

AGENDA
3/15/21

Objectives:

1. How to support Autistic students in the online setting.
2. Board Certified Behavior Analyst (BCBA) vs Behavioral Therapist: which is appropriate based on the student's needs/goals.
3. The function and purpose of a Functional Behavioral Assessment to write Positive Behavior Support Plans.

Schedule

2:55-3:00	Welcome and Share 'new' News!
3:00-3:30	Autistic Supports including BCBA vs Behavioral Therapist and FBAs for PBSP.

Materials:

1. Staff Notes located in Blackboard
2. Demo account in Sapphire for practice documents (ex: Charlie Brown)

Lastname	Firstname	Email	Role	User Training Type	RT Complete
Freynik	Erin	efreynik@pavcsk12.org	Teacher	New	Yes
McGurk	Edmund	emcgurk@pavcsk12.org	Teacher	New	Yes
Onjack	Elise	eonjack@pavcsk12.org	Teacher	New	Yes
Reeser	Emily	ereeser@pavcsk12.org	Teacher	New	Yes
Spink	Emma	espink@pavcsk12.org	Teacher	New	Yes
Svoboda	Elizabeth	esvoboda@pavcsk12.org	Teacher	New	Yes
Tomaino	Emily	etomaino@pavcsk12.org	Teacher	New	Yes
Eisenhower	Gabrielle	geisenhower@pavcsk12.org	Teacher	New	Yes
Zimmerman	Gary	gzimmerman@pavcsk12.org	Teacher	New	Yes
Alcott	Heather	halcott@pavcsk12.org	Teacher	New	Yes
Bazilian	Heidi	hbazilian@pavcsk12.org	Teacher	New	Yes
Brandt	Heather M	hbrandt@pavcsk12.org	Teacher	New	Yes
Byers	Heather	hbyers@pavcsk12.org	Teacher	New	Yes
Factor	Hilary	hfactor@pavcsk12.org	Teacher	New	Yes
Hoffert	Heather	hhoffert@pavcsk12.org	Teacher	New	Yes
Hurley	Heather L	hhurley@pavcsk12.org	Teacher	New	Yes
Bungo	Isabella	ibungo@pavcsk12.org	Teacher	New	Yes
Allen	Joshua	jallen@pavcsk12.org	Teacher	New	Yes
Ansel	Jessica	jansel@pavcsk12.org	Teacher	New	Yes
Blizman	Jennifer E	jblizman@pavcsk12.org	Teacher	New	Yes
Burke	Jennifer L	jburke@pavcsk12.org	Teacher	New	Yes
Campbell	Janet	jcampbell@pavcsk12.org	Teacher	New	Yes
Capone	Jennifer	jcapone@pavcsk12.org	Teacher	New	Yes
Claar	Janese	jclaar@pavcsk12.org	Teacher	New	Yes
Cleary	James	jcleary@pavcsk12.org	Teacher	New	Yes
Craig	Julie M	jcraig@pavcsk12.org	Teacher	New	Yes
Dellapenna	Jennifer	jdellapenna@pavcsk12.org	Teacher	New	Yes
Dobbin	Jordan	jdobbin@pavcsk12.org	Teacher	New	Yes
Dorneman	Jessica E	jdorneman@pavcsk12.org	Teacher	New	Yes
Fitzpatrick	Jason	jfitzpatrick@pavcsk12.org	Teacher	New	Yes
Ford	James	jford@pavcsk12.org	Teacher	New	Yes
Gibbs	Jennifer	jgibbs@pavcsk12.org	Teacher	New	Yes
Grantz	Jacob	jgrantz@pavcsk12.org	Teacher	New	Yes
Huegel	Jillian	jhuegel@pavcsk12.org	Teacher	New	Yes
Jones	Jessica	jjones@pavcsk12.org	Teacher	New	Yes
Kohl	Johnna	jkohl@pavcsk12.org	Teacher	New	Yes
McGonigal	Jacqueline	jmcgonigal@pavcsk12.org	Teacher	New	Yes
McKee	Joanne A	jmckee@pavcsk12.org	Teacher	New	Yes
McLellan	Jessica	jmclellan@pavcsk12.org	Teacher	New	Yes
Neilson	Jennifer	jneilson@pavcsk12.org	Teacher	New	Yes
Nester	Jennifer	jnester@pavcsk12.org	Teacher	New	Yes
Palmer	Jennifer	jpalmer@pavcsk12.org	Teacher	New	Yes
Robinson	Joseph	jrobinson@pavcsk12.org	Teacher	New	Yes
Sieber	Jacqueline	jsieber@pavcsk12.org	Teacher	New	Yes
Slater	Jennifer	jslater@pavcsk12.org	Teacher	New	Yes
Stonebraker	Jordan	jstonebraker@pavcsk12.org	Teacher	New	Yes
Swalga	Jason	jswalga@pavcsk12.org	Teacher	New	Yes
Verdekal	Jenna	jverdekal@pavcsk12.org	Teacher	New	Yes
Watson	Jennifer	jwatson@pavcsk12.org	Teacher	New	Yes

Lastname	Firstname	Email	Role	User Training Type	RT Complete
Anderson	Kathryn J	kanderson@pavcsk12.org	Teacher	New	Yes
Barnett	Katie	kbarnett@pavcsk12.org	Teacher	New	Yes
Celedonia	Kathryn M	kceledonia@pavcsk12.org	Teacher	New	Yes
Daily	Katie S	kdaily@pavcsk12.org	Teacher	New	Yes
DeLorenzo	Katarina	kdelorenzo@pavcsk12.org	Teacher	New	Yes
Donaldson	Kristin	kdonaldson@pavcsk12.org	Teacher	New	Yes
Gorley	Kyli	kgorley@pavcsk12.org	Teacher	New	Yes
Hansen	Katherine	khansen@pavcsk12.org	Teacher	New	Yes
Harris	Kellene	kharris@pavcsk12.org	Teacher	New	Yes
Hicks	Kathryn W	khicks@pavcsk12.org	Teacher	New	Yes
Hilf	Kelly	khilf@pavcsk12.org	Teacher	New	Yes
Kowitz	Kalina	kkowitz@pavcsk12.org	Teacher	New	Yes
Maddix	Karen D	kmaddix@pavcsk12.org	Teacher	New	Yes
Mulrine	Karla	kmulrine@pavcsk12.org	Teacher	New	Yes
Raman	Karyn A	kraman@pavcsk12.org	Teacher	New	Yes
Rockwell	Karen	krockwell@pavcsk12.org	Teacher	New	Yes
Shaffer	Katie	kshaffer@pavcsk12.org	Teacher	New	Yes
Swarmer	Kayla	kswarmer@pavcsk12.org	Teacher	New	Yes
Afshari	Laura	lafshari@pavcsk12.org	Teacher	New	Yes
Allison	Leigh Ann	lallison@pavcsk12.org	Teacher	New	Yes
Burneisen	Lyndsay	lburneisen@pavcsk12.org	Teacher	New	Yes
Witkowski-Denithorne	Laura	ldenithorne@pavcsk12.org	Teacher	New	Yes
Hilf	Lee-Ann	lhilf@pavcsk12.org	Teacher	New	Yes
Horvat	Lori	lhorvat@pavcsk12.org	Teacher	New	Yes
Kelly	Lorriene	lkelly@pavcsk12.org	Teacher	New	Yes
Krystofolski	Lisa	lkrystofolski@pavcsk12.org	Teacher	New	Yes
Martin	Lori	lmartin@pavcsk12.org	Teacher	New	Yes
Pepe	Lauren	lpepe@pavcsk12.org	Teacher	New	Yes
Rocchini	Louis	lrocchini@pavcsk12.org	Teacher	New	Yes
Schneider	Lauren	lschneider@pavcsk12.org	Teacher	New	Yes
Shearn	Lisa M	lshearn@pavcsk12.org	Teacher	New	Yes
Starr	Laura	lstarr@pavcsk12.org	Teacher	New	Yes
Steen	Lisa	lsteen@pavcsk12.org	Teacher	New	Yes
Alcaro	Melissa	malcaro@pavcsk12.org	Teacher	New	Yes
Austin	Molly	maustin@pavcsk12.org	Teacher	New	Yes
Beatty	Mindy	mbeatty@pavcsk12.org	Teacher	New	Yes
Bieber	Melissa	mbieber@pavcsk12.org	Teacher	New	Yes
Bornancini	Michelle	mbornancini@pavcsk12.org	Teacher	New	Yes
Byham	Mindy	mbyham@pavcsk12.org	Teacher	New	Yes
DeSalva-Gaffney	Meredith	mdesalvagaffney@pavcsk12.org	Teacher	New	Yes
Ferrantino	Mariane	mferrantino@pavcsk12.org	Teacher	New	Yes
Grantz	Mallory	mgrantz@pavcsk12.org	Teacher	New	Yes
Hake	Megan	mhake@pavcsk12.org	Teacher	New	Yes
Hicks	Mary Jo	mhicks@pavcsk12.org	Teacher	New	Yes
Howe	Malena E	mhowe@pavcsk12.org	Teacher	New	Yes
Little	Melissa	mlittle@pavcsk12.org	Teacher	New	Yes
Moore	Mary Ellen	mmoore@pavcsk12.org	Teacher	New	Yes
Sauro	Melissa	msauro@pavcsk12.org	Teacher	New	Yes
Scanga	Melissa	mscanga@pavcsk12.org	Teacher	New	Yes

Lastname	Firstname	Email	Role	User Training Type	RT Complete
Tyson	Michelle	mtyson@pavcsk12.org	Teacher	New	Yes
Wasilko	Mark	mwasilko@pavcsk12.org	Teacher	New	Yes
Watterson	Maria	mwatterson@pavcsk12.org	Teacher	New	Yes
Weinberger	Maureen	mweinberger@pavcsk12.org	Teacher	New	Yes
Fine	Nathan	nfine@pavcsk12.org	Teacher	New	Yes
Oberrender	Nicole	noberrender@pavcsk12.org	Teacher	New	Yes
Petro	Natalie	npetro@pavcsk12.org	Teacher	New	Yes
Wangler	Nina	nwangler@pavcsk12.org	Teacher; Building Test Coordinator	New	Yes
Gehrett	Patricia	pgehrett@pavcsk12.org	Teacher	New	Yes
Lauffer	Peyton	plauffer@pavcsk12.org	Teacher	New	Yes
Matusz	Patrick	pmatusz@pavcsk12.org	Teacher	New	Yes
McCoy	Patricia	pmccoy@pavcsk12.org	Teacher	New	Yes
Ramos	Paula	pramos@pavcsk12.org	Teacher	New	Yes
Simon	Patience	psimon@pavcsk12.org	Teacher	New	Yes
Slater	Pamela	pslater@pavcsk12.org	Teacher	New	Yes
Stinson	Paula J	pstinson@pavcsk12.org	Teacher	New	Yes
Bunker	Rosemary	rbunker@pavcsk12.org	Teacher	New	Yes
Elder	Robin	relder@pavcsk12.org	Teacher	New	Yes
Gregory	Ryan	rgregory@pavcsk12.org	Teacher	New	Yes
Grimes	Ruth	rgrimes@pavcsk12.org	Teacher	New	Yes
Karney	Robert	rkarney@pavcsk12.org	Teacher	New	Yes
Keiser	Renee L	rkeiser@pavcsk12.org	Teacher	New	Yes
Kyler	Rachel	rkyler@pavcsk12.org	Teacher	New	Yes
Pellegrino	Robert	rpellegrino@pavcsk12.org	Teacher	New	Yes
Toth	Rachelle M	rtoth@pavcsk12.org	Teacher	New	Yes
Egloff-Tufariello	Robin J	rtufariello@pavcsk12.org	Teacher	New	Yes
Verga	Richard	rverga@pavcsk12.org	Teacher	New	Yes
Betzenberger	Suzanne M	sbetzenberger@pavcsk12.org	Teacher	New	Yes
BuAli	Shaikha	sbuali@pavcsk12.org	Teacher	New	Yes
Cardosi	Sarah	scardosi@pavcsk12.org	Teacher	New	Yes
Goodwin	Sarah M	sgoodwin@pavcsk12.org	Teacher	New	Yes
Gulbis	Sigrid	sgulbis@pavcsk12.org	Teacher	New	Yes
Hayes	Sarah	shayes@pavcsk12.org	Teacher	New	Yes
Heyl	Stephanie	sheyl@pavcsk12.org	Teacher	New	Yes
King	Sandra L	sking@pavcsk12.org	Teacher	New	Yes
Nichols	Stacey	snichols@pavcsk12.org	Teacher	New	Yes
Scholl	Stephen	sscholl@pavcsk12.org	Teacher	New	Yes
Steighner	Stacie A	ssteighner@pavcsk12.org	Teacher	New	Yes
Verton	Sonya	sverton@pavcsk12.org	Teacher	New	Yes
Bacon	Tamara J	tbacon@pavcsk12.org	Teacher	New	Yes
Bahn	Tanya	tbahn@pavcsk12.org	Teacher	New	Yes
Cooney	Tara	tcooney@pavcsk12.org	Teacher	New	Yes
Klasnic	Trina	tklasnic@pavcs.us	Teacher	New	Yes
Strauss	Taylor	tstrauss@pavcsk12.org	Teacher	New	Yes
Thompson	Terry	tthompson@pavcsk12.org	Teacher	New	Yes
Vioral	Tracey A	tvioral@pavcsk12.org	Teacher	New	Yes

Lastname	Firstname	Email	Role	User Training Type	RT Complete
Bauer	Vanessa	vbauer@pavcsk12.org	Teacher	New	Yes
Donohoe	William P	wdonohoe@pavcsk12.org	Teacher	New	Yes
Mehal	Zachary	zmehal@pavcsk12.org	Teacher	New	Yes
Montgomery	Zachary	zmontgomery@pavcsk12.org	Teacher	New	Yes

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Special Education Department

Professional Development

AGENDA
10/19/2020

Objectives: Teachers will be able to:

- Determine when to utilize a Consent to Excuse Form
- List the components of a "best practice" IEP goal
- Learn how to access the Sped PRIM
- Utilize the Sped PRIM: Academic Concerns and Social/Emotional/Behavior Concerns
- Implement the Academic Improvement Contract

Schedule

2:55-3:00	Welcome and Share 'new' News!
3:00-3:15	Share and review the Sped PRIM as a team. Examples, How to Utilize, How to Escalate Concerns, Next Steps.
3:15-3:30	How to implement and document the Academic Improvement Contact for Academic / Behavioral Concerns
3:30-3:40	Consent to Excuse – when to issue
3:40-3:55	IEP Goals (baselines and standards)
3:55-4:00	Review and Exit Ticket

Materials:

1. Special Education Agenda with key points and pdf handout
2. Sped Prim (Blackboard)
3. Academic Improvement Contract (Blackboard)
4. Exit Ticket

Timestamp	Full Name
10/19/2020 15:44:14	Melissa Scanga
10/19/2020 15:44:14	Elise Onjack
10/19/2020 15:44:26	Colleen Dennis
10/19/2020 15:44:36	Karla Mulrine
10/19/2020 15:44:42	Mariane Ferrantino
10/19/2020 15:44:45	Emily Campbell
10/19/2020 15:44:48	Rachel Kyler
10/19/2020 15:44:52	Kristin Donaldson
10/19/2020 15:44:53	Jordan
10/19/2020 15:44:58	Katie Daily
10/19/2020 15:44:59	Karyn Raman
10/19/2020 15:45:03	Nina Wangler
10/19/2020 15:45:08	Johnna Kohl
10/19/2020 15:45:21	Jennifer Palmer
10/19/2020 15:45:22	Stephanie Heyl
10/19/2020 15:45:22	Jennifer Watson
10/19/2020 15:45:33	Lisa
10/19/2020 15:45:39	Michelle Tyson
10/19/2020 15:46:14	Danielle Santina
10/19/2020 15:46:43	Jennifer Neilson
10/19/2020 15:47:10	Tanya Bahn
10/19/2020 15:47:36	Daniel Morales
10/19/2020 15:49:58	Christy Odham
10/19/2020 15:52:56	Sarah Cardosi
3/15/2021 16:49:13	Daniel

Timestamp	Your full name
9/9/2020 18:50:25	Betty Abrell
9/10/2020 12:38:17	Amy Martino
9/10/2020 12:50:16	Shytima Bennett
9/10/2020 12:58:27	Paula Barber
9/24/2020 11:29:32	Terri Harley

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Special Education Department

Professional Development

AGENDA- OVR
12/10/2020

- **Objectives:** After participating in today's presentation, participants will be able to:
  - Detail OVR's services and role in the transition process
  - List Pre-Employment Transition Services (Pre-ETS) for students with disabilities
  - Describe OVR's Early Reach Initiative
  - Explain the OVR application process
- **Description of Training:** Transition Stakeholders can learn more about OVR (Office of Vocational Rehabilitation). The presentation will cover OVR services, eligibility criteria, and how to apply for PETS (Pre-Employment Transition Services) and VR (Vocational Rehabilitation) services.

- **Lead Person/ Position:** Lisa Krystofolski/ Transition Coordinator
- **Hours Per Training:** 1 hour
- **Provider-** Melissa Wert-Thrush Central Region Transition Specialist, OVR

Schedule

7:00- 7:45	• Presentation
7:45-7:55	• Questions
7:55-8:00	• Exit Ticket

Materials: Power Point presentation slides and exit ticket

Attendance 12/10/20 OVR

- Lisa K.
- Morgan W.
- Melanie S.
- Jaime G.
- Francis B.
- Kristine W.
- Xavier B.
- Renea P.
- Theresa B.

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Special Education Department

Professional Development

AGENDA- Job Corps
1/14/2021

- **Objectives:** After participating in today's presentation, participants will be able to: identify programs that Job Corps offers that can prepare individuals for successful careers in the nation's fastest- growing industries.
- **Description of Training:** Transition Stakeholders can learn more about what Job Corps has to offer and their admission requirements/process. This is an outstanding option for students interested in going into a skilled trade.
- **Lead Person/ Position:** Lisa Krystofolski/ Transition Coordinator
- **Hours Per Training:** 1 hour
- **Provider-** Ron Schaeffer, Jr. Admissions Counselor Job Corps

Schedule

7:00- 7:45	• Presentation
7:45-7:55	• Questions
7:55-8:00	• Exit Ticket

Materials: Power Point presentation slides and exit ticket

Attendance 1/14/21 Job Corps

- Lisa K.
- Morgan W.
- Victor V.
- Jennifer D.
- Barbara N.

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Special Education Department

Professional Development

AGENDA- Pa Career Link Services
2/11/21

- **Objectives:** Participants will be introduced to the Pa Career Link Services. Workshop Goals include;
  1. Career Pathways - Follow the Jobs
  2. Research! Google it! Trends!
  3. High Priority Occupations
  4. The Future of Jobs
  5. College vs Short Term Training
  6. Youth Programs
  7. Keep it Simple and Carry on!

- **Description of Training:** Transition Stakeholders can learn more about PA CareerLink services and Career Pathways for HS Seniors including: Job Outlook, High Priority Occupations, What do I want to do-onetonline.org can help, Career Clusters and Industry focus for training/ college/jobs, Career Assessments, Research the trends, College Path, and Short Term Training/Trades Path.
- **Lead Person/ Position:** Lisa Krystofolski/ Transition Coordinator
- **Hours Per Training:** 1 hour
- **Provider-** Maryellen Norek, Community Outreach Coordinator

Schedule

7:00- 7:45	• Presentation
7:45-7:55	• Questions
7:55-8:00	• Exit Ticket

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Materials: Power Point presentation slides and exit ticket

Attendance 2/9/21 Pa Career Link

- Lisa K.
- Morgan W.
- Mary C.
- Madison G.

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Special Education Department

Professional Development

AGENDA- AHEDD Work Incentives Counseling
3/11/21

- **Objectives:** Participants will better understand;
  1. Work Incentive Counseling Services
  2. Employment Services
  3. Transition Services
  4. Ticket to Work Program

- **Description of Training:** Transition Stakeholders can learn more AHEDD's Work Incentive Counseling services are for youth and young adults who are considering, interested, or pursuing employment and are receiving Social Security benefits. AHEDD's presentation will give an overview of the Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) benefits, work incentives available through the Social Security Administration, and helpful tips to navigate the government programs while employed. Our goal is to change perceptions of what is possible and assist youth, young adults, and their families, with making informed decisions about work.
- **Lead Person/ Position:** Lisa Krystofolski/ Transition Coordinator
- **Hours Per Training:** 1 hour
- **Provider-** Michelle Boardman, Employment Coordinator AHEDD

Schedule

7:00- 7:45	• Presentation
7:45-7:55	• Questions
7:55-8:00	• Exit Ticket

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Materials: Power Point presentation slides and exit ticket

Attendance 3/11/21 AHEDD Work Incentive Counseling

- Lisa K.
- Morgan W.

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Special Education Department

Professional Development

AGENDA- College Disability Services
4/15/21

- **Objectives:** Participants will;
  1. Understand "transition".
  2. Consider what will change in college.
  3. Learn how to connect with Disability Services.
  4. Know where to find their accommodations.

Description of Training: Transition Stakeholders can learn more about attending a college or postsecondary training program. Do you receive accommodations in high school due to having a disability (IEP or 504 Plan)? You will not want to miss this webinar! Review college expectations and how they differ from high school. Learn what is available through the Office of Disability Services and what you will need to do in the college setting to request additional supports. An expert from RACC will share steps to get you started advocating in the adult college setting. All parents and students are encouraged to attend!

- **Lead Person/ Position:** Lisa Krystofolski/ Transition Coordinator
- **Hours Per Training:** 1 hour
- **Provider-** Kym Kleinsmith, Reading Area Community College

Schedule

7:00- 7:45	• Presentation
7:45-7:55	• Questions
7:55-8:00	• Exit Ticket

Materials: Power Point presentation slides and exit ticket

Attendance 4/15/21 College Disability Services

- Lisa K.
- Morgan W.

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Professional Development
November 18, 2020

Link to PD Room;
https://us.bbcollab.com/guest/98117b8a139b4baf90d135c0be3c63b3
The session can also be accessed via the PD Organization.

Close Reading and Text Dependent Analysis

Activity Type *(if non-Act 48 do not complete other boxes)*		**Activty Subject Area** *(Act 48 only)*	
Act 48		Teaching & Learning PD	
Act 48 Activity Sub-Category *(selected based off Subject Area)*			
Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Teaching Techniques & Strategies	Choose an item.

Objectives

- Teachers will use Close Reading concepts when instructing students.
- Teachers will use TDA concepts when instructing students.

Materials

Close Reading Resources
https://drive.google.com/drive/folders/117YqtpgQxT-hyYklG_DZI92Rnt3nXRjO?usp=sharing

TDA Resources
https://drive.google.com/drive/folders/117YqtpgQxT-hyYklG_DZI92Rnt3nXRjO?usp=sharing

Schedule

Time	Topic	Presenter
3:00-3:05	Agenda Review	Diana
3:05-3:55	Close Reading TDA	Diana
3:55-4:00	Exit Ticket	None

Timestamp	Email Address	First Name	Last Name
11/18/2020 15:51:23	kbarnett@pavcs.us	Katie	Barnett
11/18/2020 15:51:37	jswalga@pavcs.us	Jason	Swalga
11/18/2020 15:51:43	cmcgeever@pavcs.us	Codie	McGeever
11/18/2020 15:51:55	plauffer@pavcs.us	Peyton	Lauffer
11/18/2020 15:52:03	jwolfe@pavcs.us	Jared	Wolfe
11/18/2020 15:52:03	tbahn@pavcs.us	Tanya	Bahn
11/18/2020 15:52:09	bnihoff@pavcs.us	Beth	Nihoff
11/18/2020 15:52:16	ibungo@pavcs.us	isabella	bungo
11/18/2020 15:52:18	scardosi@pavcs.us	Sarah	Cardosi
11/18/2020 15:52:20	etomaino@pavcs.us	Emily	Tomaino
11/18/2020 15:52:25	tcooney@pavcs.us	Tara	Cooney
11/18/2020 15:52:25	awasil@pavcs.us	Andrea	Wasil
11/18/2020 15:52:26	jneilson@pavcs.us	Jennifer	Neilson
11/18/2020 15:52:27	pslater@pavcs.us	Pamela	Slater
11/18/2020 15:52:28	jrobinson@pavcs.us	Joseph	Robinson
11/18/2020 15:52:28	kdonaldson@pavcs.us	Kristin	Donaldson
11/18/2020 15:52:31	kkowitz@pavcs.us	Kalina	Kowitz
11/18/2020 15:52:39	lhorvat@pavcs.us	Lori	Horvat
11/18/2020 15:52:41	tstrauss@pavcs.us	Taylor	Strauss
11/18/2020 15:52:43	jclaar@pavcs.us	Janese	Claar
11/18/2020 15:52:43	snichols@pavcs.us	Stacey	Nichols
11/18/2020 15:52:50	dsantina@pavcs.us	Danielle	Santina
11/18/2020 15:52:52	kswarmer@pavcs.us	Kayla	Swarmer
11/18/2020 15:52:54	efirko@pavcs.us	Emily	Firko
11/18/2020 15:52:57	jgibbs@pavcs.us	Jennifer	Gibbs
11/18/2020 15:53:02	jford@pavcs.us	james	ford
11/18/2020 15:53:04	halcott@pavcs.us	Heather	Alcott
11/18/2020 15:53:06	cshirk@pavcs.us	Chelsea	Shirk
11/18/2020 15:53:13	dsnyder@pavcs.us	Dawn	Snyder
11/18/2020 15:53:16	jdobbin@pavcs.us	Jordan	Dobbin
11/18/2020 15:53:26	rkyler@pavcs.us	Rachel	Kyler
11/18/2020 15:53:28	mgrantz@pavcs.us	Mallory	Grantz
11/18/2020 15:53:33	krockwell@pavcs.us	Karen	Rockwell
11/18/2020 15:53:41	mwatterson@pavcs.us	Maria	Watterson
11/18/2020 15:53:43	amiller@pavcs.us	Amber	Miller
11/18/2020 15:53:48	rgrimes@pavcs.us	Ruth	Grimes
11/18/2020 15:54:02	npetro@pavcs.us	Natalie	Petro
11/18/2020 15:54:08	jcraig@pavcs.us	Julie	Craig
11/18/2020 15:54:11	mbornancini@pavcs.us	Michelle	Bornancini
11/18/2020 15:54:19	jhuegel@pavcs.us	Jillian	Huegel
11/18/2020 15:54:25	lburneisen@pavcs.us	Lyndsay	Burneisen
11/18/2020 15:54:27	aklingenberg@pavcs.us	Angela	Klingenberg
11/18/2020 15:54:32	eonjack@pavcs.us	Elise	Onjack
11/18/2020 15:54:51	pgehrett@pavcs.us	Patricia	Gehrett
11/18/2020 15:54:57	codham@pavcs.us	Christy	Odham
11/18/2020 15:55:50	pmatusz@pavcs.us	Patrick	Matusz
11/18/2020 15:56:18	atomanio@pavcs.us	Angela	Tomanio
11/18/2020 15:56:55	cevans@pavcs.us	Chris	Evans
11/18/2020 15:57:55	ccheng@pavcs.us	Christina	Cheng
11/18/2020 15:58:21	abank@pavcs.us	Amanda	Bank
11/18/2020 15:58:48	abolger@pavcs.us	Alyssa	Bolger
11/18/2020 15:58:54	tklasnic@pavcs.us	Trina	Klasnic
11/18/2020 15:58:56	dmorales@pavcs.us	Daniel	Morales
11/18/2020 16:02:34	mbieber@pavcs.us	Melissa	Bieber
11/18/2020 16:03:58	jverdekal@pavcs.us	Jenna	Verdekal
11/18/2020 16:07:22	asalai@pavcs.us	Amanda	Salai

Timestamp	Email Address	First Name	Last Name
11/18/2020 17:04:29	lallison@pavcs.us	Leigh Ann	Allison
11/19/2020 15:17:27	rbunker@pavcs.us	Rosemary	Bunker
11/20/2020 8:43:47	ctranter@pavcs.us	Charles	Tranter
11/23/2020 16:03:17	ereeser@pavcs.us	Emily	Reeser
12/11/2020 10:15:20	cdennis@pavcs.us	Colleen	Dennis
3/11/2021 14:58:21	ashaddick@pavcs.us	Amy	Shaddick

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Special Education Department

Professional Development

AGENDA- Self Led IEPs
11/19/2020

- **Objectives:**
- **Description of Training:** Parents and students will be provided the information needed to prepare for and participate in a student-led IEP meeting. PYLN will discuss the benefits of having students play an active role in developing and understanding the IEP process.
- **Lead Person/ Position:** Lisa Krystofolski/ Transition Coordinator
- **Hours Per Training:** 1 hour
- **Provider-** Ali Hrasok, Governing Board Pa Youth Leadership Network

Schedule

7:00-7:45	• Presentation
7:45-7:55	• Questions
7:55-8:00	• Exit Ticket

Materials: Power Point presentation slides and exit ticket

Attendance 11/18/20 Student Led IEPs

- Lisa K.
- Morgan W.
- Adina H.
- Kennedy G.
- Kera R.
- Meda H.
- Rachelle E.

PAVIRTUAL CHARTER SCHOOL
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Professional Development
December 9, 2020

Link to PD Rooms—see below

TDA Instructional Lesson Sequence

Activity Type *(if non-Act 48 do not complete other boxes)*		**Activty Subject Area** *(Act 48 only)*	
Act 48		Teaching & Learning PD	
Act 48 Activity Sub-Category *(selected based off Subject Area)*			
Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Teaching Techniques & Strategies	Choose an item.

Objectives

- Teachers will use the PA Virtual TDA Instructional Lesson Sequence to instruct students.

Materials

Materials will be provided by grade level trainers.

Schedule

Time	Topic	Presenter
3:00-3:05	Agenda Review	Grade Level Trainers
3:05-3:55	TDA Instructional Lesson Sequence	Grade Level Trainers
3:55-4:00	Exit Ticket	None

Links to PD Rooms

Grade Level	Link
K-4	https://us.bbcollab.com/guest/fab427f583c4406fab652f2de35babd7
5-6	https://us.bbcollab.com/guest/05e01897fb39485f8f14f83373a41509
7-8	https://us.bbcollab.com/guest/432c7b2328ed4d4fafd575d647c38b3d
9-12	https://us.bbcollab.com/guest/70242c819f114d579f00445f727f8a34

Timestamp	Email Address	First Name	Last Name
12/9/2020 15:32:51	mmoore@pavcs.us	Mary Ellen	Moore
12/9/2020 15:31:07	maustin@pavcs.us	Molly	Austin
12/9/2020 15:50:14	llombardo@pavcs.us	Lauren	Lombardo
12/9/2020 15:52:18	cwidmann@pavcs.us	Crystal	Widmann
12/9/2020 16:04:05	cpriest@pavcs.us	Candice	Priest
12/9/2020 15:27:53	mgrantz@pavcs.us	Mallory	Grantz
12/9/2020 15:28:02	kbarnett@pavcs.us	Katie	Barnett
12/9/2020 15:28:05	rtufariello@pavcs.us	Robin	Tufariello
12/9/2020 15:28:15	awroten@pavcs.us	Ali	Wroten
12/9/2020 15:28:22	noberrender@pavcs.us	Nicole	Oberrender
12/9/2020 15:28:30	ckaufman@pavcs.us	Colleen	Kaufman
12/9/2020 15:28:40	aaustin@pavcs.us	Amy	Austin
12/9/2020 15:28:55	mlittle@pavcs.us	Melissa	Little
12/9/2020 15:29:14	msauro@pavcs.us	Melissa	Sauro
12/9/2020 15:29:14	rtoth@pavcs.us	Rachelle	Toth
12/9/2020 15:29:40	jcraig@pavcs.us	Julie	Craig
12/9/2020 15:29:45	plauffer@pavcs.us	Peyton	Lauffer
12/9/2020 15:29:58	eonjack@pavcs.us	Elise	Onjack
12/9/2020 15:29:58	kmulrine@pavcs.us	Karla	Mulrine
12/9/2020 15:29:58	rgrimes@pavcs.us	Ruth	Grimes
12/9/2020 15:30:05	mwatterson@pavcs.us	Maria	Watterson
12/9/2020 15:30:14	jdorneman@pavcs.us	Jessica	Dorneman
12/9/2020 15:30:29	tcooney@pavcs.us	Tara	Cooney
12/9/2020 15:30:31	mbornancini@pavcs.us	Michelle	Bornancini
12/9/2020 15:30:34	mhicks@pavcs.us	Mary Jo	Hicks
12/9/2020 15:30:35	tvioral@pavcs.us	Tracey	Vioral
12/9/2020 15:30:36	aklingenberg@pavcs.us	Angela	Klingenberg
12/9/2020 15:30:38	pgehrett@pavcs.us	Patricia	Gehrett
12/9/2020 15:30:54	mbieber@pavcs.us	Melissa	Bieber
12/9/2020 15:30:54	abank@pavcs.us	Amanda	Bank
12/9/2020 15:30:54	aivanco@pavcs.us	Alyssa	Ivanco
12/9/2020 15:30:58	mbeatty@pavcs.us	Mindy	Beatty
12/9/2020 15:31:00	cjones@pavcs.us	Cynthia	Jones
12/9/2020 15:31:11	bpepe@pavcs.us	Bethany	Pepe
12/9/2020 15:31:11	kkowitz@pavcs.us	Kalina	Kowitz
12/9/2020 15:31:41	npetro@pavcs.us	Natalie	Petro
12/9/2020 15:31:44	dsnyder@pavcs.us	Dawn	Snyder
12/9/2020 15:32:08	jhuegel@pavcs.us	Jillian	Huegel
12/9/2020 15:32:16	cshirk@pavcs.us	Chelsea	Shirk
12/9/2020 15:32:36	atomanio@pavcs.us	Angela	Tomanio
12/9/2020 15:32:42	halcott@pavcs.us	Heather	Alcott
12/9/2020 15:32:47	asalai@pavcs.us	Amanda	Salai
12/9/2020 15:32:48	jneilson@pavcs.us	Jennifer	Neilson
12/9/2020 15:33:01	snichols@pavcs.us	Stacey	Nichols
12/9/2020 15:33:38	sgunter@pavcs.us	Susan	Gunter
12/9/2020 15:33:54	efreynik@pavcs.us	Erin	Freynik
12/9/2020 15:34:09	adajczak@pavcs.us	Amy	Dajczak
12/9/2020 15:34:33	tstrauss@pavcs.us	Taylor	Strauss
12/9/2020 15:35:13	lsteen@pavcs.us	Lisa	Steen
12/9/2020 15:35:22	dmorales@pavcs.us	Daniel	Morales

Timestamp	Email Address	First Name	Last Name
12/9/2020 15:36:37	jclaar@pavcs.us	Janese	Claar
12/9/2020 15:36:46	tklasnic@pavcs.us	trina	klasnic
12/9/2020 15:40:48	vgarbutt@pavcs.us	Victoria	Garbutt
12/9/2020 15:40:51	jsieber@pavcs.us	Jacqueline	Sieber
12/9/2020 15:45:31	abolger@pavcs.us	Alyssa	Bolger
12/9/2020 15:49:41	cmcgeever@pavcs.us	Codie	McGeever
12/9/2020 15:49:46	jblizman@pavcs.us	Jennifer	Blizman
12/9/2020 15:49:49	aoberholtzer@pavcs.us	April	Oberholtzer
12/9/2020 15:49:51	hbazilian@pavcs.us	Heidi	Bazilian
12/9/2020 15:49:55	lschneider@pavcs.us	Lauren	Schneider
12/9/2020 15:49:57	geisenhower@pavcs.us	Gabrielle	Eisenhower
12/9/2020 15:49:58	bdavis@pavcs.us	Bryan	Davis
12/9/2020 15:50:05	wdonohoe@pavcs.us	William	Donohoe
12/9/2020 15:50:06	ccheng@pavcs.us	Christina	Cheng
12/9/2020 15:50:13	mferrantino@pavcs.us	Mariane	Ferrantino
12/9/2020 15:50:16	sgulbis@pavcs.us	Sigrid	Gulbis
12/9/2020 15:50:22	jburke@pavcs.us	Jennifer	Burke
12/9/2020 15:50:22	mhowe@pavcs.us	Malena	Howe
12/9/2020 15:50:25	hhurley@pavcs.us	Heather	Hurley
12/9/2020 15:50:26	dkonefsky@pavcs.us	Dylan	Konefsky
12/9/2020 15:50:36	lburneisen@pavcs.us	Lyndsay	Burneisen
12/9/2020 15:50:49	zmehal@pavcs.us	Zach	Mehal
12/9/2020 15:50:53	sbetzenberger@pavcs.us	Suzanne	Betzenberger
12/9/2020 15:50:57	rkyler@pavcs.us	Rachel	Kyler
12/9/2020 15:50:57	nfine@pavcs.us	Nathan	Fine
12/9/2020 15:51:11	lmartin@pavcs.us	Lori	Martin
12/9/2020 15:51:11	mdesalvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
12/9/2020 15:51:12	emcgurk@pavcs.us	Ted	McGurk
12/9/2020 15:51:12	sgoodwin@pavcs.us	Sarah	Goodwin
12/9/2020 15:51:19	ibungo@pavcs.us	Isabella	Bungo
12/9/2020 15:51:20	jrobinson@pavcs.us	Joseph	Robinson
12/9/2020 15:51:27	scardosi@pavcs.us	Sarah	Cardosi
12/9/2020 15:51:27	jgibbs@pavcs.us	Jennifer	Gibbs
12/9/2020 15:51:34	ahimmelberger@pavcs.us	Amanda	Himmelberger
12/9/2020 15:51:43	jwatson@pavcs.us	Jennifer	Watson
12/9/2020 15:51:44	kdonaldson@pavcs.us	Kristin	Donaldson
12/9/2020 15:51:49	awasil@pavcs.us	Andrea	Wasil
12/9/2020 15:51:50	kanderson@pavcs.us	Kat	Anderson
12/9/2020 15:51:52	lkrystofolski@pavcs.us	Lisa	Krystofolski
12/9/2020 15:52:03	zmontgomery@pavcs.us	Zachary	Montgomery
12/9/2020 15:52:21	rbunker@pavcs.us	Rosemary	Bunker
12/9/2020 15:52:26	dsantina@pavcs.us	Danielle	Santina
12/9/2020 15:52:59	pslater@pavcs.us	Pamela	Slater
12/9/2020 15:53:16	cevans@pavcs.us	Chris	Evans
12/9/2020 15:54:52	amiller@pavcs.us	Amber	Miller
12/9/2020 15:55:36	codham@pavcs.us	Christy	Odham
12/9/2020 15:59:56	ssteighner@pavcs.us	Stacie	Steighner
12/9/2020 16:00:25	kdaily@pavcs.us	Katie	Daily
12/9/2020 16:00:51	jdobbin@pavcs.us	Jordan	Dobbin
12/9/2020 16:01:09	tthompson@pavcs.us	Terry	Thompson
12/9/2020 16:01:14	shayes@pavcs.us	Sarah	Hayes
12/9/2020 16:01:18	codham@pavcs.us	Christy	Odham
12/9/2020 16:01:21	pmatusz@pavcs.us	Patrick	Matusz
12/9/2020 16:01:32	jdobbin@pavcs.us	Jordan	Dobbin

Timestamp	Email Address	First Name	Last Name
12/10/2020 8:07:07	aharbaugh@pavcs.us	Andrea	Harbaugh
12/10/2020 9:36:58	cmarch@pavcs.us	Caitlin	March
12/9/2020 15:54:44	hfactor@pavcs.us	Hilary	Factor
12/9/2020 15:54:47	auhing@pavcs.us	Allie	Uhing
12/9/2020 15:55:17	kswarmer@pavcs.us	Kayla	Swarmer
12/9/2020 15:55:18	jcampbell@pavcs.us	Janet	Campbell
12/9/2020 15:55:21	rverga@pavcs.us	Rick	Verga
12/9/2020 15:55:25	jswalga@pavcs.us	Jason	Swalga
12/9/2020 15:55:26	bharvey@pavcs.us	Barry	Harvey
12/9/2020 15:55:40	mscanga@pavcs.us	Melissa	Scanga
12/9/2020 15:55:57	kraman@pavcs.us	Karyn	Raman
12/9/2020 15:56:26	khilf@pavcs.us	Kelly	Hilf
12/9/2020 15:56:32	mwasilko@pavcs.us	Mark	Wasilko
12/9/2020 15:56:35	lpepe@pavcs.us	Lauren	Pep
12/9/2020 15:56:37	kdelorenzo@pavcs.us	Katarina	DeLorenzo
12/9/2020 15:56:39	kharris@pavcs.us	Kelly	Harris
12/9/2020 15:56:47	jmclellan@pavcs.us	Jessica	McLellan
12/9/2020 15:56:48	krockwell@pavcs.us	Karen	Rockwell
12/9/2020 15:56:49	bcroyle@pavcs.us	Bethany	Croyle
12/9/2020 15:56:49	jcleary@pavcs.us	James	Cleary
12/9/2020 15:56:50	khicks@pavcs.us	Kathryn	Hicks
12/9/2020 15:56:51	efirko@pavcs.us	Emily	Firko
12/9/2020 15:56:54	sheyl@pavcs.us	Stephanie	Heyl
12/9/2020 15:57:01	etomaino@pavcs.us	Emily	Tomaino
12/9/2020 15:57:01	lstarr@pavcs.us	Laura	Starr
12/9/2020 15:57:07	vbauer@pavcs.us	Vanessa	Bauer
12/9/2020 15:57:11	dadamo@pavcs.us	Debby	Adamo
12/9/2020 15:57:29	jpalmer@pavcs.us	Jennifer	Palmer
12/9/2020 15:57:34	kmaddix@pavcs.us	Karen	Maddix
12/9/2020 15:57:34	lhilf@pavcs.us	Lee-Ann	Hilf
12/9/2020 15:57:56	cwillits@pavcs.us	Cynthia	Willits
12/9/2020 15:58:09	rkarney@pavcs.us	Rob	Karney
12/9/2020 15:58:11	ldenithorne@pavcs.us	Laura	Denithorne
12/9/2020 15:58:12	lhorvat@pavcs.us	Lori	Horvat
12/9/2020 15:58:29	jford@pavcs.us	james	ford
12/9/2020 15:58:29	jgrantz@pavcs.us	Jacob	Grantz
12/9/2020 15:58:29	jstonebraker@pavcs.us	jordan	stonebraker
12/9/2020 15:58:37	pstinson@pavcs.us	Paula	Stinson
12/9/2020 15:58:52	bjaroudi@pavcs.us	Brittany	Jaroudi
12/9/2020 15:58:54	jmckee@pavcs.us	Joanne	McKee
12/9/2020 15:58:57	pramos@pavcs.us	Paula	Ramos
12/9/2020 15:58:58	psimon@pavcs.us	Patience	Simon
12/9/2020 15:59:18	awaid@pavcs.us	Audrey	Waid
12/9/2020 15:59:29	bnihoff@pavcs.us	Beth	Nihoff
12/9/2020 16:04:08	lrocchini@pavcs.us	Louis	Rocchini
12/9/2020 16:05:15	sking@pavcs.us	Sandy	King
12/9/2020 16:06:08	jkohl@pavcs.us	Johnna	Kohl
12/9/2020 16:09:04	ctranter@pavcs.us	Charles	Tranter
12/10/2020 8:06:25	jallen@pavcs.us	Joshua	Allen
12/9/2020 15:29:24	kceledonia@pavcs.us	Kate	Celedonia
12/9/2020 15:30:48	hbrandt@pavcs.us	Heather	Brandt
12/9/2020 15:54:29	rkeiser@pavcs.us	Renee	Keiser
12/9/2020 16:00:03	jnester@pavcs.us	Jennifer	Nester
12/10/2020 12:52:50	relder@pavcs.us	Robin	Elder

Timestamp	Email Address	First Name	Last Name
12/10/2020 17:19:55	kshaffer@pavcs.us	Katie	Shaffer
12/11/2020 7:56:11	mtyson@pavcs.us	Michelle	Tyson
12/11/2020 10:13:03	jansel@pavcs.us	Jessica	Ansel
12/11/2020 10:13:36	cdennis@pavcs.us	Colleen	Dennis
12/15/2020 16:34:27	ereeser@pavcs.us	Emily	Reeser
3/11/2021 16:15:50	ashaddick@pavcs.us	Amy	Shaddick

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Professional Development
December 16, 2020

Link to PD Rooms—see below

TDA Instructional Lesson Sequence

Activity Type *(if non-Act 48 do not complete other boxes)*		**Activty Subject Area** *(Act 48 only)*	
Act 48		Teaching & Learning PD	
Act 48 Activity Sub-Category *(selected based off Subject Area)*			
Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Teaching Techniques & Strategies	Choose an item.

Objectives

- Teachers will use the PA Virtual TDA Instructional Lesson Sequence to instruct students.

Materials

Materials will be provided by grade level trainers.

Schedule

Time	Topic	Presenter
3:00-3:05	Agenda Review	Grade Level Trainers
3:05-3:55	TDA Instructional Lesson Sequence	Grade Level Trainers
3:55-4:00	Exit Ticket	None

Links to PD Rooms

Grade Level	Link
K-4	https://us.bbcollab.com/guest/fab427f583c4406fab652f2de35babd7
5-6	https://us.bbcollab.com/guest/05e01897fb39485f8f14f83373a41509
7-8	https://us.bbcollab.com/guest/432c7b2328ed4d4fafd575d647c38b3d
9-12	https://us.bbcollab.com/guest/70242c819f114d579f00445f727f8a34

Timestamp	Email Address	First Name	Last Name
12/16/2020 15:47:04	jnester@pavcs.us	Jennifer	Nester
12/16/2020 15:47:45	jmclellan@pavcs.us	Jessica	McLellan
12/16/2020 15:47:48	lstarr@pavcs.us	Laura	Starr
12/16/2020 15:48:13	jkohl@pavcs.us	Johnna	Kohl
12/16/2020 15:48:55	dadamo@pavcs.us	Deb	Adamo
12/16/2020 15:49:01	lpepe@pavcs.us	Lauren	Pepe
12/16/2020 15:49:56	kdelorenzo@pavcs.us	Katarina	DeLorenzo
12/16/2020 15:50:18	pramos@pavcs.us	Paula	Ramos
12/16/2020 15:50:23	lhorvat@pavcs.us	Lori	Horvat
12/16/2020 15:50:30	mwasilko@pavcs.us	Mark	Wasilko
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12/16/2020 15:50:46	jgrantz@pavcs.us	Jacob	Grantz
12/16/2020 15:50:53	khicks@pavcs.us	Kathy	Hicks
12/16/2020 15:51:14	bjaroudi@pavcs.us	Brittany	Jaroudi
12/16/2020 15:51:17	vbauer@pavcs.us	Vanessa	Bauer
12/16/2020 15:51:25	sking@pavcs.us	Sandy	King
12/16/2020 15:51:52	kmaddix@pavcs.us	Karen	Maddix
12/16/2020 15:52:19	jstonebraker@pavcs.us	Jordan	Stonebraker
12/16/2020 15:52:37	psimon@pavcs.us	Patience	Simon
12/16/2020 15:52:52	jswalga@pavcs.us	Jason	Swalga
12/16/2020 15:53:19	mscanga@pavcs.us	Melissa	Scanga
12/16/2020 15:53:24	hfactor@pavcs.us	Hilary	Factor
12/16/2020 15:54:03	msauro@pavcs.us	Melissa	Sauro
12/16/2020 15:54:04	cwillits@pavcs.us	Cynthia	Willits
12/16/2020 15:54:31	jcampbell@pavcs.us	Janet	Campbell
12/16/2020 15:54:44	krockwell@pavcs.us	Karen	Rockwell
12/16/2020 15:54:49	etomaino@pavcs.us	Emily	Tomaino
12/16/2020 15:54:49	khilf@pavcs.us	Kelly	Hilf
12/16/2020 15:54:55	jallen@pavcs.us	Joshua	Allen
12/16/2020 15:55:02	lhilf@pavcs.us	Lee-Ann	Hilf
12/16/2020 15:55:02	bnihoff@pavcs.us	Beth	Nihoff
12/16/2020 15:55:47	jford@pavcs.us	James	Ford
12/16/2020 15:56:44	pstinson@pavcs.us	Paula	Stinson
12/16/2020 15:57:01	sheyl@pavcs.us	Stephanie	Heyl
12/16/2020 15:57:14	auhing@pavcs.us	Allie	Uhing
12/16/2020 15:58:06	efirko@pavcs.us	Emily	Firko
12/16/2020 15:58:07	bcroyle@pavcs.us	Bethany	Croyle
12/16/2020 15:59:10	bharvey@pavcs.us	Barry	Harvey
12/16/2020 15:59:36	jburke@pavcs.us	Jennifer	Burke
12/16/2020 15:59:53	cmcgeever@pavcs.us	Codie	McGeever
12/16/2020 15:59:55	jblizman@pavcs.us	Jennifer	Blizman
12/16/2020 15:59:56	sgulbis@pavcs.us	Sigrid	Gulbis
12/16/2020 15:59:59	jwatson@pavcs.us	Jennifer	Watson
12/16/2020 16:00:01	ccheng@pavcs.us	Christina	Cheng
12/16/2020 16:00:08	geisenhower@pavcs.us	Gabrielle	Eisenhower
12/16/2020 16:00:10	cmarch@pavcs.us	Caitlin	March
12/16/2020 16:00:12	tbahn@pavcs.us	Tanya	Bahn
12/16/2020 16:00:13	khansen@pavcs.us	Katherine	Hansen
12/16/2020 16:00:15	nfine@pavcs.us	Nathan	Fine
12/16/2020 16:00:18	kanderson@pavcs.us	Kat	Anderson
12/16/2020 16:00:31	jmckee@pavcs.us	Joanne	McKee
12/16/2020 16:00:34	pslater@pavcs.us	Pamela	Slater
12/16/2020 16:00:36	sbetzenberger@pavcs.us	Suzanne	Betzenberger
12/16/2020 16:00:48	jdobbin@pavcs.us	Jordan	Dobbin
12/16/2020 16:00:51	mdesalvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
12/16/2020 16:00:51	hbazilian@pavcs.us	Heidi	Bazilian

Timestamp	Email Address	First Name	Last Name
12/16/2020 16:00:55	ibungo@pavcs.us	Isabella	Bungo
12/16/2020 16:01:02	emcgurk@pavcs.us	Ted	McGurk
12/16/2020 16:01:03	sgoodwin@pavcs.us	Sarah	Goodwin
12/16/2020 16:01:04	jgibbs@pavcs.us	Jennifer	Gibbs
12/16/2020 16:01:05	hhurley@pavcs.us	Heather	Hurley
12/16/2020 16:01:06	bdavis@pavcs.us	Bryan	Davis
12/16/2020 16:01:09	jrobinson@pavcs.us	Joseph	Robinson
12/16/2020 16:01:10	lburneisen@pavcs.us	Lyndsay	Burneisen
12/16/2020 16:01:15	ssteighner@pavcs.us	Stacie	Steighner
12/16/2020 16:01:17	zmehal@pavcs.us	Zach	Mehal
12/16/2020 16:01:21	wdonohoe@pavcs.us	William	Donohoe
12/16/2020 16:01:33	lschneider@pavcs.us	Lauren	Schneider
12/16/2020 16:01:52	tthompson@pavcs.us	Terry	Thompson
12/16/2020 16:01:57	dkonefsky@pavcs.us	Dylan	Konefsky
12/16/2020 16:02:07	shayes@pavcs.us	Sarah	Hayes
12/16/2020 16:02:13	aoberholtzer@pavcs.us	April	Oberholtzer
12/16/2020 16:02:14	zmontgomery@pavcs.us	Zachary	Montgomery
12/16/2020 16:02:36	rkyler@pavcs.us	Rachel	Kyler
12/16/2020 16:02:39	codham@pavcs.us	Christy	Odham
12/16/2020 16:02:48	awasil@pavcs.us	Andrea	Wasil
12/16/2020 16:03:05	lmartin@pavcs.us	Lori	Martin
12/16/2020 16:03:32	kdonaldson@pavcs.us	Kristin	Donaldson
12/16/2020 16:03:39	cevans@pavcs.us	Chris	Evans
12/16/2020 16:03:49	rbunker@pavcs.us	Rosemary	Bunker
12/16/2020 16:04:55	amiller@pavcs.us	Amber	Miller
12/16/2020 16:05:20	ahimmelberger@pavcs.us	Amanda	Himmelberger
12/16/2020 16:06:54	rverga@pavcs.us	Rick	Verga
12/16/2020 16:07:23	scardosi@pavcs.us	Sarah	Cardosi
12/16/2020 16:09:58	relder@pavcs.us	Robin	Elder
12/16/2020 16:12:27	pmatusz@pavcs.us	Patrick	Matusz
12/16/2020 16:17:05	lrocchini@pavcs.us	Louis	Rocchini
12/16/2020 16:18:09	mferrantino@pavcs.us	Mariane	Ferrantino
12/16/2020 16:20:53	dsantina@pavcs.us	Danielle	Santina
12/16/2020 16:25:24	awaid@pavcs.us	Audrey	Waid
12/16/2020 17:03:37	kdaily@pavcs.us	Katie	Daily
12/17/2020 8:09:11	aharbaugh@pavcs.us	Andrea	Harbaugh
12/18/2020 8:04:30	jcleary@pavcs.us	James	Cleary
12/18/2020 12:49:09	ereeser@pavcs.us	Emily	Reeser
12/18/2020 12:51:57	ctranter@pavcs.us	Charles	Tranter

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Professional Development
January 13, 2021

https://us.bbcollab.com/guest/98117b8a139b4baf90d135c0be3c63b3

Using a Rubric
Norming Writing Samples
Share Student Work

Activity Type *(if non-Act 48 do not complete other boxes)*		**Activty Subject Area** *(Act 48 only)*	
Act 48		Teaching & Learning PD	
Act 48 Activity Sub-Category *(selected based off Subject Area)*			
Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Teaching Techniques & Strategies	Choose an item.

Objectives

- Elementary Teachers will be able to use a rubric to score student writing.
- Middle School Teachers will share student writing samples and best practices.
- High School Teachers will norm student writing.

Materials

Materials will be provided by grade level trainers.

Schedule

Middle School and High School Teams should follow the directions provided by their principals.

Elementary Team should log into the PD room (link is above) or in the PD Blackboard organization for training. Below is the Elementary Team schedule.

Time	Topic	Presenter
3:00-3:05	Agenda Review	Diana and Melissa
3:05-3:55	Rubric Training	Diana and Melissa
3:55-4:00	Exit Ticket	Diana and Melissa

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Special Education Department

Professional Development

AGENDA
5/21/21

Objectives:

1. **Learn about activities, websites, and other ideas to keep your student(s) engaged this summer.**
2. **Ideas to make the transition back to school easier.**

Schedule

2:00-2:05	1. Introductions and Welcome
2:05-2:25	2. Resources, PowerPoint, and Discussion
2:25-2:30	3. Exit Ticket

Materials:

1. Summer Engagement PPT with resources included
2. Exit Ticket

Timestamp	What is your name?
5/21/2021 14:23:26	Amber Hartung
5/21/2021 14:27:09	Rachel Kyler
5/21/2021 14:36:52	Danielle Dixon

Timestamp	Email Address
9/21/2020 15:49:09	lmartin@pavcs.us
9/21/2020 15:50:02	ffoleno@pavcs.us
9/21/2020 15:50:03	jkohl@pavcs.us
9/21/2020 15:50:10	kdonaldson@pavcs.us
9/21/2020 15:50:12	mscanga@pavcs.us
9/21/2020 15:50:33	lkrystofolski@pavcs.us
9/21/2020 15:50:53	kswarmer@pavcs.us
9/21/2020 15:51:52	aklingenberg@pavcs.us
9/21/2020 15:51:59	eonjack@pavcs.us
9/21/2020 15:52:16	jwatson@pavcs.us
9/21/2020 15:52:26	rkyler@pavcs.us
9/21/2020 15:52:47	kdaily@pavcs.us
9/21/2020 15:52:47	bcroyle@pavcs.us
9/21/2020 15:53:04	jdobbin@pavcs.us
9/21/2020 15:53:16	mferrantino@pavcs.us
9/21/2020 15:53:35	mtyson@pavcs.us
9/21/2020 15:53:54	jneilson@pavcs.us
9/21/2020 15:53:58	tvioral@pavcs.us
9/21/2020 15:54:14	kmulrine@pavcs.us
9/21/2020 15:54:21	scardosi@pavcs.us
9/21/2020 15:58:04	ecampbell@pavcs.us
9/21/2020 16:02:13	dmorales@pavcs.us
9/22/2020 8:02:32	jpalmer@pavcs.us
Follow up to Questions - concerns sent on 10/1/2020	

Timestamp	Full Name
2020/07/30 2:45:57 PM AST	Danielle Santina
2020/07/30 2:46:59 PM AST	Mariane Ferrantino
2020/07/30 2:52:52 PM AST	Jackie McGonigal
2020/07/30 2:59:50 PM AST	Bethany Croyle

Timestamp	Full Name
2020/08/06 2:45:02 PM AST	Mariane Ferrantino
2020/08/06 2:45:04 PM AST	Jackie McGonigal
2020/08/06 2:45:34 PM AST	Danielle Santina
2020/08/06 2:51:36 PM AST	Bethany Croyle

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Special Education Department

Professional Development

AGENDA
8/30/2020

- **Objectives: IEP Review:** Teachers will review and critically evaluate IEP's for a sample of five students on their current caseload.

Schedule:

2:00-2:15	• Welcome and Review Agenda
2:15-2:35	• IEP Example
2:35-2:55	• IEP Review Form
2:55-3:00	• Wrap Up and Exit Ticket

Materials: IEP Example Document, IEP Review Form

Exit Ticket:
https://docs.google.com/forms/d/e/1FAIpQLSfXEQxP3BF79aOrJqpiL9iNqVZAdPiQYhjNcEWo2gJExZBJPA/viewform?usp=pp_url

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Special Education Department

Professional Development

AGENDA
8/06/2020

- **Objectives: IEP Review:** Teachers will review and critically evaluate IEP's for a sample of five students on their current caseload.

Schedule:

2:00-2:10	• Welcome and Review Agenda
2:10-2:55	• Follow up Discussion and Review
2:55-3:00	• Wrap Up and Exit Ticket

Materials: IEP Example Document, IEP Review Form

Exit Ticket: https://docs.google.com/forms/d/e/1FAIpQLSckAM4bq5-UCdBcAfN8wXqdPesm7aj6Dy7Ypo_x2uAsDSubQA/viewform

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Special Education Department

Professional Development

AGENDA
9/21/20

- **Objectives:** Complete an overview with the special education team the criteria of when and how to hold an IEP meeting revision vs no meet revision.

Schedule

3:25- 3:55	• Rationale, Overview, and Visuals
3:55-4:00	• Exit Ticket

Materials: Special Education Agenda with key points.

Timestamp	Full Name
4/17/2021 13:38:46	Elise Onjack
4/19/2021 13:19:51	Jackie McGonigal
4/19/2021 14:35:21	Alexandra Uhing
4/19/2021 14:40:32	Lisa Krystofolski
4/19/2021 15:18:21	Christy Odham
4/19/2021 15:18:32	Nina Wangler
4/19/2021 15:31:45	Kristin Donaldson
4/19/2021 15:32:16	Kayla Swarmer
4/19/2021 15:38:59	Angela Klingenberg
4/19/2021 15:41:54	Emily Campbell
4/19/2021 15:44:50	Bethany Croyle
4/19/2021 15:46:35	Daniel Morales
4/19/2021 15:48:02	Jennifer Neilson
4/19/2021 15:50:39	Michelle Tyson
4/19/2021 15:53:30	Tanya Bahn
4/19/2021 15:59:45	Heather Byers
4/19/2021 16:01:03	Tracey Vioral
4/19/2021 16:04:04	Mariane Ferrantino
4/19/2021 16:04:35	Rachel Kyler
4/19/2021 16:24:20	Lori Martin
4/19/2021 16:33:10	Sarah Cardosi
4/19/2021 16:38:10	Emily Tomaino
4/19/2021 20:24:37	Danielle Santina
4/20/2021 8:38:53	Heather Hoffert
4/21/2021 8:36:09	Amy Shaddick
4/21/2021 19:11:15	Katie Daily
4/23/2021 12:26:51	Melissa Scanga
4/26/2021 20:49:37	Johnna Kohl
5/4/2021 15:05:41	Karyn Raman
5/11/2021 9:21:29	Kinet Becker

Exit Ticket	https://docs.google.com/forms/d/1sJYmjwA1ojuEVH-Ke6lbSKY5lucSK43TEqIjFqTHI1s/ed
FAQ	https://docs.google.com/document/d/1KFfwY1dx106wo1fuil_dlaNQb-df34SqaLqu3q1TGB

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Special Education Department

Professional Development

AGENDA
4/19/21

Objectives:

1. **Read the article Pursuing Academic and Functional Advancement in its entirety.**
2. **Identify an important piece of information that could be utilized for special education.**
3. **Identify an area mentioned in the article that could be improved upon by the staff member reading the article.**
4. **Identify an area mentioned in the article that is a strength of the staff member reading the article.**

Schedule

2:50-2:55	Read the email for special education updates/memos
2:55-3:55	Read the article Pursuing Academic and Functional Advancement in its entirety.
3:55-4:00	Complete Exit Ticket (1 hour of PD awarded / Act 48 if applicable)

Materials:

1. Article Pursuing Academic and Functional Advancement
2. Exit Ticket

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Special Education Department

Professional Development

AGENDA
5/17/21

Objectives:

1. **Watch the instructional video on NOREPs located in Blackboard > Special Education Resource Room > How To Videos > IEP Training Series > NOREPs.**
2. **Identify where to find resources on NOREPs.**
3. **Analyze wording that goes into various parts of the NOREP.**
4. **Complete this Exit Ticket.**

Schedule

2:50-2:55	Welcome the Team / Team Updates
2:55-3:25	Staff Reminders / Discussion
3:25 - 3:55	Watch NOREP video
3:55-4:00	Complete Exit Ticket (.5 hour of PD awarded / Act 48 if applicable) **Due date for completed exit tickets 5/21/21**

Materials:

1. **Video on NOREPs located in Blackboard > Special Education Resource Room > How To Videos > IEP Training Series > NOREPs.**
2. **Exit Ticket**

Timestamp	Full Name
5/17/2021 15:36:41	Lori Martin
5/17/2021 15:38:10	Kayla Swarmer
5/17/2021 15:38:13	Emily Tomaino
5/17/2021 15:38:28	Christy Odham
5/17/2021 15:39:02	Kristin Donaldson
5/17/2021 15:39:17	Heather Hoffert
5/17/2021 15:39:26	Stephanie Heyl
5/17/2021 15:40:31	Emily Campbell
5/17/2021 15:41:00	Alexandra Uhing
5/17/2021 15:41:03	Michelle Tyson
5/17/2021 15:41:35	Amy Shaddick
5/17/2021 15:41:48	Daniel Morales
5/17/2021 15:42:46	Bethany Croyle
5/17/2021 15:43:44	Jennifer Neilson
5/17/2021 15:44:43	Rachel Kyler
5/17/2021 15:45:25	Jackie McGonigal
5/17/2021 15:45:31	Mariane Ferrantino
5/17/2021 15:49:52	Heather Byers
5/17/2021 15:52:41	Angela Klingenberg
5/17/2021 15:58:05	Tracey Vioral
5/17/2021 16:00:10	Sarah Cardosi
5/17/2021 16:01:46	Johnna Kohl
5/17/2021 16:14:01	Elise Onjack
5/17/2021 17:21:04	Danielle Santina
5/17/2021 17:22:43	Danielle Santina
5/17/2021 21:14:16	Katie Daily
5/18/2021 9:33:27	Tanya Bahn
5/18/2021 11:37:10	Nina Wangler
5/28/2021 9:11:30	Kinet Becker

MEMORANDUM OF UNDERSTANDING

==========

MEMORANDUM OF UNDERSTANDING

BETWEEN

Upper Merion Police Department
(Law Enforcement Authority)

Montgomery County District Attorney Detective Bureau
(Law Enforcement Authority)

and

Pennsylvania Virtual Charter School
(School Entity)

May 8, 2020

I. Introduction

A. Parties

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

Upper Merion Police Department

Montgomery County District Attorney Detective Bureau

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

Pennsylvania Virtual Charter School

Revised DA Approved May 14th, 2019

B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the "Safe Schools Act," *as amended,* 24 P.S. §§ 13-1301-A – 13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information From Student Records

a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

i. Criminal History Record Information Act, 18 Pa.C.S. § 9101 *et seq.*

ii. The prohibition against disclosures, specified in section IV(C) (4) of this Memorandum.

b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

i. Comply with the Family Educational Rights and Privacy Act (hereinafter "FERPA"), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13- 1303-A and 13-1313-A, and any amendments thereto.

iii. Complete reports as required by section 1303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. (34 C.F.R. §99.31 (a) (10) of the FERPA regulations). In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate - to parents, students and the Family Policy Compliance Office[1] - what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

d. The School Entity should comply with the following exceptions to the prior consent requirement of the Federal Educational Rights and Privacy Act (FERPA):
   - To provide information from the school's law enforcement unit records (*See* §99.3 and §99.8 of the FERPA regulations).

   - To provide information in connection with a health or safety emergency (*See* §99.31 (a) (10) of the FERPA regulations).

   - To comply with a judicial order, a federal Grand Jury subpoena, or a subpoena for a law enforcement purpose and the court has ordered the school not to disclose the existence of the subpoena (*See* §99.31 (a) (9) of the FERPA regulations).

   - To provide information that the school district has designated as "directory information" (*See* §99.37 of the FERPA regulations), unless a student's parent/guardian or an eligible student has opted out of such disclosure. Directory information includes, but is not limited to; name, address and telephone, place of birth, major field of study, official activities, dates of attendance, height and weight for sports, degrees and honors received, most recent previous education institution and photograph.

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

E. Priorities of the Law Enforcement Authority

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

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.

3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

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

2. Create a safe learning environment.

3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A (Mandatory Notification) of this section, and should notify law enforcement in the situations listed in subsection A3 (Recommended Notification) of this section. The School Entity has discretion over whether to notify law enforcement about incidents listed in subsection B (Discretionary Notification) of this section. Law enforcement's decision to investigate and file charges may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

   a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):

      i. Section 908 (relating to prohibited offensive weapons).

         a. The term "offensive weapon" is defined by section 908 of the Crimes Code as "any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose." See 18 908(c) (relating to Pa.C.S. § definitions).

         b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a *curio* or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

      ii. Section 912 (relating to possession of weapon on school property).

a. The term "weapon" is defined by section 912 of the Crimes Code to include, but is not limited to, a knife, cutting instrument, cutting tool, nun-chuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to b. defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses).

xvi. Section 3307 (institutional vandalism), when the grading is a third degree felony.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b) (1) (v) (relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

c. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in "The Controlled Substance, Drug, Device, and Cosmetic Act," *as amended*, 35 P.S. §§ 780-101–780-144, popularly known as the "Drug Act." For purposes of the Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

d. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

e. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

3. Recommended Notification of Non Mandatory Incidents

The School Entity should notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa. C.S (relating to crimes and offenses):

i. Chapter 26 (relating to crimes against an unborn child)

ii. Section 2701 (relating to simple assault)

iii. Section 2705 (relating to recklessly endangering another person)

iv. Section 2706 (relating to terroristic threats)

v. Section 2709 (relating to harassment)

vi. Section 2710 (relating to ethnic intimidation)

vii. Section 2715 (threat to use weapon of mass destruction)

viii. Section 2716 (weapon of mass destruction)

ix. Section 2718 (strangulation)

x. Section 2802 (related to hazing)

xi. Section 2803 (relating to aggravated hazing)

xii. Section 3011 (relating to trafficking in individuals)

xiii. Section 3127 (relating to indecent exposure)

xiv. Section 3131 (unlawful dissemination intimate images)

xv. Section 3302 (relating causing or risking a catastrophe)

xvi. Section 3701 (relating to robbery)

xvii. Section 3702 (relating to robbery of motor vehicle)

xviii. Section 4952 (relating to intimidation of victim or witness)

xix. Section 4953 (relating to retaliation against witness, victim or party)

xx. Section 5901 (relating to open lewdness)

xxi. Section 5903 (obscene and other sexual materials and performances)

xxii. Section 6106 (relating to firearms not be carried without a license)

xxiii. Section 6312 (relating to sexual abuse of children)

a. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa. C.S (relating to crimes and offenses):

i. Section 3304 (relating to criminal mischief)

ii. Section 3503 (criminal trespass (b) (1), (i), (ii), (iii), (iv), (b.1) and (b.2)

iii. Section 3707 (institutional vandalism when the grading is a misdemeanor of the second degree

iv. Chapter 39 (related to theft and related offenses)

v. Chapter 41 (relating to forgery and fraudulent practices)

vi. Section 4905 (relating to false alarms to agencies of public safety)

vii. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

viii. Section 5503 (relating to disorderly conduct).

ix. Section 6305 (relating to sale of tobacco).

x. Section 6306.1 (relating to use of tobacco in schools prohibited).

xi. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity should consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, is at the sole discretion of the Law Enforcement Authority, which may be made in consultation with school administrators.

2. In determining whether to file charges, the Law Enforcement Authority is encouraged, as needed, to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan

and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students – general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

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_____

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the School Entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

G. The School Entity shall comply with the reporting requirements for incidents falling under the Child Protective Services Act, 23 Pa. C.S. §6301 et. seq. Notification of these incidents should be immediately given to local law enforcement if they fall within the offenses listed in section IIA, and IIA3.

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

   a. Meet with contact person and locate scene of incident.
   b. Stabilize incident.
   c. Provide/arrange for emergency medical treatment, if necessary.
   d. Control the scene of the incident.
      i. Secure any physical evidence at the scene.
      ii. Identify involved persons and witnesses.
   e. Conduct investigation.
   f. Exchange information.
   g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. For incidents not in progress:

   a. Meet with contact person.
   b. Recover any physical evidence.
   c. Conduct investigation.
   d. Exchange information.
   e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority:

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

B. Actors/Suspects Temporarily Detained

1. Students identified as actors/suspects in reported incidents may be temporarily detained at the discretion of a law enforcement officer for the purpose of an investigation.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being detained.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Taking into consideration the safety of a victim, the School Entity shall immediately or as soon as practicable notify the parent or guardian of a victim or suspect directly involved in an incident listed in Section IIA, including those incidents listed in Section IIA3 Recommended Notification and Section IIB. The School Entity should confer with the Law Enforcement Authority to determine if immediate notification would compromise an ongoing investigation. In making the notification and as part of conferring with the Law Enforcement Authority the School Entity shall inform the parent or guardian as to whether the local police department having jurisdiction has been, or may be notified of the incident.

2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

   a. When the Law Enforcement Authority interviews a victim, on school property, the School Entity will notify the parent or guardian of the victim, taking into consideration the safety of the victim and the integrity of any ongoing investigation. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim.

   b. In the event a victim is interviewed by the Law Enforcement Authority on school property, a guidance counselor, similarly designated personnel or other adult may be present during the interviewing process.

   Witnesses

   a. When the law enforcement authority interviews a witness, on school property, the school entity will notify the parent or guardian of the witness, taking into consideration the safety of the victim and the integrity of any ongoing investigation. The Law Enforcement Authority shall follow its policies and procedures when interviewing the witness.

   b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor, similarly designated personnel or other adult may be present during the interviewing process.

3. Suspects

   a. Upon request of the Law Enforcement Authority, the School Entity may help the Law Enforcement Authority to secure the presence of at least one parent or guardian of a student suspect before that student is questioned by the Law Enforcement Authority.

   b. When a parent or guardian is not present, school authorities should not stand in loco parentis (in the place of the parent/guardian) during an interview.

   c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

4. Conflicts of Interest

   a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a

conflict of interest may exist between the School Entity and the adult suspect.

b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

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

a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police incident data, the School Entity shall work collaboratively with the Law Enforcement Authority to facilitate up to date and current reports. Any discrepancies will be addressed by a meeting between the two parties. Corrections will be made at that point in time in agreement from both parties.

V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

VI. Media Relations

A. Release of Information

1. The release of information concerning incidents reportable to the Law Enforcement Authority pursuant to the terms of this Memorandum of Understanding shall be coordinated between the Law Enforcement Authorities and the School Entities.

2. The parties may release information as is allowable by law, after consultation between the Law Enforcement Authority and the School Entity, giving due deliberation to safety considerations, confidentiality limitations, investigative considerations and the need to limit disruption to school functions and protect the privacy of the students and staff involved.

AND NOW, this 8th day of May 2020, the parties herby acknowledge the foregoing as the terms and conditions of their understanding.

John Chandler 05 / 08 / 2020 Chief School Administration Date	Pennsylvania Virtual Charter School School Entity
N/A - State classifies PAV as one building Building Principal Date	XXXXXXX High School School Building
N/A -State classifies PAV as one building Building Principal Date	XXXXXX Middle School School Building
N/A-State classifies PAV as one building Building Principal Date	XXXXXX Elementary School School Building
N/A-State classifies PAV as one building Building Principal Date	XXXXXX Elementary School School Building
N/A-State classifies PAV as one building Building Principal Date	XXXXX Elementary School School Building
6-5-20 Chief Law Enforcement Authority Date	Upper Merion Police Department Law Enforcement Authority
8/26/2020 Chief Law Enforcement Authority Date	Montgomery County Detective Bureau Law Enforcement Authority
8/27/2020 Witness: Kevin R. Steele, District Attorney Date	

HELLOSIGN

Audit Trail

TITLE	Upper Merion MOU per discussion
FILE NAME	123460001_MOU_DA Version_May2020.pdf
DOCUMENT ID	d3a9d4b7f03c6ac8ed0bd26d5939ded897059ee5
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
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Document History

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SIGNED	05 / 08 / 2020 16:46:57 UTC	Signed by Dr. John Chandler (jchandler@pavcsk12.org) IP: 208.123.180.3
COMPLETED	05 / 08 / 2020 16:46:57 UTC	The document has been completed.

Board Affirmation Statement

PAVIRTUAL CHARTER SCHOOL
WWW.PAVCSK12.ORG | 866.728.2751

PA Virtual Charter School

630 Park Avenue King of Prussia, PA 19406

866-728-2751

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 19th day of July, 2021

By: _____(Signature of Board President)

BONNIE M Schaefer (Print Name)

_____ **Chair/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 19th day of July, 2021

By: Bonnie M. Schaefer (Signature of Board President)

Bonnie M. Schaefer (Print Name)

Chair/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 19th day of July, 2021

By: Bonnie M Schaefer (Signature of Board President)

BONNIE M Schaefer (Print Name)

Chair/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 19th day of July, 2021

By: Bonnie M Schaefer (Signature of Board President)

BONNIE M Schaefer (Print Name)

_____ **Chair/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 19th day of July, 2021

By: Bonnie M Schaefer (Signature of Board President)

BONNIE M Schaefer (Print Name)

_____ **Chair/President,** Board of Education