

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

**Board Meeting**

**Date:** May 10, 2022  
**Time:** 4:00 pm  
**Location:** PA Distance Learning Charter School and via  
 Teleconference at 888.988.2893, access 73527

**MINUTES**

MEETING TYPE:     Regular     Special     Proposed     Approved

A. **Call to Order** The meeting was called to order at 4:03 p.m.

B. **Roll Call**

**Board Member Attendance:**

John Marous, President	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Absent
William Donahue, Vice President	<input checked="" type="checkbox"/> Present -phone	<input type="checkbox"/> Absent

**Other Attendees:**

Patricia Rossetti, Chief Executive Officer, PDLCS	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Absent
Kelly Crooks, Chief Academic Officer, PDLCS	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Absent
Kimberly Crandall, MS Principal, PDLCS	<input checked="" type="checkbox"/> Present -phone	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Absent
Nicholas Kocuba, Chief Operating Officer, PDLCS	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Absent
Charles Mort, HS Principal, PDLCS	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Absent
Stephanie Faith, Special Education Co., PDLCS	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Absent
Brandon Payne, School Counselor, PDLCS	<input checked="" type="checkbox"/> Present -phone	<input type="checkbox"/> Absent
Katie Mihoerck, School Counselor, PDLCS	<input checked="" type="checkbox"/> Present -phone	<input type="checkbox"/> Absent
Jaxon Jerico, Student, PDLCS	<input checked="" type="checkbox"/> Present -phone	<input type="checkbox"/> Absent

C. **Pledge of Allegiance**

D. **Public Comment** Mrs. Rossetti presented the Board Members with a token of appreciation for their 20 years of service to the school. She also passed along a request from a student that the Spring Break recess be moved to the 1<sup>st</sup> day of Spring.

E. **Review of Agenda**

F. **Standard Business**

i. Jaxon Jerico, a 9<sup>th</sup> grade student, presented a succinct yet detailed overview of the elementary, middle and high schools.

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ii. **Meeting Minutes of March 7, 2021 Board Meeting**

Mr. Marous asked for a motion to approve the minutes of the March 7, 2022 Board Meeting. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0

iii. **State of the School Report**

Mrs. Rossetti presented the State of the School report. She indicated that enrollment had remained steady since the last Board meeting. She gave a brief overview of two (2) staff departures, and the anticipated hires for the 2022-2023 school year. She shared that Ms. Azzaro was a finalist for the Career Compass Teacher Awards sponsored by eDynamics and Mr. Dayka has joined the Pennsylvania Interscholastic Esports Association Board. She indicated that May was a very busy month with standardized testing. She also indicated that the ESSER funds received had enabled 35 tutors to work with 95 students. She provided a summary of PSSA growth from 2019 – 2021. Mr. Marous congratulated the staff and inquired as to the reason for the improvement. Mrs. Rossetti indicated that it was the consistency in learning opportunities. Mrs. Crooks added that the push to focus on data and to use it to drive instruction also provided better consistency. Mr. Marous also asked how many staff members were involved in testing. Mrs. Rossetti indicated that 88 staff members were assigned as proctors for the PSSAs and 45 are assigned for the Keystone exams.

Mr. Marous asked for a motion to approve the State of the School Report as presented. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0

iv. **Financial Report**

Mr. Whisman presented the financial report indicating that there was very little change month over month from February. Ratios were very healthy. There is a healthy surplus and projections were conservative. Mr. Marous noted that there appeared to be more hires that were a part of PSERS. Mrs. Rossetti responded that the school was hiring more experienced teachers.

Mr. Marous asked for a motion to approve the Financial Report as presented. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0

G. **New Business**

i. **SY2022 – 2023 Board Appointments**

Mr. Marous asked for a motion to approve the 2022-2023 Board Appointments as presented. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0



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ii. **SY2022-2023 Board Meeting Dates**

Mr. Donahue indicated that he was unavailable to meet on September 12, 2022 and proposed a new date of September 20, 2022

Mr. Marous asked for a motion to approve the Board Meeting dates with the exception of moving the September 12<sup>th</sup> to September 20, 2022. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0

iii. **2022-2023 Draft Budget**

Mrs. Rossetti presented the draft budget indicating that it was based on an ADM of 1,400 students and a special education ration of 22.94%. She proposed a 7% average salary increase based on evaluation criteria. The assumptions were considered conservative. Mr. Marous indicated that the budget appeared to be very appropriate and asked if there were any concerns. Mrs. Rossetti indicated that the school needed to plan ahead to identify possible cost savings areas in the future.

Mrs. Rossetti proposed a commitment bonus for returning staff of \$5,000 payable in two installments: \$2,500 payable June 30, 2022 and the remaining amount payable on October 31, 2022 (if still employed). Mr. Marous asked if this bonus should be linked to student achievement and whether there was any reason to believe that turnover could increase. Mrs. Rossetti indicated that data was showing teachers leaving education. Mr. Donahue asked how the School's salary structure compared to other districts. Mrs. Rossetti indicated that our structure was equitable with other districts. The Board agreed to discuss this proposal in Executive Session and asked Mrs. Rossetti to join the session.

Mr. Marous asked for a motion to approve the draft budget for posting. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0

iv. **Strategic Plan Update**

Mrs. Rossetti shared the strategic plan update indicating that the school proposes a tiered leadership structure which would create the position of Instructional Specialists who would report directly to the Chief Academic Officer in year one (1). There would be two Instructional Specialists at the elementary level, one at the middle school level and two at the high school level. In addition, Department Lead positions would be created as a stipend position. The leads would be supportive of the entire department and would assist in disseminating information and not providing instruction support. In addition, the School wanted to provide an investment increase to enhance the depth of knowledge within the school. This would entail providing up to \$10,000 to individuals working towards a principal or supervisory license. These Leadership Fellows would have a three year commitment to school following completion. Mr. Marous agreed that investing in these types of programs would lead to achievement and was a great direction for the School. He stressed that it should build continuity and opportunities.

Mr. Marous asked for a motion to approve the Strategic Plan updated. Mr. Donahue made the motion – so moved.

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Ayes: 2

Opposed: 0

v. **Comprehensive School Improvement Plan 2022-2025**

Ms. Crooks presented the update. She indicated that the CSI goals were built into the Comprehensive Plan. The action steps were updated since last presented to align with the annual and three-year goals. This also included a change to the School's Mission/Vision Statement, the inclusion of shared value, and priority statements, as well as targets based on baseline data.

Mr. Marous asked for a motion to approve the Comprehensive School Improvement Plan for posting. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0

vi. **Business Services Renewal – Charter Choices**

Mr. Whisman indicated that a termination clause was added and a fee decrease for ADM enrollments over 1,500 students. Mr. Marous commented that the partnership continues to be very successful. He asked for a motion to approval the renewal. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0

vii. **Student Services Systems Proposal**

Mr. Kocuba explained the outcome of the proposal process indicating that the school would move away from the current vendor, Cloudcast, at the end of the 2022-2023 contract period. The new vendor, Infinite Campus, would begin implementation in the near future. He indicated one of the highlights with their proposal was the customization and the flexibility of reporting functions. They provided a detailed implementation plan which will start in July 2022. A dedicated project manager will be assigned. Initial training will occur over the summer. In January 2023, the system will run parallel with the Cloudcast system. Full implementation will occur July 2023. Mr. Marous inquired as to the impact in the short term doubling up of programs. Mr. Kocuba indicated that one staff member would be devoted to the direct implementation.

Mr. Marous asked for a motion to approve the SIS Systems Proposal as documented. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0

viii. **Organizational Chart Update**

Mrs. Rossetti presented the updated Organization Chart for SY2022-2023. Changes included moving 6<sup>th</sup> grade from Elementary to Middle School, including the School Nurse under the supervision of the Chief Operating Officer, and moving the Testing Coordinator to the supervision of the Chief Academic Office. In addition the K-5 Special Education Teachers would fall under the supervision of the Elementary Principal and the Grades 6-8 Special Education Teachers would fall under the supervision of the Middle School Principal.



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Mr. Marous asked for a motion to adopt the organizational chart as presented. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0

**ix. 2022-2023 Student Handbook**

Mr. Pappaterra shared the proposed changes to the Student Handbook which included an update to the contact page, an update to the academic calendar, inclusion of the new mission/vision statement and an update to the minimum grade requirements.

Mr. Marous asked for a motion to adopt the 2022-2023 Student Handbook as presented. Mr. Donahue made the motion – so moved.

Ayes: 0

Opposed: 0

**x. 2022-2023 Employee Handbook**

Mr. Pappaterra shared the proposed changes to the Employee Handbook which included the change in personal leave increments based on Allegheny County requirements and text clarifications regarding insurance during periods of FMLA.

Mr. Marous asked for a motion to adopt the 2022-2023 Employee Handbook as presented. Mr. Donahue made the motion – so moved.

Ayes: 0

Opposed: 0

**xi. Student Resolution**

The Board was already briefed on the resolution. Mr. Marous asked for a motion to confirm and approve the settlement as proposed by legal counsel. Mr. Donahue made the motion to approve subject to the correction of a typo – so moved.

Ayes: 2

Opposed: 2

**xii. Charter Renewal Update**

Mrs. Rossetti indicated that the relationship with the Department of Education has been very respectful. There continues to be a positive relationship and valuable discussion and the effort is ongoing.

**xiii. Updated June 30, 2021 Financial Statements**

Mrs. Rossetti indicated that the change was due to a change in naming conventions only and there were no changes to the financial statement.

Mr. Marous asked for a motion to approve the updated financial statements. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0

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**H. Reminder of Next Board Meeting**

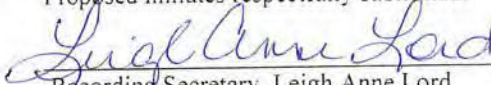
To be held at the Pennsylvania Distance Learning Charter School and by teleconference on September 20, 2022.

**I. Executive Session (if necessary)**

The meeting adjourned at 6:15 p.m and moved into Executive Session.

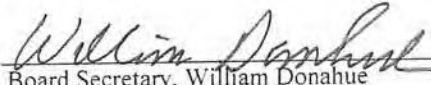
**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted.

  
\_\_\_\_\_  
Recording Secretary, Leigh Anne Lord

6/15/2022

Date

  
\_\_\_\_\_  
Board Secretary, William Donahue

6/15/2022

Date



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**Board Meeting**

**Date:** July 27, 2021  
**Time:** 8:00 am  
**Location:** via Teleconference  
 888.988.2893, access 73527

**MINUTES**

MEETING TYPE:     Regular     Special     Proposed     Approved

**A. Call to Order:** The meeting was called to order at 8:00 a.m.

**B. Roll Call**

**Board Member Attendance:**

John Marous, President	xPresent	<input type="checkbox"/> Absent
William Donahue, Vice President	xPresent	<input type="checkbox"/> Absent

**Other Attendees:**

Patricia Rossetti, Chief Executive Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	<input type="checkbox"/> Present	xAbsent
Kelly Crooks, Chief Academic Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Kimberly Crandall, MS Principal, PDLCA	xPresent	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	<input type="checkbox"/> Present	xAbsent
Nicholas Kocuba, Chief Operating Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Charles Mort, HS Principal, PDLCS	xPresent	<input type="checkbox"/> Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	xPresent	<input type="checkbox"/> Absent

**C. Pledge of Allegiance**

**D. Public Comment:** none

**E. Review of Agenda**

**F. NEW BUSINESS**

**i. PDLCS Health and Safety Plan:** Mr. Donahue had no issues with the plan and found it comprehensive. Mr. Marous asked for a motion to approve the plan as proposed.

**Motion:** Mr. Donahue  
**Ayes:** 2

**Support:** Mr. Marous  
**Opposed:** 0

**G. Reminder of Next Board Meeting**

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

Meeting was adjourned at 8:10 a.m.

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MINUTES CERTIFICATION

Proposed minutes respectfully submitted.

Leigh Anne Lord  
Recording Secretary, Leigh Anne Lord

9/20/2021  
Date

William Donahue  
Board Secretary, William Donahue

9-20-2021  
Date



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**Board Meeting**

**Date:** September 20, 2021  
**Time:** 4:00 pm  
**Location:** Pennsylvania Distance Learning Charter School  
via Teleconference  
888.988.2893 Guest: 73527

**MINUTES**

MEETING TYPE:     Regular     Special     Proposed     Approved

**A. Call to Order:** The meeting was called to order at 4:00 p m.

**B. Roll Call**

**Board Member Attendance:**

John Marous, President	xPresent	<input type="checkbox"/> Absent
William Donahue, Vice President	xPresent -phone	<input type="checkbox"/> Absent

**Other Attendees:**

Patricia Rossetti, Chief Executive Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Kelly Crooks, Chief Academic Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Nicholas Kocuba, Chief Operations Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Charles Mort, Principal, PDLCS	xPresent	<input type="checkbox"/> Absent
Kim Crandall, Principal, PDLCS	xPresent	<input type="checkbox"/> Absent
Aubrey Ploesch, Principal, PDLCS	<input type="checkbox"/> Present	x Absent
Michael Whisman, Charter Choices	xPresent	<input type="checkbox"/> Absent
Jesse Bean, Charter Choices	xPresent	<input type="checkbox"/> Absent
Kara Buncic, School Counselor, PDLCS	xPresent - phone	<input type="checkbox"/> Absent

**C. Pledge of Allegiance**

**D. Public Comment: None**

**E. Review of Agenda**

**F. Standard Business**

**i. Meeting Minutes of June 7, 2021 Board Meeting**

Mr. Marous asked for a motion to approve the minutes as amended to isolate the first sentence as a separate paragraph.

**Motion:** William Donahue  
**Ayes:** 2

**Support:** John Marous  
**Opposed:** 0

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**ii. Meeting Minutes of July 27, 2021 Special Board Meeting**

Mr. Marous asked for a motion to approve the minutes as presented.

**Motion:** William Donahue  
**Ayes:** 2

**Support:** John Marous  
**Opposed:** 0

**G. NEW BUSINESS**

**i. State of School Report**

Mrs. Rossetti presented the State of the School Report. Student enrollment numbers and ethnicity groups are fairly consistent with the previous school year. There are an additional 69 students starting on September 29, 2021. New students consist of 37% of enrollment; with returning students consisting 63% of enrollment. Since the last Board Meeting, there have been 24 new hires and 3 departures. New curriculum materials for ELA have been implemented for the 2021-22 school year. The focus on curriculum changes for this school year will center on Social Studies, Science and Electives. With regards to the Community Engagement Team, the first mobile classroom van, Explorer 1, has been completed and is being utilized for events. The second van, which will include mobile Science lab, is expected to be completed late October 2021. Mrs. Rossetti then presented an update to the school five-year Strategic Plan.

Mr. Marous stated that with fewer leads, the school still had a strong influx of students. He inquired about where students went when they withdrew from the school. Mr. Kocuba indicated that given the current circumstances surrounding the pandemic, most students returned to their home districts.

With regards to the Strategic Plan, Mr. Marous queried the outcomes of the Community Engagement Team. Were the events worthwhile and should they continue? Mrs. Rossetti provided specific examples which supported their value and indicated that 42% of leads were converted into enrollments. Mr. Marous also queried the hiring of 24 new staff members when only three had departed. Mrs. Rossetti explained that these new hires (1) supported the Strategic Plan; (2) provided more Interventionist support and (3) supported the increase in the volume of work.

Mr. Marous commented that the school is poised in the right direction, but stressed that the biggest indicator will be how it impacts student achievement. He encouraged the leadership team to have a formal reflection of the Strategic Plan. For the December Board Meeting, he asked the Principals to present their reflections.

Mr. Marous asked for a motion to approve the State of the School Report.

**Motion:** William Donahue  
**Ayes:** 2

**Support:** John Marous  
**Opposed:** 0

**ii. Financial Report**

Mr. Whisman presented the financials through August 31, 2021. He stressed that the details were typical of summer months with receivables increasing and cash decreasing. The metrics are in line and will begin to normalize. He stressed that there were good, solid trends with regards to the monthly ratios. He



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also highlighted the increase of districts paying directly; an increase of 34% from August 2020. Mr. Marous asked what rates were being used for billing. Mr. Whisman explained that we are still billing at last school year's rates until updated rates are received from the State.

Mr. Marous asked for a motion to approve the financial report as presented.

**Motion:** Bill Donahue  
**Ayes:** 2

**Support:** John Marous  
**Opposed:** 0

**iii. Draft Comprehensive School Improvement Three Year Plan**

Ms. Crooks presented the school's draft Comprehensive/School Improvement Plan indicating that the purpose of the presentation was to have the Board to approval to post the Plan to the school's website for 30 days prior to the October Special Board Meeting. There were some minor changes made since the June Board Meeting. Several of the educational value statements were updated to better identify our positions. Mr. Marous highlighted the consistency between the Strategic Plan and the Comprehensive Plan stressing that both were interconnected and in line with institutional goals.

Mr. Donahue inquired about chronic absenteeism. Mrs. Rossetti gave a brief overview of the Attendance program; explaining that a student is considered habitually truant after six unexcused absences. After ten consecutive unexcused absences, the student is dropped from the rolls. Mr. Donahue asked when the school stops billing the applicable school district. Mrs. Rossetti indicated that as of the withdrawal date (Day 11), billing is discontinued.

Mr. Marous indicated that no motion was needed. The draft report will be posted to the School's website for a period of 30 days and will be formally approved at the October Special Board Meeting.

**iv. Update to Board Policies**

Mr. Pappaterra presented slight changes to Board policies and the Student Handbook in order to be compliant with state regulations. Mr. Marous asked that a link to the red-lined versions be made available to the Board for final review and email confirmation no later than end of day, September 21, 2021.

Mr. Marous asked for a motion to approve the updated policies/handbook as presented conditional to reviewing red-lined versions.

**Motion:** William Donahue  
**Ayes:** 2

**Support:** John Marous  
**Opposed:** 0

**v. Health and Safety Plan**

Mrs. Rossetti provided updates to the school Health and Safety Plan indicating that on August 2, 2021, she issued a schoolwide mask mandate to all staff members and visitors while inside the school building. On August 30, 2021, a schoolwide staff meeting was held to provide updated staff protocols for self-reporting. In addition, 10 flexible work days are being provided this school year. Staff members may use these days to work from home on a previously scheduled in-office day. Staff members are required to call the HR Coordinator to notify when usage will take place. Mrs. Rossetti asked that the school be

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granted the ability to make changes to the Health and Safety Plan as needed with Board acceptance at the next meeting. The Health and Safety Plan will remain an agenda item through the end of the school year.

Mr. Marous asked for a motion to allow the school to modify the Health and Safety Plan as needed with Board acceptance at the following Board Meeting.

**Motion:** William Donahue  
**Ayes:** 2

**Support:** John Marous  
**Opposed:** 0

**vi. Decennial Report**

Mrs. Rossetti indicated that the school's name must be registered to the State as a non-profit organization ten years. We received notice and have completed the necessary filing.

Mr. Marous indicated that a Board motion was not needed.


**H. Reminder of Next Board Meeting**

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on October 25, 2021..

**I Executive Session (if necessary).** The meeting adjourned at 6:04 p.m. and moved into Executive Session.

**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted.

  
\_\_\_\_\_  
Recording Secretary, Leigh Anne Lord

12/6/2021  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Board Secretary, William Donahue

12/6/2021  
\_\_\_\_\_  
Date

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**Board Meeting**  
**Date:** October 25, 2021  
**Time:** 4:00 pm  
**Location:** PA Distance Learning Charter School and via  
Teleconference at 888.988.2893, access 73527

**MINUTES**

MEETING TYPE:     Regular     Special     Proposed     Approved

A. **Call to Order** The meeting was called to order at 4:01 p.m.

B. **Roll Call**

**Board Member Attendance:**

John Marous, President	xPresent	<input type="checkbox"/> Absent
William Donahue, Vice President	xPresent - phone	<input type="checkbox"/> Absent

**Other Attendees:**

Patricia Rossetti, Chief Executive Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	xPresent - phone	<input type="checkbox"/> Absent
Kelly Crooks, Chief Academic Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Kimberly Crandall, MS Principal, PDLCA	xPresent	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	<input type="checkbox"/> Present	x Absent
Nicholas Kocuba, Chief Operating Officer, PDLCS	xPresent - phone	<input type="checkbox"/> Absent
Charles Mort, HS Principal, PDLCS	xPresent	<input type="checkbox"/> Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Stephanie Faith, Special Education Co., PDLCS	xPresent	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	xPresent	<input type="checkbox"/> Absent
Jesse Bean, Partner, Charter Choices	xPresent	<input type="checkbox"/> Absent

C. **Pledge of Allegiance**

D. **Public Comment** None

E. **Review of Agenda**

F. **NEW BUSINESS**

**i. Comprehensive School Improvement Three Year Plan**

Mr. Marous opened the meeting indicating that this was a Special Meeting called to review and approve the 2021-2024 Comprehensive School Improvement Three Year Plan. He asked Ms. Crooks to summarize the process. Ms. Crooks reiterated that the purpose of the meeting was to gain approval of the 2021-2024 Comprehensive Plan. She also explained that the Continuous School Improvement (CSI) Plan, a one year plan, is embedded into the Comprehensive Plan, a three year plan. Targets for the CSI are revised each year. A steering committee consisting of school stakeholders (parent, student, special education, elementary, middle school, high school staff, administration and community) was established

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A copy of the meeting minutes are available for public inspection at the Pennsylvania Distance Learning Charter School, 2605 Nicholson Road, Suite 4100, Sewickley, PA 15143



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and in early 2021, a needs assessment took place and bi-weekly, monthly and quarterly meetings were planned and executed. As a result, the draft plan was developed and in accordance with regulations, was posted to the school's website in draft form for comment for a period of 30 days. There were no questions received regarding the plan's goals, etc.

Ms. Crooks presented the priority statements and corresponding goals. Mr. Marous asked if the goals were based on improvement over a baseline. Ms. Crooks affirmed this but also indicated the goals were also based on the CSI 3-yr exit criteria. Mr. Donahue inquired as to the reasons for differences in goals per subject matter. Ms. Crooks explained the goals were based on the baseline plus a 4.6% increase as mandated by a 3-yr growth plan.

Ms. Crooks briefly explained the action steps in conjunction with the academic growth and achievement goal. These have centered on (1) enhancing teaching strategies, (2) providing feedback and conducting walkthroughs, (3) implementing targeted professional learning, (4) consistent Tier I Interventions, (5) conducting data analysis and (6) enhancing parent/student communication around the importance of benchmark assessments. She also pointed out a new action step that was not in the initial draft which included using CSI funds to implement targeted one-on-one tutoring specifically in Grades 3-8 for the PSSA and in Secondary for Algebra, Biology and English.

Each of the principals presented more detail as it pertained to their buildings. Ms. Ploesch highlighted new curricula in Elementary – a new K-5 literacy program and Zearn Math. They have also implemented collaborative sharing time with regular, special and Title I education teachers and targeted walkthroughs. Mr. Marous asked for more information on the walkthroughs. Ms. Ploesch explained that the current PDE observation process centered on four domains; however, it was only one domain, Instructional Delivery that could be observed. It is not possible to “observe” planning and preparation. However, these walkthroughs help determine how teachers were using assessments during instruction and how it influenced instruction.

Ms. Crandall also highlighted new ELA and Math curricula for Middle School and explained that the focus this year would be on new curricula for Science and Social Studies. Middle School staff were focusing on the use of data and how to plan together for formative assessment – thinking vertically and horizontally, pulling in teachers from different grade bands. Middle School staff has utilized the use of data to implement both remediation and enrichment periods. They are building student relationships, piloting Google Meets for more utilization of camera by students. Mr. Marous asked if the school could mandate the use of student cameras during live learning. Ms. Crandall indicated “yes”; however, as sometimes there were issues with lagging technology; there was not an immediate push to do so. She also stressed that many students are engaging in lessons but did not want to use the camera. Mr. Marous also asked how subjective the decisions were when looking at remediation and enrichment groups. Ms. Crandall answered that it was not subjective but based on quantifiable data.

Mr. Mort, High School Principal, first explained that it was an initial struggle with the inconsistency of data due to the turnover rates and stressed the importance of the Scantron and Star. In High School, there has been a significant push towards differentiation and they are delving into schedules in order to have a good balance of synchronous and asynchronous lessons. He indicated that the High School has utilized a balance of Learning Support and Regular Education in classes and they are primed for co-teaching possibilities. Due to inconsistencies in math benchmark scores, there is now a dedicated math interventionist. Again, professional development for the staff on a more regular basis will center on data and how to utilize it is a primary goal.



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Mr. Marous asked if it was feasible to look at all 1, 200 students with regards to remediation and enrichment groups. Ms. Crooks indicated that it begins at the Tier I level, using the right strategies and addressing these in the classroom. He further asked if someone could fall through the cracks. Mrs. Rossetti indicated that there is a triangulation of data to ensure this does not happen. Ms. Ploesch further explained that the goal is to get a thorough picture of a student – looking at organization, behavior, attendance, academic, social, etc. He asked how often a student be scrutinized. Mrs. Rossetti indicated: daily, to some extent; weekly; formally – bi-weekly through data team meetings; monthly through the CEO and quarterly through the steering committee.

Mr. Marous asked Mr. Mort and Ms. Crandall if there is something else they would like to see happen in the school. Mr. Mort indicated that this Comprehensive Plan was the most detailed he had ever seen. Both would like to explore the possibility of a co-teaching model. Mr. Mort also stressed having a building purpose in the school – a sense of a student body. Ms. Crandall reiterated the co-teaching model. She also would like to see training for special educations to work directly with regular education teachers. She would also like to build a culture within the student population about the purpose of the assessments.

Ms. Faith discussed the SSIP Grant. PDLCS is in the second cohort and in a six year program with sixteen other schools. Currently, there are monthly meetings targeting students with special education needs but these interventions can target all students. They are also looking at what the school can do to gain community assistance.

Ms. Crooks transitioned to explaining the next goal of Attendance – to reach an 89.6% attendance rate over the next three years. In addition, an Early Truancy Prevention Program is being developed. Mr. Pappaterra, CCO, explained the current Attendance Improvement Program and also the implementation of weekly attendance reports to the CAO and Principals. He presented data showing attendance improvements from last school year at this point in the school year to this school year. Mr. Marous asked what happens if there is no class attendance and Mr. Pappaterra explained the process.

Ms. Crooks' last goal explanation was Career Readiness. She explained that it was a continuation of what the school has implement over the last few years but is now set to tie-in social emotional learning into the career readiness program.

Mr. Marous asked for a motion to approve the Comprehensive School Improvement Three Year Plan.

**Motion:** William Donahue  
**Ayes:** 2

**Support:** John Marous  
**Opposed:** 0

**G. Reminder of Next Board Meeting**

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on December 6, 2021.

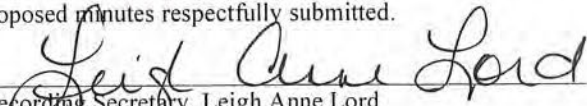
The meeting was adjourned at 5:21 p.m.

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**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted.

  
Recording Secretary, Leigh Anne Lord

12/6/2021  
Date

  
Board Secretary, William Donahue

12/6/2021  
Date

**Board of Trustees Meeting for  
Pennsylvania Distance Learning Charter School**  
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143  
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**Board Meeting**

**Date:** December 6, 2021  
**Time:** 3:00 pm  
**Location:** PA Distance Learning Charter School and via  
Teleconference at 888.988.2893, access 73527

**MINUTES**

MEETING TYPE:     Regular     Special     Proposed     Approved

A. **Call to Order** The meeting was called to order at 3:02 p.m.

B. **Roll Call**

**Board Member Attendance:**

John Marous, President	xPresent	<input type="checkbox"/> Absent
William Donahue, Vice President	xPresent -	<input type="checkbox"/> Absent

**Other Attendees:**

Patricia Rossetti, Chief Executive Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	xPresent -	<input type="checkbox"/> Absent
Kelly Crooks, Chief Academic Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Kimberly Crandall, MS Principal, PDLCS	xPresent	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	x Present	<input type="checkbox"/> Absent
Nicholas Kocuba, Chief Operating Officer, PDLCS	<input type="checkbox"/> Present	x Absent
Charles Mort, HS Principal, PDLCS	xPresent	<input type="checkbox"/> Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	<input type="checkbox"/> Present	x Absent
Stephanie Faith, Special Education Co., PDLCS	xPresent	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	xPresent	<input type="checkbox"/> Absent
Sean Kocan, Auditor, HBK	xPresent	<input type="checkbox"/> Absent
Tim Gagen, Auditor, HBK	xPresent	<input type="checkbox"/> Absent
Katie Heiles, R & D Coordinator, PDLCS	xPresent	<input type="checkbox"/> Absent
Paul Pollock, Teacher, PDLCS	xPresent	<input type="checkbox"/> Absent
Kara Buncic, Counselor, PDLCS	xPresent	<input type="checkbox"/> Absent

C. **Pledge of Allegiance**

D. **Public Comment** None

E. **Review of Agenda**

F. **Standard Business**

i. **Meeting Minutes of September 20, 2021 Board Meeting**

**Motion:** William Donahue  
**Ayes:** 2

**Support:** John Marous  
**Opposed:** 0



**ii. Meeting Minutes of October 25, 2021 Special Board Meeting**

Motion: William Donahue  
Support: John Marous  
Ayes: 2  
Opposed: 0

**G. New Business**

**i. Student Update – Giovanni Waters**

Current student, Giovanni Waters, gave a brief synopsis of activities and events happening at the school. This is to become a standard presentation at each Board Meeting.

**ii. Audit Report**

Sean Kocan and Tim Gagen, auditors with HBK, presented the audit findings through June 30, 2021. Due to a late issuance of guidance from OMB, the final report cannot be released. OMB's guidance surrounds grant funding. The auditors do not anticipate any findings as a result of the guidance. The school remains in a financially strong position.

Mr. Marous asked for a motion that would allow him to approve the final report on behalf of the Board once it has been received, barring any findings. Mr. Donahue made the motion – so moved.

Ayes: 2

Opposed: 0

**iii. Proposed Strategic Plan Update**

Mrs. Rossetti presented an update to the Strategic Plan for adoption by the Board. The original Family Engagement Team has adopted a new name, Community Engagement Team to better define the direction of the team. In addition, due to a large enrollment in the greater Philadelphia area, there is a need to recruit for an additional Community Engagement Coach to focus on this geographical area in addition to staffing the team at original levels. Mrs. Rossetti also highlighted the need for the school to develop a staff communication plan that would ensure clarity and transparency with regards to new initiatives. Mr. Marous acknowledged the school's strong efforts with regards to the Strategic Plan and voiced support of a written communication plan.

Given additional funding needed for the recruitment efforts, Mr. Marous asked for a motion to approve the updated Strategic Plan. Mr. Donahue made the motion - so moved.

Ayes: 2

Opposed: 0

**iv. Fund Balance Review**

Mrs. Rossetti highlighted the Resolution signed by the Board in June, 2021 outlining the General Fund Balance assignments. Mr. Marous commented that while under the current situation, the fund balance could be higher, if conditions were to change then the figures may be a bit low. Mr. Whisman indicated that the Fund Balance would be relooked in the Spring and any proposed changes will be brought to the attention of the Board.



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**v. Financial Report**

Mr. Whisman presented the October 31, 2021 financial reports and indicated the metrics remain healthy and strong. There are no concerns with the balance sheet. As of October, 2021, there has been a four percent increase in the number of districts who are paying directly. Mr. Marous requested that going forward, the current state of the fund balance be reflected under cash.

Mr. Marous asked for a motion to approve the financial report as presented. Mr. Donahue made the motion – so moved.

**Ayes:** 2

**Opposed:** 0

**vi. State of the School Report**

Mrs. Rossetti presented the current State of the School report. Mr. Marous asked about the current state of travel amongst staff members. Mrs. Rossetti indicated that a major change has been to allow staff members to drive separately for testing travel. In addition, all other safety protocols remain in place. Mr. Donahue inquired about the state of the recently purchased School vans. Currently, the Community Engagement Team is on the road for 6-14 days a month. All have completed an online drivers training course. Mr. Marous inquired about the reason for staff departures and if any issues have been raised during exit interviews. Mrs. Rossetti responded that there were no outstanding issues or concerns with regards to the staff departures.

Mr. Marous asked for a motion to approve the State of School report as presented. Mr. Donahue made the motion – so moved.

**Ayes:** 2

**Opposed:** 0

**vii. ESSER Presentation**

For informational purposes, Mrs. Rossetti presented the allocation of ESSER funding that the school will receive. With this funding, the School will be creating the position of Parent Impact Coordinator who will develop a committee of parents and staff to raise student and parent engagement. In addition, funds will be used to address learning loss and the implementation of targeted tutoring.

**viii. Proposed 2022-2023 Academic Calendar**

Mrs. Rossetti presented the proposed Academic Calendar for the 2022-2023 school year highlighting that there are no material changes from this school year.

Mr. Marous asked for a motion to approve the 2022-2023 Academic Calendar. Mr. Donahue made the motion - so moved.

**Ayes:** 2

**Opposed:** 0

**ix. Proposed New Telework and Bloodborne Pathogen Policies**

Mrs. Rossetti presented two new Board policies for approval.

Mr. Marous asked for a motion to approve the additional Board Policies. Mr. Donahue made the motion – so moved.

**Ayes: 2**  
**Opposed: 0**

**x. Proposed Board Policy Updates to Cash Management, Fixed Asset, Fund Balance and Procurement Using Grant Funds Policies; and Removal of Allowability of Costs, Inter-District Open Enrollment and Allowable Use of Funds and Adherence to Cost Circular Policies.**

Mrs. Rossetti presented changes to the above mentioned Board Policies.

Mr. Marous asked for a motion to approve the policy updates and policy removals. Mr. Donahue made the motion – so moved.

**Ayes: 2**  
**Opposed: 0**

**xi. Allegheny County Sick Leave Policy Resolution**

Due to recent legislation within Allegheny County, the school is required to change its sick leave policy. As a result, the School will allow employees to use one hour increments of paid sick time designated as personal time in individual contracts. This will be updated in the *2022-2023 Employment Handbook* and will be brought to the Board's attention in a future meeting.

Mr. Marous asked for a motion to approve the Allegheny County Sick Leave Policy Resolution. Mr. Donahue made the motion – so moved.

**Ayes: 2**  
**Opposed: 0**

**xii. SIS Review and Recommendation**

Mrs. Heiles, PDLCS Research and Development Coordinator presented the findings of the SIS review for the upcoming contract renewal. After careful deliberation, the Committee is prepared to provide Cloudcast, the current vendor, a list of needed functionality and enhancements for Cloudcast to complete by February 4, 2022. If the list of requirements are met, the relationship will continue. If the suspense is not met, then the School will move forward with a change in providers. Mr. Marous asked what the major areas of concern were and Mrs. Heiles indicated that the Committee wanted more efficiency and functionality with regards to Enrollment. There also needed to be increased efficiency in how we access data, and integrate with the LMS. Mr. Marous stressed that there should be specific deliverables and also inquired as to whether there would be additional costs associated with these changes. Mrs. Rossetti indicated that there would be no additional costs.

Mr. Marous thanked the committee for its work on this important project.

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**xiii. Health and Safety Plan Review**

Mrs. Rossetti indicated that, at this time, there has been no change to the School's Health and Safety Plan.

**H. Reminder of Next Board Meeting**

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on March 7, 2022.

**I. Executive Session (if necessary)**

The meeting adjourned at 5:11 p.m. An Executive Session was not called.

**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted.

*Leigh Anne Lord*

Recording Secretary, Leigh Anne Lord

*3/23/2022*

Date

*William Donahue*

Board Secretary, William Donahue

*3-23-2022*

Date

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**Board Meeting**

**Date:** June 15, 2022  
**Time:** 4:00 pm  
**Location:** PA Distance Learning Charter School and via  
Teleconference at 888.988.2893, access 73527

**MINUTES**

MEETING TYPE:     Regular     Special     Proposed     Approved

**A. Call to Order** The meeting was called to order at 4:00 p.m.

**B. Roll Call**

**Board Member Attendance:**

John Marous, President	xPresent	<input type="checkbox"/> Absent
William Donahue, Vice President	xPresent -phone	<input type="checkbox"/> Absent

**Other Attendees:**

Patricia Rossetti, Chief Executive Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	<input type="checkbox"/> Present	x Absent
Kelly Crooks, Chief Academic Officer, PDLCS	xPresent -phone	<input type="checkbox"/> Absent
Kimberly Crandall, MS Principal, PDLCS	<input type="checkbox"/> Present	x Absent
Michael Whisman, Charter Choices	<input type="checkbox"/> Present	x Absent
Nicholas Kocuba, Chief Operating Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Charles Mort, HS Principal, PDLCS	<input type="checkbox"/> Present	x Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Stephanie Faith, Special Education Co., PDLCS	xPresent -phone	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	xPresent	<input type="checkbox"/> Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	<input type="checkbox"/> Present	x Absent
Mary Ann Calderone, PIMS Coordinator, PDLCS	xPresent -phone	<input type="checkbox"/> Absent
Sarah Simmons, Teacher, PDLCS	xPresent -phone	<input type="checkbox"/> Absent

**C. Pledge of Allegiance**

**D. Public Comment** none

**E. Review of Agenda**

**F. Standard Business**

**i. Meeting Minutes of May 10, 2022 Board Meeting**

Mr. Marous asked for a motion to approve the minutes of the May 10, 2022 Board Meeting. Mr. Donahue made the motion – so moved.

**Ayes:** 2

**Opposed:** 0



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**G. New Business**

**i. SY 2022 – 2023 Budget**

Mr. Marous inquired as to if there had been any further revisions since the draft was posted. Mrs. Rossetti indicated that there was a revision for salary increases, stipend positions, and testing stipends. Mr. Marous indicated that he had no further comment and the budget had been prepared appropriately. Mr. Donahue asked for a status of the possible rate reduction. Mrs. Rossetti explained that the threat remains; however, the school has taken a conservative approach.

Mr. Marous asked for a motion to approve the 2022-2023 Budget as presented with Mrs. Rossetti's revision. Mr. Donahue made the motion – so moved.

**Ayes: 2**

**Opposed: 0**

**ii. SY2022-2023 CSI Plan**

Ms. Crooks indicated that the outcome of the end of year quarterly meeting was that no changes were made to the goals based on no other public comment. There are ideas for additional action steps but the goals will remain the same. Mr. Marous inquired as to whether there were metrics that would make more sense for our organization to use and how would these goals map to those metrics. Ms. Crooks explained that while PDE mandates the exit goals, we can also have our own goals and/or subplans. This can be added in advance of the August 1, 2022 deadline.

Mr. Marous asked for a motion to approve the SY2022-2023 CSI Plan. Mr. Donahue made the motion – so moved.

**Ayes: 2**

**Opposed: 0**

**iii. Fund Balance Allocation**

Mrs. Rossetti presented the Fund Balance Resolution indicating that in the past this fund balance represented five to ten percent of operating expenses. She detailed the allocation of the Fund Balance would be as follows: \$850,643 committed for the implementation of the strategic plan in the FY23 school year; \$2,282,159 committed to future costs associated with the increasing costs of the PSERS retirement system; \$6,250,000 committed to offset anticipated future district rate reductions as a result of COVID-19; and \$1,017,198 committed as collateral for the letter of credit required under the facility lease. Mr. Marous indicated that the proposal was appropriate and Mrs. Rossetti indicated that it would be reevaluated in September based on enrollment and any rate reductions.

Mr. Marous asked for a motion to approve the Fund Balance Resolution. Mr. Donahue made the motion – so moved.

**Ayes: 2**

**Opposed: 0**

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**iv. Health and Safety Plan**

Mr. Kocuba presented the Health and Safety Plan for SY 2022-23. He indicated that the majority of the plan remains unchanged. Masking would be voluntary regardless of vaccination status but would be subject to change based on current situations. Occupancy limits have been removed in common areas; however, social distancing would still be recommended. Additional supports will be put in place for those staff members who test positive for COVID based on a PCR test. Positive staff members will be able to receive a one-time personal leave allotment of five days with a confirmed diagnosis.

Mr. Marous asked for a motion to approve the Health and Safety Plan changes. Mr. Donahue made the motion – so moved.

**Ayes: 2**

**Opposed: 0**

**v. Safety and Security Coordinator Report**

Mr. Kocuba presented the Safety and Security Coordinator Report. He indicated that there were no safety incidents during this school year nor were there any reported incidents through the Safe2Say system. He outlined the COVID mitigation efforts and the safety efforts made throughout the school over the course of the year. In addition, he provided goals to support school safety for the 2022-23 school year.

Mr. Marous asked for a motion to approve the Safety and Security Coordinator Report. Mr. Donahue made the motion – so moved.

**Ayes: 2**

**Opposed: 0**

**H. Reminder of Next Board Meeting**

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on September 20, 2022.

**I. Executive Session (if necessary)**

The meeting adjourned at 4:30 p m.

**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted.

\_\_\_\_\_  
Recording Secretary, Leigh Anne Lord

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Secretary, William Donahue

\_\_\_\_\_  
Date

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in	Percentage of Time in	Percentage of Time in
1	Al-Amoudi, Niclole	Yes	Citizenship 7-12 Social Studies 7-12 Program Specialist ESL K-12	9-12	AP US History Graduation Recovery Teacher ESL Coordinator	40 per week	100%	0%
2	Azzaro, Susannah	Yes	Bus-Computer-Info Tech K-12 English 7-12 Computer Science 7-12	9-12	Business Technology Teacher	40 per week	100%	0%
3	Batrack, Felicia	Yes	Special Education PK-8 Grades PK-4	K-2	Special Education Teacher	40 per week	100%	0%
4	Barr, Nicholas	Yes	English 7-12	9-12	Secondary English Teacher	40 per week	100%	0%
5	Barko, Emily	Yes	K-6 Elementary Education N-12 Special Education	3-6	Title I Teacher	40 per week	100%	0%
6	Bate, Jamie	Yes	School Speech & Language Pathologist PK-12	K-12	Speech Pathologist	40 per week	100%	0%
7	Bauman, Margaret	Yes	Grades PK - 4	6	Elementary Teacher - 6th Science	40 per week	100%	0%
8	Berger, Angela	Yes	Spanish K-12 English 7-12 French K-12	K-12	French and Spanish Teacher	40 per week	100%	0%
9	Bible, Darcy	Yes	7-12 Mathematics	8	8th Grade Mathematics Teacher	40 per week	100%	0%
10	Bigos, Joanna	Yes	Elementary School Counselor K-6 Secondary School Counselor 7-12 Principal PK-12	K-12	Behavior Specialist	40 per week	100%	0%
11	Billetteaux, Alex	Yes	Social Studies 7-12	7-8	Graduation Recovery Teacher	40 per week	100%	0%
12	Blose, Sarah	Yes	Special Education N-12	K-6	Special Education Teacher	40 per week	100%	0%
13	Borghetti, Lauren	Yes	English 7-12 Biology 7-12	8	8th Grade English Teacher	40 per week	100%	0%
14	Bowmen, Courtney	Yes	Early Childhood N-3 Elementary K-6	1	1st Grade Teacher	40 per week	100%	0%
15	Bowmen, Jenna	Yes	Music PK-12	3-4	Music Teacher	40 per week	100%	0%
16	Brecht, Joseph	Yes	Social Studies 7-12 General Science 7-12	9-12	Graduation Recovery Teacher	40 per week	100%	0%
17	Brennen, Coleen	Yes	Biology 7-12 General Science 7-12 Family Consumer Science K-12	7	7th Grade Science Teacher	40 per week	100%	0%
18	Budd, Laura	Yes	Special Education PK-8	K-12	Career to Work Coordinator	40 per week	100%	0%
19	Buncic, Kara	Yes	Elementary & Secondary School Counselor PK-12	9-12	School Counselor	40 per week	100%	0%
20	Butter, Mariss	Yes	Elementary (PK-4) English as a Second Language	K-12	ESL Coordinator	40 per week	100%	0%
21	Carpenter, Elisa	Yes	PK-12 Music	5	PK-12 Music Teacher	40 per week	100%	0%
22	Chavers, Jessica	Yes	Grades PK-4	3	Elementary Teacher - 3rd ELA	40 per week	100%	0%

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in	Percentage of Time in	Percentage of Time in
23	Choung, Gabrialla	Yes	Grades PK-4 Reading Specialist PK-12	4	Elementary Teacher - 4th ELA	40 per week	100%	0%
24	Clutter, Karen	Yes	K-12 Health N-12 Special Education	9-12	Special Education Teacher	40 per week	100%	0%
25	Colbert, Jessica	Yes	Mental or Phys Handicapped K-12 Principal PK-12 Reading Specialist PK-12	9-12	Special Education Teacher	40 per week	100%	0%
26	Colbert, Tracey	Yes	K-12 Bus/Computer/Info Tech 7-9 Social Studies 7-12 General Science 7-9 Math	9-12	9-12 Science	40 per week	100%	0%
27	Collins, Kelly	Yes	7-12 Chemistry 7-12 Biology 7-12 Earth and Space Science	9-12	9-12 Science	40 per week	100%	0%
28	Contos, Tanya	Yes	Elementary K-6 Citizenship 6-9 English 6-9	K-12	Curriculum and Instruction Coordinator	40 per week	100%	0%
29	Crandall, Kimberly	Yes	Principal PK-12	7-8	Principal	40 per week	100%	0%
30	Crooks, Kelly	Yes	7-12 English Principal PK-12 Supvr Curr & Ins K-12	K-12	Chief Academic Officer	40 per week	100%	0%
31	Cutler, Stephen	Yes	Social Studies 7-12	8	8th Grade Social Studies	40 per week	100%	0%
32	Danka, Jesse	Yes	Special Education N-12	9-12	Graduation Recovery Teacher	40 per week	100%	0%
33	Dayka, Matthew	Yes	English 7-12 Computer Science 7-12	9-12	9-12 English Teacher	40 per week	100%	0%
34	DeMark, Joyous	Yes	Music PK-12	K-2	Music Teacher	40 per week	100%	0%
35	DeRoner, Victoria	Yes	Instructional Tech Spec PK-12 7-12 Social Studies 7-12 Citizenship 6-9 Mid-Level English	9-12	9-12 Social Studies Teacher/ Teacher Technology Coach	40 per week	100%	0%
36	DeSantis, Leah	Yes	Special Education PK-8 Grades PK-4	K-2	Title I Teacher	40 per week	100%	0%
37	Devlin, Kaitlin	Yes	Social Studies 7-12 Special Education N-12	8-12	Graduation Recovery Secondary Social Studies	40 per week	100%	0%
38	Diable, Angela	Yes	Early Childhood N-3 Elementary K-6 Special Education PK-12	9-12	Special Education Teacher	40 per week	100%	0%
39	Dickson, Samuel	Yes	Social Studies 7-12 Special Education 7-12 Earth and Space Science 7-12	7-12	Special Education Teacher	40 per week	100%	0%
40	Donahue, Tamara	Yes	Elementary K-6 Special Education PK-12 Reading Specialist PK-12	K-12	Title I Teacher	40 per week	100%	0%
41	Donofrio, Lauren	Yes	7-12 English	9-12	9-12 English Teacher	40 per week	100%	0%
42	Dunn, Amy	Yes	Special Education PK-8 Grades PK-4 Special Education 7-12	8	Special Education Teacher	40 per week	100%	0%
43	Evanchak, Matthew	Yes	Elementary K-6 Special Education N-12 Reading Specialist PK-12	6	Elementary Teacher 6th ELA	40 per week	100%	0%
44	Faith, Stephanie	Yes	Elementary K-6 School Psychologist PK-12 Principal PK-12	K-12	Special Education Coordinator	40 per week	100%	0%



Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in	Percentage of Time in	Percentage of Time in
45	Fanning, Lindsey	Yes	7-12 Mathematics	9-12	9-12 Mathematics Teacher	40 per week	100%	0%
46	Felton, Jodi	Yes	Library Science PK-12 Special Education PK-12 English 7-12 Social Studies 7-12	9-12	Special Education Teacher and Social Studies 9-12	40 per week	100%	0%
47	Floodstrom, Jennifer	Yes	English as a Second Language Grades PK-4 Grades 5-6	6	Elementary Teacher	40 per week	100%	0%
48	Galando, Matthew	Yes	Elementary K-6 Special Education PK-12	8	Special Education Teacher	40 per week	100%	0%
49	Gates, Clare	Yes	English 7-12	9-12	9-12 English Teacher	40 per week	100%	0%
50	Gates, Matthew	Yes	Bus-Computer Info Tech PK-12 Computer Science 7-12	9-12	Bus/Technology and Computer Science Teacher	40 per week	100%	0%
51	George, Hannah	Yes	Grades PK-4	1	Elementary Teacher	40 per week	100%	0%
52	Glancy, Melissa	Yes	Elementary K-6 Special Education PK-12	7	Special Education Teacher	40 per week	100%	0%
53	Glaser, Andrew	Yes	English 7-12	9-12	Secodnary English Teacher	40 per week	100%	0%
54	Grosso, Sherri	Yes	Biology 7-12 Chemistry 7-12	9-12	9-12 Science Teacher	40 per week	100%	0%
55	Guiliani, Ryan	Yes	7-12 Social Studies	8	8th Grade Social Studies	40 per week	100%	0%
56	Harmon, Melissa	Yes	K-6 Elementary	2	Elementary Teacher	40 per week	100%	0%
57	Hart, William	Yes	Music K-12 Mid-Level Math 7-9 Mid Level Science 7-9 Special Ed PK-8 Grades PK-4	9-12	Music Teacher	40 per week	100%	0%
58	Hartford, Chelsea	Yes	Grades PK-4	5	Elementary Teacher	40 per week	100%	0%
59	Hartmann, Katie	Yes	Social Studies 7-12 ESL PK-12 Safety/Driver ED 7-12	9-12	Social Studies Teacher Driver's Education Teacher	40 per week	100%	0%
60	Harvey, Emma	Yes	Elementary & Secondary School Counselor PK-12 School Counselor	7	School Counselor	40 per week	100%	0%
61	Heiles, Katherine	Yes	7-12 English	K-12	Research & Development Coordinator	40 per week	100%	0%
62	Hoffman, Aubrey	Yes	Occupational Therapist	K-12	Occupational Therapist	40 per week	100%	0%
63	Hoffman, Alyssa	Yes	Special Education PK-8 Grades PK04	K-6	Special Education Teacher	40 per week	100%	0%
64	Hughes, Kevin	Yes	Health & Physical Education PK-12 Computer Science 7-12	K-6	Physical Education/Health Teacher	40 per week	100%	0%
65	Iannessa, Maureen	Yes	Elementary K-6 Family and Consumer Science K-12	K-6	Title I Teacher	40 per week	100%	0%
66	Johnson, Maggie	Yes	English 7-12	9-12	9-11 English Teacher	40 per week	100%	0%
67	Jones, Lydia	Yes	Social Studies 7-12	7	7th Grade Social Studies Teacher	40 per week	100%	0%

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or	All Areas of Assgiment Subject Areas Teaching or Services Provided	Number of Hours Worked in	Percentage of Time in	Percentage of Time in
68	Jordan, Daryll	Yes	Art K-12	K-8	Art Teacher	40 per week	100%	0%
69	Kelly, Maggie	Yes	7-12 English	9-12	7-12 English	40 per week	100%	0%
70	Kist, Jordan	Yes	Elementary & Secondary School Counselor PK-12	3-4	School Counselor	40 per week	100%	0%
71	Kleifgan, Michelle	Yes	Early Childhood N-3 English 7-12 Mathematics 7-12 Special Education PK-12	9-12	9-12 Mathematics	40 per week	100%	0%
72	Kocuba, Nicholas	Yes	7-12 Math Teacher Safety /Driver ED 7-12 Principal PK-12	K-12	Chief Operations Officer	40 per week	100%	0%
73	Korber, Jeffrey	Yes	7-12 Mathematics	9-12	9-12 Mathematics Teacher	40 per week	100%	0%
74	Lamberton, Alyson	Yes	Elementary & Secondary School Counselor PK-12	5-6	School Counselor	40 per week	100%	0%
75	Latsko, Jenna	Yes	Mathematics 7-12		Secondary Math Teacher	40 per week	100%	0%
76	Levenson, Ashley	Yes	Elementary PK-4 Special Education K-8		Special Education Teacher	40 per week	100%	0%
77	Lowry, Branna	Yes	Spanish PK-12	9-12	Spanish Teacher	40 per week	100%	0%
78	Martin, Stacy	Yes	Elementary K-6, Reading Specialist PK-12 Special Education PK-12	9-12	Title I Teacher	40 per week	100%	0%
79	Mayle, Andrew	Yes	Mathematics 7-12	9-12	9-12 Mathematics Teacher	40 per week	100%	0%
80	McCormick, Megan	Yes	Health & Physical Education PK-12	K-6	PE/Health and Wellness	40 per week	100%	0%
81	McNeil, Laura	Yes	Nurse (contracted 990 employee)	K-12	School Nurse	20 per month	100%	0%
82	Middlemiss, Kenneth	Yes	Grades PK-4 Grades 5-6	6	Elementary Teacher - 6th ELA	40 per week	100%	0%
83	Mihoerck (Griffith), Katie	Yes	Elementary & Secondary School Counselor PK-12	9-12	School Counselor	40 per week	100%	0%
84	Miller, Emily	Yes	Grades PK-4 Special Eduation PK-8	4	Special Education Teacher	40 per week	100%	0%
85	Mittlemeier, Julia	Yes	Grades 4-6 (all subjects) Mathematics 7-8	6	6th Grade Teacher	40 per week	100%	0%
86	Mort, Charles	Yes	Elementary K-6 Principal PK-12	9-12	Principal	40 per week	100%	0%
87	Mort, Michelle	Yes	School Nurse	K-12	School Nurse	24 per week	100%	0%
88	Mudd, Beth Ann	Yes	Elementary K-6	2	Elementary Teacher	40 per week	100%	0%
89	Murray, Spencer	Yes	Elementary & Secondary School Counselor PK-12	8	School Counselor	40 per week	100%	0%
90	Mysels, Peter	Yes	7-12 Social Studies PK-12 Inst Technology Specialist	9-12	Secondary Social Studies	40 per week	100%	0%

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or	All Areas of Assgiment Subject Areas Teaching or Services Provided	Number of Hours Worked in	Percentage of Time in	Percentage of Time in
91	Naugle, Crystal	Yes	K-6 Elementary Education N-12 Special Education; Reading Specialist PK-12	2	Elementary Teacher	40 per week	100%	0%
92	Ochs, Megan	Yes	Biology 7-12	9-12	Secondary Science Teacher	40 per week	100%	0%
93	Olszewski, Sara	Yes	Elementary K-6 Special Education PK-8 Special Education 7-12 English 7-12	7-12	Special Education Teacher	40 per week	100%	0%
94	Payne, Brandon	Yes	Elementary & Secondary School Counselor PK-12	K-2	School Counselor	40 per week	100%	0%
95	Perhac, Tyler	Yes	English 7-12	9-12	Graduation Recovery Teacher	40 per week	100%	0%
96	Petraglia, Marisa	Yes	7-12 Social Studies 7-12 English PK-12 Family Consumer Science	9-12	Secondary Social Studies Family Consumer Science Teacher	40 per week	100%	0%
97	Picciafoco, Matthew	Yes	Citizenship 7-12 Elementary K-6, Social Studies 7-12 Mid Level Math 6-9	7-8	Title I Teacher	40 per week	100%	0%
98	Piskurich, Karlie	Yes	Grades PK-4 Special Education PK-12	4	Elementary Teacher	40 per week	100%	0%
99	Ploesch, Aubrey	Yes	6-9 Mathematics Musick PK-12 Principal PK-12	K-6	K-6 Principal	40 per week	100%	0%
100	Pollock, Paul	Yes	Grades 4-8 (all subjects 4-6) English 7-8 Math 7-8	8	8th Mathematics Teacher	40 per week	100%	0%
10	Pontius, Brad	Yes	K-12 Physical Education/Health	9-12	9-12 Physical Education/Health Teacher	40 per week	100%	0%
102	Prementine, Kaylie	Yes	Special Education PK-8 Grades PK-4	1	Elementary Teacher	40 per week	100%	0%
103	Protho, Amy	Yes	Principal K-12; Secondary School Counselor; Elementary School Counselor	9-12	School Counselor	40 per week	100%	0%
104	Rauenzahn, Mandy	Yes	Secondary School Counselor	9-12	School Counselor	40 per week	100%	0%
105	Reda, Anthony	Yes	K-12 Physical Education/Health	7	Physical Education/Health Teacher	40 per week	100%	0%
106	Reddecliff, Brina	Yes	Special Education PK-8 Grades PK-4	K-8	Special Education Teacher	40 per week	100%	0%
107	Rogers, Erin	Yes	English 7-12 Special Education N-12	9-12	Special Education Teacher	40 per week	100%	0%
108	Rooney, Caroline	Yes	Grades PK-4 Special Education PK-8	3	Elementary Teacher	40 per week	100%	0%
109	Rossetti, Patricia	Yes	Principal PK-12 Social Studies 7-12 LOE Superintendent PK-12	K-12	Chief Executive Officer	40 per week	100%	0%
110	Rumble, Evan	Yes	Art K-12	9-12	Art Teacher	40 per week	100%	0%
111	Sabol (Pickering), Stephanie	Yes	PK-12 Health & Physical Science	K-6	Physical Education/Health Teacher	40 per week	100%	0%
112	Sapp, Jessica	Yes	Music K-12	K-6	Music Teacher	40 per week	100%	0%

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or	All Areas of Assgiment Subject Areas Teaching or Services Provided	Number of Hours Worked in	Percentage of Time in	Percentage of Time in
113	Scotto, Deanna	Yes	Elementary K-6th	K=6	5th Grade Teacher / Title I Teacher	40 per week	100%	0%
114	Sellinger, Samantha	Yes	General Science 7-12 Biology 7-12	9-12	Secondary Science Teacher	40 per week	100%	0%
115	Simmons, Sarah	Yes	General Science 7-12 Principal K-12	8	Secondary Science Teacher	40 per week	100%	0%
116	Smialek, Carol	Yes	Social Studies 7-12 English 7-12	9-12	Secondary Social Studies Teacher	40 per week	100%	0%
117	Smith, Brianna	Yes	Special Education PK-8 Grades PK-4	K-12	504 Coordinator/ Special Education Teacher	40 per week	100%	0%
118	Smith, Stephanie	Yes	Health and Physical Education	8	Physical Education/Health Teacher	40 per week	100%	0%
119	Southworth, Mackenzie	Yes	English 7-12 Grades 4-6 ELA 7-8	5	Elementary Teacher	40 per week	100%	0%
120	Steele, Aimee	Yes	Early Childhood N-3 Elementary K-6	4	Elementary Teacher	40 per week	100%	0%
121	Steigerwald, Veronica	Yes	Social Studies 7-12	9-12	Graduation Recovery Teacher	40 per week	100%	0%
122	Thornton, Amy	Yes	Special Education N-12 Elementary K-6	3	3rd Grade Teacher	40 per week	100%	0%
123	Trudeau, Christine	Yes	Elementary K-6 English 7-12 Mental or Phys Handicapped	7	7-12 English Teacher	40 per week	100%	0%
124	Turocy, Alaina	Yes	Biology 7-12	7-12	Secondary Science Teacher	40 per week	100%	0%
125	Vatter, Kris	Yes	Art PK-12	K-2	Art Teacher	40 per week	100%	0%
126	Vilella, Vanessa	Yes	Grades PK-4	K	Elementary Teacher	40 per week	100%	0%
127	Wladron, Rashonda	Yes	Elementary K-6	K-6	Title I Teacher	40 per week	100%	0%
128	Wallace, Michelle	Yes	Grades PK-4	K	Elementary Teacher	40 per week	100%	0%
129	Wiedak, Lisa	Yes	Elementary K-6, Special Education PK-8 Exceptional Case Special Education 7-12	7-8	Special Education Teacher	40 per week	100%	0%
130	Wilfert, Samantha	Yes	Special Education PK-1 Mid Level Math 6-9, Mid Level English 6-9 Elementary K-6 Early Childhood N-3	5	Elementary Teacher	40 per week	100%	0%
131	Winter, Adam	Yes	Grades PK-4 Special Education K-8	3	Special Education Teacher	40 per week	100%	0%
132	Wisniewski, Alan-Michael	Yes	4-6 All Subjects 7-8 Mathematics	7	7th Grade Mathematics Teacher	40 per week	100%	0%

Total Number of Administrators (do not include CEO) 6

CEO (certified: 1

Total Number of Teachers: 108 Counselors: 9 School Nurses: 2 Others: 6 Total Number of Professional Staff: 132

PA Department of Education, 333 Market Street, Harrisburg, PA 17126-0333



Preliminary Statement of Revenues, Expenditures  
 Include ALL Funds  
 as of June 30, 2022

Name of School: Pennsylvania Distance Learning Charter School

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

CEO Signature *Amanda Rossetti*

**REVENUES**

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

<b>6900</b>		<b>OTHER REVENUE FROM LOCAL SOURCES</b>
	6910	Rentals
	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
	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
	6991	Refunds of a Prior Year Expenditure
	6999	Other Revenues Not Specified Above
<b>7000</b>		<b>REVENUE FROM STATE SOURCES</b>
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
	7280	Adult Literacy

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

	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)
	8520	Vocational Education
	8530	Child Nutrition Program
	8540	Nutrition Education and Training
	8560	Federal Block Grants
	8570	Unassigned
	8580	Child Care and Development Block Grants
	8590	Unassigned
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS
	8610	Homeless Assistance Act
	8620	Adult Basic Education
	8640	Headstart
	8650	Unassigned
	8660	Workforce Investment Act (WIA)
	8670	Unassigned
	8680	Unassigned
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth
8700		FEDERAL STIMULUS FUNDING
	8740	CARES Act, CRRSA Act, and ARP Act Funding
8800		MEDICAL ASSISTANCE REIMBURSEMENTS
<b>9000</b>		<b>OTHER FINANCING SOURCES</b>
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
<b>TOTAL REVENUES</b>			

## Revenues & Fund Balances

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Preliminary Statement of Revenues, Expenditures & Fund Balances  
 Include ALL Funds  
 as of June 30, 2022

Name of School: Pennsylvania Distance Learning Charter School

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

CEO Signature 

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

**EXPENDITURES**

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	8,815,677.52
		0.00
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	3,290,322.53
		0.00
1300	VOCATIONAL EDUCATION	0.00
		0.00
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	0.00
		0.00
1600	ADULT EDUCATION PROGRAMS	0.00
		0.00
1700	HIGHER EDUCATION PROGRAMS	0.00
		0.00
1800	PRE-KINDERGARTEN	0.00
		0.00
<b>2000</b>	<b>SUPPORT SERVICES</b>	<b>0.00</b>
2100	SUPPORT SERVICES - PUPIL PERSONNEL	0.00
	2110 Supervision of Pupil Personnel Services	0.00
	2120 Guidance Services	0.00
	2130 Attendance Services	0.00
	2140 Psychological Services	0.00
	2150 Speech Pathology and Audiology Services	0.00
	2160 Social Work Services	0.00
	2170 Student Accounting Services	0.00
	2190 Other Pupil Personnel Services	0.00
		0.00
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	2,939,886.99
	2210 Supervision of Educational Media Services	0.00

	2220	Technology Support Services	0.00
	2230	Educational Television Services	0.00
	2240	Computer-Assisted Instruction Support Services	805,906.76
	2250	School Library Services	0.00
	2260	Instruction and Curriculum Development Services	0.00
	2270	Instructional Staff Professional Development Services	39,978.03
	2280	Nonpublic Support Services	0.00
			0.00
2300		SUPPORT SERVICES - ADMINISTRATION	0.00
	2310	Board Services	0.00
	2320	Board Treasurer Services	0.00
	2340	Staff Relations and Negotiations Services	0.00
	2350	Legal Services	60,721.90
	2360	Office of the Superintendent (Executive Director) Services	0.00
	2370	Community Relations Services	559,537.65
	2380	Office of the Principal Services	2,183,026.82
	2390	Other Administration Services	0.00
			0.00
2400		SUPPORT SERVICES - PUPIL HEALTH	98,567.15
			0.00
2500		SUPPORT SERVICES - BUSINESS	0.00
	2510	Fiscal Services	788,358.30
	2520	Purchasing Services	0.00
	2530	Warehousing and Distributing Services	0.00
	2540	Printing, Publishing and Duplicating Services	284,850.48
	2590	Other Support Services - Business	700.79
			0.00
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	1,493,027.08
	2610	Supervision of Operation and Maintenance of Plant Services	0.00
	2620	Operation of Buildings Services	0.00
	2630	Care and Upkeep of Grounds Services	0.00
	2640	Care and Upkeep of Equipment Services	0.00
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	0.00
	2660	Security Services	0.00
	2690	Other Operation and Maintenance of Plant Services	0.00
			0.00
2700		STUDENT TRANSPORTATION SERVICES	128,072.07
	2710	Supervision of Student Transportation Services	0.00
	2720	Vehicle Operation Services	0.00
	2730	Monitoring Services	0.00
	2740	Vehicle Servicing and Maintenance Services	0.00
	2750	Nonpublic Transportation	0.00



	2790	Other Student Transportation Services	0.00
			0.00
2800		SUPPORT SERVICES - CENTRAL	0.00
	2810	Planning, Research, Development and Evaluation Services	0.00
	2820	Information Services	0.00
	2830	Staff Services	0.00
	2840	Data Processing Services	0.00
	2850	State and Federal Agency Liaison Services	0.00
	2860	Management Services	0.00
	2890	Other Support Services Central	0.00
			0.00
2900		OTHER SUPPORT SERVICES - CENTRAL	0.00
	2990	Pass-Thru Funds	0.00
			0.00
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	0.00
3100		FOOD SERVICES	0.00
			0.00
3200		STUDENT ACTIVITIES	95,767.13
	3210	School Sponsored Student Activities	0.00
	3250	School Sponsored Athletics	0.00
			0.00
3300		COMMUNITY SERVICES	0.00
	3310	Community Recreation	0.00
	3320	Civic Services	0.00
	3330	Public Library Services	0.00
	3340	Custody and Child Care	0.00
	3350	Welfare Activities	0.00
	3390	Other Community Services	0.00
			0.00
3400		SCHOLARSHIPS AND AWARDS	0.00
			0.00
<b>4000</b>		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	0.00
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	0.00
			0.00
4200		EXISTING SITE IMPROVEMENT SERVICES	0.00
			0.00
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	0.00
			0.00
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	0.00
			0.00

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	0.00
		0.00
4600	EXISTING BUILDING IMPROVEMENT SERVICES	0.00
		0.00
<b>5000</b>	<b>OTHER EXPENDITURES AND FINANCING USES</b>	<b>0.00</b>
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	0.01
		0.00
5200	FUND TRANSFERS	0.00
		0.00
5300	TRANSFERS INVOLVING COMPONENT UNITS	0.00
		0.00
5400	INTRAFUND TRANSFERS OUT	0.00
		0.00
5800	SUSPENSE ACCOUNT	0.00
		0.00
5900	BUDGETARY RESERVE	0.00
		0.00
		0.00
<b>TOTAL EXPENDITURES</b>		<b>21,584,401.21</b>

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND  
BALANCE AS OF JUNE 30, 2022**



**PENNSYLVANIA DISTANCE**  
**LEARNING CHARTER SCHOOL**

**FINANCIAL STATEMENTS**  
**AND SUPPLEMENTARY INFORMATION**

June 30, 2021





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March 30, 2022

To the Board of Trustees  
Pennsylvania Distance Learning Charter School  
Sewickley, Pennsylvania

Independent Auditor's Report

**Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School (the School), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

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

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

**Auditor's Responsibility**

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

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

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

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School as of June 30, 2021, and the changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 to 9, budgetary comparison information on page 35, schedule of proportionate share of the net pension liability on page 36, schedule of proportionate share of the net OPEB liability on page 37, and schedule of OPEB contributions plan on page 38 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is not a required part of the basic financial statements.

## **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated March 30, 2022, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*Hill, Barth & King LLC*

Certified Public Accountants

## Management's Discussion and Analysis

As management of the Pennsylvania Distance Learning Charter School (the "School"), a charter school, we offer readers of our financial statements this narrative overview and analysis of the financial activities of the Pennsylvania Distance Learning Charter School for the fiscal year ended June 30, 2021. The intent of this discussion and analysis is to look at the School's financial performance as a whole. Readers should also review the basic financial statements and the notes to the financial statements to enhance their understanding of the School's financial performance.

The Management's Discussion and Analysis ("MD&A") is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments* issued June 1999. Certain comparative information between the current year and the prior year is required to be presented in the MD&A.

### Financial Highlights

- In accordance with GASB 68, the School is reporting its share of the June 30, 2020 total PSERS pension liability calculated at \$8,420,000.
- In accordance with GASB 75, the School is reporting its share of the June 30, 2020 total OPEB liability calculated at \$367,000.
- In total, net position increased \$5,179,375 compared to 2020. This increase was primarily related to an increase in current year district revenues.
- Total assets increased \$5,796,281, which represents a 76 percent increase from 2020. This increase was due to an increase in the School's cash and cash equivalents.
- Total liabilities increased \$1,322,785, which represents a 14 percent increase from 2020. The increase in liabilities is primarily a result of the increase in accrued expenses and deferred rent.

### Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. These basic financial statements comprise three components: 1) Government-Wide Financial Statements, 2) Fund Financial Statements, and 3) Notes to the Financial Statements.

### Government-Wide Financial Statements

The Government-Wide Financial Statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to private-sector business.

The Statement of Net Position presents information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The Statement of Activities presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flow changes in future fiscal periods (e.g., items purchased but not paid for).

Pennsylvania Distance Learning Charter School  
Management's Discussion and Analysis

The governmental activities of the School include Instruction and Support Services.

The Government-Wide Financial Statements can be found on pages 10-11 of this report.

### **Fund Financial Statements**

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the School for the current year are governmental funds.

#### Governmental Funds

Governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available to the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

The School maintains only a General Fund, which is considered a major fund. Information is presented in the Governmental Funds Balance Sheet and the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances.

The School prepares a General Fund budget. Statements have been provided that compare actual results to this budget.

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

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$4,574,184 at the close of its fiscal year. It is important to note that this equity includes \$8,787,000 of Net Pension and OPEB liabilities.

### **Statement of Net Position**

The Statement of Net Position answers the question of how the School did financially during fiscal year 2021. This statement includes all assets and liabilities, both financial and capital, and short-term and long-term, using the accrual basis of accounting and economic resources focus, which is similar to the accounting used by most private-sector companies. This basis of accounting takes into account all revenues and expenses during the year, regardless of when the cash is received or paid.



Pennsylvania Distance Learning Charter School  
 Management's Discussion and Analysis

Table 1 provides a summary of the School's Net Assets for the fiscal years 2021 and 2020:

(Table 1)  
**Summary Statements of Net Position**

	<u>2021</u>	<u>2020</u>
Current Assets	\$ 10,820,951	\$ 5,452,253
Noncurrent Assets	<u>2,587,582</u>	<u>2,159,999</u>
Total Assets	<u>13,408,533</u>	<u>7,612,252</u>
Deferred Outflows of Resources Related to Pension and OPEB	<u>2,100,493</u>	<u>1,652,663</u>
Current Liabilities	1,675,366	1,316,086
Noncurrent Liabilities	<u>9,019,476</u>	<u>8,055,971</u>
Total Liabilities	<u>10,694,842</u>	<u>9,372,057</u>
Deferred Inflows of Resources Related to Pensions and OPEB	<u>240,000</u>	<u>474,000</u>
Investment in Capital Assets	1,506,573	1,100,129
Unrestricted Net Deficit	<u>3,067,611</u>	<u>(1,681,271)</u>
Total Net Position	<u>\$ 4,574,184</u>	<u>\$ (581,142)</u>

Total assets increased \$5,820,330, which represents a 76 percent increase from 2020. This increase was due to an increase in the School's cash and cash equivalents. The increase in current liabilities is primarily a result of the increase in accrued expenses and deferred rent.

**Capital Assets**

At the end of fiscal year 2021, the School had \$1,506,573 in capital assets which represented an increase of \$406,444 from 2020. Table 2 shows the respective balance for fiscal year 2020.

(Table 2)

	<u>2021</u>	<u>2020</u>
Capital Assets, net	<u>\$ 1,506,573</u>	<u>\$ 1,100,129</u>

For more information on capital assets, see Note 2 in the Notes to the Basic Financial Statements.

**Statement of Activities**

(Table 3)

**Changes in Net Position**

	<u>2021</u>	<u>2020</u>
General Revenues:		
District Funding	\$ 22,090,667	\$ 14,066,369
Federal Entitlement Grants	1,284,882	620,904
State Reimbursement	26,351	60,419
Other	36,482	34,643
	<u>23,438,382</u>	<u>14,782,335</u>
Total General Revenues		
Expenses:		
Instruction	11,075,508	8,379,119
Support Services	6,695,759	5,037,089
Capital Expenses	511,789	463,900
	<u>18,283,056</u>	<u>13,880,108</u>
Total Expenses		
Change in Net Position	<u>\$ 5,155,326</u>	<u>\$ 902,227</u>

Table 3 shows the changes in net position for fiscal years 2021 and 2020, as well as a listing of revenues and expenses.

The reason for the increase in overall revenues in 2021 was primarily due to an increase in enrollment and per-pupil allotment from 2020, as well as an increase in Federal entitlement grants resulting from CARES Act ESSER I and II awards. The School's expenses increased primarily as a result of increased personnel costs and additional capital expenditures from 2020. As student enrollment increases, operating costs will increase proportionately.

**Statement of Revenues, Expenditures, and Changes in Fund Balances, Budget and Actual – General Fund  
 For the Year Ended June 30, 2021**

(Table 4)  
**Change in Net Fund Balances, Budget and Actual**

	<u>Budget</u>	<u>Actual</u>
Revenues:		
Local Revenues	\$ 14,626,630	\$ 22,127,149
State Revenues	25,881	26,351
Federal Revenues	<u>858,357</u>	<u>1,284,882</u>
Total Revenues	<u>15,510,868</u>	<u>23,438,382</u>
Expenditures:		
Instruction	8,961,638	10,993,965
Support Services	6,120,988	6,495,627
Capital Expenses	<u>188,400</u>	<u>918,233</u>
Total Expenses	<u>15,271,026</u>	<u>18,407,825</u>
Change in Fund Balance	<u>\$ 239,842</u>	<u>\$ 5,030,557</u>

- Total actual revenues during 2021 were significantly higher, \$7,927,514, than the budget. The increase was primarily due to a significant increase in enrollment as a result of the COVID-19 health crisis, as well as Federal CARES Act ESSER I and II funds being awarded after the start of the fiscal year.
- The actual expenses were more than budgeted. Notable expense-side variances include:
  - Personnel costs were approximately \$2,000,000 more than budgeted primarily due to staffing changes within the instructional, special education, support and title I departments related to increased enrollment.
  - Total capital expenditures were approximately \$730,000 more than budgeted due to an increase in equipment and technology to support the increased enrollment.

## **Financial Analysis of the School's Funds**

As noted earlier, the School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

### General Fund

In particular, unassigned fund balance is a useful measure of the School's net resources available for spending at the end of the fiscal year. As of the end of the current fiscal year, the School's general fund reported an ending Unassigned Fund Balance of \$1,961,997. This represents approximately 8.5% of the total year's funding, which will be available to the School in subsequent years.

### **Long-Term Debt**

As of June 30, 2021, the School has no long-term debt.

### **Current Financial Issues**

#### I. District Funding Receivable

In Pennsylvania, "cyber" charters (charter schools that provide distance learning education) are funded on the number of students enrolled in the School through payments received from the resident school district of the enrollee. Monies are paid by the resident school district based on an invoice that is issued by the School. The invoices are calculated differently for each student based on a combination of student entry date, published "tuition" rate for a particular District, and the number of billing periods remaining in the year.

The School billed 310 various Districts in fiscal year 2021. By year end, the School had collected approximately 94% of its billed revenues, as opposed to a 92% collection rate in fiscal year 2020.

#### II. Enrollment

For the school year ended June 30, 2021, the School had a final Average Daily Membership (ADM) of 1,390 students, generating \$22.1 million in billed revenues. In the coming year, enrollment (ADM) is expected to decrease to 1,240 as the COVID-19 pandemic is expected to have less impact on in-person learning.

#### III. Miscellaneous Statistics

The following represents some miscellaneous financial statistics of the School during the 2021 fiscal year:

Number of Districts billed: 310

Number of Students served: 1,720 (had enrollment days at some point during the year)

Pennsylvania Distance Learning Charter School  
Management’s Discussion and Analysis

(Regular Education Funding)

Lowest District Funding Amount:	\$	9,149
Highest District Funding Amount:	\$	21,101
Average District Funding Amount:	\$	12,641

(Special Education Funding)

Lowest District Funding Amount:	\$	18,214
Highest District Funding Amount:	\$	53,169
Average District Funding Amount:	\$	28,293

**Economic Factors and Next Year’s Budgets and Rates**

The fiscal and operational stability of our Commonwealth’s charter schools is directly linked to the State of Pennsylvania’s Budget and shifting political realities. This issue manifests itself most clearly in the way that the state determines each charter school’s per pupil allotment which is calculated by student’s school district of residence and form PDE-363. The PDE 363 uses a “state-determined” formula to calculate per pupil allotments. A host of anti-charter legislation proposed by the Governor and currently making its way through the Pennsylvania House and Senate threatens to further reduce charter school funding.

Though the charter school concept is widely recognized as a viable and necessary educational model, the issue concerning how charter schools are funded will likely remain controversial in the foreseeable future.

The COVID-19 health crisis has an expected adverse effect on the State’s financial condition. This issue manifests itself most clearly in the way that the state determines each charter school’s per-pupil allotment which is calculated by student’s school district of residence budgeted expenditures. To the extent that State funds are reduced at the district level, this reduction will result in a reduction to charter school funding.

In addition, the health crisis appears to be resulting in an unexpected increase in enrollment to cyber charter schools in the Commonwealth. As such and for the 2021-2022 academic year, the student enrollment will increase to approximately 1,400 students. The School will monitor the enrollment trends to determine if the enrollment increases will hold steady into the 2022-2023 school year.

**Requests for Information**

This financial report is designed to provide a general overview of the Pennsylvania Distance Learning Charter School’s finances for all those with an interest in the School’s finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Fiscal Officer c/o Pennsylvania Distance Learning Charter School, 2605 Nicholson Road, Suite #4100, Sewickley, PA 15143.



**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**STATEMENT OF NET POSITION**

June 30, 2021

	<b><u>Governmental Activities</u></b>
<b><u>Assets</u></b>	
<b><u>Current Assets</u></b>	
Cash and Cash Equivalents	\$ 8,584,319
District Funding Receivable (Net of Allowance)	1,326,411
Grants Funding Receivable	614,975
Other Receivable	3,659
Prepaid Expenses	291,587
Total Current Assets	<u>10,820,951</u>
<b><u>Noncurrent Assets</u></b>	
Certificate of Deposit - Limited Use	1,057,999
Capital Assets (Net of Depreciation)	1,506,573
Security Deposits	23,010
Total Noncurrent Assets	<u>2,587,582</u>
<b>Total Assets</b>	<b><u>13,408,533</u></b>
<b><u>Deferred Outflows of Resources</u></b>	
Deferred Outflows of Resources Related to Pension and OPEB	<u>2,100,493</u>
<b><u>Liabilities</u></b>	
<b><u>Current Liabilities</u></b>	
Accounts Payable	223,066
Accrued Expenses	960,473
District Funding Payable	491,827
Total Current Liabilities	<u>1,675,366</u>
<b><u>Noncurrent Liabilities</u></b>	
Deferred Rent	232,476
Net OPEB Liability	367,000
Net Pension Liability	8,420,000
Total Noncurrent Liabilities	<u>9,019,476</u>
<b>Total Liabilities</b>	<b><u>10,694,842</u></b>
<b><u>Deferred Inflows of Resources</u></b>	
Deferred Inflows of Resources Related to Pension and OPEB	<u>240,000</u>
<b><u>Net Position</u></b>	
Net Investment in Capital Assets	1,506,573
Unrestricted Net Assets	<u>3,067,611</u>
<b>Total Net Position</b>	<b><u>\$ 4,574,184</u></b>

See accompanying notes to financial statements

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**STATEMENT OF ACTIVITIES**

Year ended June 30, 2021

<b><u>Functions/ Programs</u></b>	<b><u>Program Revenues</u></b>				<b><u>Net (Expense) Revenue and Change in Net Position</u></b>
	<b><u>Expenses</u></b>	<b><u>Charges for Services</u></b>	<b><u>Operating Grants and Contributions</u></b>	<b><u>Capital Grants and Contributions</u></b>	
<b>Governmental Activities:</b>					
Instruction	\$ 11,075,508	-	-	-	\$ (11,075,508)
Support Services	6,695,759	-	-	-	(6,695,759)
Depreciation	511,789	-	-	-	(511,789)
<b>Total Governmental Activities</b>	<b>\$ 18,283,056</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(18,283,056)</b>
General Revenues:					
District Funding					
Federal Entitlement Grants					
State Reimbursements					
Other					
<hr/>					
Total General Revenues					
<hr/>					
23,438,382					
Change in Net Position					
<hr/>					
5,155,326					
Net Position, Beginning					
<hr/>					
(581,142)					
Net Position, Ending					
<hr/>					
\$ 4,574,184					
<hr/>					

See accompanying notes to financial statements

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**BALANCE SHEET - GOVERNMENTAL FUNDS**

June 30, 2021

	<b><u>General</u></b>
<b><u>Assets</u></b>	
Cash and Cash Equivalents	\$ 8,584,319
Certificates of Deposit - Limited Use	1,057,999
District Funding Receivable	1,326,411
Federal Receivable	614,975
Other Receivable	3,659
Prepaid Expenses	291,587
Security Deposits	23,010
<b>Total Assets</b>	<b>\$ 11,901,960</b>
<b><u>Liabilities</u></b>	
Accounts Payable	\$ 223,066
Accrued Expenses	960,473
District Funding Payable	491,827
<b>Total Liabilities</b>	<b>1,675,366</b>
<b><u>Fund Balances</u></b>	
Nonspendable	314,597
Committed	7,950,000
Unassigned	1,961,997
<b>Total Fund Balances</b>	<b>10,226,594</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$ 11,901,960</b>

See accompanying notes to financial statements

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES -**  
**GOVERNMENTAL FUNDS**  
**Year ended June 30, 2021**

	<b><u>General</u></b>
<b>Revenues</b>	
Local Revenues	\$ 22,127,149
State Revenues	26,351
Federal Revenues	1,284,882
	<hr/>
<b>Total Revenues</b>	23,438,382
	<hr/>
<b>Expenditures</b>	
Instruction	10,993,965
Support Services	6,495,627
Capital Expenses	918,233
	<hr/>
<b>Total Expenditures</b>	18,407,825
	<hr/>
<b>Net Change in Fund Balances</b>	5,030,557
<b>Fund Balances--July 1, 2020</b>	5,196,037
	<hr/>
<b>Fund Balances--June 30, 2021</b>	\$ 10,226,594
	<hr/> <hr/>

See accompanying notes to financial statements

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET  
TO THE STATEMENT OF NET POSITION**

June 30, 2021

<b>Total Fund Balances per Fund Financial Statements</b>	\$ 10,226,594
Capital assets are not reported in this fund financial statement because they are not current financial resources, but they are reported in the Statement of Net Position.	1,506,573
Some liabilities, including deferred rent, net pension and OPEB obligations, are not due and payable in the current period and, therefore, are not reported in the fund financial statement.	(9,019,476)
Deferred outflows and inflows or resources related to pension and OPEB are applicable to future periods and, therefore, are not reported in the funds:	
Deferred inflows of resources related to pension and OPEB	(240,000)
Deferred outflows of resources related to pension and OPEB	<u>2,100,493</u>
<b>Net Position for Governmental Activities</b>	<u><u>\$ 4,574,184</u></u>

See accompanying notes to financial statements

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**RECONCILIATION OF THE STATEMENT OF REVENUES EXPENDITURES AND  
CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS  
TO THE STATEMENT OF ACTIVITIES**

June 30, 2021

<b>Net Change in Fund Balances per Fund Financial Statements</b>	\$ 5,030,557
Capital outlays are reported as expenditures in this fund financial statement because they are current financial resources, but they are presented as assets in the Statement of Activities and depreciated over their estimated economic lives.	918,233
Depreciation expense on governmental capital assets are included in the governmental activities in the Statement of Activities.	(511,789)
Deferred rent expense on long-term lease is not a current financial resource but is included in the governmental activities in the Statement of Activities.	(149,505)
Governmental funds report School pension and OPEB contributions as expenditures. However in the statement of activities, the cost of pension and OPEB benefits earned net of employee contributions is reported as expense.	<u>(132,170)</u>
<b>Change in Net Position of Governmental Activities</b>	<b><u><u>\$ 5,155,326</u></u></b>

See accompanying notes to financial statements



# PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

June 30, 2021

### **NOTE 1: ORGANIZATION**

Pennsylvania Distance Learning Charter School (the "School") is a Pennsylvania corporation that began operations on July 1, 2004, pursuant to the PA Act 22 of 1997, to form and operate a cyber charter school within the Commonwealth of Pennsylvania. The School is an exempt organization for Federal income tax purposes under Section 501 (c)(3) of the Internal Revenue Code.

### **NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

#### Reporting Entity

The financial reporting entity consists of the School and organizations for which the School is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the School. In addition, any legally separate organization for which the School is financially accountable is considered part of the reporting entity. Financial accountability exists if the School appoints a voting majority of the organization's governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on the School. Based on the application of these criteria, the School does not include additional organizations within its reporting entity, nor is the School a component unit of another entity.

#### Government-Wide and Fund Financial Statements

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

The government-wide financial statements (i.e. the Statement of Net Position and the Statement of Activities) report information on all of the non-fiduciary activities of the School. Governmental activities are normally supported by tuition and intergovernmental revenues.

The Statement of Net Position presents the financial condition of the governmental activities of the School at year-end. The Statement of Activities demonstrates the degree to which direct expenses of a given function or segments are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include 1) fees and charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Other items not properly included among program revenues are reported instead as *general revenues*.

Major individual governmental funds are reported in separate columns in the fund financial statements.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

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

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

The governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the government considers revenues to be available if they are collected within 90 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, and claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under capital leases are reported as other financing sources.

Tuition and interest associated with the current fiscal period are considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Entitlements are recorded as revenues when all eligibility requirements are met, including any time requirements and the amount is received during the period or within the availability period for this revenue source (within 90 days of year-end). Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met, and the amount is received during the period or within the availability period for this revenue source (within 90 days of year-end). All other revenue items are considered to be measurable and available only when cash is received by the government.

The School's accounts are organized and operated on the basis of funds. A fund is an independent fiscal accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds maintained is consistent with legal and managerial requirements.

The School reports the following major governmental fund:

- The *General Fund* is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund. There are no other funds reported by the School.

Amounts reported as program revenues include 1) charges to customers for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Budget Information**

Annual budgets are adopted for all funds on a basis consistent with GAAP. All annual appropriations lapse at fiscal year-end. The operating budget includes proposed expenditures and the means of financing them for the upcoming year, along with estimates for the current year and actual data for the preceding year.

Budgets are required for all funds by Pennsylvania State Statute. The budget includes proposed expenditures and the means of financing them. As required by law, prior to June 30, the budget is adopted by formal resolution.

Formal budgetary integration is employed as a management control device during the year for the governmental funds. The appropriated budget is prepared by fund. The legal level of control is the fund level.

Expenditures may not legally exceed appropriations at the fund level. Revisions that alter the total expenditures of any fund must be approved by the Board of Trustees.

Appropriations are based on total funds expected to be available in each budget year, including beginning fund balances and reserves as established by the Board of Trustees. Variances between budget and actual result from the non-expenditure of reserves, nonoccurrence of anticipated events, and normal operating variances.

The Board of Trustees may authorize supplemental appropriations during the year.

**Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**Assets, Liabilities, and Net Position or Fund Balance**

*Cash and Cash Equivalents*

Cash and cash equivalents include cash on hand and in the bank, and short-term investments with original maturities of three months or less from the date of acquisition.

*Accounts Receivable*

The School considers the district funding and grant funding receivables to be fully collectible. Accordingly, no allowance for uncollectible accounts is required. If amounts become uncollectible based on management's periodic review, they will be written off at the time deemed uncollectible.

*Prepaid Expenses*

In both the government-wide and fund financial statements, prepaid expenses are recorded as assets in the specific governmental fund in which future benefits will be derived.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Assets, Liabilities, and Net Position or Fund Balance (Continued)**

*Capital Assets*

For purposes of recording capital assets, the Board has a \$5,000 capitalization threshold.

As of June 30, 2021, the School's capital assets had a net book value of \$1,506,573. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; five years for "Vehicles" and "Furniture and Fixtures," three years for "Computers and Software," and ten years for "Leasehold Improvements." The depreciation expense for the year ended June 30, 2021 was \$511,789. Capital assets at June 30, 2021 consisted of the following:

	<b><u>June 30, 2020</u></b>	<b><u>Additions</u></b>	<b><u>Dispositions</u></b>	<b><u>June 30, 2021</u></b>
Leasehold Improvements	\$ 171,952	\$ -	\$ -	\$ 171,952
Furniture and Fixtures	368,127	30,265	-	398,392
Vehicles	-	102,021	-	102,021
Computers and Software	1,023,928	785,947	(623,684)	1,186,191
Capital Assets, at Cost	<u>1,564,007</u>	<u>918,233</u>	<u>(623,684)</u>	<u>1,858,556</u>
Less Accumulated Depreciation	(463,878)	(511,789)	623,684	(351,983)
Capital Assets, Net of Depreciation	<u>\$ 1,100,129</u>	<u>\$ 406,444</u>	<u>\$ -</u>	<u>\$ 1,506,573</u>

**Government-Wide Net Position**

Government-wide net position is divided into three components:

- Net investment in capital assets - consist of the historical cost of capital assets less accumulated depreciation and less any debt that remains outstanding that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets.
- Restricted net position - consist of assets that are restricted by the School's creditors (for example, through debt covenants), by state enabling legislation (through restrictions on shared revenues), by grantors (both federal and state), and by other contributors.
- Unrestricted net position - all other net position is reported in this category.

**Fund Statements - Fund Balance**

In accordance with Governmental Accounting Standards Board Statement No. 54, fund balance reporting and governmental fund type definitions, the School classified governmental fund balances as follows:

- Nonspendable - amounts that cannot be spent because they are either (1) not in a spendable form or (2) legally or contractually required to remain intact.
- Restricted - the part of fund balance that is restricted to be spent for a specific purpose. The constraints on these amounts must be externally imposed by creditors, grantors, contributors or laws or regulations of other governments; or by enabling legislation. Enabling legislation authorizes the government to assess, levy, change or mandate and includes a legally enforceable requirement on the use of these funds.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Fund Statements - Fund Balance (Continued)**

- Committed - the portion of fund balance that can only be used for specific purposes as a result of formal action by the School's highest level of authority, the school board. Once the item is committed, it cannot be used for any other purpose unless changed by the same procedures used to initially constrain the money, which is the passage of a motion. The School committed \$4,250,000 for future operations use given the potential for district rate reductions, \$1,842,802 for future PSERS contribution expenditures associated with the increasing mandated annual state employer contribution. An additional \$840,000 is committed to implementation of the strategic plan and \$1,017,198 is committed as collateral for the letter-of-credit required under the facility lease. The total committed funds as of June 30, 2021 are \$7,950,000.
- Assigned - reflects the School's intent to use the money for a specific purpose but is not considered restricted or committed. Fund balance may be assigned by the chief executive officer.
- Unassigned - represents the part of spendable fund balance that has not been categorized as restricted, committed or assigned. The general fund is the only fund permitted to have a positive unassigned fund balance.

The School's policy is to first apply restricted resources when an obligation is incurred for purposes for which both restricted and unrestricted net position are available.

**NOTE 3: CASH, CASH EQUIVALENTS AND CERTIFICATES OF DEPOSIT**

**Deposits**

Under Section 440.1 of the Public School Code of 1949, as amended, the School is permitted to invest funds consistent with sound business practices in the following types of investments:

- Obligations of (a) the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, (b) the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or (c) any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Deposits in savings accounts, time deposits, or share accounts of institutions insured by the Federal Deposit Insurance Corporation (FDIC) to the extent that such accounts are so insured and, for any amounts above the insured maximum, provided that approved collateral, as provided by law, is pledged by the depository.

The deposit policy of the School adheres to state statutes and prudent business practice. Deposits of the School as of June 30, 2021 are maintained in demand deposit and time deposit accounts. There were no deposit or investment transactions during the year that were in violation of either the state statutes or the policy of the School. Pursuant to Act 72 of the Pennsylvania State Legislature, a depository must pledge assets to secure state and municipal deposits. The pledged assets must at least be equal to the total amount of such assets required to secure all of the public deposits at the depository and may be on a pooled basis. Additionally, all such pledged assets must be delivered to a legal custodian.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 3: CASH, CASH EQUIVALENTS, AND CERTIFICATES OF DEPOSIT (CONTINUED)**

**Deposits (Continued)**

At June 30, 2021, the deposits of the School can be categorized to indicate the level of risk assumed. The School had no investments at June 30, 2021 that required disclosure by risk category. The risk categories are as follows:

**Category 1** – insured or collateralized with securities held by the School or by its agent in the School’s name.

**Category 2** – collateralized with securities held by the pledging financial institution’s trust department or agent in the School’s name.

**Category 3** – collateralized with securities held by the pledging financial institution, or by its trust department or agent but not in the School’s name.

	<u>Category 1</u>	<u>Category 2</u>	<u>Category 3</u>	<u>Bank Balance</u>	<u>Carrying Amount</u>
<u>Deposits</u>					
June 30, 2021	\$ 250,000	\$ -	\$ 9,429,441	\$ 9,679,441	\$ 9,642,318

Included in the financial statements is a “Certificate of Deposit – Limited Use” which is held as collateral for a letter of credit described in Note 11 to the financial statements.

**NOTE 4: DISTRICT FUNDING RECEIVABLE**

The School invoices the resident school district of each enrolled student based on reimbursement rates established by the Pennsylvania Department of Education. The "District Funding Receivable" on the Statement of Net Position and Balance Sheet - Governmental Funds represents the amounts invoiced to the various school districts, but not collected as of June 30, 2021 reduced by management's estimates of uncollectible amounts based on known circumstances and past experience. The amount of the receivable at year end was \$1,415,407. An allowance of \$88,996 has been recorded as of June 30, 2021, based on management's estimates of uncollectible amounts.

**NOTE 5: GRANTS FUNDING RECEIVABLE**

The School has recorded a grant receivable in the amount of \$614,975 to account for the portion of its federal grant awards allocated to the School, but not received as of June 30, 2021.

**NOTE 6: AGREEMENTS**

The School entered into a three-year agreement with Charter Choices, Inc. effective July 1, 2019. Under this agreement, Charter Choices, Inc. will provide various accounting and compliance reporting services.

The School also has other contracts in place with various vendors for services including back-office information technology (IT), elementary curriculum use, and course website development.



**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 7: DEFINED BENEFIT PENSION PLAN**

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

The School follows GASB Statement No. 68, which addresses accounting and financial reporting for pensions that are provided to the employees of state and local governmental employers through pension plans that are administered through trusts and also establish standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources, and expenses/expenditures.

**General Information about the Pension Plan**

*Plan Description*

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

*Benefits Provided*

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

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)**

**General Information about the Pension Plan (Continued)**

*Benefits Provided (Continued)*

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

*Member Contributions*

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

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

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

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

*Employer Contributions*

The School's contractually required contribution rate for fiscal year ended June 30, 2020 was 33.43% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the School were \$948,409 for the year ended June 30, 2021.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)**

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

At June 30, 2021, the School reported a liability of \$8,420,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2019 to June 30, 2020. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2020, the School's proportion was .0170 percent, which was an increase of .001 percent from its proportion measured as of June 30, 2019.

For the year ended June 30, 2021, the School recognized pension expense of \$1,077,361. At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net Difference Between Expected and Actual Investment Earnings	\$ 370,000	\$ -
Changes in Proportions	674,000	27,000
Difference Between Projected and Actual Experience	22,000	202,000
Contributions Subsequent to the Measurement Date	<u>948,409</u>	<u>-</u>
	<u>\$ 2,014,409</u>	<u>\$ 229,000</u>

\$948,409 reported as deferred outflows of resources related to pensions resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30:	
<u>2022</u>	\$ 294,000
2023	229,000
2024	205,000
2025	110,000
Thereafter	-

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)**

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

*Actuarial Assumptions*

The total pension liability as of June 30, 2020 was determined by rolling forward the System's total pension liability at June 30, 2019 to June 30, 2020 using the following actuarial assumptions, applied to all periods included in the measurement:

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

The actuarial assumptions used in the June 30, 2020 valuation were based on the results of an actuarial experiences study that was performed for the five-year period through June 30, 2015.

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

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)**

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

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global Public Equity	15.0 %	5.2 %
Private Equity	15.0 %	7.2 %
Fixed Income	36.0 %	1.1 %
Commodities	8.0 %	1.8 %
Absolute Return	10.0 %	2.5 %
Infrastructure/ MLPs	6.0 %	5.7 %
Real Estate	10.0 %	5.5 %
Risk Parity	8.0 %	3.3 %
Cash	6.0 %	(0.1) %
Financing (LIBOR)	(14.0) %	(0.7) %
	<u>100.0 %</u>	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2020.

*Discount Rate*

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

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

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

	<u>1% Decrease 6.25%</u>	<u>Current Discount Rate 7.25%</u>	<u>1% Increase 8.25%</u>
School's Proportionate Share of Net Pension Liability	\$ 10,417,000	\$ 8,420,000	\$ 6,728,000

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)**

*Pension Plan Fiduciary Net Position*

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

**NOTE 8: DEFINED CONTRIBUTION RETIREMENT PLAN**

As an alternative to the PSERS plan, the School offers a 403(b) plan which covers all new employees. PenServ Plan Services, Inc. is designated as the plan administrator. For participating employees, the School matches 100% or the first 5% of mandatory employee pre-tax deferrals to the plan. The plan's initial effective date was July 1, 2015, but the plan was amended effective March 1, 2017. The amendment stated that employees hired after July 1, 2015 and previously participated in PSERS had a right to choose to participate in this plan or participate in PSERS. Also, employees hired after March 1, 2017 who previously participated in PSERS and have not received a break of greater than 60 days in PSERS contributions prior to being hired at the School had the right to choose between participating in the 403(b) plan or continuing to participate in PSERS. Employees are immediately 100% vested in employer contributions. Employee and employer contributions to the plan were approximately \$254,000 and \$208,000 for the year ended June 30, 2021, respectively.

**NOTE 9: OTHER POST EMPLOYMENT BENEFITS (OPEB)**

Other Postemployment Benefits

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

*Health Insurance Premium Assistance Program*

The System provides Premium Assistance which, is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2020, there were no assumed future benefit increases to participating eligible retirees.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 9: OTHER POST EMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

**General Information about the Health Insurance Premium Assistance Program**

*Premium Assistance Eligibility Criteria*

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

- Have 24 ½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age, and
- Participate in the HOP or employer-sponsored health insurance program.

*Pension Plan Description*

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

*Benefits Provided*

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2020, there were no assumed future benefit increases to participating eligible retirees.

*Employer Contributions*

The School's contractually required contribution rate for the fiscal year ended June 30, 2020 was 0.84% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the School were \$23,084 for the year ended June 30, 2021.



**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 9: OTHER POST EMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

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

At June 30, 2021, the School reported a liability of \$367,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2020, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2019 to June 30, 2020. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2020, the School's proportion was .0170 percent, which was an increase of .001 percent from its proportion measured as of June 30, 2019.

For the year ended June 30, 2021, the School recognized OPEB expense of \$26,302. At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Changes In Proportions	\$ 44,000	\$ 3,000
Changes in Assumptions	15,000	8,000
Difference Between Projected and Actual Experience	3,000	-
Net Difference Between Expected and Actual Investment Earnings	1,000	-
Contributions Subsequent to the Measurement Date	<u>23,084</u>	<u>-</u>
	<u>\$ 86,084</u>	<u>\$ 11,000</u>

The \$23,084 reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Year Ending June 30:</u>	
2022	\$ 9,000
2023	9,000
2024	9,000
2025	13,000
2026	8,000
Thereafter	3,000

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 9: OTHER POST EMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

*Actuarial Assumptions*

The Total OPEB Liability as of June 30, 2020, was determined by rolling forward the System's Total OPEB Liability as of June 30, 2019 to June 30, 2020 using the following actuarial assumptions, applied to all periods included in the measurement:

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

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

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2018 determined the employer contribution rate for fiscal year 2020.
- Cost Method: Amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method: Market Value.
- Participation rate: 63% of eligible retirees are assumed to elect premium assistance.
- Mortality rates and retirement ages were based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 for both males and females for healthy annuitants and for dependent beneficiaries. For disabled annuitants, the RP-2000 Combined Disabled Tables with age set back 7 years for males and 3 years for females for disabled annuitants. (A unisex table based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 years for both genders assuming the population consists of 25% males and 75% females is used to determine actuarial equivalent benefits.)

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 9: OTHER POST EMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

*Actuarial Assumptions (Continued)*

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

<b>Asset Class</b>	<b>Target Allocation</b>	<b>Long-Term Expected Real Rate of Return</b>
Cash	50.3 %	(1.0) %
US Core Fixed Income	46.5 %	(0.1) %
Non-US Developed Fixed	3.2 %	(0.1) %
	<u>100.0 %</u>	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2020.

*Discount Rate*

The discount rate used to measure the Total OPEB Liability was 2.66%. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments, therefore the plan is considered a "pay-as-you-go" plan. A discount rate of 2.66%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2020, was applied to all projected benefit payments to measure the total OPEB liability.

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

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2020, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2020, 93,693 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2020, 688 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 9: OTHER POST EMPLOYMENT BENEFITS (OPEB) (CONTINUED)**

*Sensitivity of the System Net OPEB Liability to Change in Healthcare Cost Trend Rates (Continued)*

The following presents the System net OPEB liability for June 30, 2020, calculated using current Healthcare cost trends as well as what the System net OPEB liability would be if Healthcare cost trends were 1 percentage point lower or 1 percentage point higher than the current rate:

	<u>1% Decrease</u>	<u>Current Trend Rate</u>	<u>1% Increase</u>
System net OPEB liability	\$ 367,000	\$ 367,000	\$ 367,000

Sensitivity of the School's proportionate share of the net OPEB liability to changes in the discount rate

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

	<u>1% Decrease 1.79%</u>	<u>Current Discount Rate 2.79%</u>	<u>1% Increase 3.79%</u>
School's Proportionate Share of Net OPEB Liability	\$ 419,000	\$ 367,000	\$ 325,000

*OPEB Plan Fiduciary Net Position*

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

**NOTE 10: RISK MANAGEMENT**

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

The School carries commercial insurance for such risks. There has been no significant reduction in insurance coverage of the School's policies.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 11: COMMITMENTS AND CONTINGENCIES**

*Grants*

The School has received Federal and/or State grants for specific purposes that are subject to review and audit by the grantor agencies. Such audits could lead to a request for reimbursement to grantor agencies for expenditures disallowed under terms of the grant.

*Letter of Credit*

The School has a \$1,017,198 letter of credit with PNC bank as required in a new facility lease. The letter of credit is secured by School assets along with a certificate of deposit that is shown in the financial statements as "Certificate of Deposit – Limited Use". The lease allows for the reduction in the letter of credit as follows:

<u>As of:</u>	<u>Amount</u>
July 1, 2025	\$ 813,758
July 1, 2026	610,319
July 1, 2027	406,879
July 1, 2028	203,440
July 1, 2029	-

**NOTE 12: LEASE OBLIGATIONS**

The School leases its office space located in Wexford, Pennsylvania. The amended lease term is sixty months, commencing August 1, 2015. Rent expense for the year ended June 30, 2021 totaled \$45,888. The lease expired in July 2021 and was not renewed.

The School entered into a lease for office space located in Sewickley, Pennsylvania. The lease term is one hundred twenty-two months and commenced on June 1, 2020. Rent expense for the year ended June 30, 2021 totaled \$846,144. In June 2021, the School entered into two additional leases in Sewickley, Pennsylvania. The first lease commences on July 1, 2021 and expires on May 31, 2024 with the option for two additional three-year renewal terms. Monthly payments will be \$16,023 and will escalate annually. The second lease commences on January 1, 2022 and expires on May 31, 2027 with the option for two additional three-year renewal terms. Monthly payments will be \$6,987 and will escalate annually.

The future minimum rental payments for the School's office leases, including the two new leases, are as follows:

<u>Year ending June 30:</u>	
2022	\$ 1,176,219
2023	1,242,679
2024	1,267,889
2025	1,293,420
2026	1,318,520
Thereafter	5,585,751
	<u>\$ 11,884,478</u>

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2021

**NOTE 13: LITIGATION**

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

**NOTE 14: RECENT ACCOUNTING PRONOUNCEMENTS**

In June 2017, the GASB issued Statement No. 87, *Leases*, which is effective for fiscal years beginning after June 15, 2021. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, lessee is required to recognize a lease liability and an intangible right-to-use lease asset. The School is required to adopt Statement No. 87 for fiscal year 2022 and is assessing if the standard will have any impact on its financial statements.

**NOTE 15: SUBSEQUENT EVENTS**

The School evaluated its June 30, 2021 financial statements for subsequent events through the date of the Independent Auditor's Report, which is the date the financial statements were available to be issued. The School is not aware of any subsequent events which would require recognition or disclosure in the financial statements or notes.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES,**  
**BUDGET TO ACTUAL - GENERAL FUND (UNAUDITED)**

Year ended June 30, 2021

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance with Final Budget Positive (Negative)</u>
	<u>Original</u>	<u>Final</u>		
<b>Revenues</b>				
Local Revenues	\$ 14,626,630	\$ 14,626,630	\$ 22,127,149	\$ 7,500,519
State Revenues	25,881	25,881	26,351	470
Federal Revenues	858,357	858,357	1,284,882	426,525
<b>Total Revenues</b>	<u>15,510,868</u>	<u>15,510,868</u>	<u>23,438,382</u>	<u>7,927,514</u>
<b>Expenditures</b>				
Instruction	8,961,638	8,961,638	10,993,965	(2,032,327)
Support Services	6,120,988	6,120,988	6,495,627	(374,639)
Capital Expenses	188,400	188,400	918,233	(729,833)
<b>Total Expenditures</b>	<u>15,271,026</u>	<u>15,271,026</u>	<u>18,407,825</u>	<u>(3,136,799)</u>
<b>Net Change in Fund Balances</b>	239,842	239,842	5,030,557	4,790,715
<b>Fund Balances--July 1, 2020</b>	5,196,037	5,196,037	5,196,037	-
<b>Fund Balances--June 30, 2021</b>	<u>\$ 5,435,879</u>	<u>\$ 5,435,879</u>	<u>\$ 10,226,594</u>	<u>\$ 4,790,715</u>



**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**SCHEDULE OF SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY -  
TEACHERS' PENSION PLAN  
LAST 10 FISCAL YEARS (UNAUDITED) \***

	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>	<u>June 30, 2014</u>
School's proportion of the net pension liability	0.0170%	0.0163%	0.0153%	0.0140%	0.0143%	0.0158%	0.0140%	0.0110%
School's proportionate share of the net pension liability	\$ 8,420,000	\$ 7,626,000	\$ 7,345,000	\$ 6,914,000	\$ 7,087,000	\$ 6,843,000	\$ 5,542,000	\$ 4,503,000
School's covered-employee payroll	\$ 2,384,567	\$ 2,249,477	\$ 2,059,924	\$ 1,867,749	\$ 1,850,478	\$ 1,852,051	\$ 2,029,850	\$ 1,791,587
Schools' proportionate share of the net pension liability as a percentage of its covered-employee payroll	353.10%	339.01%	356.57%	370.18%	382.98%	369.48%	273.03%	251.34%
Plan fiduciary net position as a percentage of the total pension liability	54.32%	55.66%	54.00%	51.84%	50.14%	54.36%	57.24%	54.49%

\* Until a full 10-year trend is compiled, the School has presented information for those years for which information is available.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**SCHEDULE OF SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY -  
TEACHERS' OPEB PLAN  
LAST 10 FISCAL YEARS (UNAUDITED) \***

	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>
School's proportion of the net OPEB liability	0.0170%	0.0163%	0.0153%
School's proportionate share of the net OPEB liability	\$ 367,000	\$ 347,000	\$ 319,000
School's covered-employee payroll	\$ 2,384,567	\$ 2,249,477	\$ 2,059,924
Schools' proportionate share of the net OPEB liability as a percentage of its covered-employee payroll	15.39%	15.43%	15.49%
Plan fiduciary net position as a percentage of the total OPEB liability	5.69%	5.56%	5.56%

\* Until a full 10-year trend is compiled, the School has presented information for those years for which information is available.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**SCHEDULE OF SCHOOL'S CONTRIBUTIONS -**  
**TEACHERS' OPEB PLAN**  
**LAST 10 FISCAL YEARS (UNAUDITED) \***

	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>
School's contractually required contribution rate	0.84%	0.83%	0.83%
School's contributions recognized by the plan	\$ 20,043	\$ 18,670	\$ 17,097
Difference between employer contributions and proportionate share of total contributions	\$ 259	\$ 379	\$ 402
School's covered-employee payroll	\$ 2,384,567	\$ 2,249,477	\$ 2,059,924
Schools' proportionate contributions as a percentage of its covered-employee payroll	0.84%	0.83%	0.83%

\* Until a full 10-year trend is compiled, the School has presented information for those years for which information is available.



March 30, 2022

To the Board of Trustees  
Pennsylvania Distance Learning Charter School  
Sewickley, Pennsylvania

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School (the School), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated March 30, 2022.

**Internal Control over Financial Reporting**

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

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

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

**Compliance and Other Matters**

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

**Purpose of this Report**

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

*Hill, Barth & King LLC*

Certified Public Accountants



March 30, 2022

To the Board of Trustees  
Pennsylvania Distance Learning Charter School  
Sewickley, Pennsylvania

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

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

We have audited Pennsylvania Distance Learning Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on Pennsylvania Distance Learning Charter School's major federal programs for the year ended June 30, 2021. Pennsylvania Distance Learning Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

**Auditor's Responsibility**

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

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

**Opinion on Each Major Federal Program**

In our opinion, Pennsylvania Distance Learning Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

## Report on Internal Control Over Compliance

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

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

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

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

*Hill, Barth & King LLC*  
Certified Public Accountants

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

Year ended June 30, 2021

Federal Grantor Pass-Through Grantor Program Title	Federal CFDA Number	Pass-Through Grantor's Number	Grant Amount	Federal Expenditures
<b><u>U.S. Department of Education</u></b>				
<b>Pass-Through Pennsylvania Department of Education</b>				
Title I - Improving Basic Programs	84.010	013-181029	\$ 484,577	\$ 464,169
School Improvement Grant	84.010	042 201044	75,000	75,000
Title II - Improving Teacher Quality	84.367	020-181029	49,831	47,128
Title II - Improving Teacher Quality	84.367	020-181029	26,556	-
Title IV, Part A - Student Support and Academic Enrichment	84.424	144-181029	19,743	18,805
Title IV, Part A - Student Support and Academic Enrichment	84.424	144-181029	19,845	-
<b>Pass-Through Pennsylvania Department of Education</b>				
<b>Allegheny IU</b>				
Title III - Language Instruction for English Learners	84.365	010-210603	1,800	1,800
<b>COVID-19 Relief Funding</b>				
Elementary and Secondary School Emergency Relief Fund (ESSER)	84.425D	200-201044	213,815	213,815
Elementary and Secondary School Emergency Relief II Fund - (ESSER II)	84.425D	200-211044	101,020	101,020
Special Education COVID-19 Impact Mitigation (SECIM)	84.425C	252-201044	5,000	5,000
<b>Pass-Through Allegheny IU</b>				
Individuals w/Disabilities Education Act- Part B	84.027	N/A	268,145	<u>268,145</u>
Total U.S. Department of Education				<u>1,194,882</u>
<b><u>U.S. Department of the Treasury</u></b>				
<b>Pass-Through Pennsylvania Commission on Crime and Delinquency</b>				
CARES Act - COVID Coronavirus Relief Fund School Safety and Security	21.019	2020-CS-01-34023	90,000	<u>90,000</u>
Total U.S. Department of the Treasury				<u>90,000</u>
Total Expenditures of Federal Awards				<u>\$1,284,882</u>

See accompanying notes to schedule of expenditures of federal awards



**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

Year ended June 30, 2021

**NOTE A: BASIS OF PRESENTATION**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal grant activity of Pennsylvania Distance Learning Charter School under programs of the federal government for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Pennsylvania Distance Learning Charter School, it is not intended to and does not present the statement of net position, statement of activities, or cash flows of Pennsylvania Distance Learning Charter School.

**NOTE B: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance and/or OMB Circular A-122, *Cost Principles for Non-profit Organizations*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.

**NOTE C: INDIRECT COST RATE**

Pennsylvania Distance Learning Charter School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**

Year ended June 30, 2021

**SECTION 1 – SUMMARY OF AUDITOR’S RESULTS**

Type of Financial Statement Opinion	Unmodified
Were there any material weaknesses in internal control reported at the financial statement level (GAGAS)?	No
Were there any other significant deficiencies in internal control reported at the financial statement level (GAGAS)?	No
Was there any reported material noncompliance at the financial statement level (GAGAS)?	No
Were there any material weaknesses in internal control reported for major federal programs?	No
Were there any other significant deficiencies in internal control reported for major federal programs?	No
Type of Major Programs’ Compliance Opinion	Unmodified
Are there reportable findings under the Uniform Guidance?	No
Major Programs (list):	Education Stabilization Fund Under The Coronavirus Aid, Relief and Economic Security Act CFDA No. 84.425  Title I Grants To Local Educational Agencies CFDA No. 84.010
Dollar Threshold: Type A/B Programs	Type A: > \$750,000 Type B: all others
Low Risk Auditee?	No

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)**

Year ended June 30, 2021

**SECTION 2 – FINDINGS RELATED TO THE FINANCIAL STATEMENTS  
REQUIRED TO BE REPORTED IN ACCORDANCE WITH GAGAS**

None

**SECTION 3 – FINDINGS AND QUESTIONED COSTS  
FOR MAJOR FEDERAL AWARD PROGRAMS**

None

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS**

Year ended June 30, 2021

None

**Standard Operating Procedure**  
**Title: Pre-IEP and IEP Meeting Process**

<b>Department</b>	<b>Special Education Department</b>		<b>Version No. PDLCS 2020 v. 1.3</b>
Prepared by:	Stephanie Faith	Date:08/17/2020	Supersedes: PDLCS 2020v1.2
Approved by:	Stephanie Faith	Date:08/17/2020	Date Issued:08/18/2020
Last reviewed by:	Stephanie Faith	Date: 06/29/2022	

**Document Owner: Special Education**

**Affected Parties: Special Education Teachers and Regular Education Teachers**

**Purpose:** This procedure identifies the necessary steps Special Education Teachers need to take for preparation of an IEP meeting and after the meeting.

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

**Resources Needed:** IEP Writer, Pre IEP Checklist, IEP Checklist

**Guidelines and/or Procedures:**

1. Teachers - Print report from IEP Writer
  - a. Report Tab to School Age Tab to "RR/IEPs Due by Date" Tab then type in specific dates.
  - b. Schedule IEP Meeting with parent – this meeting fits our time frame and we have to allow for three attempts and 10 day review, so think of this when scheduling the meeting.
  - c. If you leave a message, make sure you email the parent as well.
  - d. Document all attempts in the SIS.
  - e. Schedule your IEPs over the course of the school year, so that they are scheduled ahead of due date and spaced out to allow time to write and progress monitor. This can be done in August when teachers return for the school year.
2. Send out email using Google calendar feature notifying individuals of the meeting
  - a. Include the following – Parent/Guardian, Student, Principal, Special Ed Coordinator, Special Ed Records Specialist, Regular Education Teachers (must include 1), Counselor, School Psych (if needed), any Related Service provider, OVR or transition support (for ages 14 and older).
  - b. If Student is fourteen years of age or older, you MUST include student on list of participants (NOT REQUIRED TO SEND INVITATION TO STUDENTS)
  - c. If there is an outside agency involved, include that individual on the email.
  - d. In body of the email, include the following:
    1. Student's Name: Initials only
    2. Grade:
    3. Date:
    4. Time:
    5. Special Education Teacher:
    6. Regular Education Teacher (s):
    7. Counselor
    8. Related Service Provider(s) (if applicable):
    9. OVR Representative (if applicable):

- e. Please complete the email using Google and the calendar feature
  - f. Attach the Google Meet cheat sheet for parents to access for all meetings.
3. Attach to the email the following documents:
  - a. Completed Invitation to the IEP Meeting and FINALIZE
  - b. Procedural Safeguards Letter and FINALIZE
  - c. SE Records Specialist will receive all signed documents and file them accordingly.
4. Teachers will be responsible for scheduling all IEP Meetings. Schedule meetings in a timely manner, do not want to wait until a week prior to when the IEP is due. **Schedule meetings at least 30 days in advance.**
5. **Excuses for not scheduling IEP Meetings or meetings not held within the timelines will not be accepted. If this issue arises, then a meeting with Special Education Coordinator will occur and a plan will be developed.**
6. The first meeting scheduled is the actual IEP. Even if the parent does not show, everyone else reviews the IEP. Then, 2<sup>nd</sup> and 3<sup>rd</sup> attempts are scheduled by the special education teacher.
  - a. 1<sup>st</sup> IEP Meeting: Thursday, October 8, 2020
  - b. 2<sup>nd</sup>/3<sup>rd</sup> Attempts (if needed): Tuesday, October 13 and Thursday, October 15.
  - c. IEP and NOREP Paperwork sent out: Within 72 hours of first IEP meeting
7. Once the Special Education Records Specialist receives the Google invite, she will send out the input form to the teachers.
8. All IEP meetings will be held online via Google Meet If they are not able to attend online, offer phone conference.
9. Make sure you have the IEP Outline and Student led IEP meeting (if applicable) ready to share at the meeting.
10. If there is enough information for Progress Monitoring, download on your desktop so you can share this as well. You will use this when discussing present levels.
11. Log into Google Meet at the meeting time.
12. Greet parent and student (if applicable) and introduce them to the team in attendance.
13. Make sure the demographics on the first page are correct, and verify with the parent. If there are any changes, notify SE Records Specialist and Records following the meeting.
14. Go through each section of the IEP and have students present the Student led IEP.
15. Once the IEP has been discussed, explain the signature on the IEP and Procedural Safeguards is just to indicate they were present in the meeting and received the Procedural Safeguards. Explain the process of e-mailing home documents, reinforcing access to parent email and also 72 hour timeframe.
16. Once the IEP is ready to send (within 72 hours of IEP meeting) – send home for electronic signatures and document first attempt in SIS. Send home NOREP as well. The Special Education Assistant will receive all complete signed documents weekly and file accordingly. Please include OVR paperwork as well.
17. If a member needs to be excused, make sure you send the permission to excuse document.



**pennsylvania**  
DEPARTMENT OF EDUCATION

January 15, 2018

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

Dear Ms. Rossetti:

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

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

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

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

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

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

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

Sincerely,

Ann Hinkson-Herrmann  
Director

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

CC: Chairperson  
Jill Deitrich  
CS Monitoring File



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

### **PART I SUMMARY OF FINDINGS**

#### **A. Review Process**

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

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

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

#### **B. General Findings**

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

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

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

#### **C. Overall Findings**

##### **1. FACILITATED SELF ASSESSMENT (FSA)**

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



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

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

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

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

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

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

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

### 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.

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

### 4. CLASSROOM OBSERVATIONS

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

	<b># Yes Responses</b>	<b># No Responses</b>	<b># of Other Responses</b>
Classroom Observations	0	0	0

### 5. EDUCATIONAL BENEFIT REVIEW

	<b>In Compliance</b>	<b>Out of Compliance</b>
Educational Benefit Review	X	

## PART II CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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

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

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

Charter School:     Pennsylvania Distance Learning CS    

Chief Executive Officer:     Ms. Patricia Rossetti    

Special Education Director/Coordinator: \_\_\_\_\_

BSE Special Education Adviser:     Cortney Verner    

Date of Report:     January 15, 2018    

Date Final Report Sent to LEA:     January 15, 2018    

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

First Visit Date: \_\_\_\_\_

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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 2 1 1 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 2 1 1 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.		
						<b>Topical Area 2: Delivery of Service</b>			
	N					17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.	The LEA will develop an improvement plan to address significant discrepancy in total number of students identified as special education compared to the state average, more specifically, students identified as Other Health Impaired (OHI).		
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

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



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 0 0 0 1 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.  Always Sometimes Rarely Never Don't Know Does not Apply			
					1 4 1 2 0 1	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.  Always Sometimes Rarely Never Don't Know Does not Apply			
					5 3 0 0 1 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.  Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways? Has the ability to have access to peer interaction. Loves to participate and keeps the pace of the curriculum with peers. Peer relations, curriculum and teacher interaction are made readily available. Has exposure to general education expectations and peer interactions. Increased opportunities for peer interaction. Becomes more engaged and increased responses to social questions with general education peers. Positive exposure to peers. The content being taught is assisting the current individualized education plan. Demonstrates success and progress with on grade-level content. Has an opportunity to be with peers, has high expectations and able to follow grade level content.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
10	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
8	0	2				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
5	3	2				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	5				SE 95c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Requires special instruction in identified skill areas. Additional supports are needed to help in identified academic areas. Need for additional special education services based on student performance/need. Functional performance and demonstrated academic needs indicated the need for more specialized instruction. Needs opportunity to reinforce skills related to the IEP goals.			
0	0	5				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision based upon needs. Time was determined based upon skill needs and current schedule. The time was determined by the needs to be addressed successfully. IEP team decision. The time was based on needs to master certain concepts/skills.			
8	0	2				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
10	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
8	0	2				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 3: Performance Indicators</b>			
		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			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
8	0	2				FR 194. PTRE-Consent Form is present in the student file			
8	0	2				FR 195. Demographic data			
8	0	2				FR 196. Reason for reevaluation			
8	0	2				FR 197. Types of assessment tools, tests and procedures to be used			
8	0	2				FR 198. Contact person's name and contact information			
8	0	2				FR 199. Parent has selected a consent option			
8	0	2				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			
0	0	10				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
10	0	0				FR 207. RR is present in the student file			
10	0	0				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
10	0	0				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
10	0	0				FR 210. Demographic data			
10	0	0				FR 211. Date IEP team reviewed existing evaluation data			
10	0	0				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
10	0	0				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
10	0	0				FR 214. Aptitude and achievement tests			
10	0	0				FR 215. Current classroom based assessments and local and/or state assessments			
10	0	0				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
10	0	0				FR 217. Teacher recommendations			
10	0	0				FR 218. Lack of appropriate instruction in reading			
10	0	0				FR 219. Lack of appropriate instruction in math			
10	0	0				FR 220. Limited English proficiency			
10	0	0				FR 221. Conclusion regarding need for additional data is indicated			

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



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
1	0	8	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
1	8	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	9	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	9	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
7	0	3				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
3	1	6			25%	FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
6	1	3			14%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
					0	FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
5	0	5				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
10	0	0				FR 263. Parents			
7	0	3				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
9	0	1				FR 267. Local Education Agency Representative			
2	0	8				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
2	0	8				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
6	1	3			14%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			
5	2	3			29%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	2	3			29%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
6	1	3			14%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
6	1	3			14%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	2	3			29%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	1	3			14%	FR 292c. Annual goals are related to the student's transition services			
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
6	0	4				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
3	0	7				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
3	0	7				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
3	0	7				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
7	0	3				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
2	0	8				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
9	0	1				FR 302. Measurable Annual Goals			
9	0	1				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
3	0	7				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
9	1	0			10%	FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
8	0	2				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
9	0	1				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
6	0	4				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
6	0	4				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
0	0	10				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
10	0	0				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
9	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
9	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	9	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
9	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
7	2	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	7	0			P 32b. If no, what training or support would assist you? Anything would be helpful. More information/training on how to support children with academic challenges.			
9	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
9	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
3	1	3	2			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
9	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	9	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	9	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	1			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
6	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
4	3	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
4	0	6				GE 76. Were those recommendations considered by the IEP team?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
9	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
9	0	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				SE 104. If appropriate, are the student's annual goals based on functional performance?			
9	0	1				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Peer interaction is made readily available. Is successful in all classes and goal setting is occurring to analyze progress. Opportunities for peer interaction and curriculum participation are made available. Is making progress at grade level in subject areas. Is able to be successful and complete required activities as needed in the general education environment. There is access to peer interaction. Participation has enabled growth in academics and social skills. Has opportunities for socialization, in the regular education classroom that has supported academic development. Is able to perform well with age level peers. It enables social skill development at grade level. Has opportunities for social interaction with peers.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
9	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
9	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					9 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					9 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
6	0	4				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
1	5	4				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Need for additional specialized instruction.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based upon current skill level and progress data.			
6	0	4				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
2	0	8				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	1				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
5	0	4	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
9	0	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
2	7	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	7	0			P 50c. If yes, what reasons were discussed for recommending removal? Needed additional support in certain subject areas. Additional instructional time for needed academic areas.			
0	0	7	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Program needs. IEP team decision.			
9	0	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? Loves school. I think attendance is important. Is able to interact with peers. Has socialization opportunities and is aware of the future and is able to plan for it. Is able to be with other students, and participate in the curriculum. Enjoys interaction with peers and working with staff. Is able to receive the appropriate amount of attention in the general education virtual classroom. Is able to receive individualized instruction and keep up with the general education curriculum. It has enabled peer interaction.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					5 1 0 0 0 3	P 59. I am satisfied with the transition services developed for my child.  Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 0 0 1 1	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.  Always Sometimes Rarely Never Don't Know Does not Apply			
7	0	3				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
9	0	1				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
10	0	0				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						<b>INTERVIEW RESULTS (Parent)</b>			
0	0	9	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
					8 1 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.  Always Sometimes Rarely Never Don't Know Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
					6 3 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program.  Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 2 1 3 2 5 4	c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication i. support services k. staff's understanding and attitude n. other Has improved academically. Able to progress very well. They care. Flexibility of staff and staff access.			
		4	1		4	P 67. Tell me anything you would like to change about the program. n. other There is often a two day delay in teachers responding to questions sent in for review. Sometimes teachers push only certain ways to do certain activities. Difficulties with the virtual nature of the program. Pre-teaching of certain academic concepts would be very beneficial as well as slowing down the pace of the programming depending on the rate of learning.			
		0	0		1 5 3	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program. Receives a lot of individualized time with staff. More information pertaining to Career Technical Centers. The program currently meets my child's needs. The program provides options and a progressive experience. I like the program.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Other Non-compliance Issues</b>			
						<b>Topical Area 9: Other Improvement Plan Issues</b>			





Stephanie Faith &lt;stephanie.faith@padistance.org&gt;

## Confirmation of your upcoming conference: 2022 Pennsylvania Department of Education (In-Person) Conference

3 messages

Debra Jordan &lt;wisdomwhere@solutionwhere.com&gt;

Tue, Feb 15, 2022 at 2:46 PM

Reply-To: Debra Jordan &lt;djordan@pattan.net&gt;

To: stephanie.faith@padistance.org

Thank you for registering Stephanie Faith!

2022 Pennsylvania Department of Education (In-Person) Conference, Session number 36436 will take place as follows:

Session Date	Start Time	End Time	Notes
3/2/2022	1:00 PM	5:00 PM	Registration begins at 10:00 am and ends at 5:00 pm
3/3/2022	8:30 AM	3:30 PM	Registration begins at 8:00 am and ends at 4:30 pm
3/4/2022	8:30 AM	12:10 PM	Registration begins at 8:00 am and ends at 11:30 am

### **IMPORTANT!**

Payment must be received prior to the conference. You will not be permitted to attend the conference unless your registration fee is paid in full.

In-Person Attendance (Pennsylvania Educators and Residents only) = **\$225.00**

- Payment must be received by 4:00 p.m., February 16, 2022. If payment is not received by February 16, you will be charged the late fee of \$275.00.
- Payment must be received prior to the conference. You will not be permitted to attend the conference unless your registration fee is paid in full.
- The cost for the Coffee House, the luncheon, receptions, and special evening activities are included in the in-person conference registration fee. Participants are responsible for making arrangements for all other meals.
- **No walk-ins will be accepted for this conference.**

Mail payments in the form of checks (made payable to MCIU 23), cash and purchase orders to the **Business Office, PaTTAN, 333 Technology Drive, Malvern, Pennsylvania 19355**. POs can also be emailed to [ConferenceBilling@pattankop.net](mailto:ConferenceBilling@pattankop.net). Include a copy of your registration confirmation email, as payment must include registrant's full name and registration confirmation number. **NO credit card payments accepted.**

Attendance and all continuing education credits will be awarded on a half-day basis. You must arrive or log in on time, stay the duration of each session, and complete the Verification survey by the designated deadline, including correct session codes throughout the half day. No partial credit will be awarded. Please note that **NOT ALL** sessions are ASHA eligible. for registrants seeking ASHA credit, please take note of the few sessions that are delineated not ASHA eligible.

### **Registration Cancellations**

- If you are unable to attend the conference, you must cancel your registration by 4:00 p.m., February 16, 2022, by contacting [pdeconferenceregistration@pattankop.net](mailto:pdeconferenceregistration@pattankop.net).
- If you do not cancel your registration by the deadline, you will be required to pay the full registration fee to cover costs incurred by PaTTAN. You or your LEA will be billed for the late registration fee. No refunds will be given.
- Once you have registered, if you decide to switch from in-person attendance to virtual attendance, you must do so by February 16, 2022. We will try to accommodate you; however, no refund will be given for the difference in cost.

For additional information regarding the 2022 Pennsylvania Department of Education (In-Person) Conference, please visit our conference webpage at <https://www.pattan.net/Training/Conferences/Pennsylvania-Department-of-Education-Conference>.

Why Self-Reflection is Important, Session number 36439 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Notes</b>
3/2/2022	1:00 PM	5:00 PM	Registration begins at 10:00 am and ends at 5:00 pm

Why Self-Reflection is Important, Session number 36451 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Notes</b>
3/2/2022	1:30 PM	2:30 PM	Keynote session

Ableism Is The Crisis; Disability Justice Is The Future: Centering Disability in Our Schools, Session number 36440 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Notes</b>
3/3/2022	8:30 AM	12:00 PM	Registration begins at 8:00 am and ends at 4:30 pm

Ableism is the Crisis; Disability Justice is the Future: Centering Disability in Our Schools, Session number 36474 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Notes</b>
3/3/2022	8:30 AM	9:30 AM	Keynote session

25. Leadership Begins with Motivation, Session number 36481 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>
3/3/2022	9:45 AM	10:45 AM

34. Put Me in Coach: Developing and Nurturing Effective Teams, Session number 36490 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>
3/3/2022	11:00 AM	12:00 PM

Attract, Prepare, and Retain: Addressing the High Attrition Rates of Special Educators, Session number 36441 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Notes</b>
3/3/2022	1:15 PM	3:30 PM	Registration begins at 8:00 am and ends at 4:30 pm

Attract, Prepare, Retain: Re-envisioning Pennsylvania's Approach to Special Education Personnel, Session number 36493 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Notes</b>
3/3/2022	1:15 PM	2:15 PM	Keynote session

40. Frontline Perspectives: Attracting, Preparing, and Retaining Special Education Personnel, Session number 36497 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>
3/3/2022	2:30 PM	3:30 PM

Dream Big, Live Colorfully, Lead Boldly: Developing Your Best Self at School and Home, Session number 36442 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Notes</b>
3/4/2022	8:30 AM	12:10 PM	Registration begins at 8:00 am and ends at 11:30 am

52. Trends and Outcomes Specific to Transition Issues in Mediation and Due Process, Session number 36509 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>
3/4/2022	8:30 AM	9:30 AM

58. Meeting Families Where They Are: Cultural Reciprocity in Action, Session number 36515 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>
3/4/2022	9:45 AM	10:45 AM

Dream Big, Live Colorfully, Lead Boldly: Developing Your Best Self at School and at Home, Session number 36521 will take place as follows:

<b>Session Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Notes</b>
3/4/2022	11:10 AM	12:10 PM	Keynote session

For participants who want Act 48 clock hours, please double check the sign-in sheet at the workshop to make sure that you have supplied all of the necessary information.

#### **Special Accommodations:**

If you have special needs as addressed by the Americans with Disabilities Act and need assistance with this event, please call Debra Jordan at 610-878-7224 or [djordan@pattan.net](mailto:djordan@pattan.net). All reasonable efforts will be made to accommodate you.

Title	Date	Presenter	Notes
Administering Pupil Services with a Focus on Trauma, Resiliency, and Support	October 25 & 26	NAPSA Conference (Multiple Presenters)	Link in email
Improving Student Engagement by Strengthening Systems	January 27	Jason Johnson, Erica Peterson, Brenda Payne, Sophia Allmond	<a href="http://WhyTry.org">WhyTry.org</a>
Surrendering the One-Up Relationship - A Powerful Approach to Connecting with Every Student	February 3		<a href="http://WhyTry.org">WhyTry.org</a> - unable to attend all but have video link to go back and review
Demystifying Sytemic Social and Emotional Learning - for the SEL committee	Completed: Feb 25, 2022 11:00 AM Mar 18, 2022 11:00 AM Apr 22, 2022 11:00 AM May 27, 2022 11:00 AM  Upcoming: Aug 26, 2022 11:00 AM Sep 23, 2022 11:00 AM Nov 18, 2022 11:00 AM Dec 16, 2022 11:00 AM		CASEL
Motivating The Unmotivated: Teaching The Hard-To-Reach Student	March 16	Vince Mancuso	BER
SAP Training Refresher	March 29	Susan Tarasevich	
Linking Behavior and Instructional Practices	April 7	Christina Frazier	AIU3
Linking Behavior and Instructional Practices	May 5	Christina Frazier	AIU3

National Association of Pupil Services  
Administrators

# 55th Annual Conference

**Administering Pupil Services with a Focus**



**Trauma, Resiliency, and Support**

# Conference Program

Virtual Conference  
October 25- 26, 2021





CHANGING THE DIRECTION  
OF STUDENTS' LIVES

## CHANCELIGHT EDUCATION

ChanceLight Education® is the nation's leading provider of education solutions for children and young adults. We change the direction of children's lives by offering them the opportunity to create successful, independent futures. ChanceLight serves nearly 13,000 students each year at more than 100 locations in nearly 15 states. Contact us to learn how ChanceLight can partner to help your districts, students and families and your communities.



### ALTERNATIVE EDUCATION

ChanceLight has educated more than 240,000 students, grades K-12 in our alternative education programs since 1975. Our robust program offerings include the academic, behavioral, and social emotional support.



### SPECIAL EDUCATION

ChanceLight teaches students K-12 with an Individual Education Program (IEP) the skills they need to be successful in school and in the future with a focus on reducing challenging behaviors and increasing skill acquisition and pro-social skills.



### CATALOG OF SERVICES

ChanceLight's catalog of services is a comprehensive suite of research-based best practices developed over more than 45 years. It includes Mental Health, Re-Engagement, and Intensive Intervention to address learning loss.



### VIRTUAL EDUCATION

ChanceLight Virtual provides a seamless transition from the traditional classroom. Combined with our in-person services, ChanceLight Virtual maximizes the best practices from both in person and remote setting to deliver a high quality and flexible education for students.



William Listanski, VP, Business Development  
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610-390-1882  
www.chancelighteducation.com

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## Welcome from the NAPSA President

On behalf of the entire NAPSA Executive Board, I wish to welcome you to the 55th annual NAPSA national conference. Through its conference theme – “Administering Pupil Services with a Focus on Trauma, Resiliency, and Support ” – NAPSA recognizes these three important items in all of its endeavors. Thus, NAPSA’s Executive Board has developed a comprehensive agenda of presenters to help meet the diverse and unique needs of student services administrators across America.

Topics will center on student social-emotional health and behavioral skills development for success in school and beyond. Sessions including legal updates, mentoring, trauma-informed instructional practices, and restorative practices will provide attendees with knowledge of available resources and current implications with regard to working in our field.

NAPSA is thankful for the partnership that has been forged with the WhyTry organization and its founder, Christian Moore, in providing us with the streaming platform with which to provide this virtual conference and in providing us with one of the foremost experts within the field of resiliency — Christian Moore!

NAPSA is also grateful for its partnership with the University of Pittsburgh and are honored to have Dr. Mary Margaret Kerr and Attorney Ira Weiss as nationally recognized presenters provided by Pitt. Also, special thanks go out to the University of Pittsburgh’s Assistant Dean, Dr. Shederick A. McClendon, for helping to secure this invaluable partnership.

As we look forward to helping participants to expand their pupil services knowledge base during the conference, please make sure you enjoy this valuable professional development experience as you enhance both your professional knowledge and access to resources. Please feel free to connect with any of our NAPSA Executive Board members to share ideas and feedback regarding the conference. Their contact information can be found on our website at [www.napsa.com](http://www.napsa.com).

Please also take note of this year's conference sponsors whose infomercials we will be showing during conference breaks. They are the "best of the best" when it comes to the services they offer and all have clients who are members of our organization.

Enjoy the conference!

Dr. Larrissa Henderson  
NAPSA President





# Welcome

October 25, 2021

Dear NAPSAs Colleagues,

It is my pleasure to welcome you to the 55th Annual NAPSAs Conference. I am confident that you will find this year's conference to be filled with stimulating programs and excellent speakers.

Due to the continuing pandemic, this year's conference will be held via virtual means. The conference has been structured to provide you with excellent professional development opportunities. To accommodate participants across the time zones within the US, the conference will provide intermittent 15-minute breaks, but there will be no dedicated lunch break.

To help ensure that all participants can enjoy the full benefit of the conference offerings, a link to a recording of the entire conference will be sent soon after the conference has concluded.

As always, this year's program encompasses many of the areas that pupil services support and are in the forefront of education today. We have diverse and talented presenters, several nationally recognized, who will share their expertise with you.

I know you will profit from this year's conference and return to your daily duties with something valuable that will have a positive impact on the lives of children and your pupil services program. Enjoy!

Sincerely,

Dr. Douglas C. Arnold  
Executive Director

## 2021 NAPSAs EXECUTIVE BOARD

President	Dr. Larrissa Henderson
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# 55th Annual Conference Schedule - 2021

## Monday, October 25, 2021

### All Times Eastern Time Zone

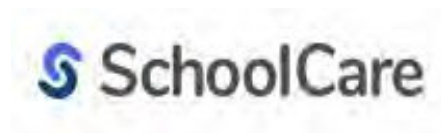
9:00- 9:10 AM	Welcome - Dr. Larrissa Henderson, NAPSA President
9:10-10:25AM	"Mentoring for Life" Dr.A. Malynda Maurer, CEO/CPDLF AIU 8 Director of Innovation, Incubation, and Development
10:25-10:40 AM	Break
10:40-11:55 AM	"Resiliency and Pupil Services" Dr. Mark Lepore, Clarion University Professor, Counseling, Human Services Rehabilitation & CRJ
11:55AM-12:10PM	Break
12:10-1:05 PM	"Trauma-Informed Behavior Strategies Part I - The Science of Trauma, Definitions, and Critical Background Knowledge" Dyane Lewis Carrere, M.Ed. Author, Educational Consultant, & Developer of the Re-Set Process™ and Re-Set Room™
1:05-1:20 PM	Break
1:20-2:35 PM	"Resilience Can Be Taught: Four Strategies to Build Resilience" Christian Moore, Author of <i>The Resilience Breakthrough</i>
2:35-2:50 PM	Break
2:50-3:45 PM	"The Trauma-Informed Instructor" Tracy Collins Boyle, DNP, FNP-BC, CS Marissa Taddonio, LSW, HSV

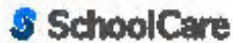
# Tuesday, October 26, 2021

## All Times Eastern Time Zone

9:00- 9:10 AM	Program Begins - Dr. Larrissa Henderson, NAPSA President
9:10-10:25 AM	"The School Nurse and Student Trauma" Donna J. Mazyck, RN, MS, NCSN, NCC NASN Executive Director
10:25-10:40 AM	Break
10:40AM-11:55AM	"Legal Issues Related to Pupil Services" Ira Weiss, Esq. PA Super Lawyer & Nationally Known Legal Expert
11:55AM-12:10PM	Break
12:10-1:05PM	"Trauma-Informed Behavior Strategies Part 2 - Implementation Strategies" Dyane Lewis Carrere, M.Ed.
1:05-1:20PM	Break
1:20-2:35 PM	"Trauma-Informed Practices" Dr. Mary Margaret Kerr, University of Pittsburgh Author, <i>School Crisis Prevention and Intervention</i>
2:35-2:50 PM	Break
2:50-3:45 PM	"Strengthening Relationships Through Restorative Practices" Jeanne M. Knouse, State College SD Director of Student Services

## Speakers Sponsored By SchoolCare





## SchoolCare is Your Partner in Student Health

SchoolCare offers a free, easy-to-use electronic health record (EHR) platform for school nurses, administrators and parents to keep students healthy. Our Care Coordination program ensures students receive the resources they need by providing assistance with Social Determinants of Health, chronic illness, referral management, and much more.



### Why SchoolCare?

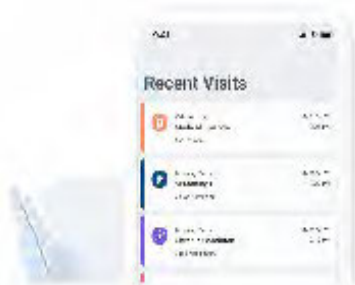


#### EHR

Our EHR is designed from the school nurse's perspective to help manage the challenges of keeping students healthy. It provides key insights about the health of school and district populations, identifies needs such as IEP/504 requirements, and monitors student health progress.

#### Care Coordination Program

Our Care Coordination Program ensures students receive optimal care by connecting the school nurse with outside health professionals, health plans, and parents.



#### Our No-Cost Solutions

There are no charges or hidden fees to districts, schools, or parents. Our business is supported by healthcare payors and providers who are funded to keep students healthy but are disconnected from the school nurses and administrators. SchoolCare offers quick and easy implementation and seamless integration with existing Student Information Systems.

SchoolCare Keeps Health Data Secure



Contact [cam@schoolcare.com](mailto:cam@schoolcare.com) to set up an introductory call and learn more.



# Biographical Sketches of Presenters

**Dyane Lewis Carrere, M.Ed.** has had a 40+ year career in education that has taken many forms—teacher, administrator, adjunct faculty member, consultant, and staff developer. Throughout this time, her work has concentrated on supporting students whose struggles have placed them at the fringes of school success.

Dyane has worked in preschool through secondary settings as well as with families and service agencies focusing on developing compassionate, creative, effective behavior supports. She has both taught and been a guest speaker at the college level, bringing her lens on behavior to pre-service educators and Masters-level educators.

During the last 15 years of her career, Dyane has focused on supporting schools in understanding trauma and developing practices that support students with trauma histories. She has shared this work with others through local, state, and national forums.

Dyane believes that the educators and students whom she has had the opportunity to learn from and with have been the greatest gifts of her professional life. They have profoundly informed her work through their insights, their intentions, their feedback, and their stories.

**Dr. Tracy Collins Boyle** is a Doctor of Nursing Practice and a Family Nurse Practitioner with an educational specialist certificate as a Certified School Nurse. Dr. Boyle entered the nursing profession 30 years ago as a critical care/trauma nurse. She attended Widener University to complete her Master's degree as a Family Nurse Practitioner and her Doctorate in Nursing at Wilkes University. She served as the Coordinator of Nurses at William Penn School District from 2007 until 2021.

Dr. Boyle has worked in private practice and in Urgent care as well as her work in the public school system and has been administrator of five health and education grants through the Pennsylvania Department of Health and the CDC. She has taught at Widener, Drexel and Holy Family Universities, while maintaining her weekday duties as Director of Health Services at Holy Family University.

Dr. Boyle has had the honor of presenting for PESI Healthcare across the United States, and has presented at several Health Services meetings, the Pennsylvania Nurse Practitioner Coalition meeting, and PASNAP.

Dr. Boyle was honored in 2019 to present her Doctoral research at the International Advance Practice Nursing Convention in Rotterdam, Netherlands.

She is a past President of the Delaware County School Nurses Association and presently serves on several boards, including the Pa Nurse Practitioner Coalition, the Immunization Coalition and others. She has a love of Adolescents and mental health and you may see her working as a mental health provider in your community.

Dr. Boyle is from Delaware County Pennsylvania and currently divides her time between there and Lackawanna County Pennsylvania.



***A special thank you to all of our speakers!***





## Resilience in Education Matters

Have you ever wondered why some kids rise in the face of adversity and others shut down? With the challenges of 2020, now more than ever, resilience is an essential attribute we need to develop to help us navigate these challenges and those to come.

All educators can learn and use the skills of resilience as well as teach them to their students. The WhyTry organization has been researching and educating others on resilience for over twenty years.

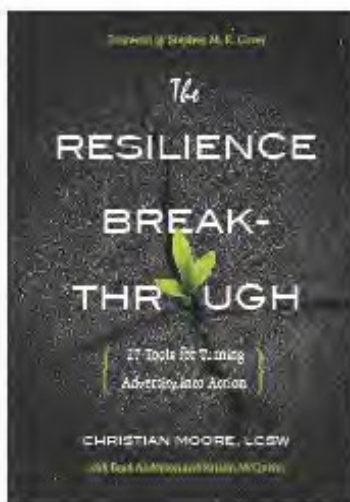
We specialize in teaching education professionals on developing resilience in their own lives as well as teaching resilience to students. As challenges will come and go in our lives, resilience can be the constant to help us through them.



### Resilience can be taught!

The WhyTry programs and approach help students master the skills of resilience they need to succeed at school, at home, and in life. We'll train your teachers, counselors, and administrators to engage students... to motivate them to take an interest in their own success.

- Curriculum for every age group, K-12
- Evidence-based programs and interventions
- Flexible, online toolkit & tutorial lessons
- Engaging activities and multimedia
- Intensive training to build capacity
- Additional training within curriculum



### Request a demo to receive a copy of the resilience breakthrough

Go to <https://whytry.org/schedule-demo/> to learn about our programs and request the demo!

WhyTry Founder Christian Moore delivers a primer on how you can become more resilient in a world of instability and narrowing opportunity, whether you're facing financial troubles, health setbacks, challenges on the job, or any other problem.

As he shares engaging real-life stories and a brutally honest analysis of his own experiences, Moore equips you with twenty-seven resilience-building tools that you can start using today... in your personal life or in your organization.



# Biographical Sketches of Presenters

**Dr. Mary Margaret Kerr** is a graduate of Duke University and American University. A professor at the University of Pittsburgh, Dr. Kerr is the former Chair of Administrative and Policy Studies and currently holds a secondary appointment as Professor of Psychiatry. Also licensed as a superintendent, Dr. Kerr has worked in urban school districts throughout her academic career. In the Department of Psychiatry, Dr. Kerr initially directed school-based research and training programs. Taking a public service leave from the University, Dr. Kerr served Pittsburgh City Schools as Director of Pupil Services. In 1995, Dr. Kerr was appointed by the federal court in California to serve as Consent Decree Administrator for the Chanda Smith special education case in LAUSD, where she worked for nearly a decade to reform all special education services for over 82,000 students. Returning to the University, Dr. Kerr directed training services for the University's youth suicide and violence prevention center, STAR-Center, which provides crisis response services, training, and policy consultation to school districts and agencies across Pennsylvania. In 2018, she released a nationally recognized book, *School Crisis Prevention and Intervention*.

Dr. Kerr is the recipient of the Jean Winsand Distinguished Woman in Education Award, the University of Pittsburgh Chancellor's Distinguished Teaching Award, the Provost's ACIE Award for Innovation in Education, and two Department of Psychiatry Teaching Awards.

#### Instructional Interests

In addition to teaching behavioral assessment and intervention (PSYED 2524), Dr. Kerr teaches school law, safety, and mental health-related courses for educational leaders (ADMPS 3114, ADMPS 2101, ADMPS 2024, ADMPS 2405) in the Teaching, Learning, & Leading Department.

Scholarly Interests. Dr. Kerr's internationally recognized research team, which includes youth as researchers, studies the experiences of young tourists at difficult heritage sites, including two 9/11 memorials. In addition to contributing her expertise on youth coping with mass trauma, Dr. Kerr has pioneered research in child-centered research methods for the tourism field, which historically has overlooked children and youth. Her team's work will appear in the forthcoming research handbook: Kerr, M.M., Stone, P. S., & Price, R. *Children, Young People, and Dark Tourism* (Routledge).

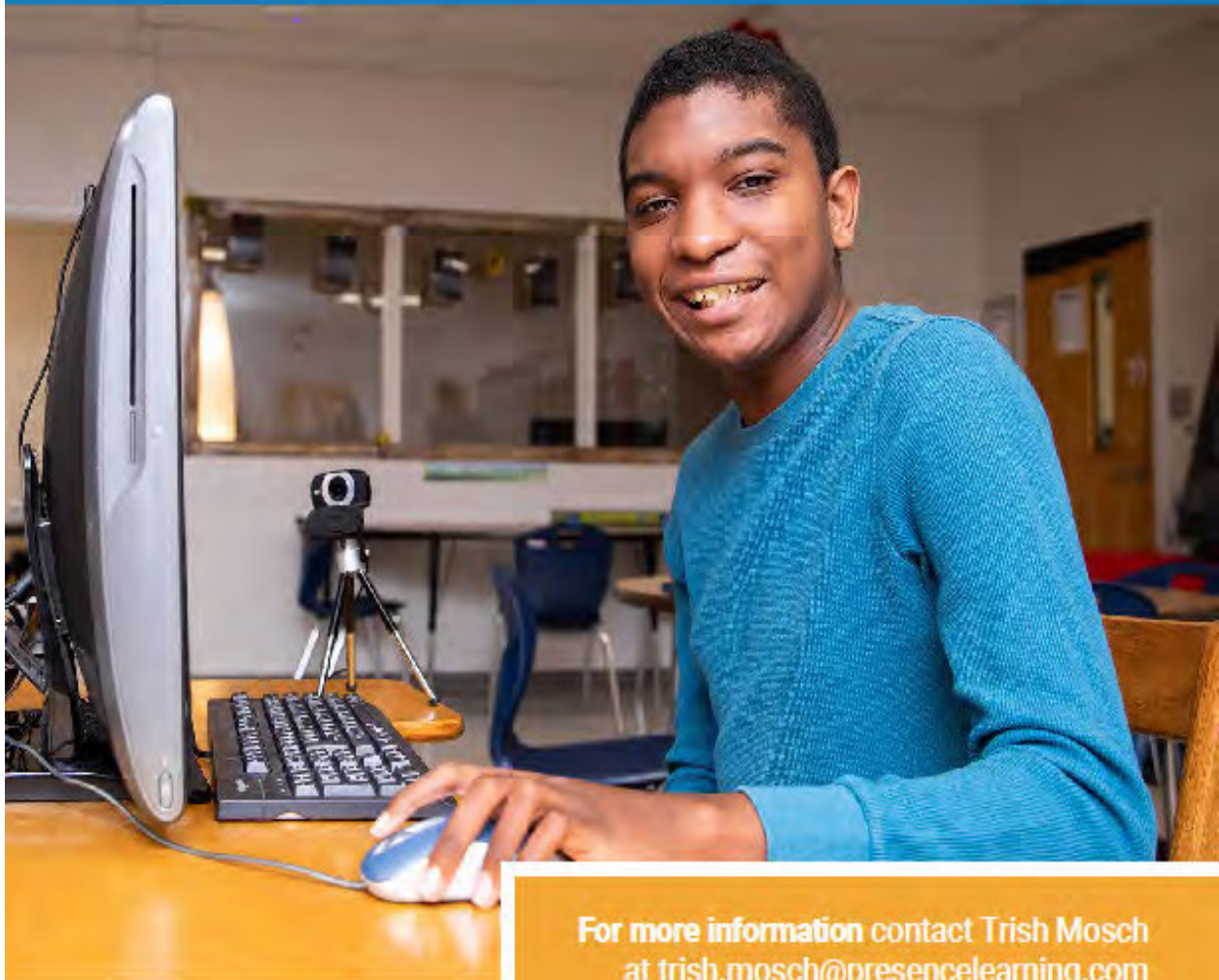
**Jeanne Knouse** is the Director of Student Services for the State College Area School District in State College, Pennsylvania. Jeanne has over 29 years of experience in education, including 10 years utilizing Restorative Practices and six years as a Restorative Practices Trainer.

Prior to her position in the State College Area School District Jeanne worked as a Special Education Supervisor, High School Principal, and Special Education teacher. Jeanne has extensive experience with Chapter 14 (Special Education Services and Programs), Chapter 15 (Americans with Disabilities Act Amendments Act or ADA), and Chapter 16 (Special Education for Gifted Students).

Currently Jeanne supervises the following programs: AEDY, Counseling, Nursing, Home School Visitor, Family Outreach Specialist, Child Accounting and PIMS Administration. Jeanne works closely with community service providers, PSU campus community and district staff to provide a full range of services for SCASD Students. Building and maintaining strong relationships has been the key to her success as an educator.



# Help your students get back on track with online services from PresenceLearning



For more information contact Trish Mosch  
at [trish.mosch@presencelearning.com](mailto:trish.mosch@presencelearning.com)

## Live Online Services

Speech-Language Therapy

Occupational Therapy

Mental Health Services

Psychoeducational Assessments





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HERSHEY  
SCHOOL

FOUNDED 1909

## Help a Child Be Their Greatest Self

Since our founding in 1909, Milton Hershey School has helped children break the cycle of poverty. We are a place where students can be their greatest selves, meeting their potential with life-changing opportunity.

MHS thrives as a cost-free, private, coeducational home and school for more than 2,100 boys and girls from families of lower income across the U.S. Students receive an excellent education, nurturing home life, college and career readiness support, and comprehensive health and wellness care, including medical and dental services, food, and clothing.



Discover more: [mhskids.org/admissions](https://mhskids.org/admissions)



# Biographical Sketches of Presenters

**Dr. Mark Lepore** is a Professor of Counseling, Human Services Rehabilitation, & CRJ at Clarion University. He has extensive knowledge of counseling psychology and counseling supervision gained from not only academic work, but also more than 20 years of clinical practice. Areas of specialty include crisis counseling, grief and loss counseling, trauma-informed care, and narrative therapy. His instructional strategies are bolstered by many experiences working in the field of counseling and education. He uses these experiences to engage students to help them to understand the importance of the material and increase their understanding of subject matter.

Dr. Lepore received his Ed.D. Doctorate in Executive Counselor Education and Supervision, (CACREP Accreditation) from Duquesne University and holds a MSW Master's in Social Work from West Virginia University. He also has a MA in Human Services Administration from Duquesne University and Principal Certification from Carnegie-Mellon University.

In 2017, Dr. Lepore was awarded the Excellence in Teaching Award by The National Society of Leadership and Success, conferred by Sigma Alpha Phi for exemplifying the purpose of the society through excellence in academic student development.

**Dr. Aiko Malynda Maurer** is a passionate, dedicated educator with over 20 years of educational experience. She has been transforming education as a school leader for the past 10 years. First as founder and former CEO/Principal of the HOPE for Hyndman Charter School and now as the Chief Executive Officer of the Central PA Digital Learning Foundation, Dr. Maurer is leading the organization on a journey to create the Ideal Virtual Learning Experience for every learner. With experience in traditional school districts, brick and mortar charter schools, and cyber schools as both a teacher and a school leader, Dr. Maurer also networks, guides, and coaches other school leaders through the process of transforming education in their schools as the Director of Innovation, Incubation, and Development of the Appalachia Intermediate Unit 8.

## NAPSA VISION:

**All students will be provided appropriate supports,  
services and programs  
to overcome their barriers to learning.**



# Biographical Sketches of Presenters

**Donna Mazyck**, MS, RN, NCSN, CAE, FNASN, has, since 2011, been Executive Director of the National Association of School Nurses (NASN). During her undergraduate years, Ms. Mazyck determined that a nursing degree would be the foundation in her plan to return to her community to help individuals and groups improve their health in a variety of ways. She has been a nurse in community-based settings for most of her career, including serving as a school nurse in high schools and alternative schools. For 13 years, at the Maryland State Department of Education, Ms. Mazyck provided consultation and leadership to local school health services programs and school-based health center programs. In that role, she worked with stakeholders in the development of school health policies and regulations. Ms. Mazyck also led and participated in interprofessional reviews of student services teams and provided technical assistance to Maryland school districts and schools. She holds current certifications in school nursing, counseling, and as an association executive. Donna prioritizes leading staff and collaborating with organizations to optimize student health, safety, and learning by advancing school nursing practice.

**Christian Moore** is an internationally renowned speaker, licensed clinical social worker, and advocate for youth. He is the author of *The Resilience Breakthrough*, a guide for accessing resilience in a world of increasing instability and narrowing opportunity.

Coming from a blended family of 12 children, Christian spent most of his childhood years on the streets. In a neighborhood just outside of Washington, D.C., he was exposed to a wide array of social problems, which opened his eyes to the many injustices that exist in our world today. These experiences, combined with severe learning disabilities and an inner-city volunteer experience as a youth, all contributed to Christian's eventual decision to become a social worker and help others who struggle with similar challenges.

After fighting his way to receive a master of social work (MSW) and working in education, corrections, and a homeless program, Christian recognized the need for a new approach and created the WhyTry Program ([www.whytry.org](http://www.whytry.org)).

Thousands of school districts across the U.S. have had Christian consult on how to increase resilience, lower dropout, improve school climate, prevent bullying, lower the achievement gap, and improve academics through teaching social and emotional education to all students. Christian's personal mission is to ensure that all human beings are given the opportunity to thrive, regardless of social or economic status, race, background, or other personal obstacles.

**See you at the 2022 NAPSA Conference**

**October 16-19, 2022 Pittsburgh, PA**

**See you at the 2022 NAPSA Conference**





## Comprehensive Protection with Bark for Schools+

Bark for Schools+ is a premium service for schools that need extra support with managing imminent alerts. You'll also get access to improved features and additional software.



### 24/7 emergency calls

Get support for urgent alerts that require immediate attention.



### Customized notifications

Deliver urgent alerts directly to the people who need to see them.



### Image Removal software

Prevent inappropriate image files from being viewed or shared (*G Suite only*).

### Bark for Schools+ helps you respond to potentially life-threatening situations:

- Threats of violence
- Suicidal ideation
- Self-harm

### A digital safety net for your students

Get peace of mind knowing someone is always available to alert you to urgent dangers facing your students — at a fraction of the cost of other safety solutions.

Visit [bark.us/schools](https://bark.us/schools) for more information or contact [help@bark.us](mailto:help@bark.us) for a personalized quote.





## Student Lifecycle Solutions

Scribbles Software develops applications that enhance student services by automating and streamlining traditionally manual, paper-intensive processes for K-12 school districts. It's pretty awesome.

### scrib ENROLL

Engages families like no other enrollment application today. Equitable access, mobile-friendly, and translates into 109 languages. Enrollment has never been easier!

### scrib PRE-K

Uniquely designed for the world of Pre-K. Robustly handles state regulations, income verification, placement, family interviews, payments, and more.

### scrib ORDER

A holistic approach to managing student records requests. FERPA compliant and secure, provides self-service for your current students, alumni, and 3rd party companies for any record type or verification. Oh, did we mention you'll generate funds for your district and reduce costs? Pretty sweet!

### scrib ONLINE

Are you ready to go paperless? ScribOnline provides a secure, permanent archive in the cloud for student records, human resources, finance, and more. Go green!

### scrib SAM

Takes the task of automating student and staff user accounts to another level. scribSAM manages user accounts in Active Directory, Azure and Google networks from our Scribbles Software cloud platform. It can also combine that traditional account management functionality by giving access to our suite of products that empower staff, students and families in their education journey.

### scrib FOLDERS

Electronic cumulative records for current students are finally here! Created from SIS, forms, and paper, and updated as students matriculate, all documents within ScribFolders are secure, online, and accessible. We can confirm: it rocks!

### scrib CHOICE

Manages all school choices processes from specialty programs to district transfers. As the industry's most configurable lottery engine, it supports online video and more. Families want options and ScribChoice delivers!

### scrib FORMS

Farewell, paper forms! Imagine a smart form that's available on mobile devices, can translate into 109 languages on-the-fly, is secure, and can be signed and submitted without ever printing... can you see it? Awesome, we created it!

### scrib TRANSFER

Online school-to-school records request and exchange made simple. With ScribTransfer, you know where all your students are going. Engage with the K-12 Requestor Network of more than 25,000 registrars and records staff across the U.S. Bonus: no more fax machines or email!

### scrib CHAIN

Blockchain technology is the future. ScribChain empowers your students to own academic records. E-Transcripts can be sent to colleges and potential employers who are able to verify the authenticity of the record. The future is now with ScribChain.



# Biographical Sketches of Presenters

**Maria Taddonio**, LSW, HSV is a school social worker who works in the William Penn School District in Delaware County, Pennsylvania. Prior to the William Penn School District, she worked at Neshaminy School District in Bucks County, PA. She has experience working as a mental health professional in a truancy prevention in Delaware County program prior to becoming a school social worker. Additionally, she has worked in the field of foster care and in Philadelphia and its surrounding counties. Ms. Taddonio believes that school social workers are essential members of the pupil/student services support team, along with school counselors, school nurses and school psychologists. She believes that school social workers are crucial supports for school staff by providing professional development, psycho-education, and mental health support, as well. Ms. Taddonio is vice-chair of the Delaware County Suicide Prevention and Awareness Task Force. She is also the chair of the Task Force Education/Conference Planning Committee. Ms. Taddonio is a member of the Trauma Informed Education Coalition, as well. She is trained as a trainer for Question Persuade Refer (QPR) and has also been trained as an adjunct trainer for Lakeside Global. Marisa holds an undergraduate degree in psychology from The University of Colorado, Boulder. She obtained her Master's in Social Work from The University of Pennsylvania. She completed her Home and School Visitors certification from Bryn Mawr College as well as a graduate level certificate in Restorative Practices from the International Institute for Restorative Practices (IIRP). Finally, her passion for trauma informed education has led her to currently pursue a master's in education in Trauma and Resilience from Spring Arbor University. Marisa Taddonio is originally from York, PA and currently lives in King of Prussia, PA, a suburb of Philadelphia.

**Ira Weiss, Esq.** is a nationally known public sector legal authority with across-the-board experience in municipal, education, and tax law. The founder of the Law Offices of Ira Weiss and a Partner with Weiss Burkardt Kramer LLC, Ira has served public entities for more than four decades. Ira's achievements have been recognized with many awards including the Distinguished Achievement in Law Award from Tri-State Area School Study Council in 2012 and the President's Award for Distinguished Career Achievement by the Pennsylvania School Boards Solicitors Association in 2008.

Ira has been extremely active in the training of professional educators as an Adjunct Professor of Administrative and Policy Studies in the School of Education at the University of Pittsburgh. He and members of Weiss Burkardt Kramer LLC have designed programs and served as instructors for the Tri-State School Study Council of the University of Pittsburgh.

Ira was appointed to the Pennsylvania General Assembly's Legislative Audit Advisory Commission and served on the Board of Directors of the Education Policy and Leadership Center. He continues to work closely with the state legislature participating in several legislative study commissions involving taxation and being instrumental in advancing corrective legislation concerning municipal and school statutory issues.

Ira has been elected as a Fellow in the Academy of Trial Lawyers of Allegheny County. He has also been named a "Pennsylvania Super Lawyer" each year from 2005 to the present in the fields of schools and education. This status ranks him among the top five percent of the 45,000 lawyers practicing in Pennsylvania.



WHYTRY

**NAPSA expresses its most sincere “*Thank You*” to the WhyTry Organization for its invaluable support through providing us the means for putting on this year’s conference.**

**Special appreciation to WhyTry Founder Christian Moore and Program Director Mark Merrill for their dedicated efforts towards making NAPSA’s first virtual conference a great success!**





# The State of Student Mental Health

Students all across the country are struggling. The current crisis in student mental health is causing school districts to become more proactive in monitoring and providing services to support those in need.

## The State of Student Mental Health

# #2

**cause of death**  
for 10- to 19-year-olds  
is suicide



**1 in 5 teens**  
has or will have  
a serious mental illness



**70%**  
**of teens**  
see anxiety and depression  
as a major problem



**1 in 6 teens**  
has seriously  
considered suicide



**50%**  
**of mental illnesses**  
occur before the age of 14,  
and 75% by the age of 24

# 10M

**10M**  
**teens require**  
some level of professional help  
for a mental health condition

## What Is Gaggle Seeing?

Gaggle analyzes and reviews student content on school-issued accounts, alerting school officials when students show signs of self-harm, thoughts of suicide, substance abuse, threats of violence, and other harmful situations.

During the 2020–21 school year, Gaggle analyzed more than 10.1 billion student emails, files, and chats to help K-12 school districts keep students safe.



**5.2 million**  
students protected



**360K+**  
incidents required  
district attention



**1,408**  
student lives saved



**412**  
suicide notes found

Visit [gaggle.net](https://gaggle.net) to learn more about what we saw during the 2020–21 school year.



***2022 NAPSA  
CONFERENCE***  
**October 16-19, 2022**  
Drury Plaza Pittsburgh Down-  
town  
Pittsburgh, PA  
**Mark your calendars!**





*Congratulations  
&  
Best Wishes*

to **NAPSA**

and to those attending the  
*55<sup>th</sup>* ANNUAL

**NAPSA**  
CONFERENCE

at the  
**Hyatt Regency at Baltimore Inner Harbor**  
Baltimore, Maryland

Members of the Ohio Association of Pupil Services Administrators (OAPSA) work closely together to promote and strengthen the coordination of high quality administration of specialized instructional support personnel. With a focus on communication between and among our members, OAPSA conducts four state-wide conferences a year, maintains a website ([www.OAPSA.org](http://www.OAPSA.org)) and provides ongoing information and updates to members through a comprehensive and timely email distribution system.

**OAPSA**

OHIO ASSOCIATION OF  
PUPIL SERVICES  
ADMINISTRATORS

Informing & Connecting

Providing essential resources  
and opportunities to pupil services  
administrators in Ohio

OAPSA Members Stay

**INFORMED**

on emerging, critically important developments

**CONNECTED**

with your colleagues throughout Ohio

**COMPLIANT**

with updated information, workshops and emails

*For more information visit: [www.OAPSA.org](http://www.OAPSA.org)*

*or contact our Executive Director, Donna Stelzer at:*

*[OAPSA.DonnaStelzer@gmail.com](mailto:OAPSA.DonnaStelzer@gmail.com)*



## National Association of Pupil Services Administrators

<u>NAPSA PRESIDENT</u>	<u>Year</u>	<u>Conference Site</u>
Bruce E. Shear	1966	Chicago, IL
Bruce E. Shear	1967	Pittsburgh, PA
Edward Landy	1968	Salt Lake City, UT
W. Leslie Bobbitt	1969	Tampa, FL
Walter Lipton	1970	Indianapolis, IN
Harry Smallenburg	1971	Seattle, WA
George O. McClary	1972	Philadelphia, PA
Harry J. Klein	1973	St. Louis, MI
James M. O'Hara	1974	Scottsdale, AZ
Dr. Charles G. Huchet	1975	Williamsburg, VA
Jack M. Monderer	1976	Dayton, Oh
Sam Mikaelian	1977	Denver, CO
David Lloyd	1978	Boston, MA
Anthony D'Amore	1979	New Orleans, LA
Charles M. Wilson	1980	San Diego, CA
Gordon M. Footman	1981	Charlotte, NC
Althea Cousins	1982	Alexandria, VA
Donald E. Younglund	1983	Orlando, FL
Robert L. Dawkins	1984	Atlantic City, NJ
Ann Andrews	1985	Niagara Falls, NY
Eugene Bartkowski	1986	New Orleans, LA
Dr. Charles Williams	1987	El Paso, TX
Dr. Sandra F. Johnson	1988	Philadelphia, PA
Jack A. Bills	1989	Clearwater, FL
Dorothy F. Berricone	1990	Cincinnati, OH
Kirk L. Fisher	1991	Arlington, VA
Jeffrey Adrale	1992	Chicago, IL
Barbara Cox	1993	Nashville, TN
Donald Darby	1994	Jupiter Beach, FL
Dr. Robert Cormany	1995	Salt Lake City, UT
Nancy Valdez-Woodard	1996	Arlington, VA
Dr. Marilyn D. Wright	1997	Savannah, GA
Janise Tomko	1998	San Diego, CA
Steve Davis	1999	Clearwater Beach, FL
Renee M. Sterling	2000	St. Louis, MO
Wayne D. Fausnaught	2001	San Antonio, TX
Dr. Charlotte Roberts	2002	Charleston, SC
Dr. Theodore Kozlik	2003	San Diego, CA
Jim Shillinglaw	2004	Biloxi, MI
Jerry Bohren	2005	Chicago, IL
Dr. John Correll	2006	Myrtle Beach, SC
Pam Potter	2007	Myrtle Beach, SC
Dr. Chuck Bell	2008	Myrtle Beach, SC
Dr. Ethel Kozlik	2009	Reno, NV
Dr. Ethel Kozlik	2010	Baltimore, MD
Anita O'Neal	2011	Covington, KY
Anita O'Neal	2012	Philadelphia, PA

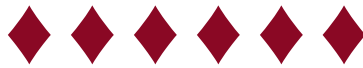
## National Association of Pupil Services Administrators

<u>NAPSA PRESIDENT</u>	<u>Year</u>	<u>Conference Site</u>
Dr. Douglas Arnold	2013	Cleveland, OH
Dr. Douglas Arnold	2014	Myrtle Beach, SC
Vernice Thomas	2015	Dublin, OH
Vernice Thomas	2016	Pittsburgh, PA
Dr. Frank M. Bruno	2017	Virginia Beach, VA
Dr. Frank M. Bruno	2018	Covington, KY
James J. Tatman	2019	Baltimore, MD
James J. Tatman	2020	No Conference
	2021	Virtual



**For the 55th year, NAPSA  
is meeting the needs of  
its membership by  
offering unmatched  
quality in professional  
development**





*The National Association of Pupil Services Administrators (NAPSA) is one of the 55+ national organizations to support the IDEA Partnership/ NASDSE. NAPSA has been a long standing member of the partnership whose core mission is to build the capacity of national, state and local education agencies while improving outcomes for students with disabilities.*



## **NAPSA'S MISSION**

The National Association of Pupil Services Administrators (NAPSA) will advocate for a superior system of education by influencing public policy, legislation and regulations through scholarly practice, exemplary professional development programs and support services promoting ethical standards of practice for the profession.

*Thank you for attending the **NAPSA** Conference!*

*As the role of Pupil Services/Student Services changes and evolves, it is very rewarding to have a network of colleagues that you can reach out to, bounce off ideas, and gain a better understanding of your job responsibilities. By becoming a member of **NAPSA**, you can do just that as part of a very special group of professional administrators, educators, and service providers that put children first.*

*I hope you gain valuable knowledge and will spread the word to other colleagues about this great organization. Enjoy the conference!*

*Dr. Larrissa Henderson, **NAPSA** President*



# **NAPSA NEWS**

## **Informing Pupil Services**

**NAPSA NEWS** is published quarterly as a benefit to our members.

**Dr. Frank M. Bruno, Publishing Editor**





**NAPSA would like to express a sincere *Thank You* to the University of Pittsburgh for its valuable support for this year's conference.**

**Special appreciation to Dr. Shederick A. McClendon, Assistant Dean for Student Engagement, for his collaborative efforts in helping to make this year's conference a great success!**



*A special thank you to all of our speakers!*





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OR CONTACT DR. DOUG ARNOLD, EXECUTIVE DIRECTOR  
[PAPSA@PTD.NET](mailto:PAPSA@PTD.NET)





# NAPSA MEMBERSHIP APPLICATION

**2021 – 2022**

National Association of Pupil Services Administrators  
P.O. Box 234  
Brodheadsville, PA 18322

Phone: (570) 656-4286

E-mail: [napsa@ptd.net](mailto:napsa@ptd.net)

Website: [www.napsa.com](http://www.napsa.com)

*Membership Year July 1, 2021 – June 30, 2022*

Title: \_\_\_ Dr. \_\_\_ Mrs. \_\_\_ Ms \_\_\_ Mr.

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Job Title: \_\_\_\_\_ Employer: \_\_\_\_\_

Mailing Address: (Office) \_\_\_\_\_

\_\_\_\_\_

(City) (State) (Zip Code)

(Home) \_\_\_\_\_

(City) (State) (Zip Code)

E-mail Address: \_\_\_\_\_

Office Phone: \_\_\_\_\_ Office Fax: \_\_\_\_\_

Home Phone: \_\_\_\_\_

\_\_\_ New Membership\* \_\_\_ Renewal Membership

\*Referral source: \_\_\_ Website \_\_\_ E-mail \_\_\_ Colleague/Friend name: \_\_\_\_\_

## MEMBERSHIP CLASSIFICATION

(Check One Below)

\_\_\_ Regular \$180 \_\_\_ Honorary (Retired)\*\* \$25

\_\_\_ Institutional \$675 (5 members from 1 institution) \_\_\_ Student\*\* \$65

Total Amount Submitted: \_\_\_\_\_

Method of Payment: \_\_\_ Enclosed \_\_\_ Online Credit Card Payment \_\_\_ Invoice

\*\*Does NOT include membership benefit of individual professional liability insurance.

# NAPSA

## National Association of Pupil Services Administrators

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### What is NAPSA?

NAPSA is:

- Committed to the cultivation of leadership, advocacy, and professional development in the field of pupil services.
- A national professional organization that focuses its efforts on the development of administrators and programs designed to serve the academic, social, emotional and physical needs of all students.
- A professional organization that recognizes the unique needs of administrators working within each of the student support services fields, including the ability to effectively integrate those services within a school district's instructional programs.
- A professional organization with representation in the National Alliance of Specialized Instructional Support Personnel (NASISP).

---

### Membership Qualifications

NAPSA members are typically responsible for the administration of pupil services programs, including but not limited to such areas as: guidance, counseling, school psychology, special education, social work, health services, safe and drug free schools, attendance, English Language Learners education, early childhood education, student discipline, and student records.

---

### NAPSA Membership Benefits

~ **Annual Conference** discounted rate; features nationally renowned speakers and highlights successful student services initiatives.  
~ **NAPSA News** is a quarterly newsletter, featuring the latest developments within the association and news from the world of student services.  
~ **NAPSA TIDBITS** monthly news brief provides electronic updates on legal issues and breaking news in education.  
~ **NAPSA Website** with access to articles, tools, and resources in the "MEMBERS ONLY" section at [www.NAPSA.com](http://www.NAPSA.com).

~ **Membership Directory** for networking with local, state, regional, and national peers in the role of pupil services administration.  
~ **\$1 Million Individual Professional Liability Insurance and Job Protection Policy** and access to additional discounted insurance programs for life, health, long term care, automotive, and home insurance.  
~ **National Legislative Liaison** provides a voice of influence on critical national legislative and regulatory processes.  
~ **State and National Affiliations** including PAPSA, OAPSA, WAPSO, TAPSA, NJAPSA, & NASISP.

---

#### NAPSA's Vision

All students will be provided appropriate supports, services and programs to overcome their barriers to learning.

[www.NAPSA.com](http://www.NAPSA.com)



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#### NAPSA'S MISSION

The National Association of Pupil Services Administrators (NAPSA) will advocate for a superior system of education by influencing public policy, legislation, and regulations through scholarly practice, exemplary professional development programs, and support services promoting ethical standards of practice for the profession.



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Jennifer Norman, Executive  
Director of Pupil Services,  
Rocky River School District



*"The experience and knowledge they provide gives me a sense of peace and confidence."*

Kersh Naidu, Director of Student  
Services, Orange City School District



*"It is very comforting to know they are part of our team."*

Charles Murphy, Assistant  
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National Association of Pupil Services  
Administrators

# 55th Annual Conference

**Administering Pupil Services with a Focus**



**Trauma, Resiliency, and Support**

# Conference Program

Virtual Conference  
October 25- 26, 2021





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William Listanski, VP, Business Development  
wlistanski@chancelight.com  
610-390-1882  
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## Welcome from the NAPSA President

On behalf of the entire NAPSA Executive Board, I wish to welcome you to the 55th annual NAPSA national conference. Through its conference theme – “Administering Pupil Services with a Focus on Trauma, Resiliency, and Support ” – NAPSA recognizes these three important items in all of its endeavors. Thus, NAPSA’s Executive Board has developed a comprehensive agenda of presenters to help meet the diverse and unique needs of student services administrators across America.

Topics will center on student social-emotional health and behavioral skills development for success in school and beyond. Sessions including legal updates, mentoring, trauma-informed instructional practices, and restorative practices will provide attendees with knowledge of available resources and current implications with regard to working in our field.

NAPSA is thankful for the partnership that has been forged with the WhyTry organization and its founder, Christian Moore, in providing us with the streaming platform with which to provide this virtual conference and in providing us with one of the foremost experts within the field of resiliency — Christian Moore!

NAPSA is also grateful for its partnership with the University of Pittsburgh and are honored to have Dr. Mary Margaret Kerr and Attorney Ira Weiss as nationally recognized presenters provided by Pitt. Also, special thanks go out to the University of Pittsburgh’s Assistant Dean, Dr. Shederick A. McClendon, for helping to secure this invaluable partnership.

As we look forward to helping participants to expand their pupil services knowledge base during the conference, please make sure you enjoy this valuable professional development experience as you enhance both your professional knowledge and access to resources. Please feel free to connect with any of our NAPSA Executive Board members to share ideas and feedback regarding the conference. Their contact information can be found on our website at [www.napsa.com](http://www.napsa.com).

Please also take note of this year's conference sponsors whose infomercials we will be showing during conference breaks. They are the "best of the best" when it comes to the services they offer and all have clients who are members of our organization.

Enjoy the conference!

Dr. Larrissa Henderson  
NAPSA President





# Welcome

October 25, 2021

Dear NAPSAs Colleagues,

It is my pleasure to welcome you to the 55th Annual NAPSAs Conference. I am confident that you will find this year's conference to be filled with stimulating programs and excellent speakers.

Due to the continuing pandemic, this year's conference will be held via virtual means. The conference has been structured to provide you with excellent professional development opportunities. To accommodate participants across the time zones within the US, the conference will provide intermittent 15-minute breaks, but there will be no dedicated lunch break.

To help ensure that all participants can enjoy the full benefit of the conference offerings, a link to a recording of the entire conference will be sent soon after the conference has concluded.

As always, this year's program encompasses many of the areas that pupil services support and are in the forefront of education today. We have diverse and talented presenters, several nationally recognized, who will share their expertise with you.

I know you will profit from this year's conference and return to your daily duties with something valuable that will have a positive impact on the lives of children and your pupil services program. Enjoy!

Sincerely,

Dr. Douglas C. Arnold  
Executive Director

## 2021 NAPSAs EXECUTIVE BOARD

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# 55th Annual Conference Schedule - 2021

## Monday, October 25, 2021

### All Times Eastern Time Zone

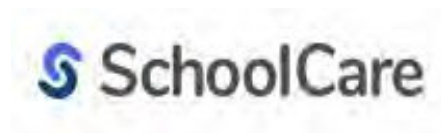
9:00- 9:10 AM	Welcome - Dr. Larrissa Henderson, NAPSA President
9:10-10:25AM	"Mentoring for Life" Dr.A. Malynda Maurer, CEO/CPDLF AIU 8 Director of Innovation, Incubation, and Development
10:25-10:40 AM	Break
10:40-11:55 AM	"Resiliency and Pupil Services" Dr. Mark Lepore, Clarion University Professor, Counseling, Human Services Rehabilitation & CRJ
11:55AM-12:10PM	Break
12:10-1:05 PM	"Trauma-Informed Behavior Strategies Part I - The Science of Trauma, Definitions, and Critical Background Knowledge" Dyane Lewis Carrere, M.Ed. Author, Educational Consultant, & Developer of the Re-Set Process™ and Re-Set Room™
1:05-1:20 PM	Break
1:20-2:35 PM	"Resilience Can Be Taught: Four Strategies to Build Resilience" Christian Moore, Author of <i>The Resilience Breakthrough</i>
2:35-2:50 PM	Break
2:50-3:45 PM	"The Trauma-Informed Instructor" Tracy Collins Boyle, DNP, FNP-BC, CS Marissa Taddonio, LSW, HSV

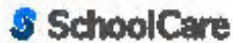
# Tuesday, October 26, 2021

## All Times Eastern Time Zone

9:00- 9:10 AM	Program Begins - Dr. Larrissa Henderson, NAPSA President
9:10-10:25 AM	"The School Nurse and Student Trauma" Donna J. Mazyck, RN, MS, NCSN, NCC NASN Executive Director
10:25-10:40 AM	Break
10:40AM-11:55AM	"Legal Issues Related to Pupil Services" Ira Weiss, Esq. PA Super Lawyer & Nationally Known Legal Expert
11:55AM-12:10PM	Break
12:10-1:05PM	"Trauma-Informed Behavior Strategies Part 2 - Implementation Strategies" Dyane Lewis Carrere, M.Ed.
1:05-1:20PM	Break
1:20-2:35 PM	"Trauma-Informed Practices" Dr. Mary Margaret Kerr, University of Pittsburgh Author, <i>School Crisis Prevention and Intervention</i>
2:35-2:50 PM	Break
2:50-3:45 PM	"Strengthening Relationships Through Restorative Practices" Jeanne M. Knouse, State College SD Director of Student Services

## Speakers Sponsored By SchoolCare





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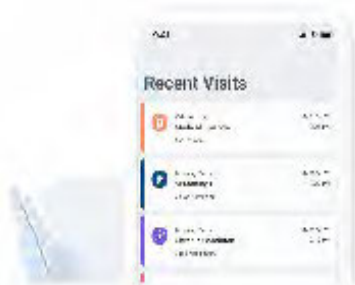


#### EHR

Our EHR is designed from the school nurse's perspective to help manage the challenges of keeping students healthy. It provides key insights about the health of school and district populations, identifies needs such as IEP/504 requirements, and monitors student health progress.

#### Care Coordination Program

Our Care Coordination Program ensures students receive optimal care by connecting the school nurse with outside health professionals, health plans, and parents.



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# Biographical Sketches of Presenters

**Dyane Lewis Carrere, M.Ed.** has had a 40+ year career in education that has taken many forms—teacher, administrator, adjunct faculty member, consultant, and staff developer. Throughout this time, her work has concentrated on supporting students whose struggles have placed them at the fringes of school success.

Dyane has worked in preschool through secondary settings as well as with families and service agencies focusing on developing compassionate, creative, effective behavior supports. She has both taught and been a guest speaker at the college level, bringing her lens on behavior to pre-service educators and Masters-level educators.

During the last 15 years of her career, Dyane has focused on supporting schools in understanding trauma and developing practices that support students with trauma histories. She has shared this work with others through local, state, and national forums.

Dyane believes that the educators and students whom she has had the opportunity to learn from and with have been the greatest gifts of her professional life. They have profoundly informed her work through their insights, their intentions, their feedback, and their stories.

**Dr. Tracy Collins Boyle** is a Doctor of Nursing Practice and a Family Nurse Practitioner with an educational specialist certificate as a Certified School Nurse. Dr. Boyle entered the nursing profession 30 years ago as a critical care/trauma nurse. She attended Widener University to complete her Master's degree as a Family Nurse Practitioner and her Doctorate in Nursing at Wilkes University. She served as the Coordinator of Nurses at William Penn School District from 2007 until 2021.

Dr. Boyle has worked in private practice and in Urgent care as well as her work in the public school system and has been administrator of five health and education grants through the Pennsylvania Department of Health and the CDC. She has taught at Widener, Drexel and Holy Family Universities, while maintaining her weekday duties as Director of Health Services at Holy Family University.

Dr. Boyle has had the honor of presenting for PESI Healthcare across the United States, and has presented at several Health Services meetings, the Pennsylvania Nurse Practitioner Coalition meeting, and PASNAP.

Dr. Boyle was honored in 2019 to present her Doctoral research at the International Advance Practice Nursing Convention in Rotterdam, Netherlands.

She is a past President of the Delaware County School Nurses Association and presently serves on several boards, including the Pa Nurse Practitioner Coalition, the Immunization Coalition and others. She has a love of Adolescents and mental health and you may see her working as a mental health provider in your community.

Dr. Boyle is from Delaware County Pennsylvania and currently divides her time between there and Lackawanna County Pennsylvania.



***A special thank you to all of our speakers!***





## Resilience in Education Matters

Have you ever wondered why some kids rise in the face of adversity and others shut down? With the challenges of 2020, now more than ever, resilience is an essential attribute we need to develop to help us navigate these challenges and those to come.

All educators can learn and use the skills of resilience as well as teach them to their students. The WhyTry organization has been researching and educating others on resilience for over twenty years.

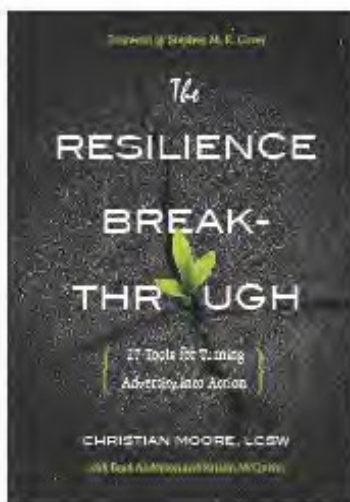
We specialize in teaching education professionals on developing resilience in their own lives as well as teaching resilience to students. As challenges will come and go in our lives, resilience can be the constant to help us through them.



### Resilience can be taught!

The WhyTry programs and approach help students master the skills of resilience they need to succeed at school, at home, and in life. We'll train your teachers, counselors, and administrators to engage students... to motivate them to take an interest in their own success.

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- Evidence-based programs and interventions
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- Intensive training to build capacity
- Additional training within curriculum



### Request a demo to receive a copy of the resilience breakthrough

Go to <https://whytry.org/schedule-demo/> to learn about our programs and request the demo!

WhyTry Founder Christian Moore delivers a primer on how you can become more resilient in a world of instability and narrowing opportunity, whether you're facing financial troubles, health setbacks, challenges on the job, or any other problem.

As he shares engaging real-life stories and a brutally honest analysis of his own experiences, Moore equips you with twenty-seven resilience-building tools that you can start using today... in your personal life or in your organization.



# Biographical Sketches of Presenters

**Dr. Mary Margaret Kerr** is a graduate of Duke University and American University. A professor at the University of Pittsburgh, Dr. Kerr is the former Chair of Administrative and Policy Studies and currently holds a secondary appointment as Professor of Psychiatry. Also licensed as a superintendent, Dr. Kerr has worked in urban school districts throughout her academic career. In the Department of Psychiatry, Dr. Kerr initially directed school-based research and training programs. Taking a public service leave from the University, Dr. Kerr served Pittsburgh City Schools as Director of Pupil Services. In 1995, Dr. Kerr was appointed by the federal court in California to serve as Consent Decree Administrator for the Chanda Smith special education case in LAUSD, where she worked for nearly a decade to reform all special education services for over 82,000 students. Returning to the University, Dr. Kerr directed training services for the University's youth suicide and violence prevention center, STAR-Center, which provides crisis response services, training, and policy consultation to school districts and agencies across Pennsylvania. In 2018, she released a nationally recognized book, *School Crisis Prevention and Intervention*.

Dr. Kerr is the recipient of the Jean Winsand Distinguished Woman in Education Award, the University of Pittsburgh Chancellor's Distinguished Teaching Award, the Provost's ACIE Award for Innovation in Education, and two Department of Psychiatry Teaching Awards.

#### Instructional Interests

In addition to teaching behavioral assessment and intervention (PSYED 2524), Dr. Kerr teaches school law, safety, and mental health-related courses for educational leaders (ADMPS 3114, ADMPS 2101, ADMPS 2024, ADMPS 2405) in the Teaching, Learning, & Leading Department.

Scholarly Interests. Dr. Kerr's internationally recognized research team, which includes youth as researchers, studies the experiences of young tourists at difficult heritage sites, including two 9/11 memorials. In addition to contributing her expertise on youth coping with mass trauma, Dr. Kerr has pioneered research in child-centered research methods for the tourism field, which historically has overlooked children and youth. Her team's work will appear in the forthcoming research handbook: Kerr, M.M., Stone, P. S., & Price, R. *Children, Young People, and Dark Tourism* (Routledge).

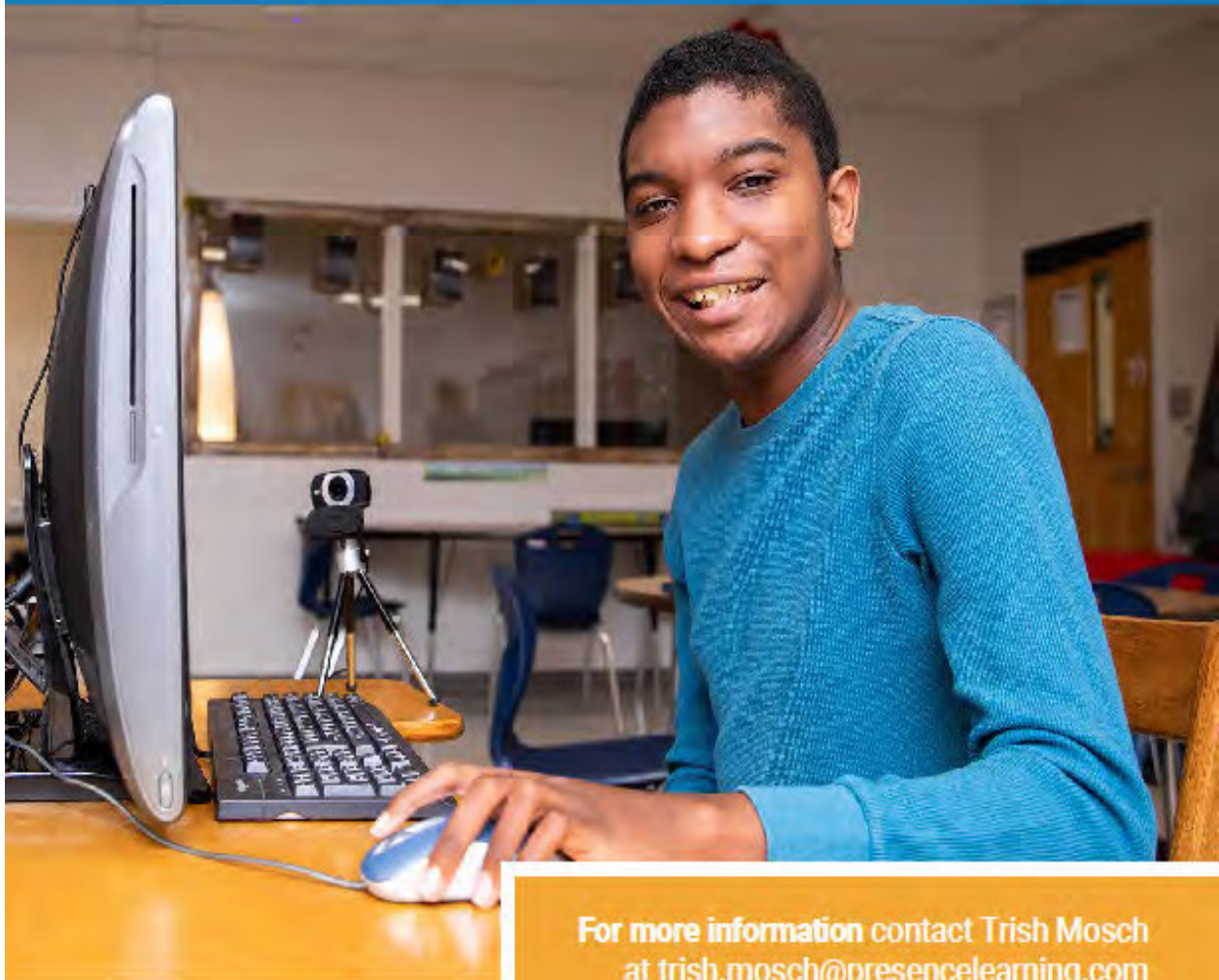
**Jeanne Knouse** is the Director of Student Services for the State College Area School District in State College, Pennsylvania. Jeanne has over 29 years of experience in education, including 10 years utilizing Restorative Practices and six years as a Restorative Practices Trainer.

Prior to her position in the State College Area School District Jeanne worked as a Special Education Supervisor, High School Principal, and Special Education teacher. Jeanne has extensive experience with Chapter 14 (Special Education Services and Programs), Chapter 15 (Americans with Disabilities Act Amendments Act or ADA), and Chapter 16 (Special Education for Gifted Students).

Currently Jeanne supervises the following programs: AEDY, Counseling, Nursing, Home School Visitor, Family Outreach Specialist, Child Accounting and PIMS Administration. Jeanne works closely with community service providers, PSU campus community and district staff to provide a full range of services for SCASD Students. Building and maintaining strong relationships has been the key to her success as an educator.



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# Biographical Sketches of Presenters

**Dr. Mark Lepore** is a Professor of Counseling, Human Services Rehabilitation, & CRJ at Clarion University. He has extensive knowledge of counseling psychology and counseling supervision gained from not only academic work, but also more than 20 years of clinical practice. Areas of specialty include crisis counseling, grief and loss counseling, trauma-informed care, and narrative therapy. His instructional strategies are bolstered by many experiences working in the field of counseling and education. He uses these experiences to engage students to help them to understand the importance of the material and increase their understanding of subject matter.

Dr. Lepore received his Ed.D. Doctorate in Executive Counselor Education and Supervision, (CACREP Accreditation) from Duquesne University and holds a MSW Master's in Social Work from West Virginia University. He also has a MA in Human Services Administration from Duquesne University and Principal Certification from Carnegie-Mellon University.

In 2017, Dr. Lepore was awarded the Excellence in Teaching Award by The National Society of Leadership and Success, conferred by Sigma Alpha Phi for exemplifying the purpose of the society through excellence in academic student development.

**Dr. Aiko Malynda Maurer** is a passionate, dedicated educator with over 20 years of educational experience. She has been transforming education as a school leader for the past 10 years. First as founder and former CEO/Principal of the HOPE for Hyndman Charter School and now as the Chief Executive Officer of the Central PA Digital Learning Foundation, Dr. Maurer is leading the organization on a journey to create the Ideal Virtual Learning Experience for every learner. With experience in traditional school districts, brick and mortar charter schools, and cyber schools as both a teacher and a school leader, Dr. Maurer also networks, guides, and coaches other school leaders through the process of transforming education in their schools as the Director of Innovation, Incubation, and Development of the Appalachia Intermediate Unit 8.

## NAPSA VISION:

**All students will be provided appropriate supports,  
services and programs  
to overcome their barriers to learning.**



# Biographical Sketches of Presenters

**Donna Mazyck**, MS, RN, NCSN, CAE, FNASN, has, since 2011, been Executive Director of the National Association of School Nurses (NASN). During her undergraduate years, Ms. Mazyck determined that a nursing degree would be the foundation in her plan to return to her community to help individuals and groups improve their health in a variety of ways. She has been a nurse in community-based settings for most of her career, including serving as a school nurse in high schools and alternative schools. For 13 years, at the Maryland State Department of Education, Ms. Mazyck provided consultation and leadership to local school health services programs and school-based health center programs. In that role, she worked with stakeholders in the development of school health policies and regulations. Ms. Mazyck also led and participated in interprofessional reviews of student services teams and provided technical assistance to Maryland school districts and schools. She holds current certifications in school nursing, counseling, and as an association executive. Donna prioritizes leading staff and collaborating with organizations to optimize student health, safety, and learning by advancing school nursing practice.

**Christian Moore** is an internationally renowned speaker, licensed clinical social worker, and advocate for youth. He is the author of *The Resilience Breakthrough*, a guide for accessing resilience in a world of increasing instability and narrowing opportunity.

Coming from a blended family of 12 children, Christian spent most of his childhood years on the streets. In a neighborhood just outside of Washington, D.C., he was exposed to a wide array of social problems, which opened his eyes to the many injustices that exist in our world today. These experiences, combined with severe learning disabilities and an inner-city volunteer experience as a youth, all contributed to Christian's eventual decision to become a social worker and help others who struggle with similar challenges.

After fighting his way to receive a master of social work (MSW) and working in education, corrections, and a homeless program, Christian recognized the need for a new approach and created the WhyTry Program ([www.whytry.org](http://www.whytry.org)).

Thousands of school districts across the U.S. have had Christian consult on how to increase resilience, lower dropout, improve school climate, prevent bullying, lower the achievement gap, and improve academics through teaching social and emotional education to all students. Christian's personal mission is to ensure that all human beings are given the opportunity to thrive, regardless of social or economic status, race, background, or other personal obstacles.

**See you at the 2022 NAPSA Conference**

**October 16-19, 2022 Pittsburgh, PA**

**See you at the 2022 NAPSA Conference**





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Get support for urgent alerts that require immediate attention.



### Customized notifications

Deliver urgent alerts directly to the people who need to see them.



### Image Removal software

Prevent inappropriate image files from being viewed or shared (*G Suite only*).

### Bark for Schools+ helps you respond to potentially life-threatening situations:

- Threats of violence
- Suicidal ideation
- Self-harm

### A digital safety net for your students

Get peace of mind knowing someone is always available to alert you to urgent dangers facing your students — at a fraction of the cost of other safety solutions.

Visit [bark.us/schools](https://bark.us/schools) for more information or contact [help@bark.us](mailto:help@bark.us) for a personalized quote.





## Student Lifecycle Solutions

Scribbles Software develops applications that enhance student services by automating and streamlining traditionally manual, paper-intensive processes for K-12 school districts. It's pretty awesome.

### scrib ENROLL

Engages families like no other enrollment application today. Equitable access, mobile-friendly, and translates into 109 languages. Enrollment has never been easier!

### scrib PRE-K

Uniquely designed for the world of Pre-K. Robustly handles state regulations, income verification, placement, family interviews, payments, and more.

### scrib ORDER

A holistic approach to managing student records requests. FERPA compliant and secure, provides self-service for your current students, alumni, and 3rd party companies for any record type or verification. Oh, did we mention you'll generate funds for your district and reduce costs? Pretty sweet!

### scrib ONLINE

Are you ready to go paperless? ScribOnline provides a secure, permanent archive in the cloud for student records, human resources, finance, and more. Go green!

### scrib SAM

Takes the task of automating student and staff user accounts to another level. scribSAM manages user accounts in Active Directory, Azure and Google networks from our Scribbles Software cloud platform. It can also combine that traditional account management functionality by giving access to our suite of products that empower staff, students and families in their education journey.

### scrib FOLDERS

Electronic cumulative records for current students are finally here! Created from SIS, forms, and paper, and updated as students matriculate, all documents within ScribFolders are secure, online, and accessible. We can confirm: it rocks!

### scrib CHOICE

Manages all school choices processes from specialty programs to district transfers. As the industry's most configurable lottery engine, it supports online video and more. Families want options and ScribChoice delivers!

### scrib FORMS

Farewell, paper forms! Imagine a smart form that's available on mobile devices, can translate into 109 languages on-the-fly, is secure, and can be signed and submitted without ever printing... can you see it? Awesome, we created it!

### scrib TRANSFER

Online school-to-school records request and exchange made simple. With ScribTransfer, you know where all your students are going. Engage with the K-12 Requestor Network of more than 25,000 registrars and records staff across the U.S. Bonus: no more fax machines or email!

### scrib CHAIN

Blockchain technology is the future. ScribChain empowers your students to own academic records. E-Transcripts can be sent to colleges and potential employers who are able to verify the authenticity of the record. The future is now with ScribChain.



# Biographical Sketches of Presenters

**Maria Taddonio**, LSW, HSV is a school social worker who works in the William Penn School District in Delaware County, Pennsylvania. Prior to the William Penn School District, she worked at Neshaminy School District in Bucks County, PA. She has experience working as a mental health professional in a truancy prevention in Delaware County program prior to becoming a school social worker. Additionally, she has worked in the field of foster care and in Philadelphia and its surrounding counties. Ms. Taddonio believes that school social workers are essential members of the pupil/student services support team, along with school counselors, school nurses and school psychologists. She believes that school social workers are crucial supports for school staff by providing professional development, psycho-education, and mental health support, as well. Ms. Taddonio is vice-chair of the Delaware County Suicide Prevention and Awareness Task Force. She is also the chair of the Task Force Education/Conference Planning Committee. Ms. Taddonio is a member of the Trauma Informed Education Coalition, as well. She is trained as a trainer for Question Persuade Refer (QPR) and has also been trained as an adjunct trainer for Lakeside Global. Marisa holds an undergraduate degree in psychology from The University of Colorado, Boulder. She obtained her Master's in Social Work from The University of Pennsylvania. She completed her Home and School Visitors certification from Bryn Mawr College as well as a graduate level certificate in Restorative Practices from the International Institute for Restorative Practices (IIRP). Finally, her passion for trauma informed education has led her to currently pursue a master's in education in Trauma and Resilience from Spring Arbor University. Marisa Taddonio is originally from York, PA and currently lives in King of Prussia, PA, a suburb of Philadelphia.

**Ira Weiss, Esq.** is a nationally known public sector legal authority with across-the-board experience in municipal, education, and tax law. The founder of the Law Offices of Ira Weiss and a Partner with Weiss Burkardt Kramer LLC, Ira has served public entities for more than four decades. Ira's achievements have been recognized with many awards including the Distinguished Achievement in Law Award from Tri-State Area School Study Council in 2012 and the President's Award for Distinguished Career Achievement by the Pennsylvania School Boards Solicitors Association in 2008.

Ira has been extremely active in the training of professional educators as an Adjunct Professor of Administrative and Policy Studies in the School of Education at the University of Pittsburgh. He and members of Weiss Burkardt Kramer LLC have designed programs and served as instructors for the Tri-State School Study Council of the University of Pittsburgh.

Ira was appointed to the Pennsylvania General Assembly's Legislative Audit Advisory Commission and served on the Board of Directors of the Education Policy and Leadership Center. He continues to work closely with the state legislature participating in several legislative study commissions involving taxation and being instrumental in advancing corrective legislation concerning municipal and school statutory issues.

Ira has been elected as a Fellow in the Academy of Trial Lawyers of Allegheny County. He has also been named a "Pennsylvania Super Lawyer" each year from 2005 to the present in the fields of schools and education. This status ranks him among the top five percent of the 45,000 lawyers practicing in Pennsylvania.



WHYTRY

**NAPSA expresses its most sincere “*Thank You*” to the WhyTry Organization for its invaluable support through providing us the means for putting on this year’s conference.**

**Special appreciation to WhyTry Founder Christian Moore and Program Director Mark Merrill for their dedicated efforts towards making NAPSA’s first virtual conference a great success!**





# The State of Student Mental Health

Students all across the country are struggling. The current crisis in student mental health is causing school districts to become more proactive in monitoring and providing services to support those in need.

## The State of Student Mental Health

# #2

**cause of death**  
for 10- to 19-year-olds  
is suicide



**1 in 5 teens**  
has or will have  
a serious mental illness



**70%**  
**of teens**  
see anxiety and depression  
as a major problem



**1 in 6 teens**  
has seriously  
considered suicide



**50%**  
**of mental illnesses**  
occur before the age of 14,  
and 75% by the age of 24

# 10M

**10M**  
**teens require**  
some level of professional help  
for a mental health condition

## What Is Gaggle Seeing?

Gaggle analyzes and reviews student content on school-issued accounts, alerting school officials when students show signs of self-harm, thoughts of suicide, substance abuse, threats of violence, and other harmful situations.

During the 2020–21 school year, Gaggle analyzed more than 10.1 billion student emails, files, and chats to help K-12 school districts keep students safe.



**5.2 million**  
students protected



**360K+**  
incidents required  
district attention



**1,408**  
student lives saved



**412**  
suicide notes found

Visit [gaggle.net](https://gaggle.net) to learn more about what we saw during the 2020–21 school year.



***2022 NAPSA  
CONFERENCE***  
**October 16-19, 2022**  
Drury Plaza Pittsburgh Down-  
town  
Pittsburgh, PA  
**Mark your calendars!**





*Congratulations  
&  
Best Wishes*

to **NAPSA**

and to those attending the  
*55<sup>th</sup>* ANNUAL

**NAPSA**  
CONFERENCE

at the  
**Hyatt Regency at Baltimore Inner Harbor**  
Baltimore, Maryland

Members of the Ohio Association of Pupil Services Administrators (OAPSA) work closely together to promote and strengthen the coordination of high quality administration of specialized instructional support personnel. With a focus on communication between and among our members, OAPSA conducts four state-wide conferences a year, maintains a website ([www.OAPSA.org](http://www.OAPSA.org)) and provides ongoing information and updates to members through a comprehensive and timely email distribution system.

**OAPSA**

OHIO ASSOCIATION OF  
PUPIL SERVICES  
ADMINISTRATORS

Informing & Connecting

Providing essential resources  
and opportunities to pupil services  
administrators in Ohio

OAPSA Members Stay

**INFORMED**

on emerging, critically important developments

**CONNECTED**

with your colleagues throughout Ohio

**COMPLIANT**

with updated information, workshops and emails

*For more information visit: [www.OAPSA.org](http://www.OAPSA.org)*

*or contact our Executive Director, Donna Stelzer at:*

*[OAPSA.DonnaStelzer@gmail.com](mailto:OAPSA.DonnaStelzer@gmail.com)*





## National Association of Pupil Services Administrators

<u>NAPSA PRESIDENT</u>	<u>Year</u>	<u>Conference Site</u>
Bruce E. Shear	1966	Chicago, IL
Bruce E. Shear	1967	Pittsburgh, PA
Edward Landy	1968	Salt Lake City, UT
W. Leslie Bobbitt	1969	Tampa, FL
Walter Lipton	1970	Indianapolis, IN
Harry Smallenburg	1971	Seattle, WA
George O. McClary	1972	Philadelphia, PA
Harry J. Klein	1973	St. Louis, MI
James M. O'Hara	1974	Scottsdale, AZ
Dr. Charles G. Huchet	1975	Williamsburg, VA
Jack M. Monderer	1976	Dayton, Oh
Sam Mikaelian	1977	Denver, CO
David Lloyd	1978	Boston, MA
Anthony D'Amore	1979	New Orleans, LA
Charles M. Wilson	1980	San Diego, CA
Gordon M. Footman	1981	Charlotte, NC
Althea Cousins	1982	Alexandria, VA
Donald E. Younglund	1983	Orlando, FL
Robert L. Dawkins	1984	Atlantic City, NJ
Ann Andrews	1985	Niagara Falls, NY
Eugene Bartkowski	1986	New Orleans, LA
Dr. Charles Williams	1987	El Paso, TX
Dr. Sandra F. Johnson	1988	Philadelphia, PA
Jack A. Bills	1989	Clearwater, FL
Dorothy F. Berricone	1990	Cincinnati, OH
Kirk L. Fisher	1991	Arlington, VA
Jeffrey Adrale	1992	Chicago, IL
Barbara Cox	1993	Nashville, TN
Donald Darby	1994	Jupiter Beach, FL
Dr. Robert Cormany	1995	Salt Lake City, UT
Nancy Valdez-Woodard	1996	Arlington, VA
Dr. Marilyn D. Wright	1997	Savannah, GA
Janise Tomko	1998	San Diego, CA
Steve Davis	1999	Clearwater Beach, FL
Renee M. Sterling	2000	St. Louis, MO
Wayne D. Fausnaught	2001	San Antonio, TX
Dr. Charlotte Roberts	2002	Charleston, SC
Dr. Theodore Kozlik	2003	San Diego, CA
Jim Shillinglaw	2004	Biloxi, MI
Jerry Bohren	2005	Chicago, IL
Dr. John Correll	2006	Myrtle Beach, SC
Pam Potter	2007	Myrtle Beach, SC
Dr. Chuck Bell	2008	Myrtle Beach, SC
Dr. Ethel Kozlik	2009	Reno, NV
Dr. Ethel Kozlik	2010	Baltimore, MD
Anita O'Neal	2011	Covington, KY
Anita O'Neal	2012	Philadelphia, PA

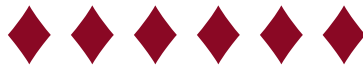
## National Association of Pupil Services Administrators

<u>NAPSA PRESIDENT</u>	<u>Year</u>	<u>Conference Site</u>
Dr. Douglas Arnold	2013	Cleveland, OH
Dr. Douglas Arnold	2014	Myrtle Beach, SC
Vernice Thomas	2015	Dublin, OH
Vernice Thomas	2016	Pittsburgh, PA
Dr. Frank M. Bruno	2017	Virginia Beach, VA
Dr. Frank M. Bruno	2018	Covington, KY
James J. Tatman	2019	Baltimore, MD
James J. Tatman	2020	No Conference
	2021	Virtual



**For the 55th year, NAPSA  
is meeting the needs of  
its membership by  
offering unmatched  
quality in professional  
development**





*The National Association of Pupil Services Administrators (NAPSA) is one of the 55+ national organizations to support the IDEA Partnership/ NASDSE. NAPSA has been a long standing member of the partnership whose core mission is to build the capacity of national, state and local education agencies while improving outcomes for students with disabilities.*



## **NAPSA'S MISSION**

The National Association of Pupil Services Administrators (NAPSA) will advocate for a superior system of education by influencing public policy, legislation and regulations through scholarly practice, exemplary professional development programs and support services promoting ethical standards of practice for the profession.

*Thank you for attending the **NAPSA** Conference!*

*As the role of Pupil Services/Student Services changes and evolves, it is very rewarding to have a network of colleagues that you can reach out to, bounce off ideas, and gain a better understanding of your job responsibilities. By becoming a member of **NAPSA**, you can do just that as part of a very special group of professional administrators, educators, and service providers that put children first.*

*I hope you gain valuable knowledge and will spread the word to other colleagues about this great organization. Enjoy the conference!*

*Dr. Larrissa Henderson, **NAPSA** President*



# **NAPSA NEWS**

## **Informing Pupil Services**

**NAPSA NEWS** is published quarterly as a benefit to our members.

**Dr. Frank M. Bruno, Publishing Editor**



**NAPSA would like to express a sincere *Thank You* to the University of Pittsburgh for its valuable support for this year's conference.**

**Special appreciation to Dr. Shederick A. McClendon, Assistant Dean for Student Engagement, for his collaborative efforts in helping to make this year's conference a great success!**



*A special thank you to all of our speakers!*







THE PENNSYLVANIA ASSOCIATION OF  
PUPIL SERVICES ADMINISTRATORS

# PAPSA Means Service!

- ANNUAL CONFERENCE
- PROFESSIONAL DEVELOPMENT OPPORTUNITIES
- MASS EMAIL NEWSWORTHY ITEMS
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- 1200+ PAGE ADMINISTRATIVE MANUAL
- BOOKS ON CURRENT TOPICS
- INFORMATIVE WEBSITE
- PROGRAM REVIEWS
- LISTSERV

FOR MORE INFORMATION, VISIT: [WWW.PAPSA-WEB.ORG](http://WWW.PAPSA-WEB.ORG)

OR CONTACT DR. DOUG ARNOLD, EXECUTIVE DIRECTOR  
[PAPSA@PTD.NET](mailto:PAPSA@PTD.NET)



# NAPSA MEMBERSHIP APPLICATION

**2021 – 2022**

National Association of Pupil Services Administrators  
P.O. Box 234  
Brodheadsville, PA 18322

Phone: (570) 656-4286

E-mail: [napsa@ptd.net](mailto:napsa@ptd.net)

Website: [www.napsa.com](http://www.napsa.com)

*Membership Year July 1, 2021 – June 30, 2022*

Title: \_\_\_ Dr. \_\_\_ Mrs. \_\_\_ Ms \_\_\_ Mr.

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Job Title: \_\_\_\_\_ Employer: \_\_\_\_\_

Mailing Address: (Office) \_\_\_\_\_

\_\_\_\_\_

(City) (State) (Zip Code)

(Home) \_\_\_\_\_

(City) (State) (Zip Code)

E-mail Address: \_\_\_\_\_

Office Phone: \_\_\_\_\_ Office Fax: \_\_\_\_\_

Home Phone: \_\_\_\_\_

\_\_\_ New Membership\* \_\_\_ Renewal Membership

\*Referral source: \_\_\_ Website \_\_\_ E-mail \_\_\_ Colleague/Friend name: \_\_\_\_\_

## MEMBERSHIP CLASSIFICATION

(Check One Below)

\_\_\_ Regular \$180 \_\_\_ Honorary (Retired)\*\* \$25

\_\_\_ Institutional \$675 (5 members from 1 institution) \_\_\_ Student\*\* \$65

Total Amount Submitted: \_\_\_\_\_

Method of Payment: \_\_\_ Enclosed \_\_\_ Online Credit Card Payment \_\_\_ Invoice

\*\*Does NOT include membership benefit of individual professional liability insurance.



# NAPSA

## National Association of Pupil Services Administrators

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### What is NAPSA?

NAPSA is:

- Committed to the cultivation of leadership, advocacy, and professional development in the field of pupil services.
- A national professional organization that focuses its efforts on the development of administrators and programs designed to serve the academic, social, emotional and physical needs of all students.
- A professional organization that recognizes the unique needs of administrators working within each of the student support services fields, including the ability to effectively integrate those services within a school district's instructional programs.
- A professional organization with representation in the National Alliance of Specialized Instructional Support Personnel (NASISP).

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### Membership Qualifications

NAPSA members are typically responsible for the administration of pupil services programs, including but not limited to such areas as: guidance, counseling, school psychology, special education, social work, health services, safe and drug free schools, attendance, English Language Learners education, early childhood education, student discipline, and student records.

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### NAPSA Membership Benefits

~ **Annual Conference** discounted rate; features nationally renowned speakers and highlights successful student services initiatives.  
~ **NAPSA News** is a quarterly newsletter, featuring the latest developments within the association and news from the world of student services.  
~ **NAPSA TIDBITS** monthly news brief provides electronic updates on legal issues and breaking news in education.  
~ **NAPSA Website** with access to articles, tools, and resources in the "MEMBERS ONLY" section at [www.NAPSA.com](http://www.NAPSA.com).

~ **Membership Directory** for networking with local, state, regional, and national peers in the role of pupil services administration.  
~ **\$1 Million Individual Professional Liability Insurance and Job Protection Policy** and access to additional discounted insurance programs for life, health, long term care, automotive, and home insurance.  
~ **National Legislative Liaison** provides a voice of influence on critical national legislative and regulatory processes.  
~ **State and National Affiliations** including PAPSA, OAPSA, WAPSO, TAPSA, NJAPSA, & NASISP.

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#### NAPSA's Vision

All students will be provided appropriate supports, services and programs to overcome their barriers to learning.

[www.NAPSA.com](http://www.NAPSA.com)



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#### NAPSA'S MISSION

The National Association of Pupil Services Administrators (NAPSA) will advocate for a superior system of education by influencing public policy, legislation, and regulations through scholarly practice, exemplary professional development programs, and support services promoting ethical standards of practice for the profession.

HEAR WHAT TOP SCHOOL ADMINISTRATORS ARE SAYING ABOUT THE  
**EDUCATION LAW TEAM AT WALTER | HAVERFIELD**



*"The Walter | Haverfield education team has provided timely and critical legal representation to the Canton City School District for nearly a decade."*

Adrian Allison, Superintendent,  
Canton City School District



*"The education team brings outstanding experience to Rocky River Schools."*

Jennifer Norman, Executive  
Director of Pupil Services,  
Rocky River School District



*"The experience and knowledge they provide gives me a sense of peace and confidence."*

Kersh Naidu, Director of Student  
Services, Orange City School District



*"It is very comforting to know they are part of our team."*

Charles Murphy, Assistant  
Superintendent, Willoughby-  
Eastlake City Schools

# Walter | Haverfield

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PROVIDING ATTENTIVE, COST-EFFECTIVE LEGAL SERVICES TO PUBLIC SCHOOLS OF ALL SIZES.

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- Labor and Employment
- Student Issues
- Collective Bargaining
- Board Governance

CLEVELAND 216.781.1212 | [WALTERHAV.COM](http://WALTERHAV.COM)







# IEP Compliance, Best Practice and Common Pitfalls: *a toolkit for training*

## *Check your IEP PULSE*

Using the link [http](http://bit.ly/IEP_SWAY)

[://bit.ly/IEP\\_SWAY](http://bit.ly/IEP_SWAY) review this information and find your answers...

**Following the IEP meeting date, when must an IEP be implemented?**

Your answer: **ASAP no later than 10 days**

- 1. Often teachers are asked to serve as LEA representative. What are the 3 qualifications needed to fulfil this position? (not the case here at PDLCS)**


Your answer:

- 2. Under what circumstances may an IEP team member be excused from an IEP meeting?**

Your answer:

**BONUS: Is it ok for a principal to sign the IEP if you don't attend?**

- 3. According to the Sway, what are some ways to ensure parent participation**

**in the IEP?**  Stop and Discuss: How do you ensure that parents have a valued seat at the IEP meeting?

Your answer: Varied Answers

- 4. What is a "Common Pitfall" when an IEP team has checked "YES" in Special Considerations?**

Your answer:

**BONUS: How frequently should an IEP team consider Assistive Technology?**





# IEP Compliance, Best Practice and Common Pitfalls: *a toolkit for training*


## *Check your IEP PULSE*

Using the link [http](http://bit.ly/IEP_SWAY)

[://bit.ly/IEP\\_SWAY](http://bit.ly/IEP_SWAY) review this information and find your answers...

- 5. Where does it make the most sense for Related Services Providers to add Present Education Level input?**

Your answer:

- 6.  Stop and Discuss: After looking over the Present Education Levels section of the Sway, list 2 things you did not know OR wish to share with your staff from the Present Levels of Academic and Functional Performance section of the IEP.**

a.

b.

- 7. What is the difference between a Service and an Activity in Section III of the IEP?**

Your answer:

- 8. What are the 4 components of a Measurable Annual Goal?**

Your answer:

- 9. How is Extended School Year (ESY) determined?**

Your answer:

- 10. Which section of the Penn Data Reporting is completed for students who are educated outside the regular school building for more than 50% of the day?**

Your answer:

- 11. If you needed additional resources about the Procedural Safeguards Notice, where could you find it?**

Your answer:



# IEP Compliance, Best Practice and Common Pitfalls: *a toolkit for training*

## *Check your IEP PULSE*

Using the link [http](http://bit.ly/IEP_SWAY)

[://bit.ly/IEP\\_SWAY](http://bit.ly/IEP_SWAY) review this information and find your answers...

### **12. What are the 4 components of a Measurable Annual Goal?**

Your answer:

### **13. When and How is Educational Placement determined for a student?**

Your Answer:



Stop and Discuss: What is your process for Educational Placement?

What	Who	Who is responsible for creating content	Available When	Due Date	Act 48 Hours	Mode	Location
Back to School Special Ed	All special ed staff	S. Faith	August 11	August 11	1	Synchronous	Room 124
CEW New Staff	New Staff	L. Budd	August 18	August 18	1	Synchronous	In-Person
Frontline: Observation Cycles	Certified Staff (teachers, counselors, coaches)	K. Heiles K. Crooks A. Ploesch	August 30	August 30	0.5	Synchronous	Online - 30 Minutes
Frontline: Observation Cycles	Non-Certified Staff	Kocoba Pappaterra			0.5	Synchronous	Online - 30 Minutes
Frontline: PLP	All Staff	K. Heiles K. Crooks A. Ploesch	August 17	August 17	0.5	Synchronous	Online - 30 Minutes
Frontline: SLO Replacement	Instructional Staff	K. Heiles K. Crooks A. Ploesch	September 15	September 15	1	Synchronous	Training Room
<b>KICK OFF</b>	<b>ALL STAFF</b>	<b>S. Simmons K. Crooks A. Ploesch</b>	<b>August 11</b>	<b>August 11</b>	<b>0</b>	<b>Synchronous</b>	<b>In-Person and Online</b>
Linking Sections in the LMS	K-6 Teachers	V. DeRoner D. Bible	August 16	August 16	0.5	Synchronous	Online - 30 Minutes
Ripple Effects	Counselors, Sarah B., Sarah O., Brinna	K. Heiles	August 25	August 25	1	Synchronous	In-Person
Special Education	All Staff (5 Groups)	S. Faith	August 24-27	August 24-27	2	Synchronous	In-Person
Special Education - Teachers - Transition	K-12 Sp Ed Teachers	S. Faith	August 17	August 17	1	Synchronous	Online - 1 Hour
UbD/MTSS & Differentiation: Connecting the Pieces	All Instructional Staff (4 Groups)	A. Ploesch	August 16-18	August 16-18	2	Synchronous	In-Person and Online
Digital Citizenship	All homeroom coaches (all K-12 teachers)	V. DeRoner D. Bible	August 19	August 31	1.5	Asynchronous	PD Center
Student Assistance Program (SAP)	All Staff	T. Contos J. Bigos	August 12	August 31	2	Asynchronous	PD Center

Month	Date(s)	Time	Special Ed Topic	LLS Link - Schoology Site	Staff Facilitators
September	9/8/2021	12:00-12:30	Importance of a Routine		Bigos, Blose, Levenson, Diable
October	10/6	12:00-12:30	Related Services - All you need to know!		Reddecliff, Paul, Gulish
November	11/3	12:00-12:30	Transition - Importance K-12		Crooks, Rogers, Budd
December	12/8	12:00-12:30	The TEAM approach for IEPs		Clutter, Galando, Teare
February	2/23	12:00-12:30	Extended School Year (ESY)		Alicandro, Olszewski
March	3/23	12:00-12:30	What is Resource Room?		Wierdak, Smith
April	4/13	12:00-12:30	Role of a parent with state assessments		Winter, Hoffman, Dunn
May	5/11	12:00-12:30	Understanding your child's disability		Buchanan, Faith
May	5/25	12:00-12:30	Summer routines and resources		Bigos, Batrack, Felton, Colbert



FOR DAO USE ONLY	
DAO CODE	
CLUSTER	

### Regional Truancy Court Citation Form

This form will be sent by the DAO to the Department of Data Processing and the Truancy Unit within the First Judicial District of PA. The information will be used to create the Truancy citations mailed to families referred to Regional Truancy Court. A sample citation appears on the next page. **Please complete the form and return it to [projectgo@phila.gov](mailto:projectgo@phila.gov).**

<b>Official Name of School</b>	Pennsylvania Distance Learning Charter School
<b>School Address</b> <i>(Physical location)</i>	2605 Nicholson Rd Suite 4100, Sewickley, PA 15143
<b>Full Name of School Principal*</b>	Patricia Rossetti
<b>Full Name of School Contact**</b>	Nicole Williams or Ashley Blocker
<b>School Contact's Phone Number</b>	1-888-997-3352 option 4
<b>School Contact's Email Address</b>	attendance@padistance.org

*\*or appropriate school leader*

*\*\*Can be the Attendance Designee or other school personnel that the court or families can contact regarding truancy court hearings.*

In the blank space below, please provide the School Principal's signature. The signature should be large and must be written in FINE POINT FELT TIP MARKER, (i.e., FINE POINT SHARPIE). **NOTE:** If your school filed a truancy citation within the last two school years AND your School Principal remains unchanged, you may skip this step.

---



# TRUANCY CITATION



**COMMONWEALTH OF PENNSYLVANIA**  
COURT OF COMMON PLEAS OF PHILADELPHIA  
FAMILY DIVISION  
1501 Arch Street  
Philadelphia, PA 19102

FCT -  
*Family Court Truancy Number*

COMMONWEALTH OF PENNSYLVANIA  
vs.



SUMMONS		CITATION
YOU ARE COMMANDED TO APPEAR BEFORE THE PHILADELPHIA COURT OF COMMON PLEAS		USTED ESTA ORDENADO PARA APARECER ANTE LA CORTE DE PRIMER INSTANCIA DE FILADELFIA
DATE (Fecha)	TIME (Tiempo)	LOCATION (Sitio)
	9 A.M.	School Name - Cluster Court Cluster Address 555 Sample Road Philadelphia, PA 19107

**You and YOUR CHILD are commanded to appear before the Philadelphia Family Court: pursuant under Pennsylvania School Code 24 P.S. Section 13-1333 (a) (1).**

**Usted y su niño son ordenados a comparecer en la Corte de Familia de Filadelfia, de conformidad con las reglas de la escuela publica 24 P.S. Section 13-1333 (a) (1).**

I, the undersigned, do hereby state under oath or affirmation my name is **Contact Name, School Contact/Position**.  
My address is **School Physical Address phone: (555) 555-5555**.

The accused has violated the Pennsylvania School Code (24 P.S. §13-1327-1333) by not complying with the Compulsory Education Attendance requirements.

The violation alleged is:

That \_\_\_\_\_, parent/guardian of \_\_\_\_\_, born \_\_\_\_\_, is in violation of the Compulsory School Laws of the Commonwealth of Pennsylvania by failing to require \_\_\_\_\_ to attend the student's assigned school. \_\_\_\_\_

Notice has been sent to defendant pursuant to 24 P.S. §13-1333 (a) (1). I ask that a summons or a warrant of arrest be issued and that the accused be required to answer the charges.

COMMONWEALTH OF PENNSYLVANIA: \_\_\_\_\_  
COUNTY OF PHILADELPHIA: \_\_\_\_\_ SS

AND NOW, this date \_\_\_\_\_ 20\_\_\_\_\_,  
I certify the complaint has been properly deposed and executed and that there is no probable cause for the issuance of process.

\_\_\_\_\_  
Judge

### I, **School Representative Name, Position**

verify that the facts set forth in this complaint are true and correct to the best of my knowledge, information and belief. This is made subject to the penalties of Section 4904 of the Crimes code (18 Pa. C.S. §4904) relating to unsworn falsification to authorities.

9/9/2021  
Date  
*Your Signature*  
Signature

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed the seal of this Court this day of

*Margaret T Murphy*  
Margaret T Murphy Administrative Judge



**FIELD PLACEMENT  
MEMORANDUM OF UNDERSTANDING**

**THE TERM** of this **AGREEMENT**, entered into by and between Drexel University, hereinafter referenced as the **UNIVERSITY**, and **PA Distance Learning Charter School**, hereinafter referenced as the **SCHOOL**, shall commence on **October 1, 2021**, and shall continue unless written notice is given by the **SCHOOL** to the contrary.

**WITNESSETH**

**WHEREAS**, the governing board of a school may enter into agreements with a college or university approved by the Pennsylvania Department of Education to provide student teaching experience and to provide supervised field experience as may be called for in the requirements of the various authorized credentials for public school service; and

**WHEREAS**, any such agreement may provide for the payment in money or in services for the services rendered by the school of an amount not to exceed the actual cost to the school of the services rendered; and

**WHEREAS**, it has been determined between the parties hereto that the payments to be made to the school under this agreement do not exceed the actual cost to the school of the services rendered;

**NOW, THEREFORE**, it is mutually agreed between the parties hereto as follows:

**I.**

The **SCHOOL** shall provide teaching experience through observations and student teaching in schools and classes of the **SCHOOL** for teacher candidates/student interns of the University who possess a valid certificate of clearance and are assigned by the University to schools or classes of the **SCHOOL**. Such observations and student teaching shall be provided in such schools or classes of the **SCHOOL**, and under the direct supervision and instruction of such employees of the **SCHOOL**, as the **SCHOOL** and the University through their duly authorized representatives may agree upon.

The **SCHOOL** may, for good cause, refuse to accept for observations and student teaching any teacher candidate/student intern of the University assigned to a placement in the **SCHOOL**, and upon request of the **SCHOOL**, made for good cause, the University shall terminate the assignment of any teacher candidate/student intern of the University to observation or student teaching in the **SCHOOL**.

“Student teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching or administrative leadership functions under the direct supervision and instruction of employees of the **SCHOOL** holding valid state-issued educator credentials, other than emergency or intern credentials, authorizing them to serve as classroom teachers or principal/superintendent interns in the schools or classes in which the student teaching is provided.

“Teacher candidate” and “student intern” as used herein and elsewhere in this agreement refers to a currently enrolled Drexel University student who is participating in field experiences, including pre-student teaching and student teaching, or a Principal or Superintendent internship.

**II.**

During their field experiences, teacher candidates will be participating in a directly linked corresponding course which provides continuous study and discussion. Three evaluators observe the student during these placements:

1. The *mentor teacher* works with the teacher candidate in the classroom and conducts a formative and final evaluation with the PDE 430 form; as required by the Pennsylvania Dept of Education.
2. The *site director* (as identified and hired by Drexel University) visits the placement location and completes a minimum of two formal observations depending on the type of assignment. The site director will complete the Drexel University Student Teaching Evaluation Form for each lesson observed. The site director will submit a formative and summative evaluation (PDE 430).
3. The Drexel University *course instructor* (*Drexel faculty*) will view two video recordings of the teacher candidate's teaching (stage IV only) and provide constructive feedback. Please note that teacher candidates will adhere to all SCHOOL policies with regard to video recording.

### III.

There are four stages of field experience of which Stages III and IV include student teaching. Each stage is progressively more intensive and requires the candidate to gradually assume more responsibility. The experiences should take place in collaborative settings across all grade levels to give candidates a flavor for the values, culture, and working styles of learning environments throughout the K-12 system.

Additionally, Drexel University offers three different internships designed for already-certified teachers who are looking to become administrative leaders: the Principal Internship, Superintendent Letter of Eligibility Internship, and the Special Education Leadership Internship.

An assignment of a teacher candidate or student intern of the University to schools or classes of the SCHOOL shall be at the discretion of the University as described below. The start and end dates can be adjusted in order to align with the SCHOOL's academic year calendar.

The University will award the SCHOOL for performance by the SCHOOL of all services required at a rate mutually agreed upon per University quarter term.

#### STAGE ONE: OBSERVATION

Candidates are observers in a variety of education and education-related settings (e.g., community organizations, tutoring programs). Programs are expected to design this phase so that candidates observe before formal admission to the teacher education program. Apart from community and after-school programs, there must also be a range of school and classroom experiences (e.g., urban, suburban, rural, high- and low-performing schools) so that candidates have a broad experience and learn as much as possible about K-12 learners and K-12 education philosophy.

#### STAGE TWO: EXPLORATION

This stage may be called the "assistant" phase of field experience where the candidate works under a certified teacher's direction with a small group of students. Activities could include tutoring, helping with assignments, and so forth.

#### STAGE THREE: PRE-STUDENT TEACHING

In pre-student teaching, candidates work with small groups of students in school or after-school settings under the supervision of a certified teacher. For this phase of field experience, K-12 level candidates will be formally admitted to the education program but will not be in full control of a class.

## **STAGE FOUR: STUDENT TEACHING**

There is a minimum of 12 weeks of full-time student teaching required including all auxiliary duties normally performed by a teacher. The student teacher must be supervised by faculty with knowledge and experience in the area of certification and a mentor teacher with appropriate professional educator certification (three years satisfactory certified teaching experience on the appropriate certificate and one year certified experience in the specific placement) who is trained by the preparation program faculty. Programs are permitted to provide either a single placement for the duration of the student teaching or a split placement that provides a minimum of six weeks in two different grade bands.

## **INTERNSHIPS: PRINCIPAL, SUPERINTENDENT LETTER OF ELIGIBILITY, SPECIAL EDUCATION SUPERVISOR**

These internships occur across four different quarter terms where each intern will complete 75-150 hours per term for a total of 300-600 hours over the course of a year.

The hours are embedded partly in current job functions such as leadership activities, school planned activities, activities generated from courses and log reflections, and meeting with a mentoring administrator. Student interns will keep a log of weekly leadership activities that are implemented by the student intern and the mentoring administrator.

Each student intern is responsible for securing a mentoring administrator with a minimum of three years administrative experience on a state-issued administrative certificate and a minimum of one year in the SCHOOL or school where the student intern currently works.

Furthermore, the mentor must have an administrative assignment as a school principal, assistant principal, superintendent, or other office administrative position, as appropriate. Additionally, each student intern has a Drexel University instructor who monitors the student intern's progress during the four-quarter internship experience.

## **IV.**

### **TEACHER CANDIDATE/STUDENT INTERN QUALIFICATIONS**

Each Drexel University teacher candidate or student intern must currently possess a clear federal background check which was conducted by local law enforcement authorities and complete at least three hours of Child Abuse Recognition and Reporting Training, under Pennsylvania Act 126. Furthermore, students completing field experiences or internships in the state of Pennsylvania must also currently possess a Pennsylvania State Criminal Background check and a Pennsylvania Child Abuse History clearance. Any student intern participating in one of the three Internships must also provide proof of an applicable valid state-issued certificate in their area of study.

### **MENTOR TEACHER/ADMINISTRATOR QUALIFICATIONS**

Mentor teachers/administrators must have appropriate professional educator certification (three years satisfactory certified teaching experience on the appropriate certificate and one year certified experience in the specific placement). In addition, they should be open to engaging in mentoring professional development provided by Drexel University.

V.

**MENTOR TEACHER/ADMINISTRATOR RESPONSIBILITIES**

***Stages I/II: Observation/Exploration***

1. Communicate with teacher candidate and Field Placement Office to share their expertise as appropriate.
2. Allow the teacher candidate to actively observe classroom instruction and collaborates in completing all attendant requirements prior to hosting.
3. Co-plan and co-teach lessons with the teacher candidate as necessary.
4. Sign the candidate's observation log indicating that they have observed the class for the number of hours reported.
5. Provide ongoing actionable feedback verbally throughout the experience.
6. Complete final, informal evaluation of the teacher candidate, identifying overall strengths and providing suggestions for the future.

***Stage III: Pre-Student Teaching***

1. Complete the Mentor Teacher Application prior to hosting.
2. Attend a Mentor Teacher Orientation prior to or at the beginning of the field experience.
3. Allow the teacher candidate to actively observe classroom instruction and teach 4-8 small group and/or whole class lessons during the placement.
4. Sign the candidate's observation log indicating that they have observed the class for the number of hours recorded.
5. Provide ongoing actionable feedback both verbally and in writing throughout the experience.
6. Complete a final evaluation of the teacher candidate, identifying overall strengths and providing suggestions for the future.
7. Communicate with the Site Director throughout the duration of the placement.
8. Communicate with Drexel University instructor as needed throughout the duration of the placement.

***Stage IV: Student Teaching***

1. Complete the Mentor Teacher Application prior to hosting.
2. Review the full-time student teaching or residency student teaching handbook.
3. Attend a Mentor Teacher Orientation prior to or at the beginning of the field experience.
4. Be willing to allow the teacher candidate to gradually assume the majority of the responsibilities of the classroom.
5. Complete two formal evaluations according to the four domains of the Danielson's Framework, identifying overall strengths and providing suggestions for the future.
6. Provide daily actionable feedback to the candidate both verbally and in writing throughout the experience.
7. Communicate with the Site Director throughout the duration of the placement.
8. Communicate with Drexel University instructor throughout the duration of the placement.

***Principal/Superintendent/Special Education Supervisor Internship***

1. Complete the Mentoring Administrator Application each term.
2. Assist the student intern with the Intern Goal Form.
3. Review each of the applicable documents: Internship Handbook, Evaluation/Feedback Form and Internship Schedule.
4. Suggest internship activities.
5. Meet with the student intern weekly, or as needed, for mentoring, feedback, and reflection.
6. If possible, participate in a Live Classroom with other mentoring administrators each term; an invitation will be sent from the Drexel University instructor with information on the time/day and how to participate.





COUNTY OF



ALLEGHENY

RICH FITZGERALD  
COUNTY EXECUTIVE

**Patricia R. Rosetti**

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

April 18, 2017

Dear Ms. Rosetti:

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

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

1. Memorandum of Understanding
2. Transportation Plan

These documents can be emailed to the Department of Education's Foster Care Coordinator at [pafostercare@csc.csiu.org](mailto:pafostercare@csc.csiu.org). Please reference the following web site for more information. [www.pafostercare.org](http://www.pafostercare.org)

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

Sincerely,

Samantha Murphy  
Resource Services Manager/Education Liaison

## MEMORANDUM OF UNDERSTANDING

Between

Pennsylvania Distance Learning Charter School

and

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

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

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

### **Purpose:**

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

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

### **Identified Points of Contact**

LEA responsibilities:

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

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

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

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

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

CYF responsibilities:

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

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

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

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

### **Data Sharing**

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

The LEA will share the following with CYF:

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

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

CYF will share the following with the LEA:

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

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

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

### **Best Interest School Placement Determination**

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

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

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

- Preferences of the child;



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

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

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

**LEA responsibilities:**

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

document the BID.

**CYF responsibilities:**

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

**Transportation**

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

**Joint responsibilities:**

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

**LEA responsibilities:**

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

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

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

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

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

**CYF responsibilities:**

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

**School Enrollment**

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

**LEA responsibilities:**

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

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

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

**CYF responsibilities:**

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

**Dispute Resolution Process**

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

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

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

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

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

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

**Updates and Revisions:**

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

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

ATTEST:

**ALLEGHENY COUNTY  
DEPARTMENT OF HUMAN SERVICES**

Patricia Rossette  
Witness ALSCCO

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

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

Approved as to Form Only:

By: [Signature]

By: George M. Janocko

ATTEST:

**SCHOOL DISTRICT**

William DiSandro  
Secretary

By: [Signature]  
Board President

Approved as to Form Only:

Date of Board Approval: 3-6-17

By: \_\_\_\_\_  
Solicitor



**Transportation Plan**

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

**And**

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

**Transportation Procedures**

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

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

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

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

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

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

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

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

## **Part 2. Addressing Transportation Assurances to Ensure Educational Stability**

### **Transportation Options:**

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

The following options will be considered to provide SOO transportation:

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

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

#### Funding:

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

#### Part 3: Addressing Additional Costs

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Part 6. Sample scenarios**

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

##### **Scenario #1**

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

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

##### **Scenario #2**

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

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

##### **Scenario #3**

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

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



#### Scenario #4

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

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

#### **Part 7. Updates and Revisions**

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

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

ATTEST:

**ALLEGHENY COUNTY**

**DEPARTMENT OF HUMAN SERVICES**

Patricia Rossette  
PSCS CEO  
Witness

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

[Signature] 3-28-17

William McKain, County Manager

Approved as to Form Only:

By: [Signature]

By: George M. Jarrocker

ATTEST:

**SCHOOL DISTRICT**

William W. Rossette  
Secretary

By: [Signature]  
Board President

Approved as to Form Only:

Date of Board Approval: 3-6-17

By: \_\_\_\_\_  
Solicitor

## Memorandum of Understanding

### **Parties**

This memorandum of understanding (MOU) is between Penn State College of Medicine's Penn State PRO Wellness and [INSERT school name]. The document below outlines expected roles and responsibilities for the adolescent stakeholder network project to be developed by Penn State PRO Wellness in partnership with your school. The duration of this agreement runs from 11/02/2021 – 6/30/2023. This project is funded by the Patient-Centered Outcomes Research Institute.

### **Purpose**

We are offering a STEM (Science, Technology, Engineering & Mathematics) related program at the high school in partnership with Penn State College of Medicine's PRO Wellness group that will allow students to provide their adolescent perspective and expertise to health professionals.

Students WILL NOT participate as research subjects, but as *stakeholders*. Different from research subjects, *stakeholders* provide their thoughts on various elements/processes of a study or intervention focused on the "how to". Most healthcare professionals: physicians, nurses, researchers, scientists (parents too!) do not know *how to* best connect with adolescents. For example, as stakeholders, students may advise on *how to* word a consent form, *how to* design graphics on a study recruitment flyer, or *how to* phrase survey questions. Students will gain first-hand experience into the scientific process and directly impact this process. Students will not be asked to divulge any personal information (e.g. medical history), but rather, are asked offer their "how to" input as adolescents.

Participation will be via web-based meeting platform (e.g. Zoom) in groups of 9-12 including teens from other high schools. Students will commit to participating in 5 scheduled feedback sessions/year on preferred topics of interest. In some cases, requests may solicit opinions from specific groups of students relevant to the work, for example, student-athletes, bilingual students or female students.

### **Roles and Responsibilities**

Penn State PRO Wellness will:

- 1) Vet health professionals who request use of the network to ensure they are in an appropriate position and affiliated with an appropriate organization.
- 2) Confirm that the items on which adolescent feedback are requested are appropriate.
- 3) Oversee scheduling with the adolescent network.
- 4) Collect, compile and share evaluations of the network with participating schools, adolescents and researchers.
- 5) Address any grievances that require escalation.
- 6) Serve as a resource for participating schools.
- 7) Honor requests for recommendation letters.

Participating schools will:

- 1) Organize a school STEM club, or including this opportunity within an existing club, which is the format under which this opportunity will operate.

- 2) Identify a school staff member who will serve as a primary contact for participating students and Penn State PRO Wellness staff.
- 3) Ensure students complete the required web-based training (approximately 1 hour) to prepare them to give their opinions as stakeholders. Hold a club meeting after training is completed to debrief and answer questions.
- 4) Oversee student sign up for available sessions and be available for students who need to debrief/discuss or have questions following a session.
- 5) Ensure timely completion of student/teacher evaluation forms regarding the network.
- 6) Be aware that students will not be asked to divulge any personal information (e.g. medical history). However, should a student share something of concern the school's primary contact will be informed to handle the situation per your school protocol.
- 7) Address any concerns/grievances that require escalation to the Penn State team.

*We agree to be transparent and honest as the network is developed, recognizing that this partnership will evolve over time. We anticipate this MOU may need to be revised as the network grows and agree to collaboratively determine the best approach to successfully address any challenges.*

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Deepa L. Sekhar, MD, MSc  
Executive Director, Penn State PRO Wellness

*Patricia Rossetti*

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Patricia Rossetti, Chief Executive Officer  
Pennsylvania Distance Learning CS

## MEMORANDUM OF UNDERSTANDING

### BETWEEN

**Franklin Park Police Department**  
(Law Enforcement Authority)

and

**PA Distance Learning Charter School**  
(School Entity)

**July 1, 2021**  
(Date)

### I. Introduction

#### A. Parties

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

**Franklin Park Police Department**

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

**PA Distance Learning Charter School**

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





2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information From Student Records
  - a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
    - i. Criminal History Record Information Act, 18 Pa.C.S. § 9101 et seq.
    - ii. The prohibition against disclosures, specified in section IV(C)(5) of this Memorandum.
  - b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
    - i. Comply with the Family Educational Rights and Privacy Act (hereinafter “FERPA”), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 et seq., and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
    - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
    - iii. Complete reports as required by section 1303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
  - c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office<sup>1</sup> – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

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

#### E. Priorities of the Law Enforcement Authority

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



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

#### F. Priorities of the School Entity

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

## II. Notification of Incidents to Law Enforcement

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

### A. Mandatory Notification

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

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



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

## B. Discretionary Notification

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

- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
  - viii. Chapter 39 (relating to theft and related offenses).
  - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
  - x. Section 5503 (relating to disorderly conduct).
  - xi. Section 6305 (relating to sale of tobacco).
  - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
  - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
- b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

#### C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

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



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

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

No physical students at location.

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

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

### **III. Law Enforcement Authority Response**

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



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

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

#### B. Custody of Actors

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

### IV. Assistance of School Entities

#### A. *In Loco Parentis*

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

#### B. Notification of Parent or Guardian

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

#### C. Scope of School Entity's Involvement

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



#### 4. Suspects and Custodial Interrogation

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

#### 5. Conflicts of Interest

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

#### D. Reporting Requirements

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

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





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

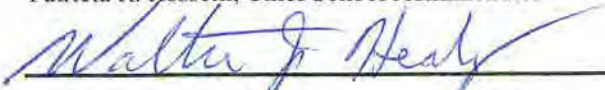
[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]  
Law Enforcement Agency and School Entity will meet to review discrepancies and determine how the incident(s) should be reported. School Entity will make any required changes and resubmit the annual report to the police department.

V. General Provisions

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

  
\_\_\_\_\_  
Patricia R. Rossetti, Chief School Administrator

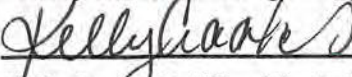
PA Distance Learning Charter School  
\_\_\_\_\_  
School Entity

  
\_\_\_\_\_  
Walter Healy, Chief Law Enforcement Authority

Franklin Park Police Department  
\_\_\_\_\_  
Law Enforcement Authority

  
\_\_\_\_\_  
Aubrey Ploesch, Building Principal K-6

PA Distance Learning Charter School  
\_\_\_\_\_  
School Building

  
\_\_\_\_\_  
Kelly Crooks, Building Principal 7-12

**JUVENILE UNIT**

THREE SOUTH PENN SQUARE  
PHILADELPHIA, PENNSYLVANIA 19107-3499

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

This Memorandum of Understanding ("MOU"), dated September 14, 2021, is by and between the Philadelphia District Attorney's Office ("DAO") and Pennsylvania Distance Learning Charter School ("the School"); collectively, "the Parties".

- I. Purpose.** The purpose of this partnership is to ensure that the parents/guardians of the children enrolled in the School are made aware of the importance of regular school attendance. This MOU sets forth the duties and responsibilities of the DAO and the School to implement the Project "GO" School Attendance Support program at the school.
- II. Term.** The term of this MOU shall commence on September 14, 2021 and terminate on the last day of school for students which shall be no later than June 7, 2021 (the "Term").
- III. Responsibilities of the Parties.**

**A. Pennsylvania Distance Learning Charter School**

1. The Principal of the School agrees to assign at least one Attendance Designee to be responsible for all contact between the School Attendance Support Unit at the DAO and the School.
  - a. The Attendance Designee shall be:
    - an employee of the School.
    - familiar with attendance record keeping procedures.
    - familiar with the School's attendance policy.
    - familiar with the attendance enforcement procedures regarding truant and habitually truant students pursuant to 24 P.S. §§ 13-1333 – 1333.1.
    - familiar with the requirements of compulsory school attendance law regarding excuses for not attending school pursuant to 24 P.S. §§ 13-1327.2 and 1329.
    - familiar with exceptions to compulsory school age pursuant to 24 P.S. § 13-1330.
    - familiar with the requirements of written legal notice to parents/guardians pursuant to 24 P.S. § 13-1354.

2. The Attendance Designee will provide the following information for habitually truant students monthly or, at the request of the DAO, within ten (10) business days of such request:
  - a. All requested demographic information of habitually truant students via the appropriate electronic DA Referral Spreadsheet.
  - b. Requested student records via email, fax, or USPS, which shall include:
    - The attendance record for the current school year.
    - The attendance record from the previous school year if the student attended The School.
    - A copy of the School Attendance Improvement Plan written during the 2021-2022 school year.
    - A written record of all verbal or written contact between the School and the parent/guardian during the current school year regarding school attendance.
  - c. Prior to submitting demographic information or student records to the DAO, the School must contact the parent/guardian in writing pursuant to 24 P.S. § 13-1333(a).
3. The Attendance Designee or agent will be present at the Family Conference, a meeting coordinated by the DAO and intended to uncover the barriers to school attendance, to respond to specific questions regarding the School's policies and resources or a student's attendance. The Attendance Designee or agent must be familiar with the student's attendance records.
4. After the Family Conference, with respect to the students whose parents/guardians were invited to the Family Conference, the School will:
  - a. investigate, document, and ensure the validity of all unexcused and excused absences,
  - b. ensure the accuracy of the attendance record, and
  - c. continue to document in writing all contacts concerning attendance between the School and the parents/guardians of habitually truant students.
5. After the Family Conference, the Attendance Designee will notify the DAO of those students whose attendance has not improved in violation of the compulsory school attendance law, 24 P.S. § 13-1333. Notification will occur electronically:
  - a. at a time to be agreed upon at the Family Conference, and
  - b. after the School has monitored the student's attendance for at least ten (10) school days.
6. The School will compile and produce the student's school records at the request of the DAO to ensure that a family is able to receive more intensive services and support.
7. The Principal will identify a primary contact for Regional Truancy Court hearings. The Attendance Designee will submit the following to the DAO for forwarding to the Court:

- a. The Principal's first name, last name, and email address.
- b. The Principal's signature.
- c. The first name, last name, and email address of the primary contact at the School for Regional Truancy Court hearings.
- d. The School's phone number.
- e. The School's physical address.

**B. Philadelphia District Attorney's Office**

The DAO agrees to provide truancy prevention/intervention services at for habitually truant students. The DAO will:

1. Maintain complete confidentiality as defined and required by state, federal, and local law and by the School for all information and records relating to School students. The DAO acknowledges that the School is bound by federal and state laws regarding the compilation, maintenance, and release of educational records. The DAO shall comply with all federal and state laws regarding the confidentiality of educational records of the School and the Student, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations, 34 C.F.R. Part 99, and Title 22 of the Pennsylvania Code, 22 Pa. Code §§ 12.31–32. For the purposes of this MOU, the DAO is considered a contractor under FERPA and has a legitimate educational interest in student records.
2. Provide the School with the electronic referral forms needed to make referrals.
3. Upon receiving a student's demographic information from the Attendance Designee via the electronic referral form, send an Initial Warning Letter on DAO letterhead to the parents/guardians of those students who have been identified as habitually truant via First-Class Mail. The Initial Warning Letter will explain the importance of regular school attendance and the legal significance of truancy.
4. Schedule a Family Conference with parents/guardians of those students who continue to need school attendance support after the School has fulfilled its obligations under 24 P.S. § 13-1333 and the DAO has sent an Initial Warning Letter. Subsequently, the DAO will:
  - a. Contact the parents/guardians scheduled for a Family Conference via phone at least three (3) days prior to the scheduled conference.
  - b. Send advanced written notice of the Family Conference via First-Class mail to the relevant parents/guardians at least two (2) weeks prior to the scheduled conference.
  - c. Ensure a member of the DAO is present at all Family Conferences held at the School, other physical location, or remotely.
5. Refer students and families as needed to agencies that will provide services aimed at addressing barriers to consistent school attendance in accordance with agreements

made at the Family Conference. The DAO will provide timely notice to the School via email once a referral has been made.

6. After the Family Conference and upon receiving notice from the Attendance Designee that a student's attendance has not improved in violation of the compulsory school attendance law (24 P.S. §13-1333), the DAO will do one or more of the following:
  - a. Schedule an additional meeting with the parent/guardian and/or student,
  - b. Make additional referrals to agencies that will provide services aimed at addressing barriers to consistent school attendance, and/or
  - c. Refer students and their parents/guardians to Regional Truancy Court in Philadelphia County.
7. Prior to referring a case to Regional Truancy Court, the DAO must ensure that the School is added to the citations list of the Juvenile Branch, Family Division of the Court of Common Pleas of Philadelphia - First Judicial District of Pennsylvania (the "Court") or, if the School was previously added, that the existing citation is accurate.
  - a. The DAO will forward the information requested in Section IV, Subsection A(7) of this MOU to the Court to add the School to the Court's citation list or verify the accuracy of the existing citation.
8. When referring cases to Regional Truancy Court, the DAO will:
  - a. Send the following required documents to Truancy Intervention and Support Services Unit of the City of Philadelphia Department of Human Services ("DHS") and the Court:
    - The attendance record for the current school year,
    - The attendance record from the previous school year, if available,
    - A copy of the School Attendance Improvement Plan written during the 2021-2022 school year, and
    - A record of all verbal or written contact between the School and the parent/guardian during the current school year regarding school attendance.
  - b. Submit requested student demographic information to the Court and DHS.
  - c. Notify the Attendance Designee electronically to confirm the referral has been made.
  - d. Notify the Attendance Designee electronically of scheduled hearing dates upon receipt of notice from the Court.
9. Train relevant School staff and parents/guardians regarding their duties as part of the Project "GO" School Attendance Support program, under compulsory school age law, and pursuant to this MOU and in accordance with the School's Health and Safety Plan.

**IV. Notices.** Any written communication required by this MOU shall be sent electronically to the contacts listed below.



Communication to the DAO shall be emailed to [projectgo@phila.gov](mailto:projectgo@phila.gov) or to the following individuals:

Sarah Shaw  
[Sarah.shaw@phila.gov](mailto:Sarah.shaw@phila.gov)  
 Senior Program Manager, Project Go

Suzanne Gallen  
[Suzanne.gallen@phila.gov](mailto:Suzanne.gallen@phila.gov)  
 Program Associate, Project Go

Communication to the School shall be emailed to the designated Attendance Designee(s) listed below:

<b>1</b>	Name:	Nicole Williams	<b>2</b>	Name:	Ashley Blocker
	Email:	<a href="mailto:attendance@padistance.org">attendance@padistance.org</a>		Email:	<a href="mailto:attendance@padistance.org">attendance@padistance.org</a>
	Title:	Attendance Officer		Title:	Attendance Specialist
<b>3</b>	Name:		<b>4</b>	Name:	
	Email:			Email:	
	Title:			Title:	
<b>5</b>	Name:		<b>6</b>	Name:	
	Email:			Email:	
	Title:			Title:	

- V. Cost.** There is no fee for these services and no monetary exchange between the parties for implementation of Project "GO" School Attendance Support program.
- VI. Termination.** Failure to abide by the responsibilities outlined in this MOU may result in cancellation of the Project "GO" School Attendance Support program at the school.
- VII. General Terms.** It is expressly understood that each party will operate according to their own policies. Nothing contained in this MOU supersedes the statutes, rules, and regulations governing each party. To the extent that any provision of this MOU is inconsistent with any such statute, rule or regulation, the statute, rule or regulation shall prevail.

If a conflict arises regarding the terms of this MOU, the Parties agree to work in good faith to resolve such conflict.

*[Signature Page Follows]*

This MOU will be signed by the appropriate agency representatives. By signing, the parties agree to support and uphold the MOU.

**DAO:**

\_\_\_\_\_  
Robert Listenbee  
First Assistant District Attorney

Date:

\_\_\_\_\_  
Sarah Shaw  
Senior Program Manager

Date:

Pennsylvania Distance Learning Charter School

:

*Patricia Rossetti*  
\_\_\_\_\_  
School Principal's Signature  
Print Name: Patricia Rossetti  
Title: Chief Executive Officer

Date: September 14, 2021

*Nicole Williams*  
\_\_\_\_\_  
Nicole Williams  
Attendance Designee

Date: 9/16/2021

\_\_\_\_\_  
Ashley Blocker  
Attendance Designee

Date:

*Ashley Blocker*  
\_\_\_\_\_  
Attendance Designee

Date: 9/20/21

\_\_\_\_\_  
Attendance Designee

Date:

\_\_\_\_\_  
Attendance Designee

Date:

\_\_\_\_\_  
Attendance Designee

Date:

**JUVENILE UNIT**

THREE SOUTH PENN SQUARE  
PHILADELPHIA, PENNSYLVANIA 19107-3499

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

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    - familiar with the School's attendance policy.
    - familiar with the attendance enforcement procedures regarding truant and habitually truant students pursuant to 24 P.S. §§ 13-1333 – 1333.1.
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6. The School will compile and produce the student's school records at the request of the DAO to ensure that a family is able to receive more intensive services and support.
7. The Principal will identify a primary contact for Regional Truancy Court hearings. The Attendance Designee will submit the following to the DAO for forwarding to the Court:

- a. The Principal's first name, last name, and email address.
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**B. Philadelphia District Attorney's Office**

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  - b. Send advanced written notice of the Family Conference via First-Class mail to the relevant parents/guardians at least two (2) weeks prior to the scheduled conference.
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made at the Family Conference. The DAO will provide timely notice to the School via email once a referral has been made.

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  - a. Send the following required documents to Truancy Intervention and Support Services Unit of the City of Philadelphia Department of Human Services ("DHS") and the Court:
    - The attendance record for the current school year,
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    - A copy of the School Attendance Improvement Plan written during the 2021-2022 school year, and
    - A record of all verbal or written contact between the School and the parent/guardian during the current school year regarding school attendance.
  - b. Submit requested student demographic information to the Court and DHS.
  - c. Notify the Attendance Designee electronically to confirm the referral has been made.
  - d. Notify the Attendance Designee electronically of scheduled hearing dates upon receipt of notice from the Court.
9. Train relevant School staff and parents/guardians regarding their duties as part of the Project "GO" School Attendance Support program, under compulsory school age law, and pursuant to this MOU and in accordance with the School's Health and Safety Plan.

**IV. Notices.** Any written communication required by this MOU shall be sent electronically to the contacts listed below.

Communication to the DAO shall be emailed to [projectgo@phila.gov](mailto:projectgo@phila.gov) or to the following individuals:

Sarah Shaw  
[Sarah.shaw@phila.gov](mailto:Sarah.shaw@phila.gov)  
 Senior Program Manager, Project Go

Suzanne Gallen  
[Suzanne.gallen@phila.gov](mailto:Suzanne.gallen@phila.gov)  
 Program Associate, Project Go

Communication to the School shall be emailed to the designated Attendance Designee(s) listed below:

<b>1</b>	Name:	Nicole Williams	<b>2</b>	Name:	Ashley Blocker
	Email:	attendance@padistance.org		Email:	attendance@padistance.org
	Title:	Attendance Officer		Title:	Attendance Specialist
<b>3</b>	Name:		<b>4</b>	Name:	
	Email:			Email:	
	Title:			Title:	
<b>5</b>	Name:		<b>6</b>	Name:	
	Email:			Email:	
	Title:			Title:	

- V. Cost.** There is no fee for these services and no monetary exchange between the parties for implementation of Project "GO" School Attendance Support program.
- VI. Termination.** Failure to abide by the responsibilities outlined in this MOU may result in cancellation of the Project "GO" School Attendance Support program at the school.
- VII. General Terms.** It is expressly understood that each party will operate according to their own policies. Nothing contained in this MOU supersedes the statutes, rules, and regulations governing each party. To the extent that any provision of this MOU is inconsistent with any such statute, rule or regulation, the statute, rule or regulation shall prevail.

If a conflict arises regarding the terms of this MOU, the Parties agree to work in good faith to resolve such conflict.

*[Signature Page Follows]*

This MOU will be signed by the appropriate agency representatives. By signing, the parties agree to support and uphold the MOU.

**DAO:**

\_\_\_\_\_  
Robert Listenbee  
First Assistant District Attorney

Date:

\_\_\_\_\_  
Sarah Shaw  
Senior Program Manager

Date:

Pennsylvania Distance Learning Charter School

:

*Patricia Rossetti*  
\_\_\_\_\_  
School Principal's Signature  
Print Name: Patricia Rossetti  
Title: Chief Executive Officer

Date: September 14, 2021

\_\_\_\_\_  
Nicole Williams  
*Attendance Designee*

Date:

\_\_\_\_\_  
Ashley Blocker  
*Attendance Designee*

Date:

\_\_\_\_\_  
*Attendance Designee*

Date:

\_\_\_\_\_  
*Attendance Designee*

Date:

\_\_\_\_\_  
*Attendance Designee*

Date:

\_\_\_\_\_  
*Attendance Designee*

Date:

# Board Affirmation Statement

## Pennsylvania Distance Learning Charter School

2605 Nicholson Road, Suite 4100, Sewickley, PA 15143

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 11 day of August, 2022

By:  (Signature of Board President)

John Marous (Print Name)

Pennsylvania Distance Learning Charter School Board of Trustees



## 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 11 day of August, 2022

By:  (Signature of Board President)

John Marous (Print Name)

Pennsylvania Distance Learning Charter School Board of Trustees



## Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

Affirmed on this 11 day of August, 2022

By:  (Signature of Board President)

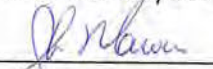
John Marous (Print Name)

Pennsylvania Distance Learning Charter School Board of Trustees

## Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this 11 day of August, 2022

By:  (Signature of Board President)

John Marous (Print Name)


Pennsylvania Distance Learning Charter School Board of Trustees

## 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 11 day of August, 2022

By:  (Signature of Board President)

John Marous (Print Name)

Pennsylvania Distance Learning Charter School Board of Trustees

## Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 11 day of August, 2022

By:  (Signature of Board President)

John Marous (Print Name)

Pennsylvania Distance Learning Charter School Board of Trustees

**Note:** Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.