

# **Board of Trustees Zoom Meeting Details**

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

To Join Zoom Meeting:

<https://zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Meeting ID: 981 1949 1580

Passcode: pavirtual

One tap mobile

+19292056099,,98119491580#,,,,,0#,,590210719# US (New York)

+13017158592,,98119491580#,,,,,0#,,590210719# US (Washington D.C)

Dial by your location

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

+1 312 626 6799 US (Chicago)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 981 1949 1580

Passcode: 590210719

Find your local number: <https://zoom.us/u/aBmcrScEY>

# Board of Trustees Meeting Agenda

## February 22, 2021 – 6:30 pm



<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

### 1. Meeting Opening

#### A. Call to order

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

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Sophia Lewis

SM: Brenda Sachleben

Action: 6-0

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

Ms. Sophia Lewis	<b>x</b>		
Dr. Tom Whetstone	<b>x</b>		
Mr. Victor Valentine	<b>x</b>		

**2. Public Comment (Agenda Items Only)**

**3. Executive Session**

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

**4. Reports to the Board**

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

**5. Governance Committee**

**A. Approval of Previous Meeting Minutes**

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

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

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

**B. Approval of Policies**

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

- 2303 - Scholarship Policy
- NEW - Fundraising Policy

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

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

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

**6. Finance Committee**

**A. Approval of Financial Statements**

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

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

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

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

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

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

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



Mr. Victor Valentine	x		
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**7. Human Resources Committee**

**A. Approval of Personnel Report**

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

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

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

**B. Staff Recognition**

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

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

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

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

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

**9. Closing of Meeting**

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

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

**B. Adjournment Time: 9:40 PM**

MM: Carl Schwartz

SM: Sophia Lewis

Action: 6-0

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



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Sophia Lewis, Secretary

<b>TITLE</b>	22Feb2021 Meeting Minutes to be signed
<b>FILE NAME</b>	02.22.2021 BOT Mi...signed Final.docx
<b>DOCUMENT ID</b>	ba049d7d07c24a189aece39acf5e2e2d60006883
<b>AUDIT TRAIL DATE FORMAT</b>	MM / DD / YYYY
<b>STATUS</b>	● Completed

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## Document History



SENT

**05 / 05 / 2021**

20:45:13 UTC

Sent for signature to Sophia lewis  
 (sophialewis7@hotmail.com) from jpufko@pavcsk12.org  
 IP: 174.198.2.220



VIEWED

**05 / 06 / 2021**

18:32:58 UTC

Viewed by Sophia lewis (sophialewis7@hotmail.com)  
 IP: 76.98.47.93



SIGNED

**05 / 06 / 2021**

18:33:25 UTC

Signed by Sophia lewis (sophialewis7@hotmail.com)  
 IP: 76.98.47.93



COMPLETED

**05 / 06 / 2021**

18:33:25 UTC

The document has been completed.

# Board of Trustees Meeting Minutes

## May 01, 2021 – 1:30 pm



<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

### 1. Meeting Opening

#### A. Call to order

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

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

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

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

Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

**2. Public Comment (Agenda Items Only)**

**3. Reports to the Board**

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

**4. Governance Committee**

**A. Approval of Previous Meeting Minutes**

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

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

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

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

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

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

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

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

## 5. Finance Committee

### A. Approval of Financial Statements

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

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

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

### B. Posting of the 2021-2022 Budget

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

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

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

### C. Ratification of Computer Lease

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

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

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

## 6. Human Resources Committee

### A. Approval of Personnel Report

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

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

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

### B. Staff Recognition

#### B.1 Amendment to the Agenda

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

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

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

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

**B.2 Staff Recognition Amended Motion**

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

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

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

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

**7. Other Action Items**

**A. Approval of the 2021-2022 Administrative Calendar**

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

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

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



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

**B. Approval of the 2021-2022 Academic Calendar**

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

**9. Closing of Meeting**

**A. Next Meeting**

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

**B. Adjournment Time: 3:21 PM**

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

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



06 / 29 / 2021

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Sophia Lewis, Secretary

<b>TITLE</b>	BoT Meeting Minutes 01May21
<b>FILE NAME</b>	BOT Meeting Minut... to be signed.pdf
<b>DOCUMENT ID</b>	a4484d39e92696e1e8987167dda0c36f105dd1a0
<b>AUDIT TRAIL DATE FORMAT</b>	MM / DD / YYYY
<b>STATUS</b>	● Completed

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## Document History



SENT

**06 / 29 / 2021**

20:58:00 UTC

Sent for signature to Sophia lewis  
 (sophialewis7@hotmail.com) from jpufko@pavcsk12.org  
 IP: 74.103.181.41



VIEWED

**06 / 29 / 2021**

23:18:27 UTC

Viewed by Sophia lewis (sophialewis7@hotmail.com)  
 IP: 174.247.80.156



SIGNED

**06 / 29 / 2021**

23:22:16 UTC

Signed by Sophia lewis (sophialewis7@hotmail.com)  
 IP: 174.247.80.156



COMPLETED

**06 / 29 / 2021**

23:22:16 UTC

The document has been completed.

# Board of Trustees Meeting Minutes

## August 23 , 2021 – 6:30 pm



<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

### A. Call to order

The public meeting was called to order at 6:33pm by the Chair of the Board of Trustees, Ms. Bonnie Schaefer.

### B. Pledge of Allegiance

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

### C. Roll Call

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

### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: VV

SM: CS

Action: 6-0

Name	Yes	No	N/A

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

**2. Public Comment (Agenda Items Only)**

**3. Reports to the Board**

**A. Finance, IT, & OPS** (Jason Billups, Chief Financial Officer)

**B. Teaching, Learning, and Family Support** (Dr. Jose Parrilla, Chief Academic Officer)

**C. Human Resources, Marketing, and Enrollment** (Sherri Tate, Chief Human Resources & Marketing Officer)

**D. Public Affairs & Accountability** (Doug Wessels, Director of Public Affairs & Accountability)

**E. CEO Report** (Dr. John Chandler, Chief Executive Officer)

**4. Governance Committee**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: June 28, 2021.

MM:B.S. SM: C.S. Action: 6-0

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

**B. Approval of Policies**

Be it resolved that the Board of Trustees hereby approves the review and/or revisions for the following bylaws and policies:

MM: T.W. SM: V.V. Action: 6-0

- Bylaws
- 1102 Conflict of Interest Policy
- 1110 Public Participation in Board Meetings
- NEW - Student Services Policy

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

**C. Acceptance of Charter School Annual Report as Submitted to PDE**

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

MM: C.S.SM: S.L. Action: 6-0

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

**D. Approval of the Board of Trustees Committee Structure and Membership**

Be it resolved that the Board of Trustees hereby approves the following committee structure and membership for the 2021-2022 school year.

MM:B.S. SM: V.V. Action: 6-0

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

\* Committee Chairperson \*\* Non-voting member

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

#### **E. Election of Board of Trustees Officers**

Be it resolved that the Board of Trustees hereby elects the following as Officers for the PA Virtual Board of Trustees for the 2021-2022 school year.

MM: C.S. SM: S.L. Action: 6-0

<b>Board Member</b>	<b>Officer Position</b>
Ms. Bonnie M. Schaefer	Chair
Ms. Brenda Sachleben	Vice-Chair
Ms. Sophia Lewis	Secretary
Mr. Victor Valentine, Sr.	Treasurer

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

#### **5. Finance Committee**

**A. Approval of Financial Statements**

Be it resolved that the Board of Trustees hereby approves the Financial Statements through June 30, 2021.

MM: V.V. SM: T.W. Action: 6-0

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

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

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

MM: T.W. SM: C.S. Action: 6-0

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

**6. Human Resources Committee**

**A. Approval of Personnel Report**

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from June 26, through August 13, 2021.

MM: S.L. SM: B.S. Action: 6-0

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

**B. Staff Recognition**

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

1. Felicia Foleno co-presented at the 4<sup>th</sup> Annual Philadelphia Trauma Training Conference: Supporting Adaptation, Transformation, and Health in the Wake of Trauma and the research is on the Effects of COVID -19 on participants at a local community health center.

MM: T.W. SM: C.S. Action: 6-0

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

**7. Other Action Items**

**A. Approval of the PA Virtual Health and Safety Plan 2021-22 SY**

Be it resolved that the Board of Trustees hereby approves the PA Virtual Health and Safety Plan 2021-22 SY.

MM: S.L. SM: V.V Action: 6-0

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

**B. Approval of the Submission of the TSI Title 1 School Improvement Plan, Comprehensive Plan, Induction Plan, Professional Development Plan, and Assurances to PDE not later than September 1, 2021, subject to any final legal and administrative review.**

Be it resolved that the Board of Trustees hereby approves of the submission of the TSI Title 1 School Improvement Plan, Comprehensive Plan, Induction Plan, Professional Development Plan, and Assurances to PDE not later than September 1, 2021, subject to any final legal and administrative review.

MM: C.S. SM: V.V. Action: 6-0

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

**C. Approval of Resolution Delegating Authority to CEO to Temporarily Suspend the Enrollment of New Students Based on Capacity Constraints**

Be it resolved that the Board of Trustees hereby approves the following Resolution delegating authority to the CEO to temporarily suspend the enrollment of students into the Charter School until the Board's next regularly scheduled public meeting if he determines, after consultation with his Administrative Team, that the Charter School lacks the necessary resources, including but not limited to technology, teachers and staff, to ensure all students enrolled in the Charter School will receive an excellent academic education.

MM: V.V. SM: S.L. Action: 6-0

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

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

**9. Executive Session**

**A.** The Board of Trustees will convene in Executive Session to discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

**10. Closing of Meeting**

**A. Next Meeting - Public Meeting is being held on October 23, 2021 at 1:30 p.m.**

**B. Adjournment Time: 9:26 p.m.**

MM: V.V. SM:S.L. Action: 6-0

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

*Sophia Lewis*

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Sophia Lewis, Secretary

<b>TITLE</b>	August 23, 2021 BoT Minutes
<b>FILE NAME</b>	_BOT Meeting Min... 2021 signed.pdf
<b>DOCUMENT ID</b>	68662d30b3c47d59e9a80458bbca248adfcadb83
<b>AUDIT TRAIL DATE FORMAT</b>	MM / DD / YYYY
<b>STATUS</b>	● Completed

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## Document History



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**10 / 28 / 2021**

14:38:37 UTC

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15:25:14 UTC

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**10 / 28 / 2021**

15:27:02 UTC

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**10 / 28 / 2021**

15:27:02 UTC

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# Board of Trustees Meeting Minutes

## October 23 , 2021 – 1:30 pm



<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

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

### A. Call to order

The public meeting was called to order at 1:30PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

### B. Pledge of Allegiance

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

### C. Roll Call

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

### D. Motion to Amend the Agenda

Be it resolved that a motion is made by Vice Chair Brenda Sachleben to amend the agenda under item 6C. Employee Compensation, and to strike item 7A.

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

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

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

**Adoption of the Agenda**

Be it resolved that the Board adopts the agenda.

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

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

**2. Public Comment (Agenda Items Only)**

**3. Reports to the Board**

**A. Finance, IT, & OPS** (Jason Billups, Chief Financial Officer)

**B. Teaching, Learning, and Family Support** (Dr. Jose Parrilla, Chief Academic Officer)

**C. Human Resources, Marketing, and Enrollment** (Sherri Tate, Chief Human Resources & Marketing Officer)

**D. Public Affairs & Accountability** (Doug Wessels, Director of Public Affairs & Accountability)

**E. CEO Report** (Dr. John Chandler, Chief Executive Officer)

**4. Governance Committee**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: August 23, 2021.

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

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

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

**B. Approval of Policies**

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

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

- 1101 Code of Ethics for Trustees and Officers Policy
- 1103 Board of Trustees Background checks and Clearances
- 1105 Confidentiality Policy for the Board of Trustees
- 1107 Qualifications and Appointment of Hearing Officers Policy
- 1112 Board Response & Complaint Policy
- 4103 Volunteer Clearance Policy

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

**C. Recruitment of New Board Members**

Due to the extremely unfortunate and untimely passing of Dr. Thomas Whetstone, PA Virtual will commence to recruit additional Board Members. Be it resolved that the Board of Trustees hereby approves the recruitment of additional Board Members.

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

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

Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

## 5. Finance Committee

### A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through September 30, 2021.

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

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

## 6. Human Resources Committee

### A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from August 14, 2021 to October 15, 2021.

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

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

### B. Staff Recognition



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

1. Dr. Dan Pezzulo has reached Top Contributor status on the NASP Communities! This is due to his significant contributions which include 244 blog posts, he took part in 88 discussions and 13 library entities and overall magnificence. He is now one of the most elite members of the community. The National Association of School Psychologists (NASP) is a professional association representing more than 25,000 school psychologists, graduate students, and related professionals throughout the United States and an additional 25 countries worldwide. As the world's largest organization of school psychologists, NASP works to advance effective practices to improve students' learning, behavior, and mental health. Our vision is that all children and youth thrive in school, at home, and throughout life.

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

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

**C. Approval of Employee Compensation Resolution**

Be it resolved that the Board of Trustees hereby approves Employee Compensation for all administrative and support staff not covered in Collective Bargaining Agreement and, upon approval from PA Virtual Education Association, all bargaining unit members.

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

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

Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

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

**9. Closing of Meeting**

**A. Next Meeting - Public Meeting is being held on December 13, 2021 at 6:30 p.m.**

**B. Adjournment Time: 2:14PM**

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

<b>Name</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		




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Sophia Lewis, Secretary

<b>TITLE</b>	October Minutes
<b>FILE NAME</b>	BOT Meeting Minut... to be signed.pdf
<b>DOCUMENT ID</b>	c3d19432cd067ea3e793e82ea86f69251bc5d07c
<b>AUDIT TRAIL DATE FORMAT</b>	MM / DD / YYYY
<b>STATUS</b>	● Completed

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### Document History



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**12 / 17 / 2021**

15:05:39 UTC

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 (sophialewis7@hotmail.com) from jpufko@pavcsk12.org  
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**12 / 17 / 2021**

19:46:47 UTC

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 IP: 76.98.47.93



SIGNED

**12 / 17 / 2021**

19:47:01 UTC

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 IP: 76.98.47.93



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**12 / 17 / 2021**

19:47:01 UTC

The document has been completed.



## Board of Trustees Meeting Minutes December 13, 2021 – 6:30 pm

<https://zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Passcode: 590210719

### 1. Meeting Opening

#### A. Call to order

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

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

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: C.S.      SM :B.S.      Action: 4-0

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

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

**2. Public Comment (Agenda Items Only)**

**3. Reports to the Board**

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

**4. Governance Committee**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: October 23, 2021.

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

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

**B. Approval of Policies**

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

- NEW - Student Services Policy

MM: B.S. SM: C.S. Action: 4-0

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

Mr. Victor Valentine	x		
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**C. New Open Records Officer**

Be it resolved that the Board of Trustees hereby approves the appointment of Julie Pufko, Executive Administrative Assistant as the new interim Open Records Officer.

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

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

**5. Finance Committee**

**A. Approval of Financial Statements**

Be it resolved that the Board of Trustees hereby approves the Financial Statements through November 30, 2021.

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

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

**B. Approval of Victor D. Valentine Sr., Board Treasurer to sign checks**

Be it resolved that the Board of Trustees hereby approves that Victor D. Valentine Sr., Board Treasurer may sign checks.

MM: C.S. SM: B.S. Action: 4-0

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

Mr. Victor Valentine	x		
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**6. Human Resources Committee**

**A. Approval of Personnel Report**

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from October 16, 2021 to December 02, 2021.

MM: B.S. SM: C.S. Action: 4-0

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

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

**8. Closing of Meeting**

**A. Next Meeting February 28, 2022 at 6:30 PM**

**B. Adjournment Time: 7:12 PM**

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

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



03 / 08 / 2022

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Sophia Lewis, Secretary

<b>TITLE</b>	BoT Meeting Minutes 13Dec21
<b>FILE NAME</b>	BOT Meeting Minut... to be signed.pdf
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<b>AUDIT TRAIL DATE FORMAT</b>	MM / DD / YYYY
<b>STATUS</b>	● Signed

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### Document History



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**03 / 08 / 2022**

13:23:30 UTC

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**03 / 08 / 2022**

13:25:49 UTC

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**03 / 08 / 2022**

13:27:50 UTC

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 IP: 76.98.47.93



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**03 / 08 / 2022**

13:27:50 UTC

The document has been completed.





## Special Call Board of Trustees Meeting Minutes January 13, 2022 – 6:30 pm

<https://zoom.us/j/98119491580?pwd=VnBUaiNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Passcode: 590210719

### 1. Meeting Opening

#### A. Call to order

The meeting was called to order at 6:36 pm.

By Board Chair , Bonnie M. Schaefer

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: B.S. SM: C.S. Action: 5-0

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

## 2. Public Comment (Agenda Items Only)

### 3. Governance Committee

#### A. Approval of the creation of the position and job description Sr. Executive Vice President.

Be it resolved that the Board of Trustees hereby approves the creation of the position and job description for Senior Executive Vice President.

MM: C.S. SM: V.V. Action: 5-0

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

#### B. Approval of Hiring Debra Heath-Thornton for the position of Sr. Executive Vice President.

Be it resolved that the Board of Trustees hereby approves the hiring of Dr. Debra Heath-Thornton to the position of Senior Executive Vice President

MM: S.L. SM: B.S. Action: 5-0

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

#### C. Election of Board of Trustees Member

Be it resolved that the Board of Trustees hereby approves the election of the following Member, Oliver Spryn for the PA Virtual Charter School's Board of Trustees.

MM: V.V. SM: B.S. Action: 5-0

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

Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

**1. Swearing in of new Board of Trustees Member Oliver Spryn**

**4. Public Comment (Topic related to PA Virtual Operations)**

**5. Closing of Meeting**

**A. Next Meeting**

February 28, 2022 at 6:30 pm

**B. Adjournment Time 6:58 pm**

MM: C.S. SM: O.S. Action:6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Oliver Spryn	x		
Mr. Victor Valentine	x		



03 / 08 / 2022

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Sophia Lewis, Secretary

<b>TITLE</b>	BoT Meeting Minutes 13Jan22
<b>FILE NAME</b>	BOT Meeting...3, 2022.pdf and 1 other
<b>DOCUMENT ID</b>	f10651faa7725e37abc76369b37fc8913b8104d9
<b>AUDIT TRAIL DATE FORMAT</b>	MM / DD / YYYY
<b>STATUS</b>	• Signed

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 COMPLETED	<b>03 / 08 / 2022</b> 13:30:07 UTC	The document has been completed.





Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Mr. Oliver Spryn			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

**2. Public Comment (Agenda Items Only)**

**3. Reports to the Board**

- A. Independent Auditors Report** (Mr. Tim Sawyer, Barbacane Thornton & Company)
- B. Finance, IT, & OPS** (Jason Billups, Chief Financial Officer)
- C. Teaching, Learning, and Family Support** (Chief Academic Officer)
- D. Human Resources, Marketing, and Enrollment** (Sherri Tate, Chief Human Resources & Marketing Officer)
- E. Public Affairs & Accountability** (Doug Wessels, Director of Public Affairs & Accountability)
- F. Senior Executive Vice President 's Report** (Dr. Debra Heath-Thornton)

**4. Governance Committee**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: December 13, 2021 and January 13, 2022.

MM: S.L. SM: V.V. Action: 5-0

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

**B. Resignation of Board of Trustees Member**

Be it resolved that the Board of Trustees hereby approves the resignation of Oliver Spryn member of the Board of Trustees.

MM: B.S. SM: C.S. Action: 5-0

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

**C. Approval of Delegation of Authority to Sign Agreements**

Be it resolved that the Board of Trustees hereby approves the authorization of Dr. Debra Heath-Thornton, Senior Executive Vice President to execute various Charter School documents; and that in the event of Dr. Heath-Thornton’s absence and/or when necessary, the Board of Trustees hereby authorizes Jason Billups, Chief Financial Officer to execute various Charter School documents; and that the Board of Trustees authorizes Kinet Becker, Director of Special Education to execute all documents related to special education matters.

MM: V.V. SM: C.S. Action: 5-0

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

**5. Finance Committee**

**A. Approval of Financial Statements**

Be it resolved that the Board of Trustees hereby approves the Financial Statements through January 30, 2022.

MM: V.V. SM: S.L. Action:5-0

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

**B. Approval of Independent Auditor’s Report FY 20-21**

Be it resolved that the Board of Trustees hereby approves the Independent Auditor’s Annual Audit for FY 20-21.

MM: C.S. SM: V.V. Action: 5-0

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

**6. Human Resources Committee**

**A. Approval of Personnel Report**

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from December 14, 2021 to February 15, 2022.

MM: B.S. SM: S.L. Action: 5-0

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

**B. Staff Recognition**

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

1. Shaikha BuAli in December of 2021 was selected to be included as a biographical listee in Marquis Who's Who in America 2021-2022 Publication and was selected to be featured in Marquis Who's Who Top Professional Series Publication in the area of Educational Leadership.

MM:C.S. SM: V.V. Action: 5-0

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









## Special Call Board of Trustees Meeting Minutes March 23, 2022 – 7:00 pm

<https://zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Passcode: 590210719

### 1. Meeting Opening

#### A. Call to order

The meeting was called to order at 7:01 pm.

By Board Chair, Bonnie M. Schaefer

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: B.S.      SM: S.L.      Action: 5-0

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

## 2. Public Comment (Agenda Items Only)

### 3. Governance Committee

#### A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: March 07, 2022.

MM: V.V. SM: S.L. Action: 5-0

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

#### B. Approval of Dr. David Weitzel for Interim CEO

Be it resolved that the Board of Trustees hereby approves the contract with Dr. David Weitzel to serve as Interim CEO.

MM: B.S. SM: V.V. Action: 5-0

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

#### C. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the personnel report as presented.

MM: S.LI SM: B.S. Action: 5-0

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

Mr. Carl Schwartz			x
Ms. Sophia Lewis	X		
Mr. Victor Valentine	X		

**4. Public Comment (Topic related to PA Virtual Operations)**

**5. Closing of Meeting**

**A. Next Meeting**

May 07, 2022 at 1:30 pm

**B. Adjournment Time 7:13 pm**

MM: V.V. SM: S.L. Action: 5-0

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




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Sophia Lewis, Secretary

# Board of Trustees Meeting Minutes

## May 07, 2022 – 1:30 pm



<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

### 1. Meeting Opening

#### A. Call to order

The public meeting was called to order at 1:30PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: C.S. SM:S.L. Action: 5-0

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

Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

**2. Public Comment (Agenda Items Only)**

**3. Reports to the Board**

- A. Finance, IT, & OPS** (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, and Family Support** (Dr. Shaikha BuAli, H.S. Principal for the Chief Academic Officer)
- C. Human Resources, Marketing, and Enrollment** (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability** (Doug Wessels, Director of Public Affairs and Accountability )
- E. SR. EVP** (Dr. Debra Heath-Thornton, Sr. Executive Vice President )

**4. Governance Committee**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meetings: March 07, 2022 and March 23, 2022.

MM: SM: Action:

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

**B. Approval of the 2022-2023 Board of Trustees Meeting Schedule**

Be it resolved that the Board of Trustees hereby approves the **2022-2023 Board of Trustees Meeting Schedule**:

- August 22, 2022 6:30 pm
- October 22, 2022 1:30 pm
- December 12, 2022 6:30 pm
- February 27, 2023 6:30 pm
- April 29, 2023 1:30pm
- June 26, 2023 6:30 pm

MM: S.L. SM: B.S. Action:5-0

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

**C. Motion to table the following policies until the June 27th BOT Meeting to give the Board more time for consideration.**

Be it resolved that the Board of Trustees hereby tables the review and revisions as specified in the following documents until June 27, 2022.

- Admin/Support Staff Handbook - Employee benefit adjustments
- NEW- Employee Retention Policy

MM: S.L. SM: C.S. Action: 5-0

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

**D. Approval of Policies**

Be it resolved that the Board of Trustees hereby approves the review and revisions as specified in the following documents:

- Admin/Support Staff Handbook - Employee benefit adjustments
- Enrollment Policy
- NEW- Employee Retention Policy

MM:C.S. SM: S.L. Action: 5-0

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



## 5. Finance Committee

### A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through March 31, 2022.

MM:V.V. SM: S.L. Action: 5-0

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

### B. Approval of the Posting of the 2022-2023 Budget

Be it resolved that the Board of Trustees hereby approves of the posting of the 2022-23 Budget for public review, inspection, and comment.

MM: S.L. SM: B.S. Action: 5-0

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

## 6. Human Resources Committee

### A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from February 15 through April 20, 2022

MM: S.L. SM: C.S. Action: 5-0

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

Mr. Victor Valentine	x		
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**B. Staff Recognition**

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

1. Nina Wangler, Assistant Director of Special Education received the Maggie Meise Graduate Fellowship on 4/23/22. This is a graduate scholarship which is awarded for having a 3.5 or better and for being a leader in the community.
2. Laura Afshari: Completed first course as a Facilitator for the Department of Education’s PIL hybrid course: Leading Schools in an eLearning Environment for Region 1
3. Cody McGeever: Applied for and received a small grant from National English Honors Society

MM: C.S.      SM: V.V.      Action: 5-0

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

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

**8. Closing of Meeting**

**A. Next Meeting:**

**Public Meeting on June 27, 2022 at 6:30 p.m.**

**B. Adjournment Time: 2:23pm**

MM: S.L.      SM: V.V.      Action: 5-0

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

Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

*Sophia Lewis*

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Sophia Lewis, Secretary

<b>TITLE</b>	BOT Meeting Minutes 07May2022
<b>FILE NAME</b>	_BOT Meeting Min...07, 2022 (1).pdf
<b>DOCUMENT ID</b>	80d4e49b162ae119ddc13059b427e93cadfbcbe5
<b>AUDIT TRAIL DATE FORMAT</b>	MM / DD / YYYY
<b>STATUS</b>	● Signed

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## Document History



SENT

**06 / 28 / 2022**

14:04:54 UTC

Sent for signature to Sophia lewis  
 (sophialewis7@hotmail.com) from jpufko@pavcsk12.org  
 IP: 70.16.159.100



VIEWED

**06 / 29 / 2022**

04:52:03 UTC

Viewed by Sophia lewis (sophialewis7@hotmail.com)  
 IP: 76.98.47.93



SIGNED

**06 / 29 / 2022**

04:53:38 UTC

Signed by Sophia lewis (sophialewis7@hotmail.com)  
 IP: 76.98.47.93



COMPLETED

**06 / 29 / 2022**

04:53:38 UTC

The document has been completed.

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Adamo, Debra	ELEMENTARY K-6_2810, Instructional II, 1995 ,READING SPECIALIST PK-12_7650, Instructional II, 1995	7	ELA	1536	100	
2	Adams, Christine	PRINCIPAL PK-12_1115, Administrative II, 2017 ,ELEMENTARY K-6_2810, Instructional II, 2012 ,MIDDLE LEVEL SCIENCE 6-9_2880, Instructional II, 2012	K-4	Assistant Principal, K-4	2080	100	
3	Adornetto, Danielle S.	SECONDARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist II, 2016	K-12	Assistant Director of Guidance & Fed Programs	2080	100	
4	Afshari, Laura Michelle	MID-LEVEL CITIZ. ED 6-9_2870, Instructional II, 2008 ,ENGLISH 7-12_3230, Instructional II, 2002 ,COMMUNICATIONS 7-12_3200, Instructional II, 2002 ,ONLINE INSTRUCTION PROGRAM PK-12_1184, Endorsement, 2016 ,PRINCIPAL PK-12_1115, Administrative Provisional I, 2019 , ,	9-12	Assistant Principal, 9-12	2080	100	
5	Ahohuendo, Omonyale Nadège	FRENCH PK-12_4410, Instructional II, 2019 SOCIAL STUDIES 7-12_8875, Instructional I, 2022	9-12	French	1272	100	
6	Alba, Samuel	PRINCIPAL PK-12_1115, Administrative I, 2020 GENERAL SCIENCE 7-12_8450, Instructional II, 2019	9-12	Assistant Principal, 9-12	2080	100	
7	Alcaro, Melissa	ENGLISH 7-12_3230, Instructional I, 2000	K-12	Assistant Director of Onboarding & Prof Dev	2080	100	
8	Alcott, Heather	MID-LEVEL CITIZ. ED 6-9_2870, Instructional I, 2007 ,ELEMENTARY K-6_2810, Instructional I, 1999 ,READING SPECIALIST_7650, Instructional I, 2012 ,MID-LEVEL ENGLISH 6-9_2850, Instructional I, 2006	K	Gen ed / All Subjects	1616	100	
9	Allen, Joshua K.	GRADES 4-8-ALL SUBJECTS 4-6, MATHEMATICS 7-8_3100, Instructional I, 2014	6	Gen ed / All Subjects	1616	100	
10	Allison, Leigh Ann	EARLY CHILDHOOD N-3_2840, Instructional II, 2012 ,ELEMENTARY K-6_2810, Instructional II, 2012	K	Gen ed / All Subjects	1536	100	
11	Anderson, Kathryn J.	ELEMENTARY K-6_2810, instructional I, 2003 ,MUSIC PK-12_7205, instructional I, 1998	7-12	Music	1536	100	
12	Ansel, Jessica	EARLY CHILDHOOD N-3_2840, Instructional II, 2005	3-4	Academic Support	1536	100	

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
13	Astorino, April	SECONDARY SCHOOL COUNSELOR 7-12_ 1837, Educational Specialist I, 2009 ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12 1839, Educational Specialist I, 2014	9-12	Career	632	100	
14	Austin, Amy	ELEMENTARY K-6 2810, Instructional II, 2013	3	Gen ed / All Subjects	1536	100	
15	Bacon, Tamara J.	ENGLISH 7-12 3230, Instructional II, 2001	9-12	ELA	1536	100	
16	Bahn, Tanya	SPECIAL EDUCATION PK-12_9225, Instructional II, 2016 ,ENGLISH 7-12_3230, Instructional II, 2016 ,SOCIAL STUDIES 7-12 8875, Instructional II, 2016	9-12	Special Education	1616	100	
17	Bank, Amanda Mae	ELEMENTARY K-6_2810, Instructional II, 2018 ,LIBRARY SCIENCE PK-12_6420, Instructional II, 2018 ,READING SPECIALIST PK-12 7650, Instructional II, 2018	3	Gen ed / All Subjects	1616	100	
18	Barger, Laurie	READING SPECIALIST PK-12_7650, Instructional II, 2016 ELEMENTARY K-6 2810, Instructional II, 2016	5	Academic Support	1504	100	
19	Barnett, Katie J.	ELEMENTARY K-6 2810, Instructional II, 2012 ,NURSERY/KINDERGARTEN N-K_12833, Private School Teacher, 2006	1	Gen ed / All Subjects	1536	100	
20	Battle, LaToya	ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12 1839, Educational Specialist I, 2020	9-12	Career	1616	100	
21	Bauer, Vanessa L.	MATHEMATICS 7-12 6800, Instructional II, 2020	8	Math	1536	100	
22	Baumgard, Stephanie	ELEMENTARY K-6_2810, Instructional II, 2013 SPECIAL EDUCATION PK-12 9225, Instructional II, 2013	K-4	Special Education	560	100	
23	Bazilian, Heidi	ENGLISH 7-12_3230, Instructional II, 2012 ,ONLINE INSTRUCTION PROGRAM PK-12 1184, Endorsement, 2017	9-12	ELA	1536	100	
24	Beatty, Mindy	ELEMENTARY K-6 7200, Instructional I, 2009	4	Gen ed / All Subjects	1536	100	
25	Becker, Kinet	EARLY CHILDHOOD N-3_2840, Instructional II, 2007 ,ELEMENTARY K-6_2810, Instructional II, 2007 ,MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2007 ,SUPVR SPECIAL EDUCATION PK-12_9215, Supervisory, 2018 ,MATHEMATICS 7-12_6800, HOUSSE Designation, 2007 ,GENERAL SCIENCE 7-12_8450, HOUSSE Designation, 2007 ,SOCIAL STUDIES 7-12_8875, HOUSSE Designation, 2007, ENGLISH 7-12 3230, HOUSSE Designation, 2007	K-12	Director of Special Education	2080	100	

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
26	Betzenberger, Suzanne M.	GENERAL SCIENCE 7-12_8450, Instructional II, 2019 ,PHYSICS 7-12_8470, Instructional II, 2019 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2019 ,EARTH AND SPACE SCIENCE 7-12_8440, Instructional II, 2019 ,BIOLOGY 7-12_8405, Instructional II, 2019 ,ONLINE INSTRUCTION PROGRAM PK-12_1184, Endorsement, 2020 ,	9-12	Science	1536	100	
27	Bieber, Melissa	ELEMENTARY K-6_2810, Instructional II, 2020	4	Gen ed / All Subjects	1536	100	
28	Blizman, Jennifer E.	MATHEMATICS 7-12_6800, Instructional II, 2008	9-12	Math	1536	100	
29	Bolger, Alyssa	GRADES 4-8/ALL SUBJECTS 4-6, SCIENCE 7-8_3100, Instructional I, 2020, GRADES 4-8/ALL SUBJECTS 4-6, Math 7-8_3100, Instructional I, 2022	4	Gen ed / All Subjects	1616	100	
30	Bornancini, Michelle	GRADES PK-4_2825, Instructional I, 2015 ,ENGLISH AS A SECOND LANGUAGE-ELS PK-12_4499, Program Specialist, 2018	K	Gen ed / All Subjects	1616	100	
31	Brandt, Heather M.	ELEMENTARY K-6_2810, Instructional II, 2003 ,READING SPECIALIST PK-12_7650, Instructional II, 2004	K-2	Onboarding	1656	100	
32	BuAli, Shaikha M.	PRINCIPAL PK-12_1115, Administrative II, 2020 ,ARABIC PK-12_4005, Instructional I, 2013 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional I, 2013 ,GENERAL SCIENCE 7-12_8450, Instructional I, 2013 ,ELEMENTARY K-6_2810, Instructional I, 2013 ,SPECIAL EDUCATION PK-12_9225, Instructional I, 2013 ,SUPERINTENDENT PK-12_1150, Letter of Eligibility, 2020	9-12	Principal, 9-12	2080	100	
33	Burke, Jennifer L.	MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2010 ,BIOLOGY 7-12_8405, Instructional II, 2010 ,ONLINE INSTRUCTION PROGRAM_1184, Endorsement, 2016	9-12	Science	1536	100	
34	Burneisen, Lyndsay M.	SAFETY ED/DRIVER ED 7-12_5215, Instructional I, 2013 ,HEALTH & PHYSICAL ED PK-12_4805, Instructional I, 2013	9-12	PE/ Health	768	100	
35	Byers, Heather A.	ART PK-12_1405, Instructional I, 2021	9-12	Special Education	1616	100	
36	Byham, Melinda L.	SCHOOL PSYCHOLOGIST PK-12_1875, Educational Specialist II, 2003	K-6	School Psychologist	2080	100	
37	Calderwood, Megan	ENGLISH 7-12_3230, Instructional I, 2020	5-8	Academic Support	1616	100	
38	Callahan, Jessica E.	ELEMENTARY K-6_2810, Instructional II, 2008 ,MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2008 ,READING SPECIALIST PK-12_7650, Instructional II, 2008	1	Gen ed / All Subjects	1536	100	

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
39	Campbell, Emily L.	SPECIAL EDUCATION PK-8_9226, Instructional I, 2019 ,Grades PK-4 2825, Instructional I, 2019	5-6	Special Education/Learning Support	1616	100	
40	Capone, Jennifer L.	Grades PK-4 2825, Instructional I, 2017	1	Gen ed / All Subjects	1616	100	
41	Cardosi, Sarah	ELEMENTARY K-6_2810, Instructional II, 2004 ,READING SPECIALIST K-6_7650, Instructional II, 2004 ,MENT AND/OR PHYS HANDICAPPED K-12 9235, Instructional II, 2004	9-12	Special Education	1616	100	
42	Casarella, Kimberly R.	ELEMENTARY K-6_2810, Instructional II, 1999	K-12	Assistant Director, Student Data & Assessmet	2080	100	
43	Celedonia, Kathryn M.	ELEMENTARY K-6 2810, Instructional II, 1998	3-4	Onboarding	1656	100	
44	Chandler, John	Superintendent PK-12 1150, Letter of Eligibility, 2017	K-12	CEO	744	100	
45	Cheng, Christina Ga-Kay	BIOLOGY 7-12_8405, Instructional I, 2020 ,CHEMISTRY 7-12_8420, Instructional I, 2021	9-12	Science	1616	100	
46	Claar, Janese C.	EARLY CHILDHOOD N-3 2840, Instructional I, 2013	K	Gen ed / All Subjects	1616	100	
47	Cleary, James	GRADES 4-8/ALL SUBJECTS 4-6, SCIENCE 7-8_3100, Instructional I, 2016 ,CHEMISTRY 7-12_8420, Instructional I, 2018	7	Science	1536	100	
48	Cohen, Bret	SOCIAL STUDIES 7-12_8875, Instructional I, 1999, ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839, Educational Specialist I, 2014	9-12	Career	1616	100	
49	Cooney, Tara A.	GRADES PK-4 2825, Instruction I, 2018	2	Gen ed / All Subjects	1616	100	
50	Cope, Jessica L	EARLY CHILDHOOD N-3_2840, Instructional II, 2021 ELEMENTARY K-6 2810, Instructional II, 2021	5	Gen ed / All Subjects	944	100	
51	Craig, Julie M.	ELEMENTARY K-6_2810, Instructional I, 2001 ,EARLY CHILDHOOD N-3_2840, Instructional I, 2001 ,TEACHER NURSERY/KINDERGARTEN N-K_12833, Private School Teacher, 2004	4	Gen ed / All Subjects	1536	100	
52	Criner, Nicole	ELEMENTARY K-6_2810, Instructional II, 2015 SPECIAL EDUCATION PK-12 9225, Instructional II, 2015	5-6	Special Education	208	100	
53	Croyle, Bethany H.	SPECIAL EDUCATION PK-8_9226, Instructional I, 2013 ,GRADES PK-4 2825, Instructional I, 2013	5-8	Special Education/Life Skills	1536	100	
54	Cushman, Danielle	GRADES PK-4 2825, Instructional I, 2021	K-4	Academic Support	1616	100	
55	Daily, Katie S.	ELEMENTARY K-6 2810, Instructional II, 2005 ,MMENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2005 ,MID-LEVEL SCIENCE 6-9_2880, HOUSSE Designation, 2006 ,SOCIAL STUDIES 7-12 8875, HOUSSE Designation, 2006	9-12	Special Education	1536	100	



Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
56	Dajczak, Amy	ELEMENTARY K-6_2810, Instructional I, 2012 ,SPECIAL EDUCATION PK-12_9225, Instructional I, 2012 ,MID-LEVEL ENGLISH 6-9_2850, Instructional I, 2013 ,READING SPECIALIST PK-12_7650, Instructional I, 2013	K	Gen ed / All Subjects	1616	100	
57	Danchik, Gregory	GENERAL SCIENCE 7-12_8450, Instructional I, 2021	9-12	Academic Support	1024	100	
58	Davis, Bryan E.	MID-LEVEL MATHEMATICS 6-9_2860, Instructional I, 2010 ,SOCIAL STUDIES 7-12_8875, Instructional I, 2008 ,CITIZENSHIP 7-12_8825, Instructional I, 2008 ,TECHNOLOGY EDUCATION PK-12_6075, Instructional I, 2020	9-12	IT/Social Studies	1536	100	
59	DellaPenna, Jennifer	ELEMENTARY K-6_2810, Instructional I, 2000	K-12	Assistant Director, Curriculum & Instruction	2080	100	
60	DeLorenzo, Katarina E.	GRADES 4-8_ALL SUBJECTS 4-6/SOCIAL STUDIES 7-8_3100, Instructional I, 2017 ,GRADES 4-8_ALL SUBJECTS 4-6/MATHEMATICS 7-8_3100, Instructional I, 2014 ,GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARTS AND READING 7-8_3100, Instructional I, 2014 ,SPECIAL EDUCATION PK-8_9226, Instructional I, 2014 ,GRADES PK-4_2825, Instructional I, 2014 , ,	7	ELA	1384	100	
61	Dennis, Colleen	SPECIAL EDUCATION PK-8_9226, Instructional I, 2014 ,GRADES PK-4_2825, Instructional I, 2014	3-4	Special Education	1616	100	
62	DeSalva-Gaffney, Meredith	SPANISH PK-12_4490, Instructional I, 2019	9-12	Spanish	1536	100	
63	Dobbin, Jordan Michaele	ENGLISH 7-12_3230, Instructional I, 2020 ,SPECIAL EDUCATION 7-12_9229, Instructional I, 2020	9-12	Special Education/ELA	1616	100	
64	Dombach, Bethany	ENGLISH 7-12_3230, Instructional II, 2019 GRADES 4-8 - ALL SUBJECTS 4-6, ELA & READING 7-8_3100, Instructional II, 2019, PRINCIPAL PK-12_1115, Administrative I, 2019	9-12	Assistant Principal, 9-12	2080	100	
65	Donaldson, Kristin	ELEMENTARY K-6_2810, Instructional I, 2007 ,SPECIAL EDUCATION PK-12_9225. Instructional I, 2007	9-12	Special Education	1616	100	
66	Donohoe, William P.	EARTH AND SPACE SCIENCE 7-12_8440, Instructional II, 2011 ,BIOLOGY 7-12_8405, Instructional II, 2011	9-12	Science	1536	100	
67	Dorneman, Jessica E.	ELEMENTARY K-6_2810, Instructional II, 2010	2	Gen ed / All Subjects	1536	100	
68	Dzemyan, Scott	SOCIAL STUDIES 7-12_8875, Instructional I, 2010 EARTH AND SPACE SCIENCE 7-12_8440, Instructional I, 2012 BIOLOGY 7-12_8405, Instructional I, 2014	8	Science	1504	100	
69	Egloff-Tufariello, Robin J.	ELEMENTARY K-6_2810, Instructional I, 2004	4	Gen ed / All Subjects	1536	100	

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
70	Eisenhower, Gabrielle B.	ENGLISH 7-12_3230, Instructional I, 2015 ,GRADES 4-8_ ALL SUBJECTS 4-6/MATHEMATICS 7-8_3100, Instructional I, 2015 ,GRADES 4-8_ ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARTS AND READING 7-8 3100, Instructional I, 2015	9-12	Field Placement & Career Services Manager	2080	100	
71	Elder, Robin M.	MATHEMATICS 7-12 6800, Instructional II, 2013	7-8	Math	1536	100	
72	Evans, Christopher	SOCIAL STUDIES 7-12_8875, Instructional I, 2018 ,SPECIAL EDUCATION 7-12 9227, Instructional I, 2018	9-12	Social Studies	1616	100	
73	Factor, Hilary N.	MID-LEVEL ENGLISH 6-9_2850, Instructional II, 2017 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2017 ,MID-LEVEL SCIENCE 6-9_2880, Instructional II, 2017 ,ELEMENTARY K-6_2810, Instructional II, 2017 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2017 , ,	6	Gen ed / All Subjects	1536	100	
74	Ferrantino, Mariane	ENGLISH 7-12_3230, Instructional I, 2007 ,SPECIAL EDUCATION 7-12 9227, Instructional I, 2019	9-12	Special Education	1536	100	
75	Fine, Nathan	PHYSICS 7-12 8470, Instructional II, 2017 ,BUS-COMPUTER-INFO TECH PK-12_1603, Instructional II, 2017 ,MATHEMATICS 7-12 6800, Instructional II, 2017	9-12	Math	1536	100	
76	Firko, Emily S.	ELEMENTARY K-6 2810, Instructional I, 2007	6	Gen ed / All Subjects	1536	100	
77	Fisher, Shannon	ELEMENTARY K-6_2810, Instructional I, 2009, SPECIAL EDUCATION PK-8 9226, Instructional I, 2017	5-8	Special Education	352	100	
78	Fitti, Christa	ELEMENTARY K-6_2810, Instructional II, 2020	K-4	Building Substitute	1456	100	
79	Fitzpatrick, Jason	ELEMENTARY K-6_2810, Instructional II, 2008 ,MID-LEVEL CITIZ. ED 6-9_2870, Instructional II, 2008 ,ONLINE INSTRUCTION PROGRAM PK-12 1184, Endorsement, 2016	K-12	Director of Student Services	2080	100	
80	Ford, James	MID-LEVEL MATHEMATICS 6-9_2860, Instructional I, 2007 ,ELEMENTARY K-6_2810, Instructional I, 1995 ,EARLY CHILDHOOD N-3 2840, Instructional I, 1995	5-6	Academic Support	1536	100	
81	Freynik, Erin E.	ELEMENTARY K-6 2810, Instructional II, 2011	K-4	Academic Support	1536	100	
82	Gagliardi, Susan	EARLY CHILDHOOD N-3_2840, Instructional II, 2010 MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2010	6	Gen ed / All Subjects	1272	100	
83	Gallagher, Christine L.	ELEMENTARY K-6_2810, Instructional I, 2006 ,Administrative Principal PK-12 1115, Provisional I, 2021	K-4	Assistant Principal, K-4	2080	100	
84	Galo, Kristen	ELEMENTARY K-6_2810, Instructional I, 2006 MID-LEVEL ENGLISH 6-9 2810, Instructional I, 2013	5	Gen ed / All Subjects	1504	100	

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85	Garbutt, Victoria	GRADES PK-4 2825, Instructional I, 2021	K-4	Art	1616	100	
86	Gehrett, Patricia	ELEMENTARY K-6 2810, Instructional I, 2010	1	Gen ed / All Subjects	1616	100	
87	Gibbs, Jennifer Robin	ENGLISH 7-12_3230, Instructional I, 2009 ,SOCIAL STUDIES 7-12 8875, Instructional I, 2005	9-12	ELA	1616	100	
88	Gilligan, Thomas C.	PRINCIPAL PK-12_1115, Administrative II, 2014 ,ENGLISH 7-12_3230, Instructional II, 2004 ,ELEMENTARY K-6_2810, Instructional II, 2002	K-12	Director of Student Data & Assessment	2080	100	
89	Glevicky, Amanda	EARLY CHILDHOOD N-3 2840, Instructional I, 2013	2	Gen ed / All Subjects	1392	100	
90	Gnibus, Kristy	BUS-COMPUTER-INFO TECH PK-12_1603, Instructional II, 2012 COMMUNICATION 7-12_3200, Instructional II, 2012 PRINCIPAL PK12 1115, Administrative I, 2019	7-12	Family & Consumer Science	400	100	
91	Gomes, Carolyn	CHEMISTRY 7-12_8420, Instructional I, 2022 MATHEMATICS 7-12 6800, Instructional I, 2022	9-12	Academic Support	1272	100	
92	Goodwin, Sarah M.	MATHEMATICS 7-12_6800, Instructional II, 2014 ,PHYSICS 7-12 8470, Instructional II, 2014	11,12	Science/Math	1536	100	
93	Gorley, Kyli M.	GENERAL SCIENCE 7-12_8450, Instructional II, 2012 ,MATHEMATICS 7-12 6800, Instructional II, 2012	9-12	Math	1616	100	
94	Gosnell, Kelly	ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499, Program Specialist, 2016 ENGLISH 7-12_3230, Instructional II, 2019 GRADES PK-4_2825, Instructional II, 2019,HEALTH PK-12_4810, Instructional II, 2019, LIBRARY SCIENCE PK-12_6420, Instructional II, 2019	5-8	ELL /Academic Support	1040	100	
95	Grantz, Jacob Todd	GRADES 4-8_ALL SUBJECTS 4-6/SOCIAL STUDIES 7-8_3100, Instructional I, 2013 ,READING SPECIALIST PK-12_7650, Instructional I, 2016	8	History	1536	100	
96	Grantz, Mallory	MUSIC PK-12_7205, Instructional I, 2019	K-4	Music	1616	100	
97	Grimes, Ruth	ELEMENTARY K-6_2810, Instructional II, 2009	3	Gen ed / All Subjects	1536	100	
98	Gulbis, Sigrid Ieva	MATHEMATICS 7-12_6800, Instructional I, 2018	9-12	Math	1536	100	
99	Gunter, Susan E.	ELEMENTARY K-6_2810, Instructional I, 1971	K-4	Academic Support	1536	100	

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100	Hake, Megan L.	MID-LEVEL ENGLISH 6-9_2850, Instructional I, 2013 ,EARLY CHILDHOOD N-3_2840, Instructional I, 2012 ,ELEMENTARY K-6_2810, Instructional I, 2012 ,ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499, Program Specialist, 2018	K-4	Gen ed / All Subjects	1536	100	
101	Hall, Lauren E.	SOCIAL STUDIES 7-12_8875, Instructional I, 2017 ,ENGLISH 7-12_3230, Instructional I, 2018	9-12	Social Studies	1536	100	
102	Hallman, Kelly	SOCIAL STUDIES 7-12_8875, Instructional I, 2021	9-12	Social Studies	1232	100	
103	Hamm, Alexis	GRADES PK-4_2825, Instructional I, 2018	1	Gen ed / All Subjects	1392	100	
104	Hansen, Katherine E.	BIOLOGY 7-12_8405, Instructional II, 2013 ,ELEMENTARY K-6_2810, Instructional II, 2013 ,GENERAL SCIENCE 7-12_8450, Instructional II, 2013 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2013	5-6	Academic Support	1536	100	
105	Haroun Mahdavi, Deena	GRADES PK-4_2825, Instructional I, 2021 GRADES 4-8: ALL SUBJECTS 4-6, MATHEMATICS 7-8_3100, Instructional I, 2021	8	Academic Support	1616	100	
106	Harris, Kellene	SOCIAL STUDIES 7-12_8875, Instructional I, 2017 ,GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE AREAS AND READING 7-8_3100, Instructional I, 2016	7	History	1536	100	
107	Harvey, Barry S.	MATHEMATICS 7-12_6800, Instructional II, 2018 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2018 ,ELEMENTARY K-6_2810, Instructional II, 2018	5	Gen ed / All Subjects	1536	100	
108	Hauger, Michelle	EARLY CHILDHOOD N-3_2840, Instructional I, 2009	K-4	Gen ed / All Subjects	1504	100	
109	Hayes, Sarah	SPECIAL EDUCATION PK-12_9225, Instructional I, 2013 ,ENGLISH 7-12_3230, Instructional I, 2016 ,GRADES PK-4_2825, Instructional I, 2017 ,GRADES 4-8/ALL SUBJECTS 4-6, SCIENCE 7-8_3100, Instructional I, 2015	9-12	ELA	1536	100	
110	Heath-Thornton, Debra	SUPERINTENDENT PK-12_1150, Commission Qualification Letter, 2018	K-12	Sr. Executive Vice President	2080	100	
111	Heyl, Stephanie C.	EARLY CHILDHOOD N-3_2840, Instructional II, 2017 ,ELEMENTARY K-6_2810, Instructional II, 2017 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2017	K,1,2,3,4	Special Education Instructional Coordinator	2080	100	

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112	Hicks, Mary Jo	ELEMENTARY K-6_2810, Instructional I, 2008	K-4	Academic Support	1536	100	
113	Hilf, Kelly	ELEMENTARY K-6_2810, Instructional I, 1992 ,EARLY CHILDHOOD N-3_2840, Instructional I, 1992	6	Gen ed / All Subjects	1536	100	
114	Hilf, Lee-Ann	ELEMENTARY K-6_2810, Instructional I, 1987	6	Gen ed / All Subjects	1536	100	
115	Himmelberger, Amanda	ENGLISH 7-12_3230, Instructional I, 2003	9-12	ELA	1536	100	
116	Hoffert, Heather L.	MID-LEVEL ENGLISH 6-9_2850, Instructional II, 2014 ,SPECIAL EDUCATION PK-12_9225. Instructional II, 2014	8	Special Education/Learning Support	1616	100	
117	Horvat, Lori S.	ENGLISH 7-12_3230, Instructional I, 2020	8	ELA	1616	100	
118	Howe, Malena E.	MATHEMATICS 7-12_6800, Instructional I, 2006	9-12	Math	1536	100	
119	Huegel, Jillian Leigh	ELEMENTARY K-6_2810, Instructional I, 2007 ,EARLY CHILDHOOD N-3_2840, Instructional I, 2007	1	Gen ed / All Subjects	1616	100	
120	Hurley, Heather L.	MATHEMATICS 7-12_6800, Instructional II, 1998	9-12	Math	1536	100	
121	Irvine, Timothy	MATHEMATICS 7-12_6800, Instructional I, 2008 ENGLISH 7-12_3230, Instructional I, 2007 ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499, Instructional I, 2019	7-8	Academic Support	1616	100	
122	Ivanco, Alyssa	GRADES PK-4_2825, Instructional II, 2020 ,SPECIAL EDUCATION PK-8_9226, Instructional II, 2020	K-4	Special Education	1616	100	
123	Jaroudi, Brittany M.	ART PK-12_1405, Instructional I, 2014	7-8	Art	1536	100	
124	Jeffries, Bridgit	ELEMENTARY K-6_2810, Instructional I, 2006	4	Gen ed / All Subjects	1272	100	
125	Jones, Cynthia	ELEMENTARY K-6_2810, Instructional II, 2007 ,EARLY CHILDHOOD N-3_2840, Instructional II, 2007	2	Gen ed / All Subjects	1536	100	
126	Jones, Jessica	MATHEMATICS 7-12_6800, Instructional I, 2017	9-12	Math	1536	100	
127	Kapanjie, Jennifer	BUS-COMPUTER-INFO TECH PK-12_1603, Instructional II, 2010 MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2010	9-12	Business, Computer, Info Tech	400	100	
128	Karney, Robert P.	BUS-COMP-INFO TECH K-12_1603, Instructional I, 2014 ,MID-LEVEL CITIZ. ED 6-9_2870, Instructional I, 2013 ,ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499, Program Specialist, 2012 ,ENGLISH 7-12_3230, Instructional I, 1997	7	History	1536	100	

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129	Kaufman, Colleen	ELEMENTARY K-6_2810, Instructional I, 2002 ,EARLY CHILDHOOD N-3_2840, Instructional I, 2002	K	Gen ed / All Subjects	1616	100	
130	Keiser, Renee L.	ELEMENTARY K-6_2810, Instructional I, 1994 ,ELEMENTARY K-6_2810, HOUSSE Designation-Charters Only, 2007	5-6	Onboarding	1656	100	
131	Kelly, Lorriene K.	ENGLISH AS A SECOND LANGUAGE PK-12_4499, Program Specialist, 2013 ,ENGLISH 7-12_3230, Instructional II, 2020 ,SPANISH PK-12_4490, Instructional II, 2020	7-12	ELL /Academic Support	1616	100	
132	King, Sandra L.	MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2013 ,BIOLOGY 7-12_8405, Instructional II, 2010 ,EARTH AND SPACE SCIENCE 7-12_8440, Instructional II, 2010	9-12	Academic Support	1536	100	
133	Kissick, Jessica	SCHOOL NURSE PK-12_1890, Educational Specialist I, 2021	K-12	Immunization Nurse	856	100	
134	Klasnic, Trina	EARLY CHILDHOOD N-3_2840, Instructional I, 2012 ,ELEMENTARY K-6_2810, Instructional I, 2012	K	Gen ed / All Subjects	1616	100	
135	Klingenberg, Angela M.	GRADES PK-4_2825, Instructional I, 2017 ,SPECIAL EDUCATION PK-8_9226, Instructional I, 2017	5-8	Special Education/Life Skills	1616	100	
136	Knechel, Christopher	PRINCIPAL PK-12_1115, Administrative I, 2019, CITIZENSHIP 7-12_8825, Instructional II, 2019, MID-LEVEL MATH 6-9_2860, Instructional II, 2019	5-8	Assistant Principal	200	100	
137	Kohl, Johnna P	SPECIAL EDUCATION PK-12_9225, Instructional II, 2012 ,ENGLISH 7-12_3230, HOUSSE Designation, 2007	7-8	Special Education/Learning Support	768	100	
138	Konefsky, Dylan M.	GENERAL SCIENCE 7-12_8450, Instructional I, 2017	9-12	Science	1536	100	
139	Kowitz, Kalina S.	EARLY CHILDHOOD N-3_2840, Instructional I, 2007 ,ELEMENTARY K-6_2810, Instructional I, 2007	2	Gen ed / All Subjects	1536	100	
140	Krefta, Leslie	ELEMENTARY K-6_2810, Instructional I, 2012 GRADES 4-8: ALL SUBJECTS 4-6, ENGLISH LANGUAGE ARTS & READING 7-8_3100, Instructional I, 2014 GRADES 4-8: ALL SUBJECTS 4-6, SCIENCE 7-8_3100, Instructional I, 2018, GRADES 4-8: ALL SUBJECTS 4-6, SOCIAL STUDEIS 7-8_3100, Instructional I, 2019	5	Academic Support	1616	100	
141	Krystofolski, Lisa L.	ELEMENTARY K-6_2810, Instructional II, 2007 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2007 ,TEACHER-NURSERY/KINDERGARTEN N-K_12833, Private School, 2009	7,8,9,10,11,12	Transition Coordinator	2080	100	

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142	Kwiecinski, DeAnna	ELEMENTARY K-6_2810, Instructional II, 2005 MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2008	6	Gen ed / All Subjects	1352	100	
143	Kyler, Rachel	SPECIAL EDUCATION PK-12_9225, Instructional I, 2012 ,ENGLISH 7-12_9225, Instructional I, 2012	9-12	Special Education	1616	100	
144	Lauffer, Peyton	ELEMENTARY K-6_2810, Instructional I, 1990	3	Gen ed / All Subjects	1616	100	
145	Lawrence, Abigail B.	MUSIC PK-12_7205, Instructional I, 2020	5-6	Music	1616	100	
146	Leach, Megan	MID-LEVEL ENGLISH 6-9_2850, Instructional II, 2010 MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2010 READING SPECIALIST PK-12_7650, Instructional II, 2010, RY SCIENCE PK-12_6420, Instructional II, 2010, FAMILY-CONSUMER SCI PK-12_5600, Instructional II, 2010	9-12	Special Education	560	100	
147	Leon, Anjleke E.	SPECIAL EDUCATION PK-12_9225, Instructional I, 2013 ,PRINCIPAL PK-12_1115, Administrative Provisional I, 2019	5-8	Assistant Principal, 5-8	2080	100	
148	Lewis, Bradley	SOCIAL STUDIES 7-12_8875, Instructional I, 2018, MATHEMATICS 7-12_6800, Instructional I, 2019	7-8	Math/Social Studies	1616	100	
149	Little, Melissa L.	ELEMENTARY K-6_2810, Instructional II, 2020 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2020	K	Gen ed / All Subjects	1536	100	
150	Lively, Jessica	ENGLISH 7-12_3230, Instructional I, 2021	7	ELA	1616	100	
151	Lombardo, Lauren	ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839, Educational Specialist II, 2019	9-12	School Counselor	632	100	
152	Lucas, Andrea S.	ART PK-12_1405, Instructional I, 2011 ,MID-LEVEL CITIZ. ED 6-9_2870, Instructional I, 2011 ,MID-LEVEL ENGLISH 6-9_2850, Instructional I, 2011 ,ELEMENTARY K-6_2810, Instructional I, 2010	9-12	Art	1536	100	
153	Luis, Maria	SPECIAL EDUCATION PK-12_9231, Instructional I, 2022	9-12	Special Education	1040	100	
154	Lusk, Lauren Renee	SPECIAL EDUCATION PK-8_9226, Instructional I, 2018 GRADES PK-4_2825, Instructional I, 2018	K	Gen ed / All Subjects	1504	100	
155	Maddix, Karen D.	BIOLOGY 7-12_8405, Instructional II, 2013 ,GENERAL SCIENCE 7-12_8450, Instructional II, 2005	7	Science	1536	100	

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156	March, Caitlin	HEALTH & PHYSICAL EDUC PK-12_4805, Instructional I, 2018	9-12	PE/ Health	1616	100	
157	Markel, Anna Lynne	GENERAL SCIENCE 7-12_8450, Instructional I, 2020 CHEMISTRY 7-12_8420, Instructional I, 2021	9-12	Science	1616	100	
158	Markel, David William	SOCIAL STUDIES 7-12_8875. Instructional I, 2019	9-12	Academic Support	1504	100	
159	Martin, Lori A.	ELEMENTARY K-6_2810, Instructional II, 2003 ,MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2003 ,INST TECHNOLOGY PK-12_1825, Educational Specialist I, 2007	9-12	Special Education	1536	100	
160	Martin, Michelle L.	GERMAN PK-12_4420, Instructional II, 2018 ,SPECIAL EDUCATION PK-8_9226, Instructional II, 2018	9-12	German	768	100	
161	Mathis, Bernadette M.	ELEMENTARY SCHOOL COUNSELOR K-6_1836, Educational Specialist II, 2019 ,SECONDARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist II, 2019	7-8	School Counselor	1616	100	
162	Matusz, Anastacia	ELEMENTARY K-6_2810, Instructional II, 2016 MID-LEVEL SCIENCE 6-9_2880, Instructional II, 2016	9-12	Special Education	1192	100	
163	Matusz, Patrick	SOCIAL STUDIES 7-12_8875, Instructional I, 2014	9-12	Social Studies	1536	100	
164	McCoy, Patricia	ENGLISH 7-12_3230, Instructional I, 2017, PRINCIPAL PK-12_1115, Administrative I, 2021	7-8	Academic Support	1616	100	
165	McGeever, Codie	ENGLISH 7-12_3230, Instructional I, 2018	9-12	ELA	1616	100	
166	McGonigal, Jacqueline	ELEMENTARY K-6_2810, Instructional II, 2015, READING SPECIALIST PK-12_7650, Instructional II, 2015, MID-LEVEL ENGLISH 6-9_2850, Instructional II, 2015, MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2015, MID-LEVEL SCIENCE 6-9_2880, Instructional II, 2015, SPECIAL EDUCATION PK-12_9225, Instructional II, 2015	9-12	Special Education	304	100	
167	McGurk, Edmund J.	GENERAL SCIENCE 7-12_8450, Instructional I, 2016 ,BIOLOGY 7-12_8405, Instructional I, 1999	9-12	Science	1536	100	
168	McKee, Joanne A.	ELEMENTARY K-6_2810, Instructional II, 2010	5-6	Academic Support	1536	100	



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169	McLellan, Jessica	MID-LEVEL MATHEMATICS 6-9_2860, Instructional I, 2012, SPECIAL EDUCATION PK-12_92,5, Instructional I, 2011, ELEMENTARY K-6_2810, Instructional I, 2011, ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499, Program Specialist, 2017	5-8	Academic Support	752	100	
170	Means, Kimberly	BIOLOGY 7-12_8405, Instructional I, 2012 PHYSICS 7-12_8470, Instructional I, 2013	9-12	Science	1616	100	
171	Mehal, Zachary L.	CHEMISTRY 7-12_8420, Instructional II, 2019 ,BIOLOGY 7-12_8405, Instructional II, 2020 ,MATHEMATICS 7-12_6800, Instructional II, 2020 ,EARTH AND SPACE SCIENCE 7-12_8440, Instructional II, 2020 ,PHYSICS 7-12_8470, Instructional II, 2020	9-12	Academic Support	1536	100	
172	Metzger, Madison	SPANISH PK-12_4490, Instructional I, 2019, ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499, Program Specialist, 2019	9-12	Spanish	344	100	
173	Miller, Amber	MATHEMATICS 7-12_6800, Instructional I, 2020	7-8	Academic Support	1616	100	
174	Misja, Linda	FRENCH PK-12_4410, Instructional II, 2009, ENGLISH 7-12_3230, Instructional II, 2009, SOCIAL STUDIES 7-12_8875, Instructional II, 2009, FAMILY-CONSUMER SCI PK-12_5600, Instructional II, 2019, LIBRARY SCIENCE PK-12_6420, Instructional II, 2019, ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499,. Program Specialist, 2019	9-12	French	152	100	
175	Montgomery, Zachary A.	HEALTH & PHYSICAL EDUC PK-12_4805, Instructional I, 2015 ,SAFETY ED/DRIVER ED 7-12_5215, Instructional I, 2015 ,LIBRARY SCIENCE PK-12_6420, Instructional I, 2017 ,FAMILY-CONSUMER SCI PK-12_5600, Instructional I, 2017 ,READING SPECIALIST PK-12_7650, Instructional I, 2018 , ,	9-12	Academic Support	1616	100	
176	Moore, Mary Ellen	READING SPECIALIST PK-12_7650, Instructional I, 2011 ,ELEMENTARY K-6_2810, Instructional I, 1984	K-12	Reading	2080	100	
177	Morales, Daniel	SPECIAL EDUCATION PK-8_9226, Instructional I, 2018, GRADES PK-4_2825, Instructional I, 2018	9-12	Special Education	1248	100	
178	Mulkern, Hailey L		9-12	Special Education	520	100	100

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179	Mulrine, Karla	MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2005 ,MATHEMATICS 7-12_6800, HOUSSE Designation, 2007 ,ENGLISH 7-12_3230, HOUSSE Designation, 2007	3-4	Special Education	1536	100	
180	Neilson, Jennifer	ELEMENTARY K-6_2810, Instructional I, 2007 ,EARLY CHILDHOOD N-3_2840, Instructional I, 2007 ,SPECIAL EDUCATION PK-8_9226, Instructional I, 2016	2	Gen ed / All Subjects	1616	100	
181	Nester, Jennifer L.	MATHEMATICS 7-12_6800, Instructional I, 2012	7-8	Onboarding	1656	100	
182	Nichols, Stacey	READING SPECIALIST PK-12_7650, Instructional II, 2010 ,ELEMENTARY K-6_2810, Instructional II, 2009	K-4	Academic Support	1536	100	
183	Nihoff, Beth	ELEMENTARY K-6_2810, Instructional I, 2012 ,GRADES PK-4_2825, Instructional I, 2017 ,GRADES 4-8 ALL SUBJECTS 4-6, SOCIAL STUDIES 7-8_3100, Instructional I, 2017	5	Gen ed / All Subjects	1616	100	
184	Nixon, Amy	ELEMENTARY K-6_2810, Instructional II, 2011 MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2005	7-8	Special Education	1504	100	
185	Oberholtzer, April J.	ENGLISH 7-12_3230, Instructional II, 2021 ,SPANISH PK-12_4490, Instructional II, 2021	9-12	Spanish	1536	100	
186	Oberrender, Nicole	ELEMENTARY K-6_2810, Instructional II, 2017	K-4	Academic Support	1536	100	
187	Odham, Christy	MID-LEVEL SCIENCE 6-9_2880, Instructional I, 2010, ELEMENTARY K-6_2810, Instructional I, 2010, SPECIAL EDUCATION PK-12_9225, Instructional I, 2012	9-12	Special Education	1136	100	
188	Olcese-Mercurio, Lauren	SCHOOL NURSE_1890, Educational Specialist I, 2020	K-12	School Nurse	2080	100	
189	Onjack, Elise	SPECIAL EDUCATION PK-8_9226, Instructional I, 2017 ,GRADES PK-4,_2825, Instructional I, 2017	K-4	Special Education	1616	100	
190	Palmer, Jennifer M.	SPECIAL EDUCATION PK-12_9225, Instructional II, 2009 ,ELEMENTARY K-6_2810, Instructional II, 2009	9,10,11,12	Special Education Instructional Coordinator	2080	100	
191	Peffer, Emily	ELEMENTARY SCHOOL COUNSELOR K-6_1836, Educational Specialist I, 2012 ELEMENTARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist I, 2012	9-12	School Counselor	1696	100	
192	Pellegrino, Robert A.	HEALTH & PHYSICAL EDUC. PK-12_4805, Instructional I, 2019	5-6	PE/ Health	1616	100	

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193	Pepe, Bethany L.	SECONDARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist II, 2019 ,ELEMENTARY SCHOOL COUNSELOR K-6_1836, Educational Specialist II, 2019	K-2	School Counselor	1616	100	
194	Pepe, Lauren M.	GRADES 4-8_ALL SUBJECTS 4-6/SCIENCE 7-8_3100, Instructional I, 2017	8	Science	1536	100	
195	Perney, Diana	PRINCIPAL PK-12_1115, Administrative II, 2013 ,ENGLISH 7-12_3230, Instructional II, 1999 ,ELEMENTARY K-6_2810, Instructional II, 1997 ,EARLY CHILDHOOD N-3_2840, Instructional II, 1997	K-12	Director, Onboarding & Prof Development	2080	100	
196	Petro, Natalie A.	GRADES PK-4_2825, Instructional I, 2019 ,SPECIAL EDUCATION PK-8_9226, Instructional I, 2019	1	Gen ed / All Subjects	1616	100	
197	Pezzulo, Daniel J.	SCHOOL PSYCHOLOGIST PK-12_1875, Educational Specialist II, 2005	7-12	School Psychologist	2080	100	
198	Priest, Candice	SECONDARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist I, 2000	9-12	School Counselor	1616	100	
199	Pullara, Renee	ELEMENTARY K-6_2810, Instructional I, 2006	5	Academic Support	1424	100	
200	Raman, Karyn A.	MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2012 ,ENGLISH 7-12_3230, HOUSSE Designation, 2007 ,MATHEMATICS 7-12_6800, HOUSSE Designation, 2007	K-12	Special Education	1536	100	
201	Ramos, Paula	READING SPECIALIST PK-12_7650, Instructional I, 2006 ,ELEMENTARY K-6_2810, Instructional I, 2004	8	Academic Support	1536	100	
202	Rice, Elyse E	SPECIAL EDUCATION PK-8_9226, Instructional I, 2016 GRADES PK-4_2825, Instructional I, 2016	K-4	Special Education	944	100	
203	Richardson-Thomas, Evelyne	GRADES PK-4_2825, Instructional I, 2021	5	Gen ed / All Subjects	1616	100	
204	Roache-Lelli, Victoria	SCHOOL NURSE PK-12_1890, Educational Specialist II, 2013	K-12	School Nurse	2080	100	
205	Rocchini, Louis M.	SOCIAL STUDIES 7-12_8875, Instructional II, 2015 ,ENGLISH 7-12_3230, Instructional II, 2015 ,PRINCIPAL PK-12_1115, Administrative I, 2019	5-8	Assistant Principal, 5-8	2080	100	
206	Rockwell, Karen L.	ELEMENTARY K-6_2810, Instructional I, 2011 ,READING SPECIALIST PK-12_7650, Instructional I, 2017	5	Gen ed / All Subjects	1616	100	

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
207	Romig, Alyssa	ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839, Educational Specialist I, 2021	3-4	School Counselor	1504	100	
208	Salai, Amanda	GRADES PK-4_2825, Instructional I, 2014	1	Gen ed / All Subjects	1616	100	
209	Santina, Danielle K.	SPECIAL EDUCATION PK-12_9225, Instructional I, 2006 ,ELEMENTARY K-6_2810, Instructional i, 2006	9-12	Special Education	1536	100	
210	Sauro, Melissa Burns	ELEMENTARY K-6_2810, Instructional I, 1998	3	Gen ed / All Subjects	1536	100	
211	Scanga, Melissa M.	SPECIAL EDUCATION PK-8_9226, Instructional I, 2014 ,ELEMENTARY K-6_2810, Instructional I, 2013	5-6	Special Education/Learning Support	1536	100	
212	Scholl, Stephen M.	HEALTH & PHYSICAL EDUC PK-12_4805, Instructional II, 2020	9-12	PE/ Health	1616	100	
213	Schutt, Steven A.	ELEMENTARY PRINCIPAL K-6_1100, Administrative II, 2010 ,SUPERINTENDENT PK-12_1150, Letter of Eligibility, 2008 ,Secondary Principal 7-12_1105, Administrative II, 2003 ,HEALTH & PHYSICAL ED PK-12_4805, Instructional II, 1998	K-4	Principal, K-4	2080	100	
214	Shaffer, Katie M.	ELEMENTARY K-6_2810, Instructional II, 2022	K-4	Gen ed / All Subjects	1536	100	
215	Shearer, Jennica	GRADES PK-4_2825, Instructional I, 2020	1	Gen ed / All Subjects	1192	100	
216	Shearn, Lisa M.	SECONDARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist II, 2014 ,ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839, Educational Specialist II, 2015	5-6	School Counselor	1616	100	
217	Shirk, Chelsea L.	ELEMENTARY K-6_2810, Instructional I 2017 ,ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499, Program Specialist, 2019	3	Gen ed / All Subjects	1616	100	
218	Sieber, Jacqueline	ELEMENTARY K-6_2810, Instructional II, 2000 ,NURSERY/KINDERGARTEN N-K_12833, Private School Teacher, 1991	4	Gen ed / All Subjects	1536	100	
219	Simon, Patience	EARLY CHILDHOOD N-3_2840, Instructional I, 1997 ,ELEMENTARY K-6_2810, Instructional I, 1997 ,SPECIAL EDUCATION PK-8_9226, Instructional I, 2018	6	Gen ed / All Subjects	1616	100	
220	Siravo, Christine	ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839, Educational Specialist I, 2021	7	School Counselor	712	100	
221	Slater, Jennifer L.	ENGLISH 7-12_3230, Instructional II, 2004	9-12	Onboarding	1656	100	
222	Slater, Pamela	ENGLISH 7-12_3230, Instructional II, 2003	11-12	ELA	1536	100	

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
223	Smith, Brittany	MID-LEVEL MATHEMATICS 6-9_2860, Instructional I, 2009 ELEMENTARY K-6_2810, Instructional I, 2007	2	Gen ed / All Subjects	1616	100	
224	Snyder, Dawn S.	ELEMENTARY K-6_2810, Instructional II, 2016	K-4	Academic Support	1616	100	
225	Spallone, Lauren	ENGLISH 7-12_3230, Instructional I, 2021 SPECIAL EDUCATION PK-12_9231, Instructional I, 2022	5-6	Special Education	1112	100	
226	Spink, Emma J	ELEMENTARY K-6_2810, Instructional I, 2011	5	Gen ed / All Subjects	1616	100	
227	Starr, Laura	ELEMENTARY K-6_2810, Instructional II, 2009 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2009	7	Math	1536	100	
228	Steen, Lisa M.	EARLY CHILDHOOD N-3_2840, Instructional II, 2001 ,ELEMENTARY K-6_2810, Instructional II, 2001	K	Gen ed / All Subjects	1536	100	
229	Steighner, Stacie A.	MATHEMATICS 7-12_6800, Instructional II, 2009	11-12	Math	1536	100	
230	Stinson, Paula J.	ENGLISH 7-12_3230, Instructional II, 2015 ,MID-LEVEL ENGLISH 6- 9_2850, Instructional II, 2015 ,MID-LEVEL CITIZ. ED 6-9_2870, Instructional II, 2015 ,ELEMENTARY K-6_2810, Instructional II, 2015	8	History	1536	100	
231	Stonebraker, Jordan P.	HEALTH & PHYSICAL ED PK-12_4805, Instructional I, 2017	7-8	PE/ Health	1536	100	
232	Strauss, Taylor	GRADES 5-6_2826, Instructional I, 2018 ,GRADES PK-4_2825, Instructional I, 2018	4	Gen ed / All Subjects	1616	100	
233	Sullivan, Emily	GRADES 4-8/ALL SUBJECTS 4-6, MATHEMATICS 7-8_3100, Instructional I, 2017 ,GRADES 4-8/ALL SUBJECTS 4-6, ENGLISH LANGUAGE ARTS AND READING 7-8_3100, Instructional I, 2017, PRINCIPAL PK-12_1115, Administrative Provisional I, 2021	K-4	Assistant Principal, K-4	2080	100	
234	Svoboda, Elizabeth	SOCIAL STUDIES 7-12_8875, Instructional I, 2015	9-12	Social Studies	1536	100	
235	Swalga, Jason	ELEMENTARY K-6_2810, Instructional II, 2019 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2019	5	Gen ed / All Subjects	1616	100	
236	Swarmer, Kayla	SPECIAL EDUCATION PK-8_9226, Instructional II, 2020 ,GRADES PK-4_2825, Instructional II, 2020	7-8	Special Education/Learning Support	1616	100	
237	Taylor, Kate McCormley	ENGLISH 7-12_3230, Instructional II, 2007 COMMUNICATIONS 7- 12_3200, Instructional II, 2007 PRINCIPAL PK-12_1115, Administrative I, 2011	K-4	Assistant Principal, K-4	2080	100	

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
238	Thompson, Terry	SOCIAL STUDIES 7-12_8875, Instructional I, 2017 ,ENGLISH 7-12_3230, Instructional I, 2018	9-12	Social Studies	1616	100	
239	Tomaino, Emily	EARLY CHILDHOOD N-3_2840, Instructional I, 2004 ,ELEMENTARY K-6_2810, Instructional I, 2004 ,SPECIAL EDUCATION PK-8_9226, Instructional I, 2018	5-6	Special Education/Learning Support	1616	100	
240	Tomanio, Angela M.	ELEMENTARY K-6_2810, Instructional I, 2009	2	Gen ed / All Subjects	1616	100	
241	Toth, Rachelle M.	Elementary K-6_2810, Instructional I, 1996	K-4	Academic Support	1536	100	
242	Tranter, Charles	GRADES 4-8-ALL SUBJECTS 4-6; SOCIAL STUDIES 7-8_3100, Instructional I, 2014, PRINCIPAL PK-12_1115, Administrative Provisional I, 2022	5-8	Assistant Principal, 5-8	1784	100	
243	Tyson, Michelle	SPECIAL EDUCATION PK-12_9225, Instructional II, 2022, ELEMENTARY K-6_2810, Instructional II, 2022	K-4	Special Education	1536	100	
244	Uhing, Alexandra	SPECIAL EDUCATION PK-8_9226, Instructional I, 2020 ,GRADES PK-4_2825, Instructional I, 2020	6	Special Education/Learning Support	1616	100	
245	Ulmer, Boyd	ENGLISH 7-12_3230, Instructional I, 2000	9	ELA	1616	100	
246	Vail, Peggy	ELEMENTARY K-6_2810, Instructional I, 1995 EARLY CHILDHOOD N-3_2840, Instructional I, 1995	7-8	pecial Education/Learning Support	1616	100	
247	Verdekal, Jenna	SPECIAL EDUCATION PK-8_9226, Instructional I, 2014 ,GRADES PK-4_2825, Instructional I, 2014	1	Gen ed / All Subjects	1616	100	
248	Verga, Richard	PRINCIPAL PK-12_1115, Administrative, 2007 ,MATHEMATICS 7-12_6800, Instructional II, 2006	5-8	Principal, 5-8	2080	100	
249	Vermeulen, Rachael	ELEMENTARY K-6_2810, Instructional I, 2005, EARLY CHILDHOOD N-3_2840, Instructional I, 2840	K-4	Building Substitute	1376	100	
250	Verton, Sonya M.	ELEMENTARY K-6_2810, Instructional II, 2012 ,EARLY CHILDHOOD N-3_2840, Instructional II, 2012 ,ENGLISH AS A SECOND LANGUAGE/ESL_4499, Program Specialist, 2010	K-4	ELL /Academic Support	1536	100	

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
251	Vioral, Tracey A.	ELEMENTARY K-6_2810, Instructional II, 2005 ,MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2005 ,EARLY CHILDHOOD N-3_2840, Instructional II, 2005 ,MATHEMATICS 7-12_6800, HOUSSE Designation, 2007 ,ENGLISH 7-12_3230, HOUSSE Designation, 2007 ,GENERAL SCIENCE 7-12_8450, HOUSSE Designation, 2007 ,SOCIAL STUDIES 7-12_8875, HOUSSE Designation, 2007	K-4	Special Education	1536	100	
252	Waid, Audrey	ART PK-12_1405, Instructional I, 2003 ,ELEMENTARY K-6_2810, Instructional I, 2007 ,MID-LEVEL MATHEMATICS 6-9_2860, Instructional I, 2008	5-6	Art	1616	100	
253	Wallach, Andrea	MATHEMATICS 7-12_6800, Instructional II, 1998 PRINCIPAL PK-12_1115, Administrative I, 2012	5-8	Assistant Principal, 5-8	2080	100	
254	Wangler, Nina M.	MID-LEVEL ENGLISH 6-9_2850, Instructional II, 2018 ,ENGLISH 7-12_3230, Instructional II, 2018 ,READING SPECIALIST PK-12_7650, Instructional II, 2018 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2018 ,ELEMENTARY K-6_2810, Instructional II, 2018	K-12	Assistant Director of Special Education	2080	100	
255	Wasil, Andrea	ENGLISH 7-12_3230, Instructional II, 2007 ,SOCIAL STUDIES 7-12_8875, Instructional II, 2007 ,LIBRARY SCIENCE PK-12_6420, Instructional II, 2007	9-12	Social Studies	1536	100	
256	Wasilko, Mark B.	MUSIC PK-12_7205, Instructional I, 2017	7-8	Music	1536	100	
257	Watson, Jennifer L.	ELEMENTARY K-6_2810, Instructional I, 2009 ,SPECIAL EDUCATION PK-12_9225, Instructional I, 2009	5,6,7,8	Special Education Instructional Coordinator	2080	100	
258	Watterson, Maria A.	ELEMENTARY K-6_2810, Instructional II, 2011 ,SPECIAL EDUCATION PK-12_9225, Instructional II, 2011 ,READING SPECIALIST PK-12_7650, Instructional II, 2011	K	Gen ed / All Subjects	1616	100	
259	Weinberger, Maureen	ENGLISH 7-12_3230, Instructional II, 2016 ,PRINCIPAL PK-12_1115, Administrative II, 2015 ,ELEMENTARY K-6_2810, Instructional II, 2016 ,ONLINE INSTRUCTION PROGRAM PK-12_1184, Endorsement, 2016	K-12	Director, Curriculum, Instruction & Fed Prog	2080	100	

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
260	Weitzel, David	Instructional II Elementary K-6_2180, Instructional Ment and/or Phys Handicapped K-12_9235, Administrative II Elementary Principal K-6_1100, Administrative I Secondary Principal 7-12_1105, Letter of Eligibility Superintendent PK-12_1150	K-12	Interim CEO	1040	100	
261	Welsh, Kristy	ELEMENTARY K-6_2810, Instructional II, 2019 MID-LEVEL MATHEMATICS 6-9_2860, Instructional II, 2019 SPECIAL EDUCATION PK-12_9225, Instructional II, 2019	5	Gen ed / All Subjects	1040	100	
262	Wernick, Casey B.	SOCIAL STUDIES 7-12_8875, Instructional II, 2017 ,PRINCIPAL PK-12_1115, Administrative I, 2018	9-12	Assistant Principal, 9-12	2080	100	
263	Widmann, Crystal L.	SECODARY SCHOOL COUNSELOR 7-12_1837, Educational Specialist I, 2008	9-12	School Counselor	1616	100	
264	Willits, Cynthia A.	GENERAL SCIENCE 7-12_8450, Instructional II, 2009 ,ELEMENTARY K-6_2810, Instructional II, 2009 ,ONLINE INSTRUCTION PROGRAM PK-12_1184, Endorsement, 2016	6	Gen ed / All Subjects	1536	100	
265	Witkowski-Denithorne, Laura J.	ENGLISH 7-12_3230, Instructional I, 2016 ,ELEMENTARY K-6_2810, Instructional I, 2009	8	ELA	1536	100	
266	Woltjen, Christina	SCHOOL NURSE PK-12_1890, Educational Specialist II, 2019	K-12	School Nurse	2080	100	
267	Wroten, Alison	ELEMENTARY K-6_2810, Instructional I, 2002	1	Gen ed / All Subjects	1536	100	
268	Zimmerman, Gary P.	SOCIAL STUDIES 7-12_8875, Instructional II, 2005 ,MENT AND/OR PHYS HANDICAPPED K-12_9235, Instructional II, 2005	K-12	Special Education Enrollment Specialist	2080	100	
269	Zullick, Aaron James	ENGLISH 7-12_3230, Instructional I, 2021	9	ELA	1616	100	

Total Number of Administrators (do not include CEO) 26

CEO (certified) 2

Total Number of Teachers 216 Counselors 9 School Nurses 3 Others 13

Total Number of Professional Staff 269





June 27, 2018

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

Dear Dr. Chandler:

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

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

Thank you for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan McCrone", is written over a large, faint circular watermark or stamp.

Susan McCrone  
Chief  
Division of Federal Programs

cc: Project File 2017-18

# Assessment Details

Assessment > **Assessment Details**

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

	Name	Phone Number	Check if Interviewed
Superintendent:	Dr. John Chandler	6102758500	<input checked="" type="checkbox"/>
Business Manager:	Jason Billups	6102758500	<input type="checkbox"/>
Title I Coordinator:	Maureen Weinberger	4846807868	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	Maureen Weinberger	4846807868	<input checked="" type="checkbox"/>
Title III Coordinator:			<input type="checkbox"/>
Title IV Part A Coordinator:	Maureen Weinberger	4846807868	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:	N/A	N/A	<input type="checkbox"/>
Title VI-B REAP Coordinator:	N/A	N/A	<input type="checkbox"/>

**Program(s) Reviewed:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Title I         | <input checked="" type="checkbox"/> Title IV Part A |
| <input checked="" type="checkbox"/> Title II Part A | <input type="checkbox"/> Ed-Flex Waiver Review      |
| <input type="checkbox"/> Title III                  | <input type="checkbox"/> Title VI-B REAP            |

Program Reviewer(s): Dr. Helen Gross

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

This is the 2017 CAV for Pennsylvania Virtual CS

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

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

**Division of Federal Programs  
Consolidated Program Review**

**2017-2018 School Year**

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

**LEA Level Monitoring**

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Dr. John Chandler	6102758500	<input checked="" type="checkbox"/>
<b>Business Manager:</b>	Jason Billups	6102758500	<input type="checkbox"/>
<b>Title I Coordinator:</b>	Maureen Weinberger	4846807868	<input checked="" type="checkbox"/>
<b>Title II Part A Coordinator:</b>	Maureen Weinberger	4846807868	<input checked="" type="checkbox"/>
<b>Title III Coordinator:</b>			<input type="checkbox"/>
<b>Title IV Part A Coordinator:</b>	Maureen Weinberger	4846807868	<input checked="" type="checkbox"/>
<b>Ed-Flex Waiver Review Coordinator:</b>	N/A	N/A	<input type="checkbox"/>
<b>Title VI-B REAP Coordinator:</b>	N/A	N/A	<input type="checkbox"/>

**Program(s) Reviewed:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Title I         | <input checked="" type="checkbox"/> Title IV Part A |
| <input checked="" type="checkbox"/> Title II Part A | <input type="checkbox"/> Ed-Flex Waiver Review      |
| <input type="checkbox"/> Title III                  | <input type="checkbox"/> Title VI-B REAP            |

**Program Reviewer(s):** Dr. Helen Gross

**Program Review Date:** 05/14/2018

# Title I

## Component I: Appropriately State Certified

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

Section 1112(c)(6)

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

**Component II: Equity Plan**

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

Section 1111(g)(1)(B)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity Plan</li> <li><input type="checkbox"/> Documentation of annual review of Equity Plan</li> <li><input type="checkbox"/> Teachers are reassigned, if applicable</li> <li><input type="checkbox"/> Changes to union contract are made, if applicable</li> <li><input checked="" type="checkbox"/> Sample class schedules with applicable staff and student percentages</li> </ul>		
<p>If you have additional comments to make about this section, enter them here:</p>						

**Component III: Foster Care**

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

Section 1111(g)(1)(E)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
1. The LEA developed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1247 380 2003 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1247 431 2003 643"> <p>5/8/2018 12:52:26 PM                      Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger                      PA Virtual students do not attend a physical location for school and therefore do not require transportation.</p> </td> </tr> <tr> <th data-bbox="1247 643 2003 695" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1247 695 2003 938"> <p>5/14/2018 9:41:05 AM                      State Monitor Helen Gross                      PA Virtual students do not attend a physical location for school and therefore do not require transportation. PA Department of Education statement included in documentation.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/8/2018 12:52:26 PM                      Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger                      PA Virtual students do not attend a physical location for school and therefore do not require transportation.</p>	Monitor Comments	<p>5/14/2018 9:41:05 AM                      State Monitor Helen Gross                      PA Virtual students do not attend a physical location for school and therefore do not require transportation. PA Department of Education statement included in documentation.</p>
District Comments										
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Monitor Comments										
<p>5/14/2018 9:41:05 AM                      State Monitor Helen Gross                      PA Virtual students do not attend a physical location for school and therefore do not require transportation. PA Department of Education statement included in documentation.</p>										
If you have additional comments to make about this section, enter them here:										

**Component IV: Parent and Family Engagement**

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> <li>states how the LEA involves parents in the joint development of the Title I Plan (Title I Application)</li> <li>states how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1118(e) parent and family involvement activities to improve student academic achievement and school performance</li> <li>states how the LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs</li> <li>states how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under this part, including identifying               <ul style="list-style-type: none"> <li>- barriers to greater participation in activities,</li> <li>- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers</li> <li>- Strategies to support successful school and family interactions</li> </ul> </li> <li>use the findings of the evaluation to design evidence based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies</li> <li>involve parents in the activities of the Title I schools</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.</p>		



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds		
3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside		
4. If the LEA receives \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with LEA parent and Family Engagement Policy, including at least one of the following; - Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies - Supporting programs that reach parents and family members at home, in the community, and at school - Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members - Collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement - Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the Parent and Family Engagement (This can be marked N/A if the LEA received less than \$500,000 in Title I funds.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Agendas and sign in sheets from meeting with parents to discuss the evaluation  <input type="checkbox"/> Surveys and collated results to demonstrate evaluation process		
If you have additional comments to make about this section, enter them here:	<b>Monitor Comments</b>					
	5/15/2018 3:51:09 PM State Monitor Helen Gross It is important to note that PA Virtual Charter School has a noteworthy Parent Education and Engagement program that reaches out to all parents consistently and professionally. Their annual survey reviewed was thorough and covered multiple key areas that focused on providing input. The responses allow parents and staff to review and plan.					

**Component V: Schoolwide Programs**

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

Section 1114

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

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

## Component VI: Nonpublic Schools

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

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

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

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

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

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

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
2. Equipment and Related Property  UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$1500) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$1499)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1619 131 2001 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2001 532">           1/18/2018 1:24:08 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual does not have equipment over \$1500 or computing devices between \$300-\$1499 purchased with Title funding.         </td> </tr> <tr> <th data-bbox="1619 532 2001 581" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 581 2001 930">           5/14/2018 10:04:56 AM            State Monitor Helen Gross            PA Virtual does not have equipment over \$1500 or computing devices between \$300-\$1499 purchased with Title funding. Equipment was purchased with local funds..         </td> </tr> </tbody> </table>	District Comments	1/18/2018 1:24:08 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have equipment over \$1500 or computing devices between \$300-\$1499 purchased with Title funding.	Monitor Comments	5/14/2018 10:04:56 AM State Monitor Helen Gross PA Virtual does not have equipment over \$1500 or computing devices between \$300-\$1499 purchased with Title funding. Equipment was purchased with local funds..
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	2. LEA conducts a physical inventory of all items every two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation that physical inventory was conducted within the last two years		<p style="text-align: center;"><b>District Comments</b></p> <p>1/18/2018 1:24:19 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not have equipment over \$1500 or computing devices between \$300-\$1499 purchased with Title funding.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/14/2018 10:05:26 AM State Monitor Helen Gross PA Virtual does not have equipment over \$1500 or computing devices between \$300-\$1499 purchased with Title funding. Equipment was purchased with local funds..</p>
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date		
4. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation that records are maintained for a period of seven years		<p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/15/2018 3:45:18 PM State Monitor Helen Gross Federal Program(s) records are complete and have and continue to be maintained for a period of seven years.</p>



Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
5. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title I, Title ID, and/or Title III Immigrant and EL, where applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title I, Title ID, and/or Title III Immigrant and EL.		<table border="1"> <thead> <tr> <th data-bbox="1608 123 2009 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1608 180 2009 431">5/15/2018 3:37:04 PM State Monitor Helen Gross Though submitted late, the Title I output report was completed by the school entity.</td> </tr> </tbody> </table>	Monitor Comments	5/15/2018 3:37:04 PM State Monitor Helen Gross Though submitted late, the Title I output report was completed by the school entity.
Monitor Comments									
5/15/2018 3:37:04 PM State Monitor Helen Gross Though submitted late, the Title I output report was completed by the school entity.									
	2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries		<table border="1"> <thead> <tr> <th data-bbox="1608 431 2009 488">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1608 488 2009 740">5/15/2018 3:41:23 PM State Monitor Helen Gross Documentation provided supported the aforementioned Title I Output Report results.</td> </tr> </tbody> </table>	Monitor Comments	5/15/2018 3:41:23 PM State Monitor Helen Gross Documentation provided supported the aforementioned Title I Output Report results.
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5/15/2018 3:41:23 PM State Monitor Helen Gross Documentation provided supported the aforementioned Title I Output Report results.									
6. Conflict of Interest UGG Sec 200.112	<p>1. Conflict of Interest Requirement - the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <p>Standards of Conduct - (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board Approved policy, <input type="checkbox"/> self-disclosure form, <input type="checkbox"/> resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)				

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
7. Allowability of Costs UGG Sec 200.43	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles:  Necessary, reasonable and allocable  Conform with federal law and grant terms  Consistent with state and local policies  Adequately documented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Review program expenditures  <input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.		<table border="1"> <thead> <tr> <th data-bbox="1608 123 2009 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1608 180 2009 423">           5/15/2018 3:34:52 PM            State Monitor Helen Gross            Procedures were reviewed and appeared to be completed as required per UGG.         </td> </tr> </tbody> </table>	Monitor Comments	5/15/2018 3:34:52 PM State Monitor Helen Gross Procedures were reviewed and appeared to be completed as required per UGG.
Monitor Comments									
5/15/2018 3:34:52 PM State Monitor Helen Gross Procedures were reviewed and appeared to be completed as required per UGG.									

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
9. Procurement extension  EDGAR 80.36	1. Procurement the LEA must still maintain procurement procedures using more restrict thresholds:  Any expenditure under \$100,000 price or rate quotes obtained by adequate number of qualified sources  Bids obtained for costs over \$100,000  Note: if opting not to take procurement extension mark N/A, and answer question 8.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels and documentation that LEA is taking the Procurement extension		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1608 123 2009 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1608 180 2009 427">           5/10/2018 11:16:15 AM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not take procurement extension.         </td> </tr> <tr> <th data-bbox="1608 427 2009 483" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1608 483 2009 771">           5/15/2018 3:04:37 PM            State Monitor Helen Gross            No extension was requested by PA Virtual Charter School.         </td> </tr> </tbody> </table>	District Comments	5/10/2018 11:16:15 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not take procurement extension.	Monitor Comments	5/15/2018 3:04:37 PM State Monitor Helen Gross No extension was requested by PA Virtual Charter School.
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Monitor Comments											
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
10. Cash Management UGG Sec 200.305	1. Cash Management the District must maintain written procedures to implement the following cash management requirements:  Reimbursements explain what happens if the District is initially charging federal grant expenditures to nonfederal funds  Advances explain what happens if the District receives advance payments of federal grant funds  Interest explain how the District will manage interest earned on federal grant awards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Procedures are available that address the three components  <input type="checkbox"/> Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>11. Travel Reimbursement</p> <p>UGG Sec 200.474</p>	<p>1. Travel the District must have written travel policies for travel costs to be allowable</p> <p>Types of travel (single day, overnight or out-of-state)</p> <p>What expenses may be reimbursed (food, lodging, transportation, airfare)</p> <p>What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board approved policies available for review</p> <p><input type="checkbox"/> Samples of travel requests reviewed followed policy</p> <p><input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel</p>		<table border="1"> <thead> <tr> <th data-bbox="1612 128 2003 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 180 2003 391"> <p>5/15/2018 3:33:48 PM</p> <p>State Monitor Helen Gross</p> <p>Policies were reviewed and trustee approved where required.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/15/2018 3:33:48 PM</p> <p>State Monitor Helen Gross</p> <p>Policies were reviewed and trustee approved where required.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
12. Prior Written Approval for Various Expenditures	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <p>Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c))</p> <p>Out of State Travel for workshops/conferences (200.474)</p> <p>Entertainment Costs (200.438)</p> <p>Equipment (200.439)</p> <p>Student Activity Costs</p> <p>Memberships, subscriptions, and Professional Activities (200.454)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives</p> <p><input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>						
<p>13. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127 ESEA</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>		<table border="1"> <thead> <tr> <th data-bbox="1614 959 2003 1013">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1614 1013 2003 1255"> <p>1/18/2018 1:20:15 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not have carry over funds.</p> </td> </tr> <tr> <th data-bbox="1614 1255 2003 1308">Monitor Comments</th> </tr> <tr> <td data-bbox="1614 1308 2003 1476"> <p>5/15/2018 3:05:35 PM State Monitor Helen Gross No 16/17 allocated funds were carried over.</p> </td> </tr> </tbody> </table>	District Comments	<p>1/18/2018 1:20:15 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not have carry over funds.</p>	Monitor Comments	<p>5/15/2018 3:05:35 PM State Monitor Helen Gross No 16/17 allocated funds were carried over.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>14. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1007 ESEA, amends Sec. 1113 ESEA</p>	<p>1. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span"</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p>		<p style="text-align: center;"><b>District Comments</b></p> <p>1/18/2018 1:20:56 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual only serves one building as a full K-12 program.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/15/2018 3:05:57 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.</p>
	<p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. The same analysis should occur for buildings below 75% regardless of grade span when that ranking methodology is chosen, and when the ranking by grade span methodology is chosen then this analysis should occur within any established grade span.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application, Selection of Schools</p>		<p style="text-align: center;"><b>District Comments</b></p> <p>1/18/2018 1:21:14 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual only serves one building as a full K-12 program.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/15/2018 3:06:32 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	3. High schools (grades 9-12) may be served out of rank order at the discretion of the LEA. In this case, any High School that is over 50% low-income shall be treated and ranked as if it is at the 75% low-income level. In this manner a High School would have to be served in rank order regardless of grade span as it would be considered to be at the 75% level.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>1/18/2018 1:21:20 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual only serves one building as a full K-12 program.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/15/2018 3:15:49 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.</td> </tr> </table>	District Comments	1/18/2018 1:21:20 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual only serves one building as a full K-12 program.	Monitor Comments	5/15/2018 3:15:49 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.
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Monitor Comments											
5/15/2018 3:15:49 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.											
	4. Allocations to each eligible school remain in rank order per the method established during the Consolidated Application submission and as analyzed in the bullets above, however variance in per pupil expenditure may vary and may only be in an anticipated format as this analysis is occurring mid-year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The Title I budget, including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>1/18/2018 1:21:28 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual only serves one building as a full K-12 program.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/15/2018 3:06:19 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.</td> </tr> </table>	District Comments	1/18/2018 1:21:28 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual only serves one building as a full K-12 program.	Monitor Comments	5/15/2018 3:06:19 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.
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5/15/2018 3:06:19 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students.											

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	2. For Schoolwide Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of federal, state and local allocations for past two years <input type="checkbox"/> Federal expenditures match Schoolwide Plan activities <input checked="" type="checkbox"/> MOE letter <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings.						
	3. For Targeted Assistance Programs Funds should add to (supplement) and not replace (supplant) state and local funds in the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Federal expenditures match Consolidated Application <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings. <input type="checkbox"/> Evidence of intent of Title I being met through availability of services to students at-risk of failing.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1614 586 2003 638" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1614 638 2003 881"> 1/18/2018 1:23:02 PM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  PA Virtual is a school-wide Title I program. </td> </tr> <tr> <th data-bbox="1614 881 2003 933" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1614 933 2003 1175"> 5/15/2018 3:15:36 PM  State Monitor Helen Gross  PA Virtual Charter School is one building serving K-12 students with a school wide Title I program. </td> </tr> </tbody> </table>	District Comments	1/18/2018 1:23:02 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is a school-wide Title I program.	Monitor Comments	5/15/2018 3:15:36 PM State Monitor Helen Gross PA Virtual Charter School is one building serving K-12 students with a school wide Title I program.
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1/18/2018 1:23:02 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is a school-wide Title I program.											
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
16. Comparability  The LEA complies with the comparability provisions of Title I.  Sec 1120A(c)	1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Detailed Data Sheet and Assurance page  <input type="checkbox"/> Support data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded)  <input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt				
17. Maintenance of Effort (MOE)	1. LEAs combined fiscal effort per student on the aggregate expenditures of the LEA from the preceding year must not be less than 90% of the second preceding year	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Maintenance of Effort Letter indicating compliance/non-compliance		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/15/2018 3:46:28 PM State Monitor Helen Gross Maintenance of Effort Letter indicating compliance/non-compliance is available.</td> </tr> </tbody> </table>	Monitor Comments	5/15/2018 3:46:28 PM State Monitor Helen Gross Maintenance of Effort Letter indicating compliance/non-compliance is available.
Monitor Comments									
5/15/2018 3:46:28 PM State Monitor Helen Gross Maintenance of Effort Letter indicating compliance/non-compliance is available.									
18. Compliance to Reservations  The LEA complies with requirements regarding the reservation of funds.  Sec. 1113 ESEA, 42 U.S.C 11432  Sec. 9103	1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Reservation of Funds page  <input checked="" type="checkbox"/> Consolidated Application Title I budget  <input type="checkbox"/> Statement of expenditures for homeless				

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



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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	6. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds  <input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance		<div style="background-color: #e0e0e0; padding: 2px;"><b>Monitor Comments</b></div> 5/15/2018 3:32:50 PM State Monitor Helen Gross The Consolidated Application and the budget reflect the required reservation of funds.
19. Title I, Part D Subpart 2: Sec. 1424	1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for delinquent		<div style="background-color: #e0e0e0; padding: 2px;"><b>District Comments</b></div> 5/9/2018 3:17:22 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive delinquent funds.  <div style="background-color: #e0e0e0; padding: 2px;"><b>Monitor Comments</b></div> 5/15/2018 3:28:37 PM State Monitor Helen Gross PA Virtual does not receive delinquent funds.



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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
	3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools  <input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools.  <input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not.  <input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey but which made clear that it was not a requirement of the food subsidy program was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms.		<table border="1"> <thead> <tr> <th data-bbox="1608 123 2009 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1608 180 2009 461">           5/9/2018 3:19:17 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual is a fully online cyber charter school that does not provide meals.         </td> </tr> <tr> <th data-bbox="1608 461 2009 518">Monitor Comments</th> </tr> <tr> <td data-bbox="1608 518 2009 717">           5/15/2018 3:28:00 PM            State Monitor Helen Gross            PA Virtual is a fully online cyber charter school that does not provide meals.         </td> </tr> </tbody> </table>	District Comments	5/9/2018 3:19:17 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is a fully online cyber charter school that does not provide meals.	Monitor Comments	5/15/2018 3:28:00 PM State Monitor Helen Gross PA Virtual is a fully online cyber charter school that does not provide meals.
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5/15/2018 3:28:00 PM State Monitor Helen Gross PA Virtual is a fully online cyber charter school that does not provide meals.											

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
21. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures aligned to transferred into subprogram  <input type="checkbox"/> Consolidated Application, Transferability page		<div data-bbox="1619 131 2001 175" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <p data-bbox="1619 183 2001 423">5/9/2018 3:21:23 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not transfer funds between programs.</p> <div data-bbox="1619 431 2001 475" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <p data-bbox="1619 483 2001 678">5/15/2018 3:27:16 PM State Monitor Helen Gross The school entity did not transfer funds between programs.</p>
	2. Evidence of Non-public school consultation to discuss transferred amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect consultation occurred		<div data-bbox="1619 699 2001 743" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <p data-bbox="1619 751 2001 992">5/9/2018 3:22:06 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not have Non-public schools to serve.</p> <div data-bbox="1619 1000 2001 1044" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <p data-bbox="1619 1052 2001 1279">5/15/2018 3:01:38 PM State Monitor Helen Gross As a charter school, PA Virtual does not serve students in Non-public schools</p>
If you have additional comments to make about this section, enter them here:							

**Component VIII: Supplement not Supplant**

Sect. 1118(b)(2)

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

## Title II Part A

### Component I: Title IIA Requirements

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

Sec. 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of a needs assessment with data indicating large class sizes or justification for the types of professional development activities offered.		
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets, invitations		
3. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.  Detailed list of ESSA-authorized activities:  Teacher/principal evaluation.  Recruitment and retention.  Class size reduction.  PD tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title II activities		

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
4. The LEA utilizes appropriately state certified teachers to reduce class size.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class-size reduction teacher rosters <input type="checkbox"/> List of CSR staff and their certifications <input type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers)		<table border="1"> <thead> <tr> <th data-bbox="1587 126 2003 175">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1587 175 2003 459">           5/9/2018 3:43:12 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual does not use Title II funding for class size reduction.         </td> </tr> <tr> <th data-bbox="1587 459 2003 508">Monitor Comments</th> </tr> <tr> <td data-bbox="1587 508 2003 722">           5/15/2018 3:52:44 PM            State Monitor Helen Gross            PA Virtual Charter School does not use Title II funding for class size reduction.         </td> </tr> </tbody> </table>	District Comments	5/9/2018 3:43:12 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not use Title II funding for class size reduction.	Monitor Comments	5/15/2018 3:52:44 PM State Monitor Helen Gross PA Virtual Charter School does not use Title II funding for class size reduction.
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5/15/2018 3:52:44 PM State Monitor Helen Gross PA Virtual Charter School does not use Title II funding for class size reduction.										
3. LEA has submitted the Performance Goal Output Report for Title II.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.		<table border="1"> <thead> <tr> <th data-bbox="1587 732 2003 781">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1587 781 2003 1031">           5/15/2018 3:56:12 PM            State Monitor Helen Gross            Though submitted late, the Title II output report was completed by the school entity.         </td> </tr> </tbody> </table>	Monitor Comments	5/15/2018 3:56:12 PM State Monitor Helen Gross Though submitted late, the Title II output report was completed by the school entity.		
Monitor Comments										
5/15/2018 3:56:12 PM State Monitor Helen Gross Though submitted late, the Title II output report was completed by the school entity.										
4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries		<table border="1"> <thead> <tr> <th data-bbox="1587 1040 2003 1089">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1587 1089 2003 1307">           5/15/2018 3:58:10 PM            State Monitor Helen Gross            Documentation provided supported the aforementioned Title II Output Report results.         </td> </tr> </tbody> </table>	Monitor Comments	5/15/2018 3:58:10 PM State Monitor Helen Gross Documentation provided supported the aforementioned Title II Output Report results.		
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5/15/2018 3:58:10 PM State Monitor Helen Gross Documentation provided supported the aforementioned Title II Output Report results.										
If you have additional comments to make about this section, enter them here:										

## Title IV, Part A

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

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

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets						
2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified for priority and focus; or are identified as persistently dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Focus/Priority school status <input type="checkbox"/> Consolidated application Selection of Schools ranking page		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>5/8/2018 12:55:01 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual operates as the school and district.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/15/2018 4:03:02 PM State Monitor Helen Gross PA Virtual Charter School operates as the school and district.</td> </tr> </tbody> </table>	District Comments	5/8/2018 12:55:01 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual operates as the school and district.	Monitor Comments	5/15/2018 4:03:02 PM State Monitor Helen Gross PA Virtual Charter School operates as the school and district.
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Monitor Comments										
5/15/2018 4:03:02 PM State Monitor Helen Gross PA Virtual Charter School operates as the school and district.										
3. LEA completed a performance goal for each area where funds are spent under Title IV.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Title IV Performance Goal Section						
4. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, agenda, sign-in sheets, meeting minutes						



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
5. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section						
6. If the LEA has received more than \$30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Needs Assessment with date		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1625 396 2003 448" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 448 2003 727">           5/8/2018 1:07:09 PM            Director of Curriculum,            Inst &amp; Fed. Programs            Maureen Weinberger            PA Virtual received less than \$30,000 in Title IV funds.         </td> </tr> <tr> <th data-bbox="1625 727 2003 779" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1625 779 2003 992">           5/15/2018 5:00:37 PM            State Monitor Helen Gross            PA Virtual Charter School received less than \$30,000 in Title IV funds.         </td> </tr> </tbody> </table>	District Comments	5/8/2018 1:07:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual received less than \$30,000 in Title IV funds.	Monitor Comments	5/15/2018 5:00:37 PM State Monitor Helen Gross PA Virtual Charter School received less than \$30,000 in Title IV funds.
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5/15/2018 5:00:37 PM State Monitor Helen Gross PA Virtual Charter School received less than \$30,000 in Title IV funds.										

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application well-rounded narrative completed.  <input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #e0e0e0;">District Comments</th> </tr> <tr> <td>5/8/2018 1:07:24 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual received less than \$30,000 in Title IV funds.</td> </tr> <tr> <th style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td>5/15/2018 5:01:29 PM State Monitor Helen Gross PA Virtual Charter School received less than \$30,000 in Title IV funds.</td> </tr> </table>	District Comments	5/8/2018 1:07:24 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual received less than \$30,000 in Title IV funds.	Monitor Comments	5/15/2018 5:01:29 PM State Monitor Helen Gross PA Virtual Charter School received less than \$30,000 in Title IV funds.
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Monitor Comments										
5/15/2018 5:01:29 PM State Monitor Helen Gross PA Virtual Charter School received less than \$30,000 in Title IV funds.										
8. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application safe and healthy narrative completed.  <input type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #e0e0e0;">District Comments</th> </tr> <tr> <td>5/8/2018 1:07:34 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual received less than \$30,000 in Title IV funds.</td> </tr> <tr> <th style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td>5/15/2018 5:01:04 PM State Monitor Helen Gross PA Virtual Charter School received less than \$30,000 in Title IV funds.</td> </tr> </table>	District Comments	5/8/2018 1:07:34 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual received less than \$30,000 in Title IV funds.	Monitor Comments	5/15/2018 5:01:04 PM State Monitor Helen Gross PA Virtual Charter School received less than \$30,000 in Title IV funds.
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Monitor Comments										
5/15/2018 5:01:04 PM State Monitor Helen Gross PA Virtual Charter School received less than \$30,000 in Title IV funds.										

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
9. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed.  <input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1627 131 2003 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1627 180 2003 461">           5/8/2018 1:07:42 PM            Director of Curriculum, Inst &amp; Fed. Programs            Maureen Weinberger            PA Virtual received less than \$30,000 in Title IV funds.         </td> </tr> <tr> <th data-bbox="1627 461 2003 509" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1627 509 2003 719">           5/15/2018 5:00:24 PM            State Monitor Helen Gross            PA Virtual Charter School received less than \$30,000 in Title IV funds.         </td> </tr> </tbody> </table>	District Comments	5/8/2018 1:07:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual received less than \$30,000 in Title IV funds.	Monitor Comments	5/15/2018 5:00:24 PM State Monitor Helen Gross PA Virtual Charter School received less than \$30,000 in Title IV funds.
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10. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title IV activities						

## Ed-Flex Waiver Review

### Ed-Flex Waiver Review

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

SEC. 8401

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
If you have additional comments to make about this section, enter them here:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

## Title VI-B REAP

### Title VI-B REAP

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

Sec. 5201

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

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

## Personnel Interviews

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



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

**PA Virtual Charter School**

**SCHOOL Level Monitoring**

	<b>Name</b>	<b>Check if Interviewed</b>
Principal:	Maureen Weinberger, Director of Curriculum Instruc <hr/>	<input checked="" type="checkbox"/>
Parent:	Jennifer Brodhag <hr/>	<input checked="" type="checkbox"/>
Parent:	<hr/>	<input type="checkbox"/>
Parent:	<hr/>	<input type="checkbox"/>
Parent:	<hr/>	<input type="checkbox"/>
Parent:	<hr/>	<input type="checkbox"/>

Program Reviewers: Dr. Helen Gross      Visit Date: 5/14/2018

## Title I: School Level

### Component I: Appropriately State Certified

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

Sec. 1112(c)(6)

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

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

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

**Component II: Transition Plan**

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
4. The School implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1163 448 2003 500" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1163 500 2003 743"> <p>5/15/2018 5:11:20 PM            State Monitor Helen Gross            All materials were well organized , planned and documented. It was recommended that the plan include a more formalized overview sheet with all included activities/documentation/PowerPoints.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/15/2018 5:11:20 PM            State Monitor Helen Gross            All materials were well organized , planned and documented. It was recommended that the plan include a more formalized overview sheet with all included activities/documentation/PowerPoints.</p>
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**Component III: Parent and Family Engagement**

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

- Sec. 1116(b)(1-4)
- Sec. 1116(c)(1-5)
- Sec. 1116(d)(1-2)
- Sec. 1116(e)(1-5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>1. 1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Required components:</p> <ul style="list-style-type: none"> <li>• Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</li> <li>• Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1486 516 2011 573" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1486 573 2011 954"> <p>5/15/2018 5:19:44 PM            State Monitor Helen Gross            The policy presented was current and distributed appropriately. However, it is recommended that PA Virtual Charter School follow PDE's recommended school policy development checklist when planning/reviewing/writing next year's document.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/15/2018 5:19:44 PM            State Monitor Helen Gross            The policy presented was current and distributed appropriately. However, it is recommended that PA Virtual Charter School follow PDE's recommended school policy development checklist when planning/reviewing/writing next year's document.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> <li>• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I.</li> <li>• Provide Title I parents <ul style="list-style-type: none"> <li>○ Timely information about Title I programs</li> <li>○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards</li> <li>○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.</li> </ul> </li> <li>• If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).</li> </ul>						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> <li>• Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.</li> <li>• Describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.</li> <li>• States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.</li> <li>• Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.</li> <li>• States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.</li> </ul>						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<ul style="list-style-type: none"> <li>States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.</li> <li>States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).</li> </ul>						
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets		



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>3. 3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall</p> <ul style="list-style-type: none"> <li>- describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and</li> <li>- address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual childs achievement; frequent reports to parents on their childrens progress; reasonable access to staff, opportunities to volunteer and participate in their childs class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.</li> </ul>	☑	☐	☐	<ul style="list-style-type: none"> <li>☑ School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution</li> </ul>		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1488 131 2003 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1488 180 2003 461"> <p>5/15/2018 5:21:32 PM State Monitor Helen Gross This document was well written and there is extensive follow-up with the distribution and explanation/importance of this document.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/15/2018 5:21:32 PM State Monitor Helen Gross This document was well written and there is extensive follow-up with the distribution and explanation/importance of this document.</p>
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<p>4. Title I Schools shall provide assistance to parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a childs progress and work with educators to improve the achievement of their children.</p>	☑	☐	☐	<ul style="list-style-type: none"> <li>☑ Title I meeting agenda &amp; sign-in sheets</li> <li>☐ Staff/Parent meeting agendas and sign-in sheets</li> </ul>				

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their childrens achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events  <input type="checkbox"/> Workshops		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/15/2018 7:17:55 PM State Monitor Helen Gross Trainings and interactive meetings/conferencing is ongoing.</td> </tr> </tbody> </table>	Monitor Comments	5/15/2018 7:17:55 PM State Monitor Helen Gross Trainings and interactive meetings/conferencing is ongoing.
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6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets  <input type="checkbox"/> SPAC skits and staff agendas and sign in sheets				
7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Transition Plan <input checked="" type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events  <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/15/2018 5:25:07 PM State Monitor Helen Gross Parent trainings are held weekly and are recorded for parents who cannot log in during the scheduled times. The Parent Education &amp; Engagement group also provides extensive site based supports on a regular basis.</td> </tr> </tbody> </table>	Monitor Comments	5/15/2018 5:25:07 PM State Monitor Helen Gross Parent trainings are held weekly and are recorded for parents who cannot log in during the scheduled times. The Parent Education & Engagement group also provides extensive site based supports on a regular basis.
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5/15/2018 5:25:07 PM State Monitor Helen Gross Parent trainings are held weekly and are recorded for parents who cannot log in during the scheduled times. The Parent Education & Engagement group also provides extensive site based supports on a regular basis.								
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings  <input type="checkbox"/> Translated Schoolwide Plan				

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

**Component IV: Schoolwide Programs**

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.		
<p>If you have additional comments to make about this section, enter them here:</p>						

## Component V: Targeted Assistance

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

Sec. 1009 of ESSA 1115

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities, agendas, and sign in sheets		
If you have additional comments to make about this section, enter them here:						

**Component VI: Fiscal Requirements**

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

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

**Comments**

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





## IEP Paperwork Procedure

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

1. There are five tabs in the Google Sheet.
  - IEP Scheduling Information:
    - Completed by the Special Education Teacher and the Special Education Program Specialist
    - Special Education Teacher- will complete all relevant information regarding the student and when their IEP meeting should take place and will in some instances (no meeting revisions) enter when the IEP meeting will take place and who the LEA will be if applicable
    - Special Education Program Specialist- will complete columns Q and R if they are the one scheduling the IEP Meeting
  - Invite, PSGN:
    - Completed by the Special Education Teacher and the Special Education Program Specialist
    - Grey columns are auto populated based on the information entered into the IEP Scheduling Information tab
    - Special Education Teacher- will fill out the attempts to get these two documents signed in columns H through N
    - Special Education Program Specialist- will complete column H if they are the one who scheduled the meeting. All subsequent attempts to get the invite signed are the responsibility of the Special Education Teacher. All scheduled IEP meetings should have three Invitation attempts regardless of if the parent signs the invitation on the first attempt. Please do not leave anything blank. All IEP meetings should have 3 Invitation attempts.
  - ER/RR Sig Page, 10 Day Waiver:
    - Completed by the Special Education Teacher only
    - Grey columns are auto populated based on the information entered into the IEP Schedule Information tab
    - Special Education Teacher- will fill out the attempts to get these two documents signed in columns H through N. If it is signed after the first attempt, please enter NA in the other attempt areas. Please do not leave anything blank
  - IEP Sig, C2E, NOREP, PBSP, Voter Reg:
    - Completed by the Special Education Teacher only
    - Grey columns are auto populated based on the information entered into the IEP Schedule Information tab
    - Special Education Teacher- will fill out the attempts to get these documents signed- not all of these documents will be necessary for all students- if they are not applicable enter NA in the attempts section. Please do not leave anything blank
  - SSC- IEP Paperwork Tracking:
    - Completed by the Special Education Support Service Coordinator (SSC) only

- Grey columns are auto populated from information entered on the other tabs
  - SSCs- will fill out the date they receive the documents from the Special Education Teacher on this tab in the coordinating sections
2. **Within two weeks of the IEP Meeting** and after three attempts have been made (best practice) if the documents have not yet been signed:
    - a. The Special Education Teacher will drop the unsigned documents in the SSC's drop box.  
**\*\*It is very important that the Google Sheet is completed for compliance purposes\*\***
    - b. The SSC will record the teacher's attempts to obtain signatures (from the Google Sheet) on each unsigned document and place the document in the student's e-file and hard file.
  3. Once all documents have been placed in the SSC's drop box the Special Education Teacher will finalize them in Sapphire. **For Initial IEP Meetings, documents cannot be finalized until the initial NOREP is signed.**  
**\*\*Failure to finalize documents will cause issues with IEP communication throughout the school and will cause reporting errors\*\***
  4. Once all paperwork (unsigned and signed) has been received, the SSC will denote this the Google Sheet along with the date that all paperwork was received.

Additional Information:

- Color Coding on the Google Sheet:
  - Blue Cells- to be completed by the SSCs (unless an NA is required to be entered by a teacher signifying the document isn't necessary for this particular IEP- see instructions above)
  - Orange Cells- to be completed by the Special Education Teacher
- Paperwork clarification:
  - ER/RR Signature Page- only needs to be signed if the student had an ER or an RR prior to the IEP meeting taking place
  - 10 Day Waiver- only needs to be signed if the parent did not have at least 10 calendar days to review the ER/RR prior to the IEP Meeting taking place
  - PSGN- Needs to be sent out for an annual IEP only (only needs to be signed once per year). It can be sent for every IEP meeting if you would like
  - NOREP- Only needs to be sent out for annual IEP or if changes to a student's programming occurs
  - C2E- Consent to Excuse only needs to be sent if required member of the IEP team is not able to attend the IEP meeting and we need to get consent from the parents to excuse them from the meeting
  - PBSP- Positive Behavior Support Plan only needs to be signed if the student has a PBSP
  - Voter Reg- only needs to be signed if applicable to the student based on their age



January 22, 2016

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

Dear Dr. Barnett:

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

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

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

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

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

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

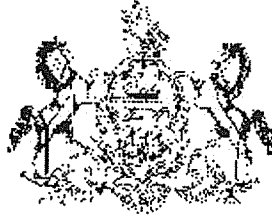
Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

Patricia Hozella  
Director

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

CC: Chairperson  
Jill Deitrich  
CS Monitoring File



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

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

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

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

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

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

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

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

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

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

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

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

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

<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	0	1
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	0	1
Personnel Training	1	0
Intensive Interagency Approach	1	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	2	0
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

<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	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	0	1

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

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

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

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

<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	91	3	82
Evaluation/Reevaluation: Process and Content	208	20	630
Individualized Education Program: Process and Content	520	21	328
Procedural Safeguards: Process and Content	116	10	6
<b>TOTALS</b>	<b>935</b>	<b>54</b>	<b>1046</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	209	8	49
Program Implementation: Special Ed Teacher Interviews	350	2	140
Program Implementation: Parent Interviews	212	21	115
<b>TOTALS</b>	<b>771</b>	<b>31</b>	<b>304</b>

**4. STUDENT INTERVIEWS**

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

**5. CLASSROOM OBSERVATIONS**

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

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

**6. 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 is available to assist the charter school.

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



**pennsylvania**  
DEPARTMENT OF EDUCATION

January 30, 2017

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

Dear Dr. Chandler:

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

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

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

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

Sincerely,

Patricia Hozella  
Director



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

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

Charter School:     Pennsylvania Virtual Cyber CS    

Chief Executive Officer:     Dr. Joanne A. Jones Barnett    

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

BSE Special Education Adviser:     Dr. Beth Marvin    

Date of Report:     January 22, 2016    

Date Final Report Sent to LEA:     January 22, 2016    

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

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

Y	N	NA	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>  Standard The LEA is in compliance with confidentiality requirements.			
		X				5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  Standard: The LEA uses dispute resolution processes for program improvement.			
		X				8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
	N					10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  Standard: 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>  Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>			
Y						13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>			
Y						15. <b>FSA-PARENT TRAINING</b>  Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						<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
					4 3 0 0 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 3 0 0 2 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			
	N					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>			
8	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
7	0	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
4	0	4				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
7	1	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	4				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
11	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. <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			
Y						21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.			
						<b>Topical Area 2: Delivery of Service</b>			
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.		
						<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.			
					6	Always			
					1	Sometimes			
					2	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
					5 0 1 2 0 1	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.  Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 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			
					4 1 2 1 0 1	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			
8	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
8	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
8	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
8	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
8	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
8	0	0				GE 80. Is the student making progress within the general education curriculum?			

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

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



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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	1	10			100%	FR 169. Recommendations by teachers			
1	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	11				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	10				FR 173. Lack of appropriate instruction in reading			
1	0	10				FR 174. Lack of appropriate instruction in math			
1	0	10				FR 175. Limited English proficiency			
1	0	10				FR 176. Present levels of academic achievement			
1	0	10				FR 177. Present levels of functional performance			
1	0	10				FR 178. Behavioral information			
1	0	10				FR 179. Conclusions			
1	0	10				FR 180. Disability Category			
1	0	10				FR 181. Recommendations for consideration by the IEP team			
0	1	10			100%	FR 182. Evaluation Team Participants documented			
0	0	11				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	11				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	11				FR 185. Indication of process(es) used to determine eligibility			
0	0	11				FR 186. Instructional strategies used and student-centered data collected			
0	0	11				FR 187. Educationally relevant medical findings, if any			
0	0	11				FR 188. Effects of the student's environment, culture, or economic background			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	11				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	11				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	11				FR 191. Observation in the student's learning environment			
0	0	11				FR 192. Other data if needed			
0	0	11				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
8	1	2			11%	FR 207. RR is present in the student file			
8	0	3				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
7	1	3			13%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
8	0	3				FR 210. Demographic data			
8	0	3				FR 211. Date IEP team reviewed existing evaluation data			
8	0	3				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
8	0	3				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
8	0	3				FR 214. Aptitude and achievement tests			
8	0	3				FR 215. Current classroom based assessments and local and/or state assessments			
8	0	3				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
7	1	3			13%	FR 217. Teacher recommendations			
8	0	3				FR 218. Lack of appropriate instruction in reading			
8	0	3				FR 219. Lack of appropriate instruction in math			
8	0	3				FR 220. Limited English proficiency			
7	1	3			13%	FR 221. Conclusion regarding need for additional data is indicated			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	4	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	7	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
2	7	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
2	0	7	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
2	0	7	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	8				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
11	0	0				FR 241. Invitation is present in the student file			
11	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
11	0	0				FR 243. Demographic data			
11	0	0				FR 244. Purpose(s) of the meeting			
5	0	6				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
3	0	8				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
5	0	6				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
11	0	0				FR 248. Invited IEP team members			
11	0	0				FR 249. Date/time/location of meeting			
10	1	0			9%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			



Y	N	NA	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	11				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	11				FR 252. Demographic data			
0	0	11				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	11				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	11				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
11	0	0				FR 257. IEP is present in the student file			
10	1	0			9%	FR 258. IEP was completed within timelines			
11	0	0				FR 259. Demographic data			
11	0	0				FR 260. IEP implementation date			
11	0	0				FR 261. Anticipated duration of services and programs			
1	0	10				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
10	1	0			9%	FR 263. Parents			
4	1	6			20%	FR 264. Student			
9	2	0			18%	FR 265. General Education Teacher			
9	1	1			10%	FR 266. Special Education Teacher			
9	1	1			10%	FR 267. Local Education Agency Representative			
0	0	11				FR 270. Community Agency Representative			
0	0	11				FR 271. Teacher of the Gifted			
0	0	11				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
8	3	0			27%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	11				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	11				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	8				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	11				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	11				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	1	10			100%	FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
1	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
11	0	0				FR 281. Student's present levels of academic achievement			
11	0	0				FR 282. Student's present levels of functional performance			
5	0	6				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	1	0			9%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
11	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
11	0	0				FR 286. Strengths			
11	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			
5	0	6				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	0	6				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	7				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
5	0	6				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
5	0	6				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	6				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	6				FR 292c. Annual goals are related to the student's transition services			
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
10	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
9	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	1	9			50%	FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
2	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
2	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
10	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	11				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	11				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			

Y	N	NA	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>			
8	3	0			27%	FR 302. Measurable Annual Goals			
11	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
11	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
11	0	0				FR 305. Documentation of progress reporting on Annual Goals			
3	0	8				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
11	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
11	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	1	0			9%	FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	11				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
10	0	1				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
9	0	2				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
11	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	11				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
11	0	0				FR 316. A conclusion regarding student eligibility for ESY			
9	2	0			18%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
4	2	5			33%	FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
6	0	5				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
11	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
11	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
11	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
11	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
11	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
11	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
5	0	6				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
0	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?			
1	0	8	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
9	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
5	1	0	3			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	8	0			P 32b. If no, what training or support would assist you? Not sure right now.			
9	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
9	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
8	1	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
9	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	9	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	9	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		9	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
8	0	0				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
6	2	0				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
6	0	2				GE 76. Were those recommendations considered by the IEP team?			
8	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
8	0	1	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
8	0	1	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
8	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
8	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
8	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
11	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
11	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
11	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	1				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	2				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	1				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
11	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
11	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
11	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Peer interaction, opportunity to hear what other students are saying. The student interacts with others in general education classroom. Working with familiar teachers. Socialization Socialization Skills are improving; attending class; compliance in general has increased. Social interaction and appropriate class participation. The student volunteers in class and is engaged in classroom activities. Can spend the entire day in a general education classroom. Likes classes and being with peers. The student enjoys other students of same age. Especially when included for specials, guidance counseling and clubs.			
0	0	11				SE 117c. If no, what does this student need that he/she is not receiving?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<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			
					8 1 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	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
8	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
7	0	1				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
3	4	1				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	5				GE 79c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Additional instructional support. Need for modified curriculum. More attention to student's specific needs.			
0	0	5				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Depended on what type of instruction was needed. By the IEP team. IEP team decision, based on needs in RR and IEP.			
7	0	1				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
1	0	7				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
6	0	2				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
11	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
11	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
11	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
11	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
11	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
3	1	5	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
9	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
9	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
8	1	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	1	8	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
5	0	4	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
11	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
4	0	7				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	11				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	11				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	11				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			

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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
11	0	0				FR 331. A description of the action proposed or refused by the LEA			
11	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
11	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
11	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
5	0	6				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	1	0			9%	FR 336. Educational placement recommended (including amount and type)			
11	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
7	4	0			36%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
6	5	0			45%	FR 339. Parent has selected a consent option			
11	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						<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?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					8	Always			
					0	Sometimes			
					1	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
						P 54. I am a partner with school personnel when we plan my child's education program.			

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

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



**Professional Development  
PASA Training  
AGENDA  
February 2-14, 2022**

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

**Objectives**

The staff will be able to:

- Complete the DLM PASA training.
- Complete the Lessons Learned training.
- 

**Materials**

All materials can be found in this folder.

- Folder for staff who need to complete the **FULL** training

[https://drive.google.com/drive/folders/13joCv2fhlvwXhl9gcPTim3s56oR6NO\\_m?usp=sharing](https://drive.google.com/drive/folders/13joCv2fhlvwXhl9gcPTim3s56oR6NO_m?usp=sharing)

- Folder for staff who need to complete the **REFRESHER** training

[https://drive.google.com/drive/folders/1xrLGJHRAIMSo8bmLkFPoj-P3u1yI7\\_TK?usp=sharing](https://drive.google.com/drive/folders/1xrLGJHRAIMSo8bmLkFPoj-P3u1yI7_TK?usp=sharing)

**Schedule**

**February 2 and 9—All Programs**

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

**February 4 and 11—Elementary and Middle School**

Time	Topic	Presenter
Time will vary based on your Program team meeting time.	Review Videos	Individual
Time will vary based on your Program team meeting time.	Online Training	Individual
Time will vary based on your Program team meeting time.	Exit Ticket	Individual



***February 7 and 14 High School***

Time will vary based on your Program team meeting time.	Review Videos	Individual
Time will vary based on your Program team meeting time.	Online Training	Individual
Time will vary based on your Program team meeting time.	Exit Ticket	Individual

Kinet, Nina, Melissa and Diana will be available in the PD room on Wednesdays—February 2 and 9. On Fridays or Mondays, you can IM us.

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

The exit ticket will be deployed on Friday, February 11.



Timestamp	Email Address	FIRST Name	LAST name	What is your department?	Did you complete the online PASA Test Training?	Did you complete the online Lessons Learned
1/30/2022 20:51:09	dperney@pavcs.us	Diana	Perney	Onboarding	Yes	Yes
2/11/2022 8:04:47	bdombach@pavcs.us	Bethany	Dombach	High School	Yes	Yes
2/11/2022 8:13:13	jgrantz@pavcs.us	Jacob	Grantz	Middle School	Yes	Yes
2/11/2022 8:14:43	lkrefta@pavcs.us	Leslie	Krefta	Middle School	Yes	Yes
2/11/2022 8:15:26	epeffer@pavcs.us	Emily	Peffer	High School	Yes	Yes
2/11/2022 8:15:42	awasil@pavcs.us	Andrea	Wasil	High School	Yes	Yes
2/11/2022 8:17:25	aromig@pavcs.us	Alyssa	Romig	Elementary School	Yes	Yes
2/11/2022 8:17:32	sheyl@pavcs.us	Stephanie	Heyl	Special Education	Yes	Yes
2/11/2022 8:19:51	lkrystofolski@pavcs.us	Lisa	Krystofolski	High School	Yes	Yes
2/11/2022 8:20:24	jclaar@pavcs.us	Janese	Claar	Elementary School	Yes	Yes
2/11/2022 8:23:04	tklasnic@pavcs.us	Trina	Klasnic	Elementary School	Yes	Yes
2/11/2022 8:25:35	etomaino@pavcs.us	Emily	Tomaino	Middle School	Yes	Yes
2/11/2022 8:26:18	llusk@pavcs.us	Lauren	Lusk	Elementary School	Yes	Yes
2/11/2022 8:28:41	nwangler@pavcs.us	Nina	Wangler	Special Education	Yes	Yes
2/11/2022 8:30:22	jhuegel@pavcs.us	Jillian	Huegel	Elementary School	Yes	Yes
2/11/2022 8:32:14	cdennis@pavcs.us	Colleen	Dennis	Elementary School	Yes	Yes
2/11/2022 8:34:24	amarkel@pavcs.us	Anna	Markel	High School	Yes	Yes
2/11/2022 8:35:22	lbarger@pavcs.us	Laurie	Barger	Middle School	Yes	Yes
2/11/2022 8:35:24	bsmith@pavcs.us	Brittany	Smith	Elementary School	Yes	Yes
2/11/2022 8:38:59	abank@pavcs.us	Amanda	Bank	Elementary School	Yes	Yes
2/11/2022 8:40:12	rpullara@pavcs.us	Renee	Pullara	Middle School	Yes	Yes
2/11/2022 8:42:17	cwidmann@pavcs.us	Crystal	Widmann	High School	Yes	Yes
2/11/2022 8:42:40	dmarkel@pavcs.us	David	Markel	High School	Yes	Yes
2/11/2022 8:42:47	jpalmer@pavcs.us	Jennifer	Palmer	Special Education	Yes	Yes
2/11/2022 8:44:39	kbecker@pavcs.us	Kinet	Becker	Special Education	Yes	Yes
2/11/2022 8:46:12	jansel@pavcs.us	Jessica	Ansel	Elementary School	Yes	Yes
2/11/2022 8:47:55	noberrrender@pavcs.us	Nicole	Oberrender	Elementary School	Yes	Yes
2/11/2022 8:49:26	cwernick@pavcs.us	Casey	Wernick	High School	Yes	Yes
2/11/2022 8:49:57	mbeatty@pavcs.us	Mindy	Beatty	Elementary School	Yes	Yes
2/11/2022 8:50:20	salba@pavcs.us	Samuel	Alba	High School	Yes	Yes
2/11/2022 8:51:36	plauffer@pavcs.us	Peyton	Lauffer	Elementary School	Yes	Yes
2/11/2022 8:53:39	eonjack@pavcs.us	Elise	Onjack	Elementary School	Yes	Yes
2/11/2022 8:55:47	dsnyder@pavcs.us	Dawn	Snyder	Elementary School	Yes	Yes
2/11/2022 8:57:57	jjones@pavcs.us	Jess	Jones	High School	Yes	No
2/11/2022 9:01:29	lafshari@pavcs.us	Laura	Afshari	High School	Yes	Yes
2/11/2022 9:06:24	jshearer@pavcs.us	Jennica	Shearer	Elementary School	Yes	Yes
2/11/2022 9:09:05	adajczak@pavcs.us	Amy	Dajczak	Elementary School	Yes	Yes
2/11/2022 9:10:42	kdaily@pavcs.us	Katie	Daily	High School	Yes	Yes
2/11/2022 9:11:42	jburke@pavcs.us	Jennifer	Burke	High School	Yes	Yes
2/11/2022 9:11:46	msciortino@pavcs.us	Maria	Sciortino (Luis)	High School	Yes	Yes

Timestamp	Email Address	FIRST Name	LAST name	What is your department?	Did you complete the online PASA Test Training?	Did you complete the online Lessons Learned
2/11/2022 9:13:40	kshaffer@pavcs.us	Katie	Shaffer	Elementary School	Yes	Yes
2/11/2022 9:13:59	snichols@pavcs.us	Stacey	Nichols	Elementary School	Yes	Yes
2/11/2022 9:17:40	cfitti@pavcs.us	Christa	Fitti	Elementary School	Yes	Yes
2/11/2022 9:25:33	jcallahan@pavcs.us	Jessica	Callahan	Elementary School	Yes	Yes
2/11/2022 9:26:33	rkeiser@pavcs.us	Renee	Keiser	Onboarding	Yes	Yes
2/11/2022 9:27:08	ckaufman@pavcs.us	Colleen	Kaufman	Elementary School	Yes	Yes
2/11/2022 9:31:20	msauro@pavcs.us	Melissa	Sauro	Elementary School	Yes	Yes
2/11/2022 9:31:26	esvoboda@pavcs.us	Elizabeth	Svoboda	High School	Yes	Yes
2/11/2022 9:40:36	kdelorenzo@pavcs.us	Katarina	DeLorenzo	Middle School	Yes	Yes
2/11/2022 9:40:42	mhauger@pavcs.us	Michelle	Hauger	Elementary School	Yes	Yes
2/11/2022 9:41:36	hbazilian@pavcs.us	Heidi	Bazilian	High School	Yes	Yes
2/11/2022 9:41:41	mlittle@pavcs.us	Melissa	Little	Elementary School	Yes	Yes
2/11/2022 9:44:50	mbornancini@pavcs.us	Michelle	Bornancini	Elementary School	Yes	Yes
2/11/2022 9:44:57	jwatson@pavcs.us	Jennifer	Watson	Special Education Administration	Yes	Yes
2/11/2022 9:47:17	cwillits@pavcs.us	Cynthia	Willits	Middle School	Yes	Yes
2/11/2022 9:47:43	hhurley@pavcs.us	Heather	Hurley	High School	Yes	Yes
2/11/2022 9:49:46	lallison@pavcs.us	Leigh Ann	Allison	Elementary School	Yes	Yes
2/11/2022 9:50:58	awroten@pavcs.us	Ali	Wroten	Elementary School	Yes	Yes
2/11/2022 9:52:19	cjones@pavcs.us	Cynthia	Jones	Elementary School	Yes	Yes
2/11/2022 9:54:25	kkowitz@pavcs.us	Kalina	Kowitz	Elementary School	Yes	Yes
2/11/2022 9:56:03	mhake@pavcs.us	Megan	Hake	Elementary School	Yes	Yes
2/11/2022 9:56:58	rkarney@pavcs.us	Robert	Karney	Middle School	Yes	Yes
2/11/2022 9:59:07	hhoffert@pavcs.us	Heather	Hoffert	Middle School	Yes	Yes
2/11/2022 10:01:41	sbuali@pavcs.us	Shaikha	BuAli	High School	Yes	Yes
2/11/2022 10:04:38	dharounmahdavi@pavcs.us	Deena	Haroun Mahdavi	Middle School	Yes	Yes
2/11/2022 10:05:10	abolger@pavcs.us	Alyssa	Bolger	Elementary School	Yes	Yes
2/11/2022 10:08:37	awallach@pavcs.us	Andrea	Wallach	Middle School	Yes	Yes
2/11/2022 10:12:10	cevans@pavcs.us	Chris	Evans	High School	Yes	Yes
2/11/2022 10:15:55	pmatusz@pavcs.us	Patrick	Matusz	High School	Yes	Yes
2/11/2022 10:21:07	wdonohoe@pavcs.us	William	Donohoe	High School	Yes	Yes
2/11/2022 10:24:19	tvioral@pavcs.us	Tracey	Vioral	Elementary School	Yes	Yes
2/11/2022 10:24:45	sgulbis@pavcs.us	Sigrid	Gulbis	High School	Yes	Yes
2/11/2022 10:27:55	mhicks@pavcs.us	Mary Jo	Hicks	Elementary School	Yes	Yes
2/11/2022 10:31:27	auhing@pavcs.us	Alexandra	Uhing	Middle School	Yes	Yes
2/11/2022 10:39:14	jblizman@pavcs.us	Jennifer	Blizman	High School	Yes	Yes
2/11/2022 10:40:53	rgrimes@pavcs.us	Ruth	Grimes	Elementary School	Yes	Yes
2/11/2022 10:46:35	jswalga@pavcs.us	Jason	Swalga	Middle School	Yes	Yes
2/11/2022 10:52:12	bcohen@pavcs.us	Bret	Cohen	High School	Yes	Yes
2/11/2022 10:55:21	cmcgeever@pavcs.us	Codie	McGeever	High School	Yes	Yes
2/11/2022 10:56:02	jcraig@pavcs.us	Julie	Craig	Elementary School	Yes	Yes
2/11/2022 10:56:11	tstrauss@pavcs.us	Taylor	Strauss	Elementary School	Yes	Yes
2/11/2022 10:57:51	sgunter@pavcs.us	Susan	Gunter	Elementary School	Yes	Yes
2/11/2022 11:01:38	bharvey@pavcs.us	Barry	Harvey	Middle School	Yes	Yes
2/11/2022 11:02:23	sscholl@pavcs.us	Stephen	Scholl	High School	Yes	Yes
2/11/2022 11:04:42	rtufariello@pavcs.us	Robin	Tufariello	Elementary School	Yes	Yes

Timestamp	Email Address	FIRST Name	LAST name	What is your department?	Did you complete the online PASA Test Training?	Did you complete the online Lessons Learned
2/11/2022 11:06:07	jcope@pavcs.us	Jessica	Cope	Middle School	Yes	Yes
2/11/2022 11:06:42	ctranter@pavcs.us	Chaz	Tranter	Middle School	Yes	Yes
2/11/2022 11:07:38	kbarnett@pavcs.us	Katie	Barnett	Elementary School	Yes	Yes
2/11/2022 11:24:32	atomanio@pavcs.us	Angela	Tomanio	Elementary School	Yes	Yes
2/11/2022 11:29:01	jdobbin@pavcs.us	Jordan	Dobbin	High School	Yes	Yes
2/11/2022 11:37:04	icapone@pavcs.us	Jennifer	Capone	Elementary School	Yes	Yes
2/11/2022 11:42:26	pvail@pavcs.us	Peggy	Vail	Middle School	Yes	Yes
2/11/2022 11:43:13	anixon@pavcs.us	Amy	Nixon	Middle School	Yes	Yes
2/11/2022 11:47:36	efreynik@pavcs.us	Erin	Freynik	Elementary School	Yes	Yes
2/11/2022 12:06:00	hmulkern@pavcs.us	Hailey	Mulkern	Middle School	Yes	Yes
2/11/2022 12:09:54	mferrantino@pavcs.us	Mariane	Ferrantino	High School	Yes	Yes
2/11/2022 12:12:49	kswarmer@pavcs.us	Kayla	Swarmer	Middle School	Yes	Yes
2/11/2022 12:14:09	ecampbell@pavcs.us	Emily	Campbell	Middle School	Yes	Yes
2/11/2022 12:16:36	sbetzenberger@pavcs.us	Suzanne	Betzenberger	High School	Yes	Yes
2/11/2022 12:19:24	jmckee@pavcs.us	Joanne	McKee	Middle School	Yes	Yes
2/11/2022 12:21:50	kanderson@pavcs.us	Kat	Anderson	High School	Yes	Yes
2/11/2022 12:27:24	mwatterson@pavcs.us	Maria	Watterson	Elementary School	Yes	Yes
2/11/2022 12:28:32	kceledonia@pavcs.us	Kate	Celedonia	Onboarding	Yes	Yes
2/11/2022 12:30:51	psimon@pavcs.us	Patience	Simon	Middle School	Yes	No
2/11/2022 12:34:12	shayes@pavcs.us	Sarah	Hayes	High School	Yes	Yes
2/11/2022 12:37:50	kdonaldson@pavcs.us	Kristin	Donaldson	High School	Yes	Yes
2/11/2022 12:41:06	lmartin@pavcs.us	Lori	Martin	High School	Yes	Yes
2/11/2022 12:43:56	kgosnell@pavcs.us	Kelly	Gosnell	Middle School	Yes	Yes
2/11/2022 12:45:37	scardosi@pavcs.us	Sarah	Cardosi	High School	Yes	Yes
2/11/2022 12:46:18	kgalo@pavcs.us	Kristen	Galo	Middle School	Yes	Yes
2/11/2022 12:49:46	erichardsonthomas@pavcs.us	Evelyne	Richardson-Thomas	Middle School	Yes	Yes
2/11/2022 12:50:20	hbyers@pavcs.us	Heather	Byers	High School	Yes	Yes
2/11/2022 12:52:40	hbrandt@pavcs.us	Heather	Brandt	Onboarding	Yes	Yes
2/11/2022 12:53:49	bdavis@pavcs.us	Bryan	Davis	High School	Yes	Yes
2/11/2022 13:00:23	hfactor@pavcs.us	Hilary	Factor	Middle School	Yes	Yes
2/11/2022 13:01:02	efirko@pavcs.us	Emily	Firko	Middle School	Yes	Yes
2/11/2022 13:04:03	npetro@pavcs.us	Natalie	Petro	Elementary School	Yes	Yes
2/11/2022 13:08:52	jlively@pavcs.us	Jessica	Lively	Middle School	Yes	Yes
2/11/2022 13:10:42	dkwiecinski@pavcs.us	DeAnna	Kwiecinski	Middle School	Yes	Yes
2/11/2022 13:10:51	krockwell@pavcs.us	Karen	Rockwell	Middle School	Yes	Yes
2/11/2022 13:11:49	ahamm@pavcs.us	Alexis	Hamm	Elementary School	Yes	Yes
2/11/2022 13:14:10	bulmer@pavcs.us	Boyd	Ulmer	High School	Yes	Yes
2/11/2022 13:15:12	relder@pavcs.us	Robin	Elder	Middle School	Yes	Yes
2/11/2022 13:28:10	lkelly@pavcs.us	Lorriene	Kelly	High School	Yes	Yes
2/11/2022 13:28:27	pstinson@pavcs.us	Paula	Stinson	High School	Yes	Yes
2/11/2022 13:35:10	mcaldерwood@pavcs.us	Megan	Calderwood	Middle School	Yes	Yes
2/11/2022 13:37:43	cpriest@pavcs.us	Candice	Priest	High School	Yes	Yes
2/11/2022 13:38:06	vbauer@pavcs.us	Vanessa	Bauer	Middle School	Yes	Yes
2/11/2022 13:42:03	bnihoff@pavcs.us	Beth	Nihoff	Middle School	Yes	Yes
2/11/2022 13:44:10	espink@pavcs.us	Emma	Spink	Middle School	Yes	Yes

Timestamp	Email Address	FIRST Name	LAST name	What is your department?	Did you complete the online PASA Test Training?	Did you complete the online Lessons Learned
2/11/2022 13:49:29	sgagliardi@pavcs.us	Sue	Gagliardi	Middle School	Yes	Yes
2/11/2022 13:52:01	pgehrett@pavcs.us	Patricia	Gehreett	Elementary School	Yes	Yes
2/11/2022 13:55:40	kraman@pavcs.us	Karyn	Raman	Middle School	Yes	Yes
2/11/2022 14:09:16	dkonefsky@pavcs.us	Dylan	Konefsky	High School	Yes	Yes
2/11/2022 14:21:57	kwelsh@pavcs.us	Kristy	Welsh	Middle School	Yes	Yes
2/11/2022 14:28:11	sverton@pavcs.us	Sonya	Verton	Elementary School	Yes	No
2/11/2022 14:29:09	bjeffries@pavcs.us	Bridgit	Jeffries	Elementary School	Yes	Yes
2/11/2022 14:33:36	blewis@pavcs.us	Bradley	Lewis	Middle School	Yes	Yes
2/11/2022 14:38:16	cgomes@pavcs.us	Carolyn	Gomes	High School	Yes	Yes
2/11/2022 14:49:15	sking@pavcs.us	Sandy	King	Middle School	Yes	Yes
2/11/2022 14:52:35	dmorales@pavcs.us	Daniel	Morales	Elementary School	Yes	Yes
2/11/2022 14:58:50	aivanco@pavcs.us	Alyssa	Ivanco	Elementary School	Yes	Yes
2/11/2022 15:08:19	amatusz@pavcs.us	Anastacia	Matusz	High School	Yes	Yes
2/11/2022 15:26:16	jcleary@pavcs.us	James	Cleary	Middle School	Yes	Yes
2/11/2022 15:31:39	rvermeulen@pavcs.us	Rachael	Vermeulen	Elementary School	Yes	Yes
2/11/2022 15:52:31	jallen@pavcs.us	Joshua	Allen	Middle School	Yes	Yes
2/11/2022 16:03:39	halcott@pavcs.us	Heather	Alcott	Elementary School	Yes	Yes
2/11/2022 16:19:42	rverga@pavcs.us	Rick	Verga	Middle School	Yes	Yes
2/11/2022 16:26:40	rtoth@pavcs.us	Rachelle	Toth	Elementary School	Yes	Yes
2/11/2022 16:33:47	khilf@pavcs.us	Kelly	Hilf	Middle School	I did the refresher Training but I do not see it listed here	I did the refresher Training but I do not see it listed here
2/11/2022 16:34:29	tcooney@pavcs.us	Tara	Cooney	Elementary School	Yes	Yes
2/11/2022 16:41:13	rpellegrino@pavcs.us	Robert	Pellegrino	Middle School	Yes	No
2/11/2022 17:07:56	lstarr@pavcs.us	Laura	Starr	Middle School	Yes	Yes
2/11/2022 17:08:52	kharris@pavcs.us	Kellene	Harris	Middle School	Yes	Yes
2/11/2022 17:20:07	pramos@pavcs.us	Paula	Ramos	Middle School	Yes	No
2/11/2022 17:23:42	kmaddix@pavcs.us	Karen	Maddix	Middle School	Yes	Yes
2/11/2022 19:19:17	lhorvat@pavcs.us	Lori	Horvat	Middle School	Yes	Yes
2/11/2022 20:48:07	bjaroudi@pavcs.us	Brittany	Jaroudi	Middle School	Yes	Yes
2/11/2022 21:48:02	awaid@pavcs.us	Audrey	Waid	Middle School	Yes	Yes
2/11/2022 22:00:53	lsteen@pavcs.us	Lisa	Steen	Elementary School	Yes	Yes
2/12/2022 9:58:35	zmehal@pavcs.us	Zach	Mehal	High School	Yes	Yes
2/12/2022 13:52:11	pmccoy@pavcs.us	Patricia	McCoy	Middle School	Yes	Yes
2/12/2022 15:41:54	sdzemyan@pavcs.us	Scott	Dzemyan	Middle School	Yes	Yes
2/12/2022 17:14:50	tirvine@pavcs.us	Timothy	Irvine	Middle School	Yes	Yes
2/13/2022 9:40:18	jkohl@pavcs.us	Johnna	Kohl	Middle School	Yes	Yes
2/13/2022 10:19:03	lspallone@pavcs.us	Lauren	Spallone	Middle School	Yes	Yes
2/13/2022 10:23:08	dsantina@pavcs.us	Danielle	Santina	High School	Yes	Yes
2/13/2022 17:01:01	lpepe@pavcs.us	Lauren	Pepe	Middle School	Yes	Yes
2/13/2022 17:30:20	dadamo@pavcs.us	Debby	Adamo	Middle School	Yes	Yes
2/14/2022 0:02:06	mwasilko@pavcs.us	Mark	Wasilko	Middle School	Yes	Yes
2/14/2022 8:08:14	ldenithorne@pavcs.us	Laura	Denithorne	Middle School	Yes	No
2/14/2022 8:14:16	jnester@pavcs.us	Jennifer	Nester	Onboarding	Yes	Yes

Timestamp	Email Address	FIRST Name	LAST name	What is your department?	Did you complete the online PASA Test Training?	Did you complete the online Lessons Learned
2/14/2022 8:45:24	sgoodwin@pavcs.us	Sarah	Goodwin	High School	Yes	Yes
2/14/2022 9:01:34	lrocchini@pavcs.us	Louis	Rocchini	Middle School	Yes	Yes
2/14/2022 9:06:55	bjaroudi@pavcs.us	Brittany	Jaroudi	Middle School	Yes	Yes
2/14/2022 9:07:25	aleon@pavcs.us	Anjleke	Leon	Middle School	Yes	Yes
2/14/2022 9:11:10	jstonebraker@pavcs.us	Jordan	Stonebraker	Middle School	Yes	Yes
2/14/2022 9:26:20	esullivan@pavcs.us	Emily	Sullivan	Elementary School	Yes	Yes
2/14/2022 10:10:57	geisenhower@pavcs.us	Gabrielle	Eisenhower	High School	Yes	Yes
2/14/2022 10:55:43	pslater@pavcs.us	Pamela	Slater	High School	Yes	Yes
2/14/2022 11:18:51	cgallagher@pavcs.us	Christine	Gallagher	Elementary School	Yes	Yes
2/14/2022 12:05:11	cshirk@pavcs.us	Chelsea	Shirk	Elementary School	Yes	Yes
2/14/2022 12:11:38	ldenithorne@pavcs.us	Laura	Denithorne	Middle School	Yes	Yes
2/14/2022 13:38:02	ccheng@pavcs.us	Christina	Cheng	High School	Yes	Yes
2/14/2022 14:42:08	kgorley@pavcs.us	Kyli	Gorley	High School	Yes	Yes
2/14/2022 14:46:49	bcroyle@pavcs.us	Bethany	Croyle	Middle School	Yes	Yes
2/14/2022 15:10:45	oahohuendo@pavcs.us	Omonyele	Ahohuendo	High School	Yes	Yes
2/14/2022 15:20:21	kmeans@pavcs.us	Kimberly	Means	High School	Yes	Yes
2/14/2022 15:40:18	azullick@pavcs.us	Aaron	Zullick	High School	Yes	Yes
2/14/2022 15:58:22	gdanchik@pavcs.us	Greg	Danchik	High School	Yes	Yes
2/14/2022 20:25:52	bmathis@pavcs.us	Bernadette	Mathis	Middle School	Yes	Yes
2/15/2022 8:03:01	jdellapenna@pavcs.us	Jennifer	DellaPenna	Curriculum	Yes	Yes
2/15/2022 8:33:00	lburneisen@pavcs.us	Lyndsay	Burneisen	High School	Yes	Yes
2/15/2022 8:46:46	mgrantz@pavcs.us	Mallory	Grantz	Elementary School	Yes	Yes
2/15/2022 9:13:31	cmarch@pavcs.us	Caitlin	March	High School	Yes	Yes
2/15/2022 9:35:41	aharbaugh@pavcs.us	Andrea	Harbaugh	High School	Yes	Yes
2/15/2022 11:46:06	khansen@pavcs.us	Katherine	Hansen	Middle School	Yes	Yes
2/15/2022 12:51:48	lhall@pavcs.us	Lauren	Hall	High School	Yes	Yes
2/15/2022 12:59:00	csiravo@pavcs.us	Christine	Siravo	Middle School	Yes	Yes
2/15/2022 13:02:50	sschutt@pavcs.us	Steve	Schutt	Elementary School	Yes	Yes
2/15/2022 13:12:17	lshearn@pavcs.us	Lisa	Shearn	Middle School	Yes	No
2/15/2022 14:23:58	aaustin@pavcs.us	Amy	Austin	Elementary School	Yes	Yes
2/15/2022 14:57:24	asalai@pavcs.us	Amanda	Salai	Elementary School	Yes	Yes
2/15/2022 15:43:33	nfine@pavcs.us	Nathan	Fine	High School	Yes	Yes
2/15/2022 17:05:51	kmulrine@pavcs.us	Karla	Mulrine	Elementary School	Yes	Yes
2/16/2022 6:28:46	mbieber@pavcs.us	Melissa	Bieber	Elementary School	Yes	Yes
2/16/2022 8:36:19	khallman@pavcs.us	Hallman	Kelly	High School	Yes	Yes
2/16/2022 12:47:10	ahimmelberger@pavcs.us	Amanda	Himmelberger	High School	Yes	Yes
2/16/2022 13:21:19	ssteighner@pavcs.us	Stacie	Steighner	High School	Yes	Yes
2/16/2022 13:29:43	jdorneman@pavcs.us	Jessica	Dorneman	Elementary School	Yes	Yes
2/16/2022 14:27:55	dcushman@pavcs.us	Danielle	Cushman	Elementary School	Yes	Yes
2/16/2022 14:33:40	aglevicky@pavcs.us	Amanda	Glevicky	Elementary School	Yes	Yes
2/16/2022 15:00:07	mhowe@pavcs.us	Malena	Howe	High School	Yes	No
2/16/2022 15:03:03	jneilson@pavcs.us	Jennifer	Neilson	Elementary School	Yes	Yes
2/16/2022 16:11:28	rkyler@pavcs.us	Rachel	Kyler	High School	Yes	Yes



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## *Special Education Department*

### *Professional Development*

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AGENDA: 2/25/22  
IEP Training Series: Part IV

**Objectives:**

- View the PBSP video to further understand PA Regulations regarding the process and purpose of Positive Behavior Support Plans.
- Identify how to utilize the Functional Behavior Assessment to create corresponding Positive Behavior Support Plans.
- Analyze how to develop a Positive Behavior Support Plan that includes all of the required components per state guidelines.
- Observe how to create a Positive Behavior Support Plan document in Sapphire and link it to the student's Individualized Education Program.

**Schedule:**

3:00-3:15	Welcome the Team / Team Updates
3:15-3:45	Watch and Review the Resources for IEP Training Series: Part IV on PBSPs
3:45-4:00	Complete <a href="#">Exit Ticket</a> (.5 hour of PD awarded / Act 48 if applicable) <b>Due date for completed exit tickets: 3/7/2022</b>

**Materials:**

- [PBSP PPT](#)
- [FBA Parts Example](#)
- [PBSP Example/Guide](#)
- [FBA-PBSP Brainstorm Form](#)
- [PBSP Video](#)
- [Exit Ticket](#)

Timestamp	First Name	Last Name
2/10/2022 8:48:33	Stephanie	Heyl
2/25/2022 14:59:00	Alexandra	Uhing
2/25/2022 15:35:52	Emily	Campbell
2/25/2022 15:37:44	Elise	Onjack
2/25/2022 15:37:46	Kayla	Swarmer
2/25/2022 15:40:16	Angela	Klingenberg
2/25/2022 15:42:01	Heather	Hoffert
2/25/2022 15:42:52	Maria	Luis (Sciortino)
2/25/2022 15:44:19	Kristin	Donaldson
2/25/2022 15:46:22	Tracey	Vioral
2/25/2022 15:46:37	Emily	Tomaino
2/25/2022 15:46:39	Rachel	Kyler
2/25/2022 15:47:59	Tanya	Bahn
2/25/2022 15:48:05	Michelle	Tyson
2/25/2022 15:50:22	Heather	Byers
2/25/2022 15:52:53	Bethany	Croyle
2/25/2022 15:53:00	Kristy	Welsh
2/25/2022 15:56:29	Karyn	Raman
2/25/2022 16:01:23	Amy	Nixon
2/25/2022 16:02:10	Jennifer	Watson
2/25/2022 16:05:23	Mariane	Ferrantino
2/25/2022 16:06:03	Jennifer	Palmer
2/25/2022 16:06:59	Peggy	Vail
2/25/2022 16:22:07	Katie	Daily
2/25/2022 16:22:19	Danielle	Santina
2/25/2022 16:25:24	Daniel	Morales
2/25/2022 16:47:41	Lori	Martin
3/3/2022 9:47:32	Nina	Wangler
3/3/2022 10:37:46	Hailey	Mulkern
3/3/2022 16:08:37	Sarah	Cardosi
3/7/2022 15:14:46	Karla	Mulrine
3/11/2022 13:14:43	Anastacia	Matusz
3/17/2022 8:55:29	Kinet	Becker



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## *Special Education Department*

### *Professional Development*

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AGENDA: 4/22/22  
Transition

#### **Objectives:**

- **Review areas of focus related to Secondary Transition including student participation, transition assessments, post-secondary goals and transition services and activities.**

#### **Schedule**

3:00-3:45	Indicator 13 Training with Kris Koberlein, MCIU, <a href="mailto:kkoberlein@mciu.org">kkoberlein@mciu.org</a>
3:45-3:55	Q&A
3:55-4:00	Complete <a href="#">Exit Ticket</a> (1 hour of PD awarded / Act 48 if applicable) <b>Due date for completed exit tickets: 5/6/2022</b>

#### **Materials:**

- [Indicator 13 Training PPT](#)
- [Exit Ticket](#)
- <https://www.pasecondarytransition.com>



## SPED PD Indicator 13 4.22.22

Timestamp	First Name	Last Name
4/22/2022 14:04:33	Lisa	Krystofolski
4/22/2022 15:48:55	Rachel	Kyler
4/22/2022 15:50:41	Kayla	Swarmer
4/22/2022 15:54:19	Nina	Wangler
4/22/2022 15:54:53	Lori	Martin
4/22/2022 15:54:53	Karyn	Raman
4/22/2022 15:55:01	Tanya	Bahn
4/22/2022 15:55:12	Stephanie	Heyl
4/22/2022 15:55:42	Michelle	Tyson
4/22/2022 15:56:01	Tracey	Vioral
4/22/2022 15:56:04	Katie	Daily
4/22/2022 15:56:06	Kinet	Becker
4/22/2022 15:56:20	Peggy	Vail
4/22/2022 15:56:24	Mariane	Ferrantino
4/22/2022 15:56:28	Kristin	Donaldson
4/22/2022 15:56:55	Colleen	Dennis
4/22/2022 15:57:25	Heather	Hoffert
4/22/2022 15:57:27	Anastacia	Matusz
4/22/2022 15:57:29	Bethany	Croyle
4/22/2022 15:57:45	Emily	Tomaino
4/22/2022 15:57:54	Megan	Leach
4/22/2022 15:58:02	Maria	Luis (Sciortino)
4/22/2022 15:58:21	Amy	Nixon
4/22/2022 15:59:01	Elise	Onjack
4/22/2022 16:00:04	Danielle	Santina
4/22/2022 16:01:07	Heather	Byers
4/22/2022 16:02:02	Jennifer	Palmer
4/22/2022 16:02:56	Karla	Mulrine
4/22/2022 16:07:07	Stephanie	Baumgard
4/22/2022 16:08:18	Elyse	Rice
4/22/2022 16:20:37	Sarah	Cardosi
4/25/2022 8:44:16	Alexandra	Uhing
4/26/2022 10:35:36	Lauren	Spallone
4/27/2022 8:23:15	Hailey	Mulkern



**Professional Development**

AGENDA

12/1/2021

Please join us in the Professional Development Course Room. This PD is for teachers, principals, and assistant principals.

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

**Objectives:**

Teachers will understand that incorporating high-quality text-dependent questions and answers into instruction will enable students respond to a text using textual evidence therefore preparing them for college and career.

**Materials**

Exit Ticket will be made available in the PD organization at 3:55pm.

Video: <https://www.engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers>

Information comes from [www.achievethecore.org](http://www.achievethecore.org)

**Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda	Diana Perney
3:05-3:20	View Video: <a href="http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/">http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/</a>	<a href="http://www.engageny.org">www.engageny.org</a>
3:20-3:55	Understanding Text Dependent Questions	Diana and Melissa
3:55-4:00	Exit Ticket	Teachers

<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
12/1/2021 15:55:38	psimon@pavcs.us	Patience	Simon
12/1/2021 15:55:38	zmontgomery@pavcs.us	Zachary	Montgomery
12/1/2021 15:55:39	lschneider@pavcs.us	Lauren	Schneider
12/1/2021 15:55:41	jnester@pavcs.us	Jennifer	Nester
12/1/2021 15:55:44	dadamo@pavcs.us	Debby	Adamo
12/1/2021 15:55:45	rpellegrino@pavcs.us	Robert	Pellegrino
12/1/2021 15:55:45	bulmer@pavcs.us	Boyd	Ulmer
12/1/2021 15:55:45	tirvine@pavcs.us	Timothy	Irvine
12/1/2021 15:55:46	cmcgeever@pavcs.us	Codie	McGeever
12/1/2021 15:55:49	kbarnett@pavcs.us	Katie	Barnett
12/1/2021 15:55:53	dmarkel@pavcs.us	David	Markel
12/1/2021 15:55:54	amiller@pavcs.us	Amber	Miller
12/1/2021 15:56:01	awallach@pavcs.us	Andrea	Wallach
12/1/2021 15:56:01	kdelorenzo@pavcs.us	Katarina	DeLorenzo
12/1/2021 15:56:01	ctranter@pavcs.us	Charles	Tranter
12/1/2021 15:56:09	jjones@pavcs.us	Jess	Jones
12/1/2021 15:56:10	jswalga@pavcs.us	Jason	Swalga
12/1/2021 15:56:11	lstarr@pavcs.us	Laura	Starr
12/1/2021 15:56:12	ccheng@pavcs.us	Christina	Cheng
12/1/2021 15:56:12	lkrefta@pavcs.us	Leslie	Krefta
12/1/2021 15:56:15	hbazilian@pavcs.us	Heidi	Bazilian
12/1/2021 15:56:16	hfactor@pavcs.us	Hilary	Factor
12/1/2021 15:56:18	mcalderswood@pavcs.us	Megan	Calderwood
12/1/2021 15:56:21	jmclellan@pavcs.us	Jessica	McLellan
12/1/2021 15:56:22	pmatusz@pavcs.us	Patrick	Matusz
12/1/2021 15:56:22	jdorneman@pavcs.us	Jessica	Dorneman
12/1/2021 15:56:23	kmulrine@pavcs.us	Karla	Mulrine
12/1/2021 15:56:24	kgosnell@pavcs.us	Kelly	Gosnell
12/1/2021 15:56:24	alawrence@pavcs.us	Abigail	Lawrence
12/1/2021 15:56:25	awaid@pavcs.us	Audrey	Waid
12/1/2021 15:56:26	aglevicky@pavcs.us	Amanda	Glevicky
12/1/2021 15:56:28	pramos@pavcs.us	Paula	Ramos
12/1/2021 15:56:28	kmaddix@pavcs.us	Karen	Maddix
12/1/2021 15:56:29	kgalo@pavcs.us	Kristen	Galo
12/1/2021 15:56:30	lafshari@pavcs.us	Laura	Afshari
12/1/2021 15:56:31	rkeiser@pavcs.us	Renee	Keiser
12/1/2021 15:56:33	gdanchik@pavcs.us	Greg	Danchik
12/1/2021 15:56:33	cwernick@pavcs.us	Casey	Wernick
12/1/2021 15:56:34	kwelsh@pavcs.us	Kristy	Welsh
12/1/2021 15:56:34	bdombach@pavcs.us	Bethany	Dombach
12/1/2021 15:56:35	kraman@pavcs.us	Karyn	Raman
12/1/2021 15:56:36	geisenhower@pavcs.us	Gabrielle	Eisenhower
12/1/2021 15:56:36	rgrimes@pavcs.us	Ruth	Grimes
12/1/2021 15:56:37	kanderson@pavcs.us	Kat	Anderson
12/1/2021 15:56:37	salba@pavcs.us	Samuel	Alba
12/1/2021 15:56:38	lhorvat@pavcs.us	Lori	Horvat
12/1/2021 15:56:38	krockwell@pavcs.us	Karen	Rockwell
12/1/2021 15:56:40	abank@pavcs.us	Amanda	Bank

Timestamp	Email Address	FIRST Name	LAST name
12/1/2021 15:56:41	auhing@pavcs.us	Allie	Uhing
12/1/2021 15:56:42	khansen@pavcs.us	Katherine	Hansen
12/1/2021 15:56:43	espink@pavcs.us	Emma	Spink
12/1/2021 15:56:45	jallen@pavcs.us	Joshua	Allen
12/1/2021 15:56:47	jlively@pavcs.us	Jessica	Lively
12/1/2021 15:56:48	msciortino@pavcs.us	Maria	Sciortino
12/1/2021 15:56:49	amarkel@pavcs.us	Anna	Markel
12/1/2021 15:56:50	plauffer@pavcs.us	Peyton	Lauffer
12/1/2021 15:56:51	hbrandt@pavcs.us	Heather	Brandt
12/1/2021 15:56:52	dsantina@pavcs.us	Danielle	Santina
12/1/2021 15:56:56	kgorley@pavcs.us	Kyli	Gorley
12/1/2021 15:56:57	bcohen@pavcs.us	Bret	Cohen
12/1/2021 15:56:57	nfine@pavcs.us	Nathan	Fine
12/1/2021 15:56:59	cevans@pavcs.us	Chris	Evans
12/1/2021 15:57:00	rverga@pavcs.us	Rick	Verga
12/1/2021 15:57:04	bdavis@pavcs.us	Bryan	Davis
12/1/2021 15:57:04	llusk@pavcs.us	Lauren	Lusk
12/1/2021 15:57:05	sscholl@pavcs.us	Stephen	Scholl
12/1/2021 15:57:06	cdennis@pavcs.us	Colleen	Dennis
12/1/2021 15:57:06	jmckee@pavcs.us	Joanne	McKee
12/1/2021 15:57:08	lspallone@pavcs.us	Lauren	Spallone
12/1/2021 15:57:09	esullivan@pavcs.us	Emily	Sullivan
12/1/2021 15:57:09	jbizman@pavcs.us	Jennifer	Bizman
12/1/2021 15:57:09	mhowe@pavcs.us	Malena	Howe
12/1/2021 15:57:09	atomanio@pavcs.us	Angela	Tomanio
12/1/2021 15:57:13	emcgurk@pavcs.us	Ted	McGurk
12/1/2021 15:57:13	tbacon@pavcs.us	Tamara	Bacon
12/1/2021 15:57:13	sgulbis@pavcs.us	Sigrid	Gulbis
12/1/2021 15:57:13	jneilson@pavcs.us	Jennifer	Neilson
12/1/2021 15:57:14	efirko@pavcs.us	Emily	Firko
12/1/2021 15:57:14	mhake@pavcs.us	Megan	Hake
12/1/2021 15:57:14	jclaar@pavcs.us	Janese	Claar
12/1/2021 15:57:16	pstinson@pavcs.us	Paula	Stinson
12/1/2021 15:57:19	bnihoff@pavcs.us	Beth	Nihoff
12/1/2021 15:57:20	abolger@pavcs.us	Alyssa	Bolger
12/1/2021 15:57:21	mbieber@pavcs.us	Melissa	Bieber
12/1/2021 15:57:23	rkarney@pavcs.us	Rob	Karney
12/1/2021 15:57:25	dsnyder@pavcs.us	Dawn	Snyder
12/1/2021 15:57:27	tbahn@pavcs.us	Tanya	Bahn
12/1/2021 15:57:28	rvermeulen@pavcs.us	Rachael	Vermeulen
12/1/2021 15:57:28	dkonefsky@pavcs.us	Dylan	Konefsky
12/1/2021 15:57:28	wdonohoe@pavcs.us	William	Donohoe
12/1/2021 15:57:29	mbornancini@pavcs.us	Michelle	Bornancini
12/1/2021 15:57:30	ecampbell@pavcs.us	Emily	Campbell
12/1/2021 15:57:30	cjones@pavcs.us	Cynthia	Jones
12/1/2021 15:57:31	jdobbin@pavcs.us	Jordan	Dobbin
12/1/2021 15:57:32	esvoboda@pavcs.us	Elizabeth	Svoboda
12/1/2021 15:57:32	khallman@pavcs.us	Kelly	Hallman
12/1/2021 15:57:33	amatusz@pavcs.us	Anastacia	Matusz
12/1/2021 15:57:34	ckaufman@pavcs.us	Colleen	Kaufman
12/1/2021 15:57:35	zmehal@pavcs.us	Zach	Mehal
12/1/2021 15:57:36	kdonaldson@pavcs.us	Kristin	Donaldson
12/1/2021 15:57:37	tstrauss@pavcs.us	Taylor	Strauss
12/1/2021 15:57:38	mbeatty@pavcs.us	Mindy	Beatty

Timestamp	Email Address	FIRST Name	LAST name
12/1/2021 15:57:38	ahimmelberger@pavcs.us	Amanda	Himmelberger
12/1/2021 15:57:38	cgomes@pavcs.us	Carolyn	Gomes
12/1/2021 15:57:39	cwillits@pavcs.us	Cynthia	Willits
12/1/2021 15:57:43	mlittle@pavcs.us	Melissa	Little
12/1/2021 15:57:45	dharounmahdavi@pavcs.us	Deena	Haroun Mahdavi
12/1/2021 15:57:47	hbyers@pavcs.us	Heather	Byers
12/1/2021 15:57:48	dcushman@pavcs.us	Danielle	Cushman
12/1/2021 15:57:49	noberrender@pavcs.us	Nicole	Oberrender
12/1/2021 15:57:50	sschutt@pavcs.us	Steven	Schutt
12/1/2021 15:57:53	kshaffer@pavcs.us	Katie	Shaffer
12/1/2021 15:57:55	mferrantino@pavcs.us	Mariane	Ferrantino
12/1/2021 15:57:55	kharris@pavcs.us	Kellene	Harris
12/1/2021 15:57:58	erichardsonthomas@pavcs.us	Evelyne	Richardson-Thomas
12/1/2021 15:57:59	bcroyle@pavcs.us	Bethany	Croyle
12/1/2021 15:58:00	jgrantz@pavcs.us	Jacob	Grantz
12/1/2021 15:58:01	snichols@pavcs.us	Stacey	Nichols
12/1/2021 15:58:02	epeffer@pavcs.us	Emily	Peffer
12/1/2021 15:58:03	rtufariello@pavcs.us	Robin	Egloff-Tufariello
12/1/2021 15:58:08	sbetzenberger@pavcs.us	Suzanne	Betzenberger
12/1/2021 15:58:09	kdaily@pavcs.us	Katie	Daily
12/1/2021 15:58:09	codham@pavcs.us	Christy	Odham
12/1/2021 15:58:12	jcraig@pavcs.us	Julie	Craig
12/1/2021 15:58:13	rpullara@pavcs.us	Renee	Pullara
12/1/2021 15:58:14	ldenithorne@pavcs.us	Laura	Denithorne
12/1/2021 15:58:16	gjibbs@pavcs.us	Jennifer	Gibbs
12/1/2021 15:58:18	vbauer@pavcs.us	Vanessa	Bauer
12/1/2021 15:58:19	adajczak@pavcs.us	Amy	Dajczak
12/1/2021 15:58:19	lkelly@pavcs.us	Lorriene	Kelly
12/1/2021 15:58:24	ahamm@pavcs.us	Alexis	Hamm
12/1/2021 15:58:25	tvioral@pavcs.us	Tracey	Vioral
12/1/2021 15:58:26	tthompson@pavcs.us	Terry	Thompson
12/1/2021 15:58:26	jford@pavcs.us	james	ford
12/1/2021 15:58:29	bjaroudi@pavcs.us	Brittany	Jaroudi
12/1/2021 15:58:33	sverton@pavcs.us	Sonya	Verton
12/1/2021 15:58:34	sssteighner@pavcs.us	Stacie	Steighner
12/1/2021 15:58:38	jstonebraker@pavcs.us	Jordan	Stonebraker
12/1/2021 15:58:40	blewis@pavcs.us	Bradley	Lewis
12/1/2021 15:58:40	relder@pavcs.us	Robin	Elder
12/1/2021 15:58:52	pslater@pavcs.us	Pamela	Slater
12/1/2021 15:58:57	scardosi@pavcs.us	Sarah	Cardosi
12/1/2021 15:58:59	dmorales@pavcs.us	Daniel	Morales
12/1/2021 15:59:00	awroten@pavcs.us	Ali	Wroten
12/1/2021 15:59:05	lpepe@pavcs.us	Lauren	Pepe
12/1/2021 15:59:10	lbattle@pavcs.us	LaToya	Battle
12/1/2021 15:59:15	aivanco@pavcs.us	Alyssa	Ivanco
12/1/2021 15:59:17	kceledonia@pavcs.us	Kate	Celedonia
12/1/2021 15:59:18	shayes@pavcs.us	Sarah	Hayes
12/1/2021 15:59:27	mtyson@pavcs.us	Michelle	Tyson
12/1/2021 15:59:27	cfitti@pavcs.us	Christa	Fitti
12/1/2021 15:59:39	hhurley@pavcs.us	Heather	Hurley
12/1/2021 15:59:43	sgoodwin@pavcs.us	Sarah	Goodwin
12/1/2021 15:59:47	sking@pavcs.us	Sandy	King
12/1/2021 15:59:47	tklasnic@pavcs.us	Trina	Klasnic
12/1/2021 16:00:05	sgagliardi@pavcs.us	Sue	Gagliardi

Timestamp	Email Address	FIRST Name	LAST name
12/1/2021 16:00:17	jsieber@pavcs.us	Jacqueline	Sieber
12/1/2021 16:00:20	mhauger@pavcs.us	Michelle	Hauger
12/1/2021 16:00:29	jburke@pavcs.us	Jennifer	Burke
12/1/2021 16:00:57	lbarger@pavcs.us	Laurie	Barger
12/1/2021 16:00:57	lallison@pavcs.us	Leigh Ann	Allison
12/1/2021 16:00:58	jhuegel@pavcs.us	Jillian	Huegel
12/1/2021 16:01:33	npetro@pavcs.us	Natalie	Petro
12/1/2021 16:01:34	efreynik@pavcs.us	Erin	Freynik
12/1/2021 16:01:36	pgehrett@pavcs.us	Patricia	Gehrett
12/1/2021 16:01:41	pvail@pavcs.us	Peggy Vail	Vail
12/1/2021 16:01:52	rkyler@pavcs.us	Rachel	Kyler
12/1/2021 16:01:57	lmartin@pavcs.us	Lori	Martin
12/1/2021 16:02:04	jkohl@pavcs.us	Johnna	Kohl
12/1/2021 16:02:18	jansel@pavcs.us	Jessica	Ansel
12/1/2021 16:02:26	mwatterson@pavcs.us	Maria	Watterson
12/1/2021 16:02:58	bjeffries@pavcs.us	Bridgit	Jeffries
12/1/2021 16:03:09	mscanga@pavcs.us	melissa	scanga
12/1/2021 16:03:27	etomaino@pavcs.us	Emily	Tomaino
12/1/2021 16:03:57	sbuai@pavcs.us	Shaikha	BuAli
12/1/2021 16:04:05	eonjack@pavcs.us	Elise	Onjack
12/1/2021 16:04:53	tcooney@pavcs.us	Tara	Cooney
12/1/2021 16:04:55	mhicks@pavcs.us	Mary Jo	Hicks
12/1/2021 16:05:52	mwasilko@pavcs.us	Mark	Wasilko
12/1/2021 16:06:45	halcott@pavcs.us	Heather	Alcott
12/1/2021 16:06:47	lrocchini@pavcs.us	Louis	Rocchini
12/1/2021 16:08:12	azullick@pavcs.us	Aaron	Zullick
12/1/2021 16:08:16	aoberholtzer@pavcs.us	April	Oberholtzer
12/1/2021 16:09:14	jcapone@pavcs.us	Jennifer	Capone
12/1/2021 16:10:39	cshirk@pavcs.us	Chelsea	Shirk
12/1/2021 16:11:47	sdzemyan@pavcs.us	Scott	Dzemyan
12/1/2021 16:19:06	kmeans@pavcs.us	Kimberly	Means
12/1/2021 16:19:17	dkwiecinski@pavcs.us	DeAnna	Kwiecinski
12/1/2021 16:22:49	oahohuendo@pavcs.us	Omonyale	Ahohuendo
12/1/2021 16:24:57	rtoth@pavcs.us	Rachelle	Toth
12/1/2021 16:59:28	vgarbutt@pavcs.us	Victoria	Garbutt
12/1/2021 18:22:49	jsieber@pavcs.us	Jacqueline	Sieber
12/1/2021 18:31:18	anixon@pavcs.us	Amy	Nixon
12/1/2021 19:00:05	jshearer@pavcs.us	Jennica	Shearer
12/1/2021 19:14:33	lsteen@pavcs.us	Lisa	Steen
12/1/2021 19:51:04	jslater@pavcs.us	Jennifer	Slater
12/1/2021 19:59:46	kswarmer@pavcs.us	Kayla	Swarmer
12/2/2021 8:10:58	mmoore@pavcs.us	Mary Ellen	Moore
12/2/2021 8:24:38	sgunter@pavcs.us	Susan	Gunter
12/2/2021 12:07:29	lburneisen@pavcs.us	Lyndsay	Burneisen
12/2/2021 15:09:07	asalai@pavcs.us	Amanda	Salai
12/2/2021 15:31:57	jverdekal@pavcs.us	Jenna	Verdekal
12/2/2021 19:30:31	bsmith@pavcs.us	Brittany	Smith
12/3/2021 15:22:52	jcallahan@pavcs.us	Jessica	Callahan
12/6/2021 15:52:15	mdesalvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
12/8/2021 12:38:40	msauro@pavcs.us	Melissa	Sauro
1/3/2022 15:43:21	ktaylor@pavcs.us	Kate	Taylor



**Professional Development**

AGENDA  
12/15/2021

Please join us in the Professional Development Course Room. This PD is for teachers, principals, and assistant principals.

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

**Objectives:**

Teachers will understand the challenges and benefits of putting a renewed emphasis on writing from sources rather than keeping the current focus on personal narrative.

Teachers will review the use of Close Reading and RACES graphic organizer to create a TDA and constructed response.

**Materials**

Exit Ticket will be made available in the PD organization at 3:55pm.

Video: <https://www.engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources>

Close Reading folder

[https://drive.google.com/drive/folders/117YqtpgOxT-hyYklG\\_DZI92Rnt3nXRjO?usp=sharing](https://drive.google.com/drive/folders/117YqtpgOxT-hyYklG_DZI92Rnt3nXRjO?usp=sharing)

TDA

[https://drive.google.com/drive/folders/1UGSST\\_W-7ApGH5lXn\\_vf55HqJorsfwEb?usp=sharing](https://drive.google.com/drive/folders/1UGSST_W-7ApGH5lXn_vf55HqJorsfwEb?usp=sharing)

Constructed Response

[https://drive.google.com/drive/folders/1Ydp8fZH8pixLcnyQ47snakpBx5\\_4lAzy?usp=sharing](https://drive.google.com/drive/folders/1Ydp8fZH8pixLcnyQ47snakpBx5_4lAzy?usp=sharing)

**Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda	Diana Perney
3:05-3:20	View Video: <a href="https://www.engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources">https://www.engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources</a>	<a href="http://www.engageny.org">www.engageny.org</a>
3:20-3:55	Writing from Sources	Diana and Melissa



**PAVIRTUAL**  
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406  
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500  
WWW.PAVCSK12.ORG

3:55- 4:00	Exit Ticket	Teachers
---------------	-------------	----------



<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
12/15/2021 15:51:51	jgrantz@pavcs.us	Jacob	Grantz
12/15/2021 15:53:27	jdorneman@pavcs.us	Jessica	Dorneman
12/15/2021 15:53:56	cmarch@pavcs.us	Caitlin	March
12/15/2021 15:54:14	sscholl@pavcs.us	Stephen	Scholl
12/15/2021 15:54:22	psimon@pavcs.us	Patience	Simon
12/15/2021 15:54:24	lafshari@pavcs.us	Laura	Afshari
12/15/2021 15:54:29	rpellegrino@pavcs.us	Robert	Pellegrino
12/15/2021 15:54:48	dsantina@pavcs.us	Danielle	Santina
12/15/2021 15:54:49	dadamo@pavcs.us	dEBBY	adamo
12/15/2021 15:54:49	bdombach@pavcs.us	Bethany	Dombach
12/15/2021 15:54:53	amarkel@pavcs.us	Anna	Markel
12/15/2021 15:54:54	lstarr@pavcs.us	Laura	Starr
12/15/2021 15:54:57	mwasilko@pavcs.us	Mark	Wasilko
12/15/2021 15:55:03	jhuegel@pavcs.us	Jillian	Huegel
12/15/2021 15:55:05	jcapone@pavcs.us	Jennifer	Capone
12/15/2021 15:55:17	cmcgeever@pavcs.us	Codie	McGeever
12/15/2021 15:55:22	zmontgomery@pavcs.us	Zachary	Montgomery
12/15/2021 15:55:24	jswalga@pavcs.us	Jason	Swalga
12/15/2021 15:55:24	kwelsh@pavcs.us	Kristy	Welsh
12/15/2021 15:55:24	blewis@pavcs.us	Bradley	Lewis
12/15/2021 15:55:25	relder@pavcs.us	Robin	Elder
12/15/2021 15:55:26	kswarmer@pavcs.us	Kayla	Swarmer
12/15/2021 15:55:27	npetro@pavcs.us	Natalie	Petro
12/15/2021 15:55:28	tirvine@pavcs.us	Timothy	Irvine
12/15/2021 15:55:29	mbeatty@pavcs.us	Mindy	Beatty
12/15/2021 15:55:32	ccheng@pavcs.us	Christina	Cheng
12/15/2021 15:55:33	etomaino@pavcs.us	Emily	Tomaino
12/15/2021 15:55:34	jneilson@pavcs.us	Jennifer	Neilson
12/15/2021 15:55:36	hfactor@pavcs.us	Hilary	Factor
12/15/2021 15:55:37	rkeiser@pavcs.us	Renee	Keiser
12/15/2021 15:55:37	auhing@pavcs.us	Allie	Uhing
12/15/2021 15:55:39	mcaldерwood@pavcs.us	Megan	Calderwood
12/15/2021 15:55:40	ldenithorne@pavcs.us	Laura	Denithorne
12/15/2021 15:55:41	geisenhower@pavcs.us	Gabrielle	Eisenhower
12/15/2021 15:55:42	lkrefta@pavcs.us	Leslie	Krefta
12/15/2021 15:55:42	alawrence@pavcs.us	Abigail	Lawrence
12/15/2021 15:55:43	jnester@pavcs.us	Jennifer	Nester
12/15/2021 15:55:43	asalai@pavcs.us	Amanda	Salai
12/15/2021 15:55:44	jcope@pavcs.us	Jessica	Cope
12/15/2021 15:55:46	rpullara@pavcs.us	Renee	Pullara
12/15/2021 15:55:46	espink@pavcs.us	Emma	Spink
12/15/2021 15:55:46	cfitti@pavcs.us	Christa	Fitti
12/15/2021 15:55:48	jburke@pavcs.us	Jennifer	Burke
12/15/2021 15:55:48	tthompson@pavcs.us	Terry	Thompson
12/15/2021 15:55:49	lspallone@pavcs.us	Lauren	Spallone
12/15/2021 15:55:52	mdesalvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
12/15/2021 15:55:53	mhicks@pavcs.us	Mary Jo	Hicks
12/15/2021 15:55:53	sdzemyan@pavcs.us	Scott	Dzemyan

<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
12/15/2021 15:55:54	lpepe@pavcs.us	Lauren	Pepe
12/15/2021 15:55:54	jmclellan@pavcs.us	Jessica	McLellan
12/15/2021 15:55:56	kgalo@pavcs.us	Kristen	Galo
12/15/2021 15:55:57	efreynik@pavcs.us	Erin	Freynik
12/15/2021 15:56:03	jjones@pavcs.us	Jess	Jones
12/15/2021 15:56:05	pslater@pavcs.us	Pamela	Slater
12/15/2021 15:56:05	dmarkel@pavcs.us	David	Markel
12/15/2021 15:56:06	msciortino@pavcs.us	Maria	Sciortino
12/15/2021 15:56:06	awasil@pavcs.us	Andrea	Wasil
12/15/2021 15:56:07	cwillits@pavcs.us	Cynthia	Willits
12/15/2021 15:56:07	kmulrine@pavcs.us	Karla	Mulrine
12/15/2021 15:56:11	vgarbutt@pavcs.us	Tori	Garbutt
12/15/2021 15:56:12	khansen@pavcs.us	Katherine	Hansen
12/15/2021 15:56:12	mgrantz@pavcs.us	Mallory	Grantz
12/15/2021 15:56:12	eonjack@pavcs.us	Elise	Onjack
12/15/2021 15:56:13	kdaily@pavcs.us	Katie	Daily
12/15/2021 15:56:15	abank@pavcs.us	Amanda	Bank
12/15/2021 15:56:16	kharris@pavcs.us	Kellene	Harris
12/15/2021 15:56:18	rverga@pavcs.us	Rick	Verga
12/15/2021 15:56:19	dcushman@pavcs.us	Danielle	Cushman
12/15/2021 15:56:22	bdavis@pavcs.us	Bryan	Davis
12/15/2021 15:56:24	wdonohoe@pavcs.us	William	Donohoe
12/15/2021 15:56:25	bharvey@pavcs.us	Barry	Harvey
12/15/2021 15:56:26	gdanchik@pavcs.us	Greg	Danchik
12/15/2021 15:56:28	plauffer@pavcs.us	Peyton	Lauffer
12/15/2021 15:56:30	jstonebraker@pavcs.us	Jordan	Stonebraker
12/15/2021 15:56:31	lhorvat@pavcs.us	Lori	Horvat
12/15/2021 15:56:32	rkarney@pavcs.us	Rob	Karney
12/15/2021 15:56:32	zmehal@pavcs.us	Zach	Mehal
12/15/2021 15:56:33	cdennis@pavcs.us	Colleen	Dennis
12/15/2021 15:56:34	dkonefsky@pavcs.us	Dylan	Konefsky
12/15/2021 15:56:35	aivanco@pavcs.us	Alyssa	Ivanco
12/15/2021 15:56:36	sbetzenberger@pavcs.us	Suzanne	Betzenberger
12/15/2021 15:56:38	amiller@pavcs.us	Amber	Miller
12/15/2021 15:56:40	hbrandt@pavcs.us	Heather	Brandt
12/15/2021 15:56:40	lallison@pavcs.us	Leigh Ann	Allison
12/15/2021 15:56:42	erice@pavcs.us	Elyse	Rice
12/15/2021 15:56:42	tbahn@pavcs.us	Tanya	Bahn
12/15/2021 15:56:45	bcroyle@pavcs.us	Bethany	Croyle
12/15/2021 15:56:45	kgorley@pavcs.us	Kyli	Gorley
12/15/2021 15:56:46	rkyler@pavcs.us	Rachel	Kyler
12/15/2021 15:56:49	mtyson@pavcs.us	Michelle	Tyson
12/15/2021 15:56:49	halcott@pavcs.us	Heather	Alcott
12/15/2021 15:56:50	bnihoff@pavcs.us	Beth	Nihoff
12/15/2021 15:56:53	pvail@pavcs.us	Peggy	Vail
12/15/2021 15:56:55	aoberholtzer@pavcs.us	April	Oberholtzer
12/15/2021 15:56:55	nfine@pavcs.us	Nathan	Fine
12/15/2021 15:56:56	ctranter@pavcs.us	Charles	Tranter
12/15/2021 15:56:56	bjaroudi@pavcs.us	Brittany	Jaroudi
12/15/2021 15:57:06	lbarger@pavcs.us	Laurie	Barger
12/15/2021 15:57:08	epeffer@pavcs.us	Emily	Peffer
12/15/2021 15:57:08	rtufariello@pavcs.us	Robin	Egloff-Tufariello
12/15/2021 15:57:08	jlively@pavcs.us	Jessica	Lively
12/15/2021 15:57:08	lrocchini@pavcs.us	Louis	Rocchini

<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
12/15/2021 15:57:10	sgoodwin@pavcs.us	Sarah	Goodwin
12/15/2021 15:57:11	sking@pavcs.us	Sandy	King
12/15/2021 15:57:12	kmaddix@pavcs.us	Karen	Maddix
12/15/2021 15:57:13	jmckee@pavcs.us	Joanne	McKee
12/15/2021 15:57:15	jslater@pavcs.us	Jennifer	Slater
12/15/2021 15:57:18	mferrantino@pavcs.us	Mariane	Ferrantino
12/15/2021 15:57:18	esvoboda@pavcs.us	Elizabeth	Svoboda
12/15/2021 15:57:19	krockwell@pavcs.us	Karen	Rockwell
12/15/2021 15:57:23	aglevicky@pavcs.us	Amanda	Glevicky
12/15/2021 15:57:25	hbazilian@pavcs.us	Heidi	Bazilian
12/15/2021 15:57:35	ahimmelberger@pavcs.us	Amanda	Himmelberger
12/15/2021 15:57:36	lbattle@pavcs.us	LaToya	Battle
12/15/2021 15:57:40	efirko@pavcs.us	Emily	Firko
12/15/2021 15:57:41	pramos@pavcs.us	Paula	Ramos
12/15/2021 15:57:44	jansel@pavcs.us	Jessica	Ansel
12/15/2021 15:57:47	jdobbin@pavcs.us	Jordan	Dobbin
12/15/2021 15:57:47	sbuali@pavcs.us	Shaikha	BuAli
12/15/2021 15:57:52	anixon@pavcs.us	Amy	Nixon
12/15/2021 15:57:53	bcohen@pavcs.us	Bret	Cohen
12/15/2021 15:57:54	khallman@pavcs.us	Kelly	Hallman
12/15/2021 15:57:55	msauro@pavcs.us	Melissa	Sauro
12/15/2021 15:57:57	mbieber@pavcs.us	Melissa	Bieber
12/15/2021 15:58:00	mlittle@pavcs.us	Melissa	Little
12/15/2021 15:58:04	rgrimes@pavcs.us	Ruth	Grimes
12/15/2021 15:58:04	lmartin@pavcs.us	Lori	Martin
12/15/2021 15:58:05	sgunter@pavcs.us	Susan	Gunter
12/15/2021 15:58:08	ckaufman@pavcs.us	Colleen	Kaufman
12/15/2021 15:58:12	kanderson@pavcs.us	Kat	Anderson
12/15/2021 15:58:14	hhurley@pavcs.us	Heather	Hurley
12/15/2021 15:58:15	jallen@pavcs.us	Joshua	Allen
12/15/2021 15:58:15	hbyers@pavcs.us	Heather	Byers
12/15/2021 15:58:17	jcraig@pavcs.us	Julie	Craig
12/15/2021 15:58:22	jclaar@pavcs.us	Janese	Claar
12/15/2021 15:58:23	kceledonia@pavcs.us	Kate	Celedonia
12/15/2021 15:58:25	kdonaldson@pavcs.us	Kristin	Donaldson
12/15/2021 15:58:27	ecampbell@pavcs.us	Emily	Campbell
12/15/2021 15:58:28	erichardsonthomas@pavcs.us	Evelyne	Richardson-Thomas
12/15/2021 15:58:29	lhall@pavcs.us	Lauren	Hall
12/15/2021 15:58:43	cevans@pavcs.us	Chris	Evans
12/15/2021 15:58:49	snichols@pavcs.us	Stacey	Nichols
12/15/2021 15:58:54	pstinson@pavcs.us	Paula	Stinson
12/15/2021 15:58:57	mbornancini@pavcs.us	Michelle	Bornancini
12/15/2021 15:59:14	scardosi@pavcs.us	Sarah	Cardosi
12/15/2021 15:59:14	jshearer@pavcs.us	Jennica	Shearer
12/15/2021 15:59:41	rtoth@pavcs.us	Rachelle	Toth
12/15/2021 15:59:45	bulmer@pavcs.us	Boyd	Ulmer
12/15/2021 15:59:49	pgehrett@pavcs.us	Patricia	Gehrett
12/15/2021 15:59:56	abolger@pavcs.us	Alyssa	Bolger
12/15/2021 16:00:05	ssteighner@pavcs.us	Stacie	Steighner
12/15/2021 16:00:13	nobrender@pavcs.us	Nicole	Oberrender
12/15/2021 16:00:24	jcallahan@pavcs.us	Jessica	Callahan
12/15/2021 16:00:30	tbacon@pavcs.us	Tammy	Bacon
12/15/2021 16:00:46	mhauger@pavcs.us	Michelle	Hauger
12/15/2021 16:00:49	bsmith@pavcs.us	Brittany	Smith

<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
12/15/2021 16:00:57	mscanga@pavcs.us	Melissa	Scanga
12/15/2021 16:00:58	mwatterson@pavcs.us	Maria	Watterson
12/15/2021 16:01:13	llusk@pavcs.us	Lauren	Lusk
12/15/2021 16:01:32	jsieber@pavcs.us	Jacqueline	Sieber
12/15/2021 16:01:39	ttrauss@pavcs.us	Taylor	Strauss
12/15/2021 16:02:07	cgomes@pavcs.us	Carolyn	Gomes
12/15/2021 16:02:09	kshaffer@pavcs.us	Katie	Shaffer
12/15/2021 16:02:09	shayes@pavcs.us	Sarah	Hayes
12/15/2021 16:02:47	awroten@pavcs.us	Ali	Wroten
12/15/2021 16:03:03	lsteen@pavcs.us	Lisa	Steen
12/15/2021 16:03:28	ahamm@pavcs.us	Alexis	Hamm
12/15/2021 16:03:30	tklasnic@pavcs.us	Trina	Klasnic
12/15/2021 16:06:00	emcgurk@pavcs.us	Ted	McGurk
12/15/2021 16:08:20	tcooney@pavcs.us	Tara	Cooney
12/15/2021 16:08:54	dharounmahdavi@pavcs.us	Deena	Haroun Mahdavi
12/15/2021 16:11:01	aklingenberg@pavcs.us	Angela	Klingenberg
12/15/2021 16:12:54	oahohuendo@pavcs.us	Omonyele	Ahohuendo
12/15/2021 16:12:56	adajczak@pavcs.us	Amy	Dajczak
12/15/2021 16:13:54	adajczak@pavcs.us	Amy	Dajczak
12/15/2021 16:23:00	dkwiecinski@pavcs.us	DeAnna	Kwiecinski
12/15/2021 16:24:44	codham@pavcs.us	Christy	Odham
12/15/2021 16:25:33	mhowe@pavcs.us	Malena	Howe
12/15/2021 16:36:30	dmorales@pavcs.us	Daniel	Morales
12/15/2021 16:38:46	esullivan@pavcs.us	Emily	Sullivan
12/15/2021 16:43:12	cshirk@pavcs.us	Chelsea	Shirk
12/15/2021 16:50:12	tvioral@pavcs.us	Tracey	Vioral
12/15/2021 17:39:32	atomanio@pavcs.us	Angela	Tomanio
12/15/2021 18:39:42	jverdekal@pavcs.us	Jenna	Verdekal
12/15/2021 18:57:25	dsnyder@pavcs.us	Dawn	Snyder
12/15/2021 20:26:04	mhake@pavcs.us	Megan	Hake
12/16/2021 6:53:11	jgibbs@pavcs.us	Jennifer	Gibbs
12/16/2021 6:58:41	amatusz@pavcs.us	Anastacia	Matusz
12/16/2021 9:33:17	lkelly@pavcs.us	Lorriene	Kelly
12/16/2021 10:45:36	aharbaugh@pavcs.us	Andrea	Harbaugh
12/16/2021 11:12:38	pmatusz@pavcs.us	Patrick	Matusz
12/16/2021 13:02:17	lburneisen@pavcs.us	Lyndsay	Burneisen
12/16/2021 17:23:28	hhoffert@pavcs.us	Heather	Hoffert
12/17/2021 9:51:26	jbizman@pavcs.us	Jennifer	Blizman
1/3/2022 15:13:23	ktaylor@pavcs.us	Kate	Taylor
1/4/2022 12:23:31	kdelorenzo@pavcs.us	Katarina	DeLorenzo



**Professional Development**

AGENDA

1/12/2022

Please join us in the Professional Development Course Room. This PD is for teachers, principals, and assistant principals.

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

**Objectives:**

Teachers will understand the three tiers of vocabulary. .

Teachers will begin to determine how they will utilize the three tiers of vocabulary in their classes.

**Materials**

Exit Ticket will be made available in the PD organization at 3:55pm.

Video: <https://www.engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary>

**Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda	Diana Perney
3:05-3:15	View Video: <a href="https://www.engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary">https://www.engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary</a>	<a href="http://www.engageny.org">www.engageny.org</a>
3:15-3:55	Academic Vocabulary	Diana and Melissa
3:55-4:00	Exit Ticket	Teachers

Timestamp	Email Address	FIRST Name	LAST name
1/12/2022 15:53:27	kgosnell@pavcs.us	Kelly	Gosnell
1/12/2022 15:53:40	rkyler@pavcs.us	Rachel	Kyler
1/12/2022 15:53:57	abolger@pavcs.us	Alyssa	Bolger
1/12/2022 15:54:03	hbrandt@pavcs.us	Heather	Brandt
1/12/2022 15:54:03	jblizman@pavcs.us	Jennifer	Blizman
1/12/2022 15:54:17	bdombach@pavcs.us	Bethany	Dombach
1/12/2022 15:54:20	kmeans@pavcs.us	Kimberly	Means
1/12/2022 15:54:29	mhowe@pavcs.us	Malena	Howe
1/12/2022 15:54:32	lkrefta@pavcs.us	Leslie	Krefta
1/12/2022 15:54:32	dmarkel@pavcs.us	David	Markel
1/12/2022 15:54:40	nobrender@pavcs.us	Nicole	Oberrender
1/12/2022 15:54:42	psimon@pavcs.us	Patience	Simon
1/12/2022 15:54:44	jgrantz@pavcs.us	Jacob	Grantz
1/12/2022 15:54:45	jburke@pavcs.us	Jennifer	Burke
1/12/2022 15:54:48	mbeatty@pavcs.us	Mindy	Beatty
1/12/2022 15:54:52	awallach@pavcs.us	Andrea	Wallach
1/12/2022 15:55:03	esvoboda@pavcs.us	Elizabeth	Svoboda
1/12/2022 15:55:03	epeffer@pavcs.us	Emily	Peffer
1/12/2022 15:55:05	dadamo@pavcs.us	Debby	ADAMO
1/12/2022 15:55:07	kdelorenzo@pavcs.us	Katarina	DeLorenzo
1/12/2022 15:55:10	mhake@pavcs.us	Megan	Hake
1/12/2022 15:55:15	jsieber@pavcs.us	Jacqueline	Sieber
1/12/2022 15:55:15	zmontgomery@pavcs.us	Zachary	Montgomery
1/12/2022 15:55:31	kswarmer@pavcs.us	Kayla	Swarmer
1/12/2022 15:55:33	mhicks@pavcs.us	Mary Jo	Hicks
1/12/2022 15:55:34	llusk@pavcs.us	Lauren	Lusk
1/12/2022 15:55:37	rpullara@pavcs.us	Renee	Pullara
1/12/2022 15:55:40	jallen@pavcs.us	Joshua	Allen
1/12/2022 15:55:43	lhall@pavcs.us	Lauren	Hall
1/12/2022 15:55:46	cmcgeever@pavcs.us	Codie	McGeever
1/12/2022 15:55:46	kwelsh@pavcs.us	Kristy	Welsh
1/12/2022 15:55:56	erice@pavcs.us	Elyse	Rice
1/12/2022 15:56:07	vbauer@pavcs.us	Vanessa	Bauer
1/12/2022 15:56:08	kgalo@pavcs.us	Kristen	Galo
1/12/2022 15:56:10	cgomes@pavcs.us	Carolyn	Gomes
1/12/2022 15:56:11	kdaily@pavcs.us	Katie	Daily
1/12/2022 15:56:11	hbazilian@pavcs.us	Heidi	Bazilian
1/12/2022 15:56:12	mferrantino@pavcs.us	Mariane	Ferrantino
1/12/2022 15:56:13	hfactor@pavcs.us	Hilary	Factor
1/12/2022 15:56:16	alawrence@pavcs.us	Abigail	Lawrence
1/12/2022 15:56:19	ctranter@pavcs.us	Chaz	Tranter
1/12/2022 15:56:22	jcope@pavcs.us	Jessica	Cope
1/12/2022 15:56:31	sscholl@pavcs.us	Stephen	Scholl
1/12/2022 15:56:32	auhing@pavcs.us	Allie	Uhing
1/12/2022 15:56:33	pslater@pavcs.us	Pamela	Slater
1/12/2022 15:56:37	rpellegrino@pavcs.us	Robert	Pellegrino
1/12/2022 15:56:40	rkeiser@pavcs.us	Renee	Keiser
1/12/2022 15:56:42	zmehal@pavcs.us	Zach	Mehal

Timestamp	Email Address	FIRST Name	LAST name
1/12/2022 15:56:44	kbarnett@pavcs.us	Katie	Barnett
1/12/2022 15:56:47	tirvine@pavcs.us	Timothy	Irvine
1/12/2022 15:56:48	msauro@pavcs.us	Melissa	Sauro
1/12/2022 15:56:50	cevans@pavcs.us	Chris	Evans
1/12/2022 15:56:54	kharris@pavcs.us	Kellene	Harris
1/12/2022 15:56:55	kceledonia@pavcs.us	Kate	Celedonia
1/12/2022 15:56:58	aivanco@pavcs.us	Alyssa	Ivanco
1/12/2022 15:57:00	nfine@pavcs.us	Nathan	Fine
1/12/2022 15:57:01	krockwell@pavcs.us	Karen	Rockwell
1/12/2022 15:57:02	mlittle@pavcs.us	Melissa	Little
1/12/2022 15:57:03	jneilson@pavcs.us	Jennifer	Neilson
1/12/2022 15:57:06	hmulkern@pavcs.us	Hailey	Mulkern
1/12/2022 15:57:08	ckaufman@pavcs.us	Colleen	Kaufman
1/12/2022 15:57:09	tthompson@pavcs.us	Terry	Thompson
1/12/2022 15:57:12	azullick@pavcs.us	Aaron	Zullick
1/12/2022 15:57:14	dkonefsky@pavcs.us	Dylan	Konefsky
1/12/2022 15:57:15	mbieber@pavcs.us	Melissa	Bieber
1/12/2022 15:57:18	sgulbis@pavcs.us	Sigrid	Gulbis
1/12/2022 15:57:21	rkarney@pavcs.us	Rob	Karney
1/12/2022 15:57:21	kmulrine@pavcs.us	Karla	Mulrine
1/12/2022 15:57:24	pstinson@pavcs.us	Paula	Stinson
1/12/2022 15:57:28	awroten@pavcs.us	Ali	Wroten
1/12/2022 15:57:28	pvail@pavcs.us	Peggy	Vail
1/12/2022 15:57:28	mbornancini@pavcs.us	Michelle	Bornancini
1/12/2022 15:57:29	amarkel@pavcs.us	Anna	Markel
1/12/2022 15:57:34	mcalderswood@pavcs.us	Megan	Calderwood
1/12/2022 15:57:39	gdanchik@pavcs.us	Greg	Danchik
1/12/2022 15:57:40	ldenithorne@pavcs.us	Laura	Denithorne
1/12/2022 15:57:41	etomaino@pavcs.us	Emily	Tomaino
1/12/2022 15:57:42	lmartin@pavcs.us	Lori	Martin
1/12/2022 15:57:44	mdesalvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
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1/12/2022 15:57:46	lstarr@pavcs.us	Laura	Starr
1/12/2022 15:57:51	jgibbs@pavcs.us	Jennifer	Gibbs
1/12/2022 15:57:52	wdonohoe@pavcs.us	William	Donohoe
1/12/2022 15:57:55	jjones@pavcs.us	Jess	Jones
1/12/2022 15:57:58	abank@pavcs.us	Amanda	Bank
1/12/2022 15:58:00	awasil@pavcs.us	Andrea	Wasil
1/12/2022 15:58:01	jcleary@pavcs.us	James	Cleary
1/12/2022 15:58:02	salba@pavcs.us	Samuel	Alba
1/12/2022 15:58:03	hhurley@pavcs.us	Heather	Hurley
1/12/2022 15:58:12	dharounmahdavi@pavcs.us	Deena	Haroun Mahdavi
1/12/2022 15:58:13	lhorvat@pavcs.us	Lori	Horvat
1/12/2022 15:58:16	sschutt@pavcs.us	Steve	Schutt
1/12/2022 15:58:16	jshearer@pavcs.us	Jennica	Shearer
1/12/2022 15:58:16	sgoodwin@pavcs.us	Sarah	Goodwin
1/12/2022 15:58:16	bjaroudi@pavcs.us	Brittany	Jaroudi
1/12/2022 15:58:17	jclaar@pavcs.us	Janese	Claar
1/12/2022 15:58:18	hbyers@pavcs.us	Heather	Byers
1/12/2022 15:58:20	lpepe@pavcs.us	Lauren	Pepe
1/12/2022 15:58:21	sking@pavcs.us	Sandy	King
1/12/2022 15:58:23	ecampbell@pavcs.us	Emily	Campbell
1/12/2022 15:58:23	rtoth@pavcs.us	Rachelle	Toth
1/12/2022 15:58:25	snichols@pavcs.us	Stacey	Nichols

Timestamp	Email Address	FIRST Name	LAST name
1/12/2022 15:58:26	bcohen@pavcs.us	Bret	Cohen
1/12/2022 15:58:27	ahimmelberger@pavcs.us	Amanda	Himmelberger
1/12/2022 15:58:30	espink@pavcs.us	Emma	Spink
1/12/2022 15:58:31	efreynik@pavcs.us	Erin	Freynik
1/12/2022 15:58:31	sdzemyan@pavcs.us	Scott	Dzemyan
1/12/2022 15:58:33	msciortino@pavcs.us	Maria	Sciortino
1/12/2022 15:58:36	lbarger@pavcs.us	Laurie	Barger
1/12/2022 15:58:36	ccheng@pavcs.us	Christina	Cheng
1/12/2022 15:58:41	kdonaldson@pavcs.us	Kristin	Donaldson
1/12/2022 15:58:43	rverga@pavcs.us	Rick	Verga
1/12/2022 15:58:50	awaid@pavcs.us	Audrey	Waid
1/12/2022 15:58:55	plauffer@pavcs.us	Peyton	Lauffer
1/12/2022 15:59:00	kgorley@pavcs.us	Kyli	Gorley
1/12/2022 15:59:02	aklingenberg@pavcs.us	Angela	Klingenberg
1/12/2022 15:59:03	jslater@pavcs.us	Jennifer	Slater
1/12/2022 15:59:04	bsmith@pavcs.us	Brittany	Smith
1/12/2022 15:59:04	mhauger@pavcs.us	Michelle	Hauger
1/12/2022 15:59:04	eonjack@pavcs.us	Elise	Onjack
1/12/2022 15:59:08	lallison@pavcs.us	Leigh Ann	Allison
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1/12/2022 15:59:14	hhoffert@pavcs.us	Heather	Hoffert
1/12/2022 15:59:15	khallman@pavcs.us	Kelly	Hallman
1/12/2022 15:59:17	rgrimes@pavcs.us	Ruth	Grimes
1/12/2022 15:59:17	jmclellan@pavcs.us	Jessica	McLellan
1/12/2022 15:59:26	adajczak@pavcs.us	Amy	Dajczak
1/12/2022 15:59:30	jford@pavcs.us	james	ford
1/12/2022 15:59:42	mtyson@pavcs.us	Michelle	Tyson
1/12/2022 15:59:42	lbattle@pavcs.us	LaToya	Battle
1/12/2022 15:59:45	shayes@pavcs.us	Sarah	Hayes
1/12/2022 15:59:53	jstonebraker@pavcs.us	Jordan	Stonebraker
1/12/2022 15:59:56	cjones@pavcs.us	Cynthia	Jones
1/12/2022 16:00:04	amiller@pavcs.us	Amber	Miller
1/12/2022 16:00:06	mmoore@pavcs.us	Mary ELlen	Moore
1/12/2022 16:00:17	bnihoff@pavcs.us	Beth	Nihoff
1/12/2022 16:00:21	ssteighner@pavcs.us	Stacie	Steighner
1/12/2022 16:00:23	bulmer@pavcs.us	Boyd	Ulmer
1/12/2022 16:00:26	jnester@pavcs.us	Jennifer	Nester
1/12/2022 16:00:38	cfitti@pavcs.us	Christa	Fitti
1/12/2022 16:00:43	tbahn@pavcs.us	Tanya	Bahn
1/12/2022 16:00:45	emcgurk@pavcs.us	Ted	McGurk
1/12/2022 16:00:50	jhuegel@pavcs.us	Jillian	Huegel
1/12/2022 16:00:50	anixon@pavcs.us	Amy	Nixon
1/12/2022 16:00:52	kraman@pavcs.us	Karyn	Raman
1/12/2022 16:00:53	tbacon@pavcs.us	Tamara	Bacon
1/12/2022 16:01:11	jmckee@pavcs.us	Joanne	McKee
1/12/2022 16:01:19	pmatusz@pavcs.us	Patrick	Matusz
1/12/2022 16:01:50	bcroyle@pavcs.us	Bethany	Croyle
1/12/2022 16:01:59	tklasnic@pavcs.us	Trina	Klasnic
1/12/2022 16:02:08	npetro@pavcs.us	Natalie	Petro
1/12/2022 16:02:14	aglevicky@pavcs.us	Amanda	Glevicky
1/12/2022 16:03:10	codham@pavcs.us	Christy	Odham
1/12/2022 16:03:12	erichardsonthomas@pavcs.us	Evelyne	Richardson-Thomas
1/12/2022 16:03:34	jlively@pavcs.us	Jessica	Lively
1/12/2022 16:03:35	sgagliardi@pavcs.us	Sue	Gagliardi



<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
1/12/2022 16:03:47	pramos@pavcs.us	Paula	Ramos
1/12/2022 16:03:55	esullivan@pavcs.us	Emily	Sullivan
1/12/2022 16:04:48	bharvey@pavcs.us	Barry	Harvey
1/12/2022 16:05:11	mwatterson@pavcs.us	Maria	Watterson
1/12/2022 16:05:33	atomanio@pavcs.us	Angela	Tomanio
1/12/2022 16:05:49	dsnyder@pavcs.us	Dawn	A
1/12/2022 16:06:27	dsantina@pavcs.us	Danielle	Santina
1/12/2022 16:06:35	rtufariello@pavcs.us	Robin	Tufariello
1/12/2022 16:07:40	bjeffries@pavcs.us	Bridgit	Jeffries
1/12/2022 16:09:16	mwasilko@pavcs.us	Mark	Wasilko
1/12/2022 16:09:48	dkwiecewski@pavcs.us	DeAnna	Kwiecewski
1/12/2022 16:10:50	cshirk@pavcs.us	Chelsea	Shirk
1/12/2022 16:11:49	dcushman@pavcs.us	Danielle	Cushman
1/12/2022 16:12:22	halcott@pavcs.us	Heather	Alcott
1/12/2022 16:13:23	jansel@pavcs.us	Jessica	Ansel
1/12/2022 16:15:12	sgunter@pavcs.us	Susan	Gunter
1/12/2022 16:18:27	asalai@pavcs.us	Amanda	Salai
1/12/2022 16:33:24	vgarbutt@pavcs.us	Tori	Garbutt
1/12/2022 16:39:23	dmorales@pavcs.us	Daniel	Morales
1/12/2022 17:29:22	jcallahan@pavcs.us	Jessica	Callahan
1/12/2022 17:43:39	tstrauss@pavcs.us	Taylor	Strauss
1/12/2022 18:33:20	blewis@pavcs.us	Bradley	Lewis
1/12/2022 19:18:46	jdorneman@pavcs.us	Jessica	Dorneman
1/12/2022 19:38:38	amatusz@pavcs.us	Anastacia	Matusz
1/12/2022 20:04:22	cwillits@pavcs.us	Cynthia	Willits
1/12/2022 20:40:38	mscanga@pavcs.us	Melissa	Scanga
1/12/2022 20:47:53	khansen@pavcs.us	Katherine	Hansen
1/13/2022 8:00:11	pgehrett@pavcs.us	Patricia	Gehrett
1/13/2022 8:29:07	lspallone@pavcs.us	Lauren	Spallone
1/13/2022 9:00:48	cmarch@pavcs.us	Caitlin	March
1/13/2022 10:04:23	tcooney@pavcs.us	Tara	Cooney
1/13/2022 12:14:37	lburneisen@pavcs.us	Lyndsay	Burneisen
1/13/2022 15:47:39	kshaffer@pavcs.us	Katie	Shaffer
1/14/2022 14:05:21	scardosi@pavcs.us	Sarah	Cardosi
1/19/2022 9:30:50	mgrantz@pavcs.us	Mallory	Grantz

<b>Timestamp</b>	<b>First Name</b>	<b>Last Name</b>
10/5/2021 16:02:31	Diana	Perney
10/6/2021 15:55:58	Laura	Starr
10/6/2021 15:55:59	Hilary	Factor
10/6/2021 15:56:00	Timothy	Irvine
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10/6/2021 15:56:11	Patience	Simon
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10/6/2021 15:56:32	Christina	Cheng
10/6/2021 15:56:33	Stacey	Nichols
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10/6/2021 15:56:40	Lauren	Lusk
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10/6/2021 15:56:43	Emily	Firko
10/6/2021 15:56:45	Leslie	Krefta
10/6/2021 15:56:52	Charles	Tranter
10/6/2021 15:56:54	Angela	Klingenberg
10/6/2021 15:57:00	Terry	Thompson
10/6/2021 15:57:00	Kalina	Kowitz
10/6/2021 15:57:06	Lauren	Schneider
10/6/2021 15:57:07	Anjleke	Leon
10/6/2021 15:57:09	Patrick	Matusz
10/6/2021 15:57:09	Dawn	Snyder
10/6/2021 15:57:11	Kyli	Gorley
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10/6/2021 15:57:13	Bryan	Davis
10/6/2021 15:57:14	William	Donohoe
10/6/2021 15:57:14	Colleen	Kaufman
10/6/2021 15:57:17	Natalie	Petro
10/6/2021 15:57:18	Nicole	Oberrender
10/6/2021 15:57:30	Sarah	Goodwin
10/6/2021 15:57:31	Katie	Daily
10/6/2021 15:57:34	Patricia	Gehrett
10/6/2021 15:57:36	Andrea	Wallach
10/6/2021 15:57:38	Karyn	Raman
10/6/2021 15:57:42	Laura	Denithorne
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10/6/2021 15:58:12	Brittany	Jaroudi
10/6/2021 15:58:14	Mindy	Beatty
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10/6/2021 15:59:31	Sarah	Cardosi
10/6/2021 15:59:33	Jacqueline	Sieber
10/6/2021 15:59:37	Jordan	Stonebraker
10/6/2021 15:59:40	Tracey	Vioral
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10/6/2021 15:59:48	Kelly	Hilf
10/6/2021 15:59:48	Louis	Rocchini
10/6/2021 15:59:49	Bridgit	Jeffries
10/6/2021 15:59:54	Emily	Tomaino
10/6/2021 15:59:54	Lee-Ann	Hilf
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10/6/2021 16:00:03	Rachel	Kyler
10/6/2021 16:00:24	Cynthia	Jones
10/6/2021 16:00:25	Jessica	McLellan
10/6/2021 16:00:26	Karla	Mulrine
10/6/2021 16:00:32	Evelyne	Richardson-Thomas
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10/6/2021 16:00:54	Emma	Spink
10/6/2021 16:00:55	Heather	Alcott
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10/6/2021 16:01:14	Megan	Calderwood
10/6/2021 16:01:26	Vanessa	Bauer
10/6/2021 16:01:27	Christopher	Knechel
10/6/2021 16:01:27	Meredith	DeSalva-Gaffney
10/6/2021 16:01:28	Jessica	Lively
10/6/2021 16:01:30	Robin	Elder
10/6/2021 16:01:38	Jess	Jones
10/6/2021 16:01:38	Michelle	Bornancini
10/6/2021 16:01:39	Amanda	Glevicky
10/6/2021 16:01:41	Maria	Watterson
10/6/2021 16:01:44	Jessica	Ansel
10/6/2021 16:01:45	Sarah	Hayes
10/6/2021 16:01:49	Barry	Harvey
10/6/2021 16:01:52	Mariane	Ferrantino
10/6/2021 16:01:53	Mary Ellen	Moore
10/6/2021 16:02:02	Malena	Howe
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10/6/2021 16:02:09	Tamara	Bacon
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10/6/2021 16:02:56	Amanda	Himmelberger
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10/6/2021 16:03:38	Chris	Evans
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10/6/2021 16:04:10	Joshua	Allen
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10/6/2021 16:04:46	Kat	Anderson
10/6/2021 16:05:01	Shannon	Fisher
10/6/2021 16:05:12	Abigail	(Kauffman) Lawrence
10/6/2021 16:05:25	Elise	Onjack
10/6/2021 16:06:18	Amber	Miller
10/6/2021 16:06:22	Bethany	Croyle
10/6/2021 16:06:26	Suzanne	Betzenberger
10/6/2021 16:06:27	Danielle	Cushman
10/6/2021 16:06:42	Kellene	Harris
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10/6/2021 16:08:17	Anna	Markel

Timestamp	First Name	Last Name
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10/6/2021 16:09:36	Ted	McGurk
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10/6/2021 16:11:13	Kristen	Galo
10/6/2021 16:13:12	Colleen	Kaufman
10/6/2021 16:13:42	Sandy	King
10/6/2021 16:16:24	David	Markel
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10/6/2021 16:18:11	Christa	Fitti
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10/6/2021 16:23:42	Dylan	Konefsky
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10/6/2021 16:24:43	Chelsea	Shirk
10/6/2021 16:25:46	LaToya	Battle
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10/6/2021 16:43:23	Danielle	Santina
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10/6/2021 17:03:37	Julie	Craig
10/6/2021 17:21:13	debby	adamo
10/6/2021 18:37:47	Alexis	Hamm
10/6/2021 19:52:11	Melissa	Sauro
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10/6/2021 21:46:21	Amanda	Salai
10/6/2021 21:57:22	Jenna	Verdekal
10/7/2021 7:39:17	Jennifer	Burke
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10/7/2021 7:59:38	Mallory	Grantz
10/7/2021 8:46:18	Peggy	Vail
10/7/2021 8:49:53	Kate	Celedonia
10/7/2021 8:58:32	Caitlin	March
10/7/2021 9:32:36	Lyndsay	Burneisen
10/7/2021 11:01:01	Casey	Wernick
10/7/2021 12:01:03	Sigrid	Gulbis
10/7/2021 14:01:56	Jennifer	Slater
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10/8/2021 17:00:42	Shaikha	BuAli
10/11/2021 9:49:06	Amy	Austin
10/11/2021 10:53:33	Patricia	McCoy
10/11/2021 13:04:30	Greg	Danchik
10/11/2021 13:44:56	Emily	Reeser
10/11/2021 20:47:19	Megan	Hake



**Professional Development**

AGENDA

10/6/2021

All meetings will be held in the Professional Development Ultra Room. This room can be found in the Professional Development Organization. Unless otherwise noted.

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

**Objectives**

Teachers will recall the importance of utilizing informational text with students to develop comprehension skills.

Teachers will reflect on the use of informational text in their classrooms.

**Materials**

Exit Ticket will be made available in the PD organization at the end of the session.

Teachers and Principals/APs in Grades K-6—Frontline Course  
Balancing Informational and Literary Text

Teachers and Principals/APs in Grades 7-12—Frontline Course  
CCR Anchor Standards for Reading Key Ideas

**Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda	Diana Perney
3:05-3:15	Review 6 Shifts in ELA with focus on Sshifts 1 and 2	Diana Perney Melissa Alcaro
3:15-3:55	Complete appropriate Frontline course	Teachers Principals/APs
3:55-4:00	Exit Ticket	Teachers

Timestamp	Email Address	First Name	Last Name
10/20/2021 15:51:32	psimon@pavcs.us	Patience`	Simon
10/20/2021 15:51:44	cjones@pavcs.us	Cynthia	Jones
10/20/2021 15:52:19	krockwell@pavcs.us	Karen	Rockwell
10/20/2021 15:52:37	mbeatty@pavcs.us	Mindy	Beatty
10/20/2021 15:53:51	rpellegrino@pavcs.us	Robert	Pellegrino
10/20/2021 15:54:15	wdonohoe@pavcs.us	William	Donohoe
10/20/2021 15:54:22	gdanchik@pavcs.us	Greg	Danchik
10/20/2021 15:54:43	mhowe@pavcs.us	Malena	Howe
10/20/2021 15:54:47	alawrence@pavcs.us	Abigail	Lawrence
10/20/2021 15:54:50	bdombach@pavcs.us	Bethany	Dombach
10/20/2021 15:55:18	kanderson@pavcs.us	Kat	Anderson
10/20/2021 15:55:18	mhake@pavcs.us	Megan	Hake
10/20/2021 15:55:21	mferrantino@pavcs.us	Mariane	Ferrantino
10/20/2021 15:55:25	dadamo@pavcs.us	Debby	Adamo
10/20/2021 15:55:31	kbarnett@pavcs.us	Katie	Barnett
10/20/2021 15:55:38	rpullara@pavcs.us	Renee	Pullara
10/20/2021 15:55:43	jgibbs@pavcs.us	Jennifer	Gibbs
10/20/2021 15:55:44	dmarkel@pavcs.us	David	Markel
10/20/2021 15:55:46	jshearer@pavcs.us	Jennica	Shearer
10/20/2021 15:55:48	sscholl@pavcs.us	Stephen	Scholl
10/20/2021 15:56:06	cevans@pavcs.us	Chris	Evans
10/20/2021 15:56:24	rvermeulen@pavcs.us	Rachael	Vermeulen
10/20/2021 15:56:35	ecampbell@pavcs.us	Emily	Campbell
10/20/2021 15:56:37	kswarmer@pavcs.us	Kayla	Swarmer
10/20/2021 15:56:38	pvail@pavcs.us	Peggy	Vail
10/20/2021 15:56:38	scardosi@pavcs.us	Sarah	Cardosi
10/20/2021 15:56:41	pstinson@pavcs.us	Paula	Stinson
10/20/2021 15:56:45	lhilf@pavcs.us	Lee-Ann	Hilf
10/20/2021 15:56:46	khilf@pavcs.us	Kelly	Hilf
10/20/2021 15:57:02	auhing@pavcs.us	Alexandra	Uhing
10/20/2021 15:57:06	ccheng@pavcs.us	Christina	Cheng
10/20/2021 15:57:09	anixon@pavcs.us	Amy	Nixon
10/20/2021 15:57:09	kraman@pavcs.us	Karyn	Raman
10/20/2021 15:57:12	pgehrett@pavcs.us	Patricia	Gehrett
10/20/2021 15:57:14	llusk@pavcs.us	Lauren	Lusk
10/20/2021 15:57:15	jburke@pavcs.us	Jennifer	Burke
10/20/2021 15:57:19	hbyers@pavcs.us	Heather	Byers
10/20/2021 15:57:21	jdorneman@pavcs.us	Jessica	Dorneman
10/20/2021 15:57:23	sbetzenberger@pavcs.us	Suzanne	Betzenberger
10/20/2021 15:57:30	mhicks@pavcs.us	Mary Jo	Hicks
10/20/2021 15:57:40	ctranter@pavcs.us	Charles	Tranter
10/20/2021 15:57:44	bnihoff@pavcs.us	Beth	Nihoff
10/20/2021 15:57:46	lpepe@pavcs.us	Lauren	Pepe
10/20/2021 15:57:48	ckaufman@pavcs.us	Colleen	Kaufman
10/20/2021 15:57:49	bulmer@pavcs.us	Boyd	Ulmer
10/20/2021 15:57:51	sking@pavcs.us	Sandy	King
10/20/2021 15:57:58	awaid@pavcs.us	Audrey	Waid
10/20/2021 15:58:10	shayes@pavcs.us	Sarah	Hayes

Timestamp	Email Address	First Name	Last Name
10/20/2021 15:58:12	relder@pavcs.us	Robin	Elder
10/20/2021 15:58:17	amarkel@pavcs.us	Anna	Markel
10/20/2021 15:58:24	snichols@pavcs.us	Stacey	Nichols
10/20/2021 15:58:25	tthompson@pavcs.us	Terry	Thompson
10/20/2021 15:58:45	kgalo@pavcs.us	Kristen	Galo
10/20/2021 15:58:55	rkeiser@pavcs.us	Renee	Keiser
10/20/2021 15:58:57	hhoffert@pavcs.us	Heather	Hoffert
10/20/2021 15:58:59	sgagliardi@pavcs.us	Sue	Gagliardi
10/20/2021 15:59:02	jgrantz@pavcs.us	Jacob	Grantz
10/20/2021 15:59:02	lschneider@pavcs.us	Lauren	Schneider
10/20/2021 15:59:07	espink@pavcs.us	Emma	Spink
10/20/2021 15:59:09	pmatusz@pavcs.us	Patrick	Matusz
10/20/2021 15:59:09	tirvine@pavcs.us	Timothy	Irvine
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10/20/2021 15:59:12	mtyson@pavcs.us	Michelle	Tyson
10/20/2021 15:59:15	jblizman@pavcs.us	Jennifer	Blizman
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10/20/2021 15:59:19	kmaddix@pavcs.us	Karen	Maddix
10/20/2021 15:59:19	kmulrine@pavcs.us	Karla	Mulrine
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10/20/2021 15:59:28	hbrandt@pavcs.us	Heather	Brandt
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10/20/2021 16:00:37	awasil@pavcs.us	Andrea	Wasil
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10/20/2021 16:00:42	bcohen@pavcs.us	Bret	Cohen
10/20/2021 16:00:43	lkelly@pavcs.us	Lorriene	Kelly
10/20/2021 16:00:48	esvoboda@pavcs.us	Elizabeth	Svoboda
10/20/2021 16:00:57	kgorley@pavcs.us	Kyli	Gorley
10/20/2021 16:01:30	jsieber@pavcs.us	Jacqueline	Sieber
10/20/2021 16:01:30	plauffer@pavcs.us	Peyton	Lauffer
10/20/2021 16:01:31	jmckee@pavcs.us	Joanne	McKee
10/20/2021 16:01:32	abank@pavcs.us	Amanda	Bank
10/20/2021 16:01:32	zmehal@pavcs.us	Zach	Mehal
10/20/2021 16:01:36	bjaroudi@pavcs.us	Brittany	Jaroudi
10/20/2021 16:01:38	lallison@pavcs.us	Leigh Ann	Allison
10/20/2021 16:01:40	rgrimes@pavcs.us	Ruth	Grimes
10/20/2021 16:01:45	cwernick@pavcs.us	Casey	Wernick



Timestamp	Email Address	First Name	Last Name
10/20/2021 16:01:45	lhovrat@pavcs.us	Lori	Horvat
10/20/2021 16:01:45	mwasilko@pavcs.us	Mark	Wasilko
10/20/2021 16:01:49	jallen@pavcs.us	Joshua	Allen
10/20/2021 16:01:53	jstonebraker@pavcs.us	Jordan	Stonerbaker
10/20/2021 16:01:57	jswalga@pavcs.us	Jason	Swalga
10/20/2021 16:02:24	salba@pavcs.us	Samuel	Alba
10/20/2021 16:02:33	eonjack@pavcs.us	Elise	Onjack
10/20/2021 16:02:43	jmclellan@pavcs.us	Jessica	McLellan
10/20/2021 16:02:45	cgomes@pavcs.us	Carolyn	Gomes
10/20/2021 16:02:51	mcalderwood@pavcs.us	Megan	Calderwood
10/20/2021 16:03:09	emcgurk@pavcs.us	Ted	McGurk
10/20/2021 16:03:16	cmarch@pavcs.us	Caitlin	March
10/20/2021 16:03:25	ahimmelberger@pavcs.us	Amanda	Himmelberger
10/20/2021 16:03:28	oahohuendo@pavcs.us	Omonyele	Ahohuendo
10/20/2021 16:03:53	mde salvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
10/20/2021 16:04:00	kceledonia@pavcs.us	Kate	Celedonia
10/20/2021 16:04:01	geisenhower@pavcs.us	Gabrielle	Eisenhower
10/20/2021 16:04:09	sfisher@pavcs.us	Shannon	Fisher
10/20/2021 16:04:11	tcooney@pavcs.us	Tara	Cooney
10/20/2021 16:04:16	dharounmahdavi@pavcs.us	Deena	Haroun Mahdavi
10/20/2021 16:04:19	abolger@pavcs.us	Alyssa	Bolger
10/20/2021 16:04:20	mmoore@pavcs.us	Mary Ellen	Moore
10/20/2021 16:04:37	hfactor@pavcs.us	Hilary	Factor
10/20/2021 16:04:51	msauro@pavcs.us	Melissa	Sauro
10/20/2021 16:05:03	kdonaldson@pavcs.us	Kristin	Donaldson
10/20/2021 16:05:09	jcraig@pavcs.us	Julie	Craig
10/20/2021 16:05:56	sgoodwin@pavcs.us	Sarah	Goodwin
10/20/2021 16:05:58	kshaffer@pavcs.us	Katie	Shaffer
10/20/2021 16:06:10	sgunter@pavcs.us	Susan	Gunter
10/20/2021 16:06:19	rtufariello@pavcs.us	Robin	Tufariello
10/20/2021 16:06:22	cdennis@pavcs.us	Colleen	Dennis
10/20/2021 16:06:54	lbarger@pavcs.us	Laurie	Barger
10/20/2021 16:07:09	vbauer@pavcs.us	Vanessa	Bauer
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10/20/2021 16:07:31	amatusz@pavcs.us	Anastacia	Matusz
10/20/2021 16:07:42	mhauger@pavcs.us	Michelle	Hauger
10/20/2021 16:07:44	bsmith@pavcs.us	Brittany	Smith
10/20/2021 16:08:18	sgulbis@pavcs.us	Sigrid	Gulbis
10/20/2021 16:08:40	halcott@pavcs.us	Hesther	Alcott
10/20/2021 16:09:01	mwatterson@pavcs.us	Maria	Watterson
10/20/2021 16:09:06	azullick@pavcs.us	Aaron	Zullick
10/20/2021 16:09:06	dcushman@pavcs.us	Danielle	Cushman
10/20/2021 16:09:12	kharris@pavcs.us	Kellene	Harris
10/20/2021 16:09:12	dkonefsky@pavcs.us	Dylan	Konefsky
10/20/2021 16:09:35	khallman@pavcs.us	Kelly	Hallman
10/20/2021 16:09:44	amiller@pavcs.us	Amber	Miller
10/20/2021 16:09:47	mlittle@pavcs.us	Melissa	Little
10/20/2021 16:10:04	mbornancini@pavcs.us	Michelle	Bornancini
10/20/2021 16:10:16	lrocchini@pavcs.us	Louis	Rocchini
10/20/2021 16:10:18	aoberholtzer@pavcs.us	April	Oberholtzer
10/20/2021 16:11:17	tklasnic@pavcs.us	Trina	Klasnic
10/20/2021 16:11:37	cfitti@pavcs.us	Christa	Fitti
10/20/2021 16:12:55	dmorales@pavcs.us	Daniel	Morales
10/20/2021 16:13:00	blewis@pavcs.us	Bradley	Lewis

<b>Timestamp</b>	<b>Email Address</b>	<b>First Name</b>	<b>Last Name</b>
10/20/2021 16:14:53	noberrender@pavcs.us	Nicole	Oberrender
10/20/2021 16:16:07	jclaar@pavcs.us	Janese	Claar
10/20/2021 16:16:26	lstarr@pavcs.us	Laura	Starr
10/20/2021 16:17:13	jcallahan@pavcs.us	Jessica	Callahan
10/20/2021 16:17:43	npetro@pavcs.us	Natalie	Petro
10/20/2021 16:17:58	atomanio@pavcs.us	Angela	Tomanio
10/20/2021 16:18:05	dkwiecinski@pavcs.us	DeAnna	Kwiecinski
10/20/2021 16:18:42	hhurley@pavcs.us	Heather	Hurley
10/20/2021 16:19:10	bharvey@pavcs.us	Barry	Harvey
10/20/2021 16:21:17	sbuali@pavcs.us	Shaikha	BuAli
10/20/2021 16:24:34	dsantina@pavcs.us	Danielle	Santina
10/20/2021 16:27:17	vgarbutt@pavcs.us	Tori	Garbutt
10/20/2021 16:33:41	jford@pavcs.us	James	Ford
10/20/2021 16:40:57	lkrefta@pavcs.us	Leslie	Krefta
10/20/2021 16:41:00	adajczak@pavcs.us	Amy	Dajczak
10/20/2021 16:42:46	khansen@pavcs.us	Katherine	Hansen
10/20/2021 16:48:54	awroten@pavcs.us	Ali	Wroten
10/20/2021 16:51:02	etomaino@pavcs.us	Emily	Tomaino
10/20/2021 16:58:22	ktaylor@pavcs.us	Kate	Taylor
10/20/2021 17:02:30	awallach@pavcs.us	Andrea	Wallach
10/20/2021 17:41:58	lsteen@pavcs.us	Lisa	Steen
10/20/2021 17:53:05	tstrauss@pavcs.us	Taylor	Strauss
10/20/2021 18:05:33	mscanga@pavcs.us	Melissa	Scanga
10/20/2021 19:17:38	sdzemyan@pavcs.us	Scott	Dzemyan
10/20/2021 19:48:10	cwillits@pavcs.us	Cynthia	Willits
10/20/2021 20:13:58	tvioral@pavcs.us	Tracey	Vioral
10/20/2021 20:52:08	ssteighner@pavcs.us	Stacie	Steighner
10/20/2021 21:15:58	kdaily@pavcs.us	Katie	Daily
10/20/2021 21:28:47	cshirk@pavcs.us	Chelsea	Shirk
10/20/2021 22:21:52	ahamm@pavcs.us	Alexis	Hamm
10/21/2021 9:50:07	sverton@pavcs.us	Sonya	Verton
10/21/2021 11:12:52	cmcgeever@pavcs.us	Codie	McGeever
10/21/2021 11:40:15	lburneisen@pavcs.us	Lyndsay	Burneisen
10/21/2021 20:26:28	pslater@pavcs.us	Pamela	Slater
10/21/2021 20:29:42	jslater@pavcs.us	Jennifer	Slater
10/22/2021 15:38:54	tbahn@pavcs.us	Tanya	Bahn
10/24/2021 21:46:13	lidenithorne@pavcs.us	Laura	Denithorne
10/25/2021 11:47:56	hbazilian@pavcs.us	Heidi	Bazilian
10/25/2021 20:40:47	tbacon@pavcs.us	Tamara	Bacon
10/27/2021 15:23:38	jcapone@pavcs.us	Jennifer	Capone
11/19/2021 9:59:52	pmccoy@pavcs.us	Patricia	McCoy



## Professional Development

AGENDA  
10/20/2021

This is an async PD. Please listen to the audio directions. If you have questions, please come to the Professional Development Ultra room to ask Diana or Melissa

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

### **Objectives:**

Teachers will understand the connection of analyzing text complexity to scaffolding student access.

Teachers will become familiar with tools for analyzing the complexity of a text and planning for instruction.

Teachers will consider how to create and sequence questions that support all students in accessing complex text and the lightbulb moment.

### **Materials**

Exit Ticket will be made available in the PD organization at 3:55pm.

Audio Directions for October 20 PD

<https://drive.google.com/file/d/1CKTPWWzr4JfoZp5GwalZOJB86Oh76nST/view?usp=sharing>

Webinar Link

<https://achievethecore.org/page/2793/what-is-text-complexity-and-why-does-it-matter-2016-feb-webinar> (Fast Forward 5 minutes into the webinar)

Handouts to the webinar.

<https://drive.google.com/file/d/1VqK2loIuwIWD3KjIQo2dcZUesum-E8S7/view?usp=sharing>

Listen to the Webinar until 3:55. At 3:55 where ever you are, stop to complete the exit ticket.

Questions to consider. See below.

### **Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda via Audio Directions	Diana Perney
3:05-3:55	View Text Complexity: Scaffolding Student Access	Achieve the Core Webinar
3:55-4:00	Exit Ticket	Teachers



**PAVIRTUAL**  
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406  
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500  
WWW.PAVCSK12.ORG

### Questions to Consider

Where do I start when planning instruction around a complex text?

How do the concepts of complex text and corresponding big ideas connect to your classroom?

Once I have identified the big idea and elements of complexity, how do I plan for instruction?

How can carefully crafted and sequenced questions create a “bread crumb trail” to the big idea(s) of a complex text?

How will you apply these ideas around carefully crafted and sequenced questions with your students?

<b>Timestamp</b>	<b>First Name</b>	<b>Last Name</b>
10/5/2021 16:02:31	Diana	Perney
10/6/2021 15:55:58	Laura	Starr
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10/6/2021 15:56:00	Timothy	Irvine
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Timestamp	First Name	Last Name
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10/6/2021 16:00:03	Rachel	Kyler
10/6/2021 16:00:24	Cynthia	Jones
10/6/2021 16:00:25	Jessica	McLellan
10/6/2021 16:00:26	Karla	Mulrine
10/6/2021 16:00:32	Evelyne	Richardson-Thomas
10/6/2021 16:00:38	DeAnna	Kwiecinski
10/6/2021 16:00:44	Rick	Verga
10/6/2021 16:00:48	Renee	Pullara
10/6/2021 16:00:54	Emma	Spink
10/6/2021 16:00:55	Heather	Alcott
10/6/2021 16:01:01	Kayla	Swarmer

Timestamp	First Name	Last Name
10/6/2021 16:01:06	Robert	Pellegrino
10/6/2021 16:01:14	Megan	Calderwood
10/6/2021 16:01:26	Vanessa	Bauer
10/6/2021 16:01:27	Christopher	Knechel
10/6/2021 16:01:27	Meredith	DeSalva-Gaffney
10/6/2021 16:01:28	Jessica	Lively
10/6/2021 16:01:30	Robin	Elder
10/6/2021 16:01:38	Jess	Jones
10/6/2021 16:01:38	Michelle	Bornancini
10/6/2021 16:01:39	Amanda	Glevicky
10/6/2021 16:01:41	Maria	Watterson
10/6/2021 16:01:44	Jessica	Ansel
10/6/2021 16:01:45	Sarah	Hayes
10/6/2021 16:01:49	Barry	Harvey
10/6/2021 16:01:52	Mariane	Ferrantino
10/6/2021 16:01:53	Mary Ellen	Moore
10/6/2021 16:02:02	Malena	Howe
10/6/2021 16:02:08	Amy	Nixon
10/6/2021 16:02:09	Tamara	Bacon
10/6/2021 16:02:09	Jessica	Callahan
10/6/2021 16:02:18	Heather	Hoffert
10/6/2021 16:02:19	Rachelle	Toth
10/6/2021 16:02:27	Melissa	Bieber
10/6/2021 16:02:31	Lorriene	Kelly
10/6/2021 16:02:34	Scott	Dzemyan
10/6/2021 16:02:41	Bret	Cohen
10/6/2021 16:02:43	Jessica	Dorneman
10/6/2021 16:02:50	Pamela	Slater
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10/6/2021 16:02:53	Zach	Montgomery
10/6/2021 16:02:56	Amanda	Himmelberger
10/6/2021 16:03:22	Jennifer	Nester
10/6/2021 16:03:24	Rob	Karney
10/6/2021 16:03:28	Deena	Haroun Mahdavi
10/6/2021 16:03:31	Trina	Klasnic
10/6/2021 16:03:37	Karen	Rockwell
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10/6/2021 16:03:57	Robin	Tufariello
10/6/2021 16:04:02	Ruth	Grimes
10/6/2021 16:04:10	Joshua	Allen
10/6/2021 16:04:32	Zach	Mehal
10/6/2021 16:04:46	Kat	Anderson
10/6/2021 16:05:01	Shannon	Fisher
10/6/2021 16:05:12	Abigail	(Kauffman) Lawrence
10/6/2021 16:05:25	Elise	Onjack
10/6/2021 16:06:18	Amber	Miller
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10/6/2021 16:08:17	Anna	Markel

Timestamp	First Name	Last Name
10/6/2021 16:08:22	Lisa	Steen
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10/6/2021 16:11:13	Kristen	Galo
10/6/2021 16:13:12	Colleen	Kaufman
10/6/2021 16:13:42	Sandy	King
10/6/2021 16:16:24	David	Markel
10/6/2021 16:16:49	Lauren	Pepe
10/6/2021 16:18:07	Emily	Peffer
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10/6/2021 16:25:46	LaToya	Battle
10/6/2021 16:31:56	Ali	Wroten
10/6/2021 16:34:29	Katie	Barnett
10/6/2021 16:43:23	Danielle	Santina
10/6/2021 16:53:25	Melissa	Scanga
10/6/2021 17:01:35	james	ford
10/6/2021 17:03:37	Julie	Craig
10/6/2021 17:21:13	debby	adamo
10/6/2021 18:37:47	Alexis	Hamm
10/6/2021 19:52:11	Melissa	Sauro
10/6/2021 20:46:02	Cynthia	Willits
10/6/2021 21:46:21	Amanda	Salai
10/6/2021 21:57:22	Jenna	Verdekal
10/7/2021 7:39:17	Jennifer	Burke
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10/7/2021 7:59:38	Mallory	Grantz
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10/7/2021 8:49:53	Kate	Celedonia
10/7/2021 8:58:32	Caitlin	March
10/7/2021 9:32:36	Lyndsay	Burneisen
10/7/2021 11:01:01	Casey	Wernick
10/7/2021 12:01:03	Sigrid	Gulbis
10/7/2021 14:01:56	Jennifer	Slater
10/8/2021 11:24:08	Angela	Tomanio
10/8/2021 15:16:51	Jillian	Huegel
10/8/2021 17:00:42	Shaikha	BuAli
10/11/2021 9:49:06	Amy	Austin
10/11/2021 10:53:33	Patricia	McCoy
10/11/2021 13:04:30	Greg	Danchik
10/11/2021 13:44:56	Emily	Reeser
10/11/2021 20:47:19	Megan	Hake





**Professional Development**

AGENDA

10/6/2021

All meetings will be held in the Professional Development Ultra Room. This room can be found in the Professional Development Organization. Unless otherwise noted.

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

**Objectives**

Teachers will recall the importance of utilizing informational text with students to develop comprehension skills.

Teachers will reflect on the use of informational text in their classrooms.

**Materials**

Exit Ticket will be made available in the PD organization at the end of the session.

Teachers and Principals/APs in Grades K-6—Frontline Course  
Balancing Informational and Literary Text

Teachers and Principals/APs in Grades 7-12—Frontline Course  
CCR Anchor Standards for Reading Key Ideas

**Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda	Diana Perney
3:05-3:15	Review 6 Shifts in ELA with focus on Sshifts 1 and 2	Diana Perney Melissa Alcaro
3:15-3:55	Complete appropriate Frontline course	Teachers Principals/APs
3:55-4:00	Exit Ticket	Teachers

Timestamp	Email Address	First Name	Last Name
10/20/2021 15:51:32	psimon@pavcs.us	Patience`	Simon
10/20/2021 15:51:44	cjones@pavcs.us	Cynthia	Jones
10/20/2021 15:52:19	krockwell@pavcs.us	Karen	Rockwell
10/20/2021 15:52:37	mbeatty@pavcs.us	Mindy	Beatty
10/20/2021 15:53:51	rpellegrino@pavcs.us	Robert	Pellegrino
10/20/2021 15:54:15	wdonohoe@pavcs.us	William	Donohoe
10/20/2021 15:54:22	gdanchik@pavcs.us	Greg	Danchik
10/20/2021 15:54:43	mhowe@pavcs.us	Malena	Howe
10/20/2021 15:54:47	alawrence@pavcs.us	Abigail	Lawrence
10/20/2021 15:54:50	bdombach@pavcs.us	Bethany	Dombach
10/20/2021 15:55:18	kanderson@pavcs.us	Kat	Anderson
10/20/2021 15:55:18	mhake@pavcs.us	Megan	Hake
10/20/2021 15:55:21	mferrantino@pavcs.us	Mariane	Ferrantino
10/20/2021 15:55:25	dadamo@pavcs.us	Debby	Adamo
10/20/2021 15:55:31	kbarnett@pavcs.us	Katie	Barnett
10/20/2021 15:55:38	rpullara@pavcs.us	Renee	Pullara
10/20/2021 15:55:43	jgibbs@pavcs.us	Jennifer	Gibbs
10/20/2021 15:55:44	dmarkel@pavcs.us	David	Markel
10/20/2021 15:55:46	jshearer@pavcs.us	Jennica	Shearer
10/20/2021 15:55:48	sscholl@pavcs.us	Stephen	Scholl
10/20/2021 15:56:06	cevans@pavcs.us	Chris	Evans
10/20/2021 15:56:24	rvermeulen@pavcs.us	Rachael	Vermeulen
10/20/2021 15:56:35	ecampbell@pavcs.us	Emily	Campbell
10/20/2021 15:56:37	kswarmer@pavcs.us	Kayla	Swarmer
10/20/2021 15:56:38	pvail@pavcs.us	Peggy	Vail
10/20/2021 15:56:38	scardosi@pavcs.us	Sarah	Cardosi
10/20/2021 15:56:41	pstinson@pavcs.us	Paula	Stinson
10/20/2021 15:56:45	lhilf@pavcs.us	Lee-Ann	Hilf
10/20/2021 15:56:46	khilf@pavcs.us	Kelly	Hilf
10/20/2021 15:57:02	auhing@pavcs.us	Alexandra	Uhing
10/20/2021 15:57:06	ccheng@pavcs.us	Christina	Cheng
10/20/2021 15:57:09	anixon@pavcs.us	Amy	Nixon
10/20/2021 15:57:09	kraman@pavcs.us	Karyn	Raman
10/20/2021 15:57:12	pgehrett@pavcs.us	Patricia	Gehrett
10/20/2021 15:57:14	llusk@pavcs.us	Lauren	Lusk
10/20/2021 15:57:15	jburke@pavcs.us	Jennifer	Burke
10/20/2021 15:57:19	hbyers@pavcs.us	Heather	Byers
10/20/2021 15:57:21	jdorneman@pavcs.us	Jessica	Dorneman
10/20/2021 15:57:23	sbetzenberger@pavcs.us	Suzanne	Betzenberger
10/20/2021 15:57:30	mhicks@pavcs.us	Mary Jo	Hicks
10/20/2021 15:57:40	ctranter@pavcs.us	Charles	Tranter
10/20/2021 15:57:44	bnihoff@pavcs.us	Beth	Nihoff
10/20/2021 15:57:46	lpepe@pavcs.us	Lauren	Pepe
10/20/2021 15:57:48	ckaufman@pavcs.us	Colleen	Kaufman
10/20/2021 15:57:49	bulmer@pavcs.us	Boyd	Ulmer
10/20/2021 15:57:51	sking@pavcs.us	Sandy	King
10/20/2021 15:57:58	awaid@pavcs.us	Audrey	Waid
10/20/2021 15:58:10	shayes@pavcs.us	Sarah	Hayes

Timestamp	Email Address	First Name	Last Name
10/20/2021 15:58:12	relder@pavcs.us	Robin	Elder
10/20/2021 15:58:17	amarkel@pavcs.us	Anna	Markel
10/20/2021 15:58:24	snichols@pavcs.us	Stacey	Nichols
10/20/2021 15:58:25	tthompson@pavcs.us	Terry	Thompson
10/20/2021 15:58:45	kgalo@pavcs.us	Kristen	Galo
10/20/2021 15:58:55	rkeiser@pavcs.us	Renee	Keiser
10/20/2021 15:58:57	hhoffert@pavcs.us	Heather	Hoffert
10/20/2021 15:58:59	sgagliardi@pavcs.us	Sue	Gagliardi
10/20/2021 15:59:02	jgrantz@pavcs.us	Jacob	Grantz
10/20/2021 15:59:02	lschneider@pavcs.us	Lauren	Schneider
10/20/2021 15:59:07	espink@pavcs.us	Emma	Spink
10/20/2021 15:59:09	pmatusz@pavcs.us	Patrick	Matusz
10/20/2021 15:59:09	tirvine@pavcs.us	Timothy	Irvine
10/20/2021 15:59:12	aklingenberg@pavcs.us	Angela	Klingenberg
10/20/2021 15:59:12	mtyson@pavcs.us	Michelle	Tyson
10/20/2021 15:59:15	jblizman@pavcs.us	Jennifer	Blizman
10/20/2021 15:59:18	aivanco@pavcs.us	Alyssa	Ivanco
10/20/2021 15:59:19	kmaddix@pavcs.us	Karen	Maddix
10/20/2021 15:59:19	kmulrine@pavcs.us	Karla	Mulrine
10/20/2021 15:59:28	lmartin@pavcs.us	Lori	Martin
10/20/2021 15:59:28	hbrandt@pavcs.us	Heather	Brandt
10/20/2021 15:59:29	rkarney@pavcs.us	Rob	Karney
10/20/2021 15:59:47	erichardsonthomas@pavcs.us	Evelyne	Richardson-Thomas
10/20/2021 15:59:53	nfine@pavcs.us	Nathan	Fine
10/20/2021 15:59:55	epeffer@pavcs.us	Emily	Peffer
10/20/2021 15:59:55	jnester@pavcs.us	Jennifer	Nester
10/20/2021 15:59:56	jansel@pavcs.us	Jessica	Ansel
10/20/2021 16:00:06	codham@pavcs.us	Christy	Odham
10/20/2021 16:00:06	pramos@pavcs.us	Paula	Ramos
10/20/2021 16:00:09	rkyler@pavcs.us	Rachel	Kyler
10/20/2021 16:00:17	jlively@pavcs.us	Jessica	Lively
10/20/2021 16:00:18	efreynik@pavcs.us	Erin	Freynik
10/20/2021 16:00:19	efirko@pavcs.us	Emily	Firko
10/20/2021 16:00:19	jjones@pavcs.us	Jessica	Jones
10/20/2021 16:00:26	bcroyle@pavcs.us	Bethany	Croyle
10/20/2021 16:00:27	kmeans@pavcs.us	Kimberly	Means
10/20/2021 16:00:31	jneilson@pavcs.us	Jennifer	Neilson
10/20/2021 16:00:31	jhuegel@pavcs.us	Jillian	Huegel
10/20/2021 16:00:33	dsnyder@pavcs.us	Dawn	Snyder
10/20/2021 16:00:37	awasil@pavcs.us	Andrea	Wasil
10/20/2021 16:00:40	lbattle@pavcs.us	LaToya	Battle
10/20/2021 16:00:42	bcohen@pavcs.us	Bret	Cohen
10/20/2021 16:00:43	lkelly@pavcs.us	Lorriene	Kelly
10/20/2021 16:00:48	esvoboda@pavcs.us	Elizabeth	Svoboda
10/20/2021 16:00:57	kgorley@pavcs.us	Kyli	Gorley
10/20/2021 16:01:30	jsieber@pavcs.us	Jacqueline	Sieber
10/20/2021 16:01:30	plauffer@pavcs.us	Peyton	Lauffer
10/20/2021 16:01:31	jmckee@pavcs.us	Joanne	McKee
10/20/2021 16:01:32	abank@pavcs.us	Amanda	Bank
10/20/2021 16:01:32	zmehal@pavcs.us	Zach	Mehal
10/20/2021 16:01:36	bjaroudi@pavcs.us	Brittany	Jaroudi
10/20/2021 16:01:38	lallison@pavcs.us	Leigh Ann	Allison
10/20/2021 16:01:40	rgrimes@pavcs.us	Ruth	Grimes
10/20/2021 16:01:45	cwernick@pavcs.us	Casey	Wernick

Timestamp	Email Address	First Name	Last Name
10/20/2021 16:01:45	lhovrat@pavcs.us	Lori	Horvat
10/20/2021 16:01:45	mwasilko@pavcs.us	Mark	Wasilko
10/20/2021 16:01:49	jallen@pavcs.us	Joshua	Allen
10/20/2021 16:01:53	jstonebraker@pavcs.us	Jordan	Stonerbaker
10/20/2021 16:01:57	jswalga@pavcs.us	Jason	Swalga
10/20/2021 16:02:24	salba@pavcs.us	Samuel	Alba
10/20/2021 16:02:33	eonjack@pavcs.us	Elise	Onjack
10/20/2021 16:02:43	jmclellan@pavcs.us	Jessica	McLellan
10/20/2021 16:02:45	cgomes@pavcs.us	Carolyn	Gomes
10/20/2021 16:02:51	mcalderwood@pavcs.us	Megan	Calderwood
10/20/2021 16:03:09	emcgurk@pavcs.us	Ted	McGurk
10/20/2021 16:03:16	cmarch@pavcs.us	Caitlin	March
10/20/2021 16:03:25	ahimmelberger@pavcs.us	Amanda	Himmelberger
10/20/2021 16:03:28	oahohuendo@pavcs.us	Omonyele	Ahohuendo
10/20/2021 16:03:53	mde salvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
10/20/2021 16:04:00	kceledonia@pavcs.us	Kate	Celedonia
10/20/2021 16:04:01	geisenhower@pavcs.us	Gabrielle	Eisenhower
10/20/2021 16:04:09	sfisher@pavcs.us	Shannon	Fisher
10/20/2021 16:04:11	tcooney@pavcs.us	Tara	Cooney
10/20/2021 16:04:16	dharounmahdavi@pavcs.us	Deena	Haroun Mahdavi
10/20/2021 16:04:19	abolger@pavcs.us	Alyssa	Bolger
10/20/2021 16:04:20	mmoore@pavcs.us	Mary Ellen	Moore
10/20/2021 16:04:37	hfactor@pavcs.us	Hilary	Factor
10/20/2021 16:04:51	msauro@pavcs.us	Melissa	Sauro
10/20/2021 16:05:03	kdonaldson@pavcs.us	Kristin	Donaldson
10/20/2021 16:05:09	jcraig@pavcs.us	Julie	Craig
10/20/2021 16:05:56	sgoodwin@pavcs.us	Sarah	Goodwin
10/20/2021 16:05:58	kshaffer@pavcs.us	Katie	Shaffer
10/20/2021 16:06:10	sgunter@pavcs.us	Susan	Gunter
10/20/2021 16:06:19	rtufariello@pavcs.us	Robin	Tufariello
10/20/2021 16:06:22	cdennis@pavcs.us	Colleen	Dennis
10/20/2021 16:06:54	lbarger@pavcs.us	Laurie	Barger
10/20/2021 16:07:09	vbauer@pavcs.us	Vanessa	Bauer
10/20/2021 16:07:16	mbieber@pavcs.us	Melissa	Bieber
10/20/2021 16:07:31	amatusz@pavcs.us	Anastacia	Matusz
10/20/2021 16:07:42	mhauger@pavcs.us	Michelle	Hauger
10/20/2021 16:07:44	bsmith@pavcs.us	Brittany	Smith
10/20/2021 16:08:18	sgulbis@pavcs.us	Sigrid	Gulbis
10/20/2021 16:08:40	halcott@pavcs.us	Hesther	Alcott
10/20/2021 16:09:01	mwatterson@pavcs.us	Maria	Watterson
10/20/2021 16:09:06	azullick@pavcs.us	Aaron	Zullick
10/20/2021 16:09:06	dcushman@pavcs.us	Danielle	Cushman
10/20/2021 16:09:12	kharris@pavcs.us	Kellene	Harris
10/20/2021 16:09:12	dkonefsky@pavcs.us	Dylan	Konefsky
10/20/2021 16:09:35	khallman@pavcs.us	Kelly	Hallman
10/20/2021 16:09:44	amiller@pavcs.us	Amber	Miller
10/20/2021 16:09:47	mlittle@pavcs.us	Melissa	Little
10/20/2021 16:10:04	mbornancini@pavcs.us	Michelle	Bornancini
10/20/2021 16:10:16	lrocchini@pavcs.us	Louis	Rocchini
10/20/2021 16:10:18	aoberholtzer@pavcs.us	April	Oberholtzer
10/20/2021 16:11:17	tklasnic@pavcs.us	Trina	Klasnic
10/20/2021 16:11:37	cfitti@pavcs.us	Christa	Fitti
10/20/2021 16:12:55	dmorales@pavcs.us	Daniel	Morales
10/20/2021 16:13:00	blewis@pavcs.us	Bradley	Lewis

<b>Timestamp</b>	<b>Email Address</b>	<b>First Name</b>	<b>Last Name</b>
10/20/2021 16:14:53	noberrender@pavcs.us	Nicole	Oberrender
10/20/2021 16:16:07	jclaar@pavcs.us	Janese	Claar
10/20/2021 16:16:26	lstarr@pavcs.us	Laura	Starr
10/20/2021 16:17:13	jcallahan@pavcs.us	Jessica	Callahan
10/20/2021 16:17:43	npetro@pavcs.us	Natalie	Petro
10/20/2021 16:17:58	atomanio@pavcs.us	Angela	Tomanio
10/20/2021 16:18:05	dkwiecinski@pavcs.us	DeAnna	Kwiecinski
10/20/2021 16:18:42	hhurley@pavcs.us	Heather	Hurley
10/20/2021 16:19:10	bharvey@pavcs.us	Barry	Harvey
10/20/2021 16:21:17	sbuali@pavcs.us	Shaikha	BuAli
10/20/2021 16:24:34	dsantina@pavcs.us	Danielle	Santina
10/20/2021 16:27:17	vgarbutt@pavcs.us	Tori	Garbutt
10/20/2021 16:33:41	jford@pavcs.us	James	Ford
10/20/2021 16:40:57	lkrefta@pavcs.us	Leslie	Krefta
10/20/2021 16:41:00	adajczak@pavcs.us	Amy	Dajczak
10/20/2021 16:42:46	khansen@pavcs.us	Katherine	Hansen
10/20/2021 16:48:54	awroten@pavcs.us	Ali	Wroten
10/20/2021 16:51:02	etomaino@pavcs.us	Emily	Tomaino
10/20/2021 16:58:22	ktaylor@pavcs.us	Kate	Taylor
10/20/2021 17:02:30	awallach@pavcs.us	Andrea	Wallach
10/20/2021 17:41:58	lsteen@pavcs.us	Lisa	Steen
10/20/2021 17:53:05	tstrauss@pavcs.us	Taylor	Strauss
10/20/2021 18:05:33	mscanga@pavcs.us	Melissa	Scanga
10/20/2021 19:17:38	sdzemyan@pavcs.us	Scott	Dzemyan
10/20/2021 19:48:10	cwillits@pavcs.us	Cynthia	Willits
10/20/2021 20:13:58	tvioral@pavcs.us	Tracey	Vioral
10/20/2021 20:52:08	ssteighner@pavcs.us	Stacie	Steighner
10/20/2021 21:15:58	kdaily@pavcs.us	Katie	Daily
10/20/2021 21:28:47	cshirk@pavcs.us	Chelsea	Shirk
10/20/2021 22:21:52	ahamm@pavcs.us	Alexis	Hamm
10/21/2021 9:50:07	sverton@pavcs.us	Sonya	Verton
10/21/2021 11:12:52	cmcgeever@pavcs.us	Codie	McGeever
10/21/2021 11:40:15	lburneisen@pavcs.us	Lyndsay	Burneisen
10/21/2021 20:26:28	pslater@pavcs.us	Pamela	Slater
10/21/2021 20:29:42	jslater@pavcs.us	Jennifer	Slater
10/22/2021 15:38:54	tbahn@pavcs.us	Tanya	Bahn
10/24/2021 21:46:13	ldenithorne@pavcs.us	Laura	Denithorne
10/25/2021 11:47:56	hbazilian@pavcs.us	Heidi	Bazilian
10/25/2021 20:40:47	tbacon@pavcs.us	Tamara	Bacon
10/27/2021 15:23:38	jcapone@pavcs.us	Jennifer	Capone
11/19/2021 9:59:52	pmccoy@pavcs.us	Patricia	McCoy



## Professional Development

AGENDA  
10/20/2021

This is an async PD. Please listen to the audio directions. If you have questions, please come to the Professional Development Ultra room to ask Diana or Melissa

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

### **Objectives:**

Teachers will understand the connection of analyzing text complexity to scaffolding student access.

Teachers will become familiar with tools for analyzing the complexity of a text and planning for instruction.

Teachers will consider how to create and sequence questions that support all students in accessing complex text and the lightbulb moment.

### **Materials**

Exit Ticket will be made available in the PD organization at 3:55pm.

Audio Directions for October 20 PD

<https://drive.google.com/file/d/1CKTPWWzr4JfoZp5GwalZOBJB86Oh76nST/view?usp=sharing>

Webinar Link

<https://achievethecore.org/page/2793/what-is-text-complexity-and-why-does-it-matter-2016-feb-webinar> (Fast Forward 5 minutes into the webinar)

Handouts to the webinar.

<https://drive.google.com/file/d/1VqK2loIuwIWD3KjIQo2dcZUesum-E8S7/view?usp=sharing>

Listen to the Webinar until 3:55. At 3:55 where ever you are, stop to complete the exit ticket.

Questions to consider. See below.

### **Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda via Audio Directions	Diana Perney
3:05-3:55	View Text Complexity: Scaffolding Student Access	Achieve the Core Webinar
3:55-4:00	Exit Ticket	Teachers



**PAVIRTUAL**  
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406  
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500  
WWW.PAVCSK12.ORG

### Questions to Consider

Where do I start when planning instruction around a complex text?

How do the concepts of complex text and corresponding big ideas connect to your classroom?

Once I have identified the big idea and elements of complexity, how do I plan for instruction?

How can carefully crafted and sequenced questions create a “bread crumb trail” to the big idea(s) of a complex text?

How will you apply these ideas around carefully crafted and sequenced questions with your students?

<b>Timestamp</b>	<b>First Name</b>	<b>Last Name</b>
10/5/2021 16:02:31	Diana	Perney
10/6/2021 15:55:58	Laura	Starr
10/6/2021 15:55:59	Hilary	Factor
10/6/2021 15:56:00	Timothy	Irvine
10/6/2021 15:56:06	Jennifer	Blizman
10/6/2021 15:56:11	Patience	Simon
10/6/2021 15:56:21	Emily	Campbell
10/6/2021 15:56:26	Bradley	Lewis
10/6/2021 15:56:28	Jacob	Grantz
10/6/2021 15:56:32	Christina	Cheng
10/6/2021 15:56:33	Stacey	Nichols
10/6/2021 15:56:34	Beth	Nihoff
10/6/2021 15:56:35	Bethany	Dombach
10/6/2021 15:56:35	April	Oberholtzer
10/6/2021 15:56:36	Paula	Stinson
10/6/2021 15:56:40	Lauren	Lusk
10/6/2021 15:56:40	Peyton	Lauffer
10/6/2021 15:56:43	Emily	Firko
10/6/2021 15:56:45	Leslie	Krefta
10/6/2021 15:56:52	Charles	Tranter
10/6/2021 15:56:54	Angela	Klingenberg
10/6/2021 15:57:00	Terry	Thompson
10/6/2021 15:57:00	Kalina	Kowitz
10/6/2021 15:57:06	Lauren	Schneider
10/6/2021 15:57:07	Anjleke	Leon
10/6/2021 15:57:09	Patrick	Matusz
10/6/2021 15:57:09	Dawn	Snyder
10/6/2021 15:57:11	Kyli	Gorley
10/6/2021 15:57:13	Melissa	Little
10/6/2021 15:57:13	Bryan	Davis
10/6/2021 15:57:14	William	Donohoe
10/6/2021 15:57:14	Colleen	Kaufman
10/6/2021 15:57:17	Natalie	Petro
10/6/2021 15:57:18	Nicole	Oberrender
10/6/2021 15:57:30	Sarah	Goodwin
10/6/2021 15:57:31	Katie	Daily
10/6/2021 15:57:34	Patricia	Gehrett
10/6/2021 15:57:36	Andrea	Wallach
10/6/2021 15:57:38	Karyn	Raman
10/6/2021 15:57:42	Laura	Denithorne
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10/6/2021 15:58:04	Audrey	Waid
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10/6/2021 15:58:09	Alexandra	Uhing
10/6/2021 15:58:12	Brittany	Jaroudi
10/6/2021 15:58:14	Mindy	Beatty
10/6/2021 15:58:16	Kimberly	Means



Timestamp	First Name	Last Name
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10/6/2021 15:58:22	Christy	Odham
10/6/2021 15:58:25	Susan	Gunter
10/6/2021 15:58:26	Heather	Brandt
10/6/2021 15:58:28	Elizabeth	Svoboda
10/6/2021 15:58:30	Michelle	Tyson
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10/6/2021 15:58:32	Christopher	Knechel
10/6/2021 15:58:33	Kristin	Donaldson
10/6/2021 15:58:36	Brittany	Smith
10/6/2021 15:58:37	Stephen	Scholl
10/6/2021 15:58:41	Karen	Maddix
10/6/2021 15:58:44	Laura	Afshari
10/6/2021 15:58:45	Mary Jo	Hicks
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10/6/2021 15:58:54	Jason	Swalga
10/6/2021 15:58:54	Kelly	Hallman
10/6/2021 15:59:05	Taylor	Strauss
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10/6/2021 15:59:08	Michelle	Hauger
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10/6/2021 15:59:20	Katie	Shaffer
10/6/2021 15:59:21	Heather	Hurley
10/6/2021 15:59:21	Joanne	McKee
10/6/2021 15:59:22	Carolyn	Gomes
10/6/2021 15:59:24	Heidi	Bazilian
10/6/2021 15:59:28	Leigh Ann	Allison
10/6/2021 15:59:30	Alyssa	Ivanco
10/6/2021 15:59:31	Sarah	Cardosi
10/6/2021 15:59:33	Jacqueline	Sieber
10/6/2021 15:59:37	Jordan	Stonebraker
10/6/2021 15:59:40	Tracey	Vioral
10/6/2021 15:59:40	Paula	Ramos
10/6/2021 15:59:41	Renee	Keiser
10/6/2021 15:59:48	Kelly	Hilf
10/6/2021 15:59:48	Louis	Rocchini
10/6/2021 15:59:49	Bridgit	Jeffries
10/6/2021 15:59:54	Emily	Tomaino
10/6/2021 15:59:54	Lee-Ann	Hilf
10/6/2021 16:00:02	Nathan	Fine
10/6/2021 16:00:03	Rachel	Kyler
10/6/2021 16:00:24	Cynthia	Jones
10/6/2021 16:00:25	Jessica	McLellan
10/6/2021 16:00:26	Karla	Mulrine
10/6/2021 16:00:32	Evelyne	Richardson-Thomas
10/6/2021 16:00:38	DeAnna	Kwiecinski
10/6/2021 16:00:44	Rick	Verga
10/6/2021 16:00:48	Renee	Pullara
10/6/2021 16:00:54	Emma	Spink
10/6/2021 16:00:55	Heather	Alcott
10/6/2021 16:01:01	Kayla	Swarmer

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10/6/2021 16:01:14	Megan	Calderwood
10/6/2021 16:01:26	Vanessa	Bauer
10/6/2021 16:01:27	Christopher	Knechel
10/6/2021 16:01:27	Meredith	DeSalva-Gaffney
10/6/2021 16:01:28	Jessica	Lively
10/6/2021 16:01:30	Robin	Elder
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10/6/2021 16:01:39	Amanda	Glevicky
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10/6/2021 16:01:44	Jessica	Ansel
10/6/2021 16:01:45	Sarah	Hayes
10/6/2021 16:01:49	Barry	Harvey
10/6/2021 16:01:52	Mariane	Ferrantino
10/6/2021 16:01:53	Mary Ellen	Moore
10/6/2021 16:02:02	Malena	Howe
10/6/2021 16:02:08	Amy	Nixon
10/6/2021 16:02:09	Tamara	Bacon
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10/6/2021 16:02:18	Heather	Hoffert
10/6/2021 16:02:19	Rachelle	Toth
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10/6/2021 16:02:34	Scott	Dzemyan
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10/6/2021 16:02:43	Jessica	Dorneman
10/6/2021 16:02:50	Pamela	Slater
10/6/2021 16:02:52	Amy	Dajczak
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10/6/2021 16:04:46	Kat	Anderson
10/6/2021 16:05:01	Shannon	Fisher
10/6/2021 16:05:12	Abigail	(Kauffman) Lawrence
10/6/2021 16:05:25	Elise	Onjack
10/6/2021 16:06:18	Amber	Miller
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10/6/2021 16:06:26	Suzanne	Betzenberger
10/6/2021 16:06:27	Danielle	Cushman
10/6/2021 16:06:42	Kellene	Harris
10/6/2021 16:07:38	Tanya	Bahn
10/6/2021 16:08:08	Sonya	Verton
10/6/2021 16:08:17	Anna	Markel

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10/6/2021 16:08:36	Tara	Cooney
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10/6/2021 16:13:42	Sandy	King
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10/6/2021 16:31:56	Ali	Wroten
10/6/2021 16:34:29	Katie	Barnett
10/6/2021 16:43:23	Danielle	Santina
10/6/2021 16:53:25	Melissa	Scanga
10/6/2021 17:01:35	james	ford
10/6/2021 17:03:37	Julie	Craig
10/6/2021 17:21:13	debby	adamo
10/6/2021 18:37:47	Alexis	Hamm
10/6/2021 19:52:11	Melissa	Sauro
10/6/2021 20:46:02	Cynthia	Willits
10/6/2021 21:46:21	Amanda	Salai
10/6/2021 21:57:22	Jenna	Verdekal
10/7/2021 7:39:17	Jennifer	Burke
10/7/2021 7:47:43	Horvat	Lori
10/7/2021 7:59:38	Mallory	Grantz
10/7/2021 8:46:18	Peggy	Vail
10/7/2021 8:49:53	Kate	Celedonia
10/7/2021 8:58:32	Caitlin	March
10/7/2021 9:32:36	Lyndsay	Burneisen
10/7/2021 11:01:01	Casey	Wernick
10/7/2021 12:01:03	Sigrid	Gulbis
10/7/2021 14:01:56	Jennifer	Slater
10/8/2021 11:24:08	Angela	Tomanio
10/8/2021 15:16:51	Jillian	Huegel
10/8/2021 17:00:42	Shaikha	BuAli
10/11/2021 9:49:06	Amy	Austin
10/11/2021 10:53:33	Patricia	McCoy
10/11/2021 13:04:30	Greg	Danchik
10/11/2021 13:44:56	Emily	Reeser
10/11/2021 20:47:19	Megan	Hake



**Professional Development**

AGENDA

10/6/2021

All meetings will be held in the Professional Development Ultra Room. This room can be found in the Professional Development Organization. Unless otherwise noted.

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

**Objectives**

Teachers will recall the importance of utilizing informational text with students to develop comprehension skills.

Teachers will reflect on the use of informational text in their classrooms.

**Materials**

Exit Ticket will be made available in the PD organization at the end of the session.

Teachers and Principals/APs in Grades K-6—Frontline Course  
Balancing Informational and Literary Text

Teachers and Principals/APs in Grades 7-12—Frontline Course  
CCR Anchor Standards for Reading Key Ideas

**Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda	Diana Perney
3:05-3:15	Review 6 Shifts in ELA with focus on Sshifts 1 and 2	Diana Perney Melissa Alcaro
3:15-3:55	Complete appropriate Frontline course	Teachers Principals/APs
3:55-4:00	Exit Ticket	Teachers

Timestamp	Email Address	First Name	Last Name
10/20/2021 15:51:32	psimon@pavcs.us	Patience`	Simon
10/20/2021 15:51:44	cjones@pavcs.us	Cynthia	Jones
10/20/2021 15:52:19	krockwell@pavcs.us	Karen	Rockwell
10/20/2021 15:52:37	mbeatty@pavcs.us	Mindy	Beatty
10/20/2021 15:53:51	rpellegrino@pavcs.us	Robert	Pellegrino
10/20/2021 15:54:15	wdonohoe@pavcs.us	William	Donohoe
10/20/2021 15:54:22	gdanchik@pavcs.us	Greg	Danchik
10/20/2021 15:54:43	mhowe@pavcs.us	Malena	Howe
10/20/2021 15:54:47	alawrence@pavcs.us	Abigail	Lawrence
10/20/2021 15:54:50	bdombach@pavcs.us	Bethany	Dombach
10/20/2021 15:55:18	kanderson@pavcs.us	Kat	Anderson
10/20/2021 15:55:18	mhake@pavcs.us	Megan	Hake
10/20/2021 15:55:21	mferrantino@pavcs.us	Mariane	Ferrantino
10/20/2021 15:55:25	dadamo@pavcs.us	Debby	Adamo
10/20/2021 15:55:31	kbarnett@pavcs.us	Katie	Barnett
10/20/2021 15:55:38	rpullara@pavcs.us	Renee	Pullara
10/20/2021 15:55:43	jgibbs@pavcs.us	Jennifer	Gibbs
10/20/2021 15:55:44	dmarkel@pavcs.us	David	Markel
10/20/2021 15:55:46	jshearer@pavcs.us	Jennica	Shearer
10/20/2021 15:55:48	sscholl@pavcs.us	Stephen	Scholl
10/20/2021 15:56:06	cevans@pavcs.us	Chris	Evans
10/20/2021 15:56:24	rvermeulen@pavcs.us	Rachael	Vermeulen
10/20/2021 15:56:35	ecampbell@pavcs.us	Emily	Campbell
10/20/2021 15:56:37	kswarmer@pavcs.us	Kayla	Swarmer
10/20/2021 15:56:38	pvail@pavcs.us	Peggy	Vail
10/20/2021 15:56:38	scardosi@pavcs.us	Sarah	Cardosi
10/20/2021 15:56:41	pstinson@pavcs.us	Paula	Stinson
10/20/2021 15:56:45	lhilf@pavcs.us	Lee-Ann	Hilf
10/20/2021 15:56:46	khilf@pavcs.us	Kelly	Hilf
10/20/2021 15:57:02	auhing@pavcs.us	Alexandra	Uhing
10/20/2021 15:57:06	ccheng@pavcs.us	Christina	Cheng
10/20/2021 15:57:09	anixon@pavcs.us	Amy	Nixon
10/20/2021 15:57:09	kraman@pavcs.us	Karyn	Raman
10/20/2021 15:57:12	pgehrett@pavcs.us	Patricia	Gehrett
10/20/2021 15:57:14	llusk@pavcs.us	Lauren	Lusk
10/20/2021 15:57:15	jburke@pavcs.us	Jennifer	Burke
10/20/2021 15:57:19	hbyers@pavcs.us	Heather	Byers
10/20/2021 15:57:21	jdorneman@pavcs.us	Jessica	Dorneman
10/20/2021 15:57:23	sbetzenberger@pavcs.us	Suzanne	Betzenberger
10/20/2021 15:57:30	mhicks@pavcs.us	Mary Jo	Hicks
10/20/2021 15:57:40	ctranter@pavcs.us	Charles	Tranter
10/20/2021 15:57:44	bnihoff@pavcs.us	Beth	Nihoff
10/20/2021 15:57:46	lpepe@pavcs.us	Lauren	Pepe
10/20/2021 15:57:48	ckaufman@pavcs.us	Colleen	Kaufman
10/20/2021 15:57:49	bulmer@pavcs.us	Boyd	Ulmer
10/20/2021 15:57:51	sking@pavcs.us	Sandy	King
10/20/2021 15:57:58	awaid@pavcs.us	Audrey	Waid
10/20/2021 15:58:10	shayes@pavcs.us	Sarah	Hayes

Timestamp	Email Address	First Name	Last Name
10/20/2021 15:58:12	relder@pavcs.us	Robin	Elder
10/20/2021 15:58:17	amarkel@pavcs.us	Anna	Markel
10/20/2021 15:58:24	snichols@pavcs.us	Stacey	Nichols
10/20/2021 15:58:25	tthompson@pavcs.us	Terry	Thompson
10/20/2021 15:58:45	kgalo@pavcs.us	Kristen	Galo
10/20/2021 15:58:55	rkeiser@pavcs.us	Renee	Keiser
10/20/2021 15:58:57	hhoffert@pavcs.us	Heather	Hoffert
10/20/2021 15:58:59	sgagliardi@pavcs.us	Sue	Gagliardi
10/20/2021 15:59:02	jgrantz@pavcs.us	Jacob	Grantz
10/20/2021 15:59:02	lschneider@pavcs.us	Lauren	Schneider
10/20/2021 15:59:07	espink@pavcs.us	Emma	Spink
10/20/2021 15:59:09	pmatusz@pavcs.us	Patrick	Matusz
10/20/2021 15:59:09	tirvine@pavcs.us	Timothy	Irvine
10/20/2021 15:59:12	aklingenberg@pavcs.us	Angela	Klingenberg
10/20/2021 15:59:12	mtyson@pavcs.us	Michelle	Tyson
10/20/2021 15:59:15	jblizman@pavcs.us	Jennifer	Blizman
10/20/2021 15:59:18	aivanco@pavcs.us	Alyssa	Ivanco
10/20/2021 15:59:19	kmaddix@pavcs.us	Karen	Maddix
10/20/2021 15:59:19	kmulrine@pavcs.us	Karla	Mulrine
10/20/2021 15:59:28	lmartin@pavcs.us	Lori	Martin
10/20/2021 15:59:28	hbrandt@pavcs.us	Heather	Brandt
10/20/2021 15:59:29	rkarney@pavcs.us	Rob	Karney
10/20/2021 15:59:47	erichardsonthomas@pavcs.us	Evelyne	Richardson-Thomas
10/20/2021 15:59:53	nfine@pavcs.us	Nathan	Fine
10/20/2021 15:59:55	epeffer@pavcs.us	Emily	Peffer
10/20/2021 15:59:55	jnester@pavcs.us	Jennifer	Nester
10/20/2021 15:59:56	jansel@pavcs.us	Jessica	Ansel
10/20/2021 16:00:06	codham@pavcs.us	Christy	Odham
10/20/2021 16:00:06	pramos@pavcs.us	Paula	Ramos
10/20/2021 16:00:09	rkyler@pavcs.us	Rachel	Kyler
10/20/2021 16:00:17	jlively@pavcs.us	Jessica	Lively
10/20/2021 16:00:18	efreynik@pavcs.us	Erin	Freynik
10/20/2021 16:00:19	efirko@pavcs.us	Emily	Firko
10/20/2021 16:00:19	jjones@pavcs.us	Jessica	Jones
10/20/2021 16:00:26	bcroyle@pavcs.us	Bethany	Croyle
10/20/2021 16:00:27	kmeans@pavcs.us	Kimberly	Means
10/20/2021 16:00:31	jneilson@pavcs.us	Jennifer	Neilson
10/20/2021 16:00:31	jhuegel@pavcs.us	Jillian	Huegel
10/20/2021 16:00:33	dsnyder@pavcs.us	Dawn	Snyder
10/20/2021 16:00:37	awasil@pavcs.us	Andrea	Wasil
10/20/2021 16:00:40	lbattle@pavcs.us	LaToya	Battle
10/20/2021 16:00:42	bcohen@pavcs.us	Bret	Cohen
10/20/2021 16:00:43	lkelly@pavcs.us	Lorriene	Kelly
10/20/2021 16:00:48	esvoboda@pavcs.us	Elizabeth	Svoboda
10/20/2021 16:00:57	kgorley@pavcs.us	Kyli	Gorley
10/20/2021 16:01:30	jsieber@pavcs.us	Jacqueline	Sieber
10/20/2021 16:01:30	plauffer@pavcs.us	Peyton	Lauffer
10/20/2021 16:01:31	jmckee@pavcs.us	Joanne	McKee
10/20/2021 16:01:32	abank@pavcs.us	Amanda	Bank
10/20/2021 16:01:32	zmehal@pavcs.us	Zach	Mehal
10/20/2021 16:01:36	bjaroudi@pavcs.us	Brittany	Jaroudi
10/20/2021 16:01:38	lallison@pavcs.us	Leigh Ann	Allison
10/20/2021 16:01:40	rgrimes@pavcs.us	Ruth	Grimes
10/20/2021 16:01:45	cwernick@pavcs.us	Casey	Wernick

Timestamp	Email Address	First Name	Last Name
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10/20/2021 16:01:45	mwasilko@pavcs.us	Mark	Wasilko
10/20/2021 16:01:49	jallen@pavcs.us	Joshua	Allen
10/20/2021 16:01:53	jstonebraker@pavcs.us	Jordan	Stonerbaker
10/20/2021 16:01:57	jswalga@pavcs.us	Jason	Swalga
10/20/2021 16:02:24	salba@pavcs.us	Samuel	Alba
10/20/2021 16:02:33	eonjack@pavcs.us	Elise	Onjack
10/20/2021 16:02:43	jmclellan@pavcs.us	Jessica	McLellan
10/20/2021 16:02:45	cgomes@pavcs.us	Carolyn	Gomes
10/20/2021 16:02:51	mcalderwood@pavcs.us	Megan	Calderwood
10/20/2021 16:03:09	emcgurk@pavcs.us	Ted	McGurk
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10/20/2021 16:03:25	ahimmelberger@pavcs.us	Amanda	Himmelberger
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10/20/2021 16:03:53	mde salvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
10/20/2021 16:04:00	kceledonia@pavcs.us	Kate	Celedonia
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10/20/2021 16:04:37	hfactor@pavcs.us	Hilary	Factor
10/20/2021 16:04:51	msauro@pavcs.us	Melissa	Sauro
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10/20/2021 16:13:00	blewis@pavcs.us	Bradley	Lewis

<b>Timestamp</b>	<b>Email Address</b>	<b>First Name</b>	<b>Last Name</b>
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10/20/2021 16:24:34	dsantina@pavcs.us	Danielle	Santina
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10/20/2021 17:02:30	awallach@pavcs.us	Andrea	Wallach
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10/20/2021 22:21:52	ahamm@pavcs.us	Alexis	Hamm
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10/21/2021 11:40:15	lburneisen@pavcs.us	Lyndsay	Burneisen
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10/21/2021 20:29:42	jslater@pavcs.us	Jennifer	Slater
10/22/2021 15:38:54	tbahn@pavcs.us	Tanya	Bahn
10/24/2021 21:46:13	lidenithorne@pavcs.us	Laura	Denithorne
10/25/2021 11:47:56	hbazilian@pavcs.us	Heidi	Bazilian
10/25/2021 20:40:47	tbacon@pavcs.us	Tamara	Bacon
10/27/2021 15:23:38	jcapone@pavcs.us	Jennifer	Capone
11/19/2021 9:59:52	pmccoy@pavcs.us	Patricia	McCoy





## Professional Development

AGENDA  
10/20/2021

This is an async PD. Please listen to the audio directions. If you have questions, please come to the Professional Development Ultra room to ask Diana or Melissa

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

### **Objectives:**

Teachers will understand the connection of analyzing text complexity to scaffolding student access.

Teachers will become familiar with tools for analyzing the complexity of a text and planning for instruction.

Teachers will consider how to create and sequence questions that support all students in accessing complex text and the lightbulb moment.

### **Materials**

Exit Ticket will be made available in the PD organization at 3:55pm.

Audio Directions for October 20 PD

<https://drive.google.com/file/d/1CKTPWWzr4JfoZp5GwalZOJB86Oh76nST/view?usp=sharing>

Webinar Link

<https://achievethecore.org/page/2793/what-is-text-complexity-and-why-does-it-matter-2016-feb-webinar> (Fast Forward 5 minutes into the webinar)

Handouts to the webinar.

<https://drive.google.com/file/d/1VqK2loIuwIWD3KjIQo2dcZUesum-E8S7/view?usp=sharing>

Listen to the Webinar until 3:55. At 3:55 where ever you are, stop to complete the exit ticket.

Questions to consider. See below.

### **Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda via Audio Directions	Diana Perney
3:05-3:55	View Text Complexity: Scaffolding Student Access	Achieve the Core Webinar
3:55-4:00	Exit Ticket	Teachers



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630 PARK AVENUE, KING OF PRUSSIA, PA 19406  
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WWW.PAVCSK12.ORG

### Questions to Consider

Where do I start when planning instruction around a complex text?

How do the concepts of complex text and corresponding big ideas connect to your classroom?

Once I have identified the big idea and elements of complexity, how do I plan for instruction?

How can carefully crafted and sequenced questions create a “bread crumb trail” to the big idea(s) of a complex text?

How will you apply these ideas around carefully crafted and sequenced questions with your students?

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10/6/2021 15:56:00	Timothy	Irvine
10/6/2021 15:56:06	Jennifer	Blizman
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10/11/2021 20:47:19	Megan	Hake



**Professional Development**

AGENDA

10/6/2021

All meetings will be held in the Professional Development Ultra Room. This room can be found in the Professional Development Organization. Unless otherwise noted.

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

**Objectives**

Teachers will recall the importance of utilizing informational text with students to develop comprehension skills.

Teachers will reflect on the use of informational text in their classrooms.

**Materials**

Exit Ticket will be made available in the PD organization at the end of the session.

Teachers and Principals/APs in Grades K-6—Frontline Course  
Balancing Informational and Literary Text

Teachers and Principals/APs in Grades 7-12—Frontline Course  
CCR Anchor Standards for Reading Key Ideas

**Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda	Diana Perney
3:05-3:15	Review 6 Shifts in ELA with focus on Sshifts 1 and 2	Diana Perney Melissa Alcaro
3:15-3:55	Complete appropriate Frontline course	Teachers Principals/APs
3:55-4:00	Exit Ticket	Teachers

Timestamp	Email Address	First Name	Last Name
10/20/2021 15:51:32	psimon@pavcs.us	Patience`	Simon
10/20/2021 15:51:44	cjones@pavcs.us	Cynthia	Jones
10/20/2021 15:52:19	krockwell@pavcs.us	Karen	Rockwell
10/20/2021 15:52:37	mbeatty@pavcs.us	Mindy	Beatty
10/20/2021 15:53:51	rpellegrino@pavcs.us	Robert	Pellegrino
10/20/2021 15:54:15	wdonohoe@pavcs.us	William	Donohoe
10/20/2021 15:54:22	gdanchik@pavcs.us	Greg	Danchik
10/20/2021 15:54:43	mhowe@pavcs.us	Malena	Howe
10/20/2021 15:54:47	alawrence@pavcs.us	Abigail	Lawrence
10/20/2021 15:54:50	bdombach@pavcs.us	Bethany	Dombach
10/20/2021 15:55:18	kanderson@pavcs.us	Kat	Anderson
10/20/2021 15:55:18	mhake@pavcs.us	Megan	Hake
10/20/2021 15:55:21	mferrantino@pavcs.us	Mariane	Ferrantino
10/20/2021 15:55:25	dadamo@pavcs.us	Debby	Adamo
10/20/2021 15:55:31	kbarnett@pavcs.us	Katie	Barnett
10/20/2021 15:55:38	rpullara@pavcs.us	Renee	Pullara
10/20/2021 15:55:43	jgibbs@pavcs.us	Jennifer	Gibbs
10/20/2021 15:55:44	dmarkel@pavcs.us	David	Markel
10/20/2021 15:55:46	jshearer@pavcs.us	Jennica	Shearer
10/20/2021 15:55:48	sscholl@pavcs.us	Stephen	Scholl
10/20/2021 15:56:06	cevans@pavcs.us	Chris	Evans
10/20/2021 15:56:24	rvermeulen@pavcs.us	Rachael	Vermeulen
10/20/2021 15:56:35	ecampbell@pavcs.us	Emily	Campbell
10/20/2021 15:56:37	kswarmer@pavcs.us	Kayla	Swarmer
10/20/2021 15:56:38	pvail@pavcs.us	Peggy	Vail
10/20/2021 15:56:38	scardosi@pavcs.us	Sarah	Cardosi
10/20/2021 15:56:41	pstinson@pavcs.us	Paula	Stinson
10/20/2021 15:56:45	lhilf@pavcs.us	Lee-Ann	Hilf
10/20/2021 15:56:46	khilf@pavcs.us	Kelly	Hilf
10/20/2021 15:57:02	auhing@pavcs.us	Alexandra	Uhing
10/20/2021 15:57:06	ccheng@pavcs.us	Christina	Cheng
10/20/2021 15:57:09	anixon@pavcs.us	Amy	Nixon
10/20/2021 15:57:09	kraman@pavcs.us	Karyn	Raman
10/20/2021 15:57:12	pgehrett@pavcs.us	Patricia	Gehrett
10/20/2021 15:57:14	llusk@pavcs.us	Lauren	Lusk
10/20/2021 15:57:15	jburke@pavcs.us	Jennifer	Burke
10/20/2021 15:57:19	hbyers@pavcs.us	Heather	Byers
10/20/2021 15:57:21	jdorneman@pavcs.us	Jessica	Dorneman
10/20/2021 15:57:23	sbetzenberger@pavcs.us	Suzanne	Betzenberger
10/20/2021 15:57:30	mhicks@pavcs.us	Mary Jo	Hicks
10/20/2021 15:57:40	ctranter@pavcs.us	Charles	Tranter
10/20/2021 15:57:44	bnihoff@pavcs.us	Beth	Nihoff
10/20/2021 15:57:46	lpepe@pavcs.us	Lauren	Pepe
10/20/2021 15:57:48	ckaufman@pavcs.us	Colleen	Kaufman
10/20/2021 15:57:49	bulmer@pavcs.us	Boyd	Ulmer
10/20/2021 15:57:51	sking@pavcs.us	Sandy	King
10/20/2021 15:57:58	awaid@pavcs.us	Audrey	Waid
10/20/2021 15:58:10	shayes@pavcs.us	Sarah	Hayes



Timestamp	Email Address	First Name	Last Name
10/20/2021 15:58:12	relder@pavcs.us	Robin	Elder
10/20/2021 15:58:17	amarkel@pavcs.us	Anna	Markel
10/20/2021 15:58:24	snichols@pavcs.us	Stacey	Nichols
10/20/2021 15:58:25	tthompson@pavcs.us	Terry	Thompson
10/20/2021 15:58:45	kgalo@pavcs.us	Kristen	Galo
10/20/2021 15:58:55	rkeiser@pavcs.us	Renee	Keiser
10/20/2021 15:58:57	hhoffert@pavcs.us	Heather	Hoffert
10/20/2021 15:58:59	sgagliardi@pavcs.us	Sue	Gagliardi
10/20/2021 15:59:02	jgrantz@pavcs.us	Jacob	Grantz
10/20/2021 15:59:02	lschneider@pavcs.us	Lauren	Schneider
10/20/2021 15:59:07	espink@pavcs.us	Emma	Spink
10/20/2021 15:59:09	pmatusz@pavcs.us	Patrick	Matusz
10/20/2021 15:59:09	tirvine@pavcs.us	Timothy	Irvine
10/20/2021 15:59:12	aklingenberg@pavcs.us	Angela	Klingenberg
10/20/2021 15:59:12	mtyson@pavcs.us	Michelle	Tyson
10/20/2021 15:59:15	jblizman@pavcs.us	Jennifer	Blizman
10/20/2021 15:59:18	aivanco@pavcs.us	Alyssa	Ivanco
10/20/2021 15:59:19	kmaddix@pavcs.us	Karen	Maddix
10/20/2021 15:59:19	kmulrine@pavcs.us	Karla	Mulrine
10/20/2021 15:59:28	lmartin@pavcs.us	Lori	Martin
10/20/2021 15:59:28	hbrandt@pavcs.us	Heather	Brandt
10/20/2021 15:59:29	rkarney@pavcs.us	Rob	Karney
10/20/2021 15:59:47	erichardsonthomas@pavcs.us	Evelyne	Richardson-Thomas
10/20/2021 15:59:53	nfine@pavcs.us	Nathan	Fine
10/20/2021 15:59:55	epeffer@pavcs.us	Emily	Peffer
10/20/2021 15:59:55	jnester@pavcs.us	Jennifer	Nester
10/20/2021 15:59:56	jansel@pavcs.us	Jessica	Ansel
10/20/2021 16:00:06	codham@pavcs.us	Christy	Odham
10/20/2021 16:00:06	pramos@pavcs.us	Paula	Ramos
10/20/2021 16:00:09	rkyler@pavcs.us	Rachel	Kyler
10/20/2021 16:00:17	jlively@pavcs.us	Jessica	Lively
10/20/2021 16:00:18	efreynik@pavcs.us	Erin	Freynik
10/20/2021 16:00:19	efirko@pavcs.us	Emily	Firko
10/20/2021 16:00:19	jjones@pavcs.us	Jessica	Jones
10/20/2021 16:00:26	bcroyle@pavcs.us	Bethany	Croyle
10/20/2021 16:00:27	kmeans@pavcs.us	Kimberly	Means
10/20/2021 16:00:31	jneilson@pavcs.us	Jennifer	Neilson
10/20/2021 16:00:31	jhuegel@pavcs.us	Jillian	Huegel
10/20/2021 16:00:33	dsnyder@pavcs.us	Dawn	Snyder
10/20/2021 16:00:37	awasil@pavcs.us	Andrea	Wasil
10/20/2021 16:00:40	lbattle@pavcs.us	LaToya	Battle
10/20/2021 16:00:42	bcohen@pavcs.us	Bret	Cohen
10/20/2021 16:00:43	lkelly@pavcs.us	Lorriene	Kelly
10/20/2021 16:00:48	esvoboda@pavcs.us	Elizabeth	Svoboda
10/20/2021 16:00:57	kgorley@pavcs.us	Kyli	Gorley
10/20/2021 16:01:30	jsieber@pavcs.us	Jacqueline	Sieber
10/20/2021 16:01:30	plauffer@pavcs.us	Peyton	Lauffer
10/20/2021 16:01:31	jmckee@pavcs.us	Joanne	McKee
10/20/2021 16:01:32	abank@pavcs.us	Amanda	Bank
10/20/2021 16:01:32	zmehal@pavcs.us	Zach	Mehal
10/20/2021 16:01:36	bjaroudi@pavcs.us	Brittany	Jaroudi
10/20/2021 16:01:38	lallison@pavcs.us	Leigh Ann	Allison
10/20/2021 16:01:40	rgrimes@pavcs.us	Ruth	Grimes
10/20/2021 16:01:45	cwernick@pavcs.us	Casey	Wernick

Timestamp	Email Address	First Name	Last Name
10/20/2021 16:01:45	lhovrat@pavcs.us	Lori	Horvat
10/20/2021 16:01:45	mwasilko@pavcs.us	Mark	Wasilko
10/20/2021 16:01:49	jallen@pavcs.us	Joshua	Allen
10/20/2021 16:01:53	jstonebraker@pavcs.us	Jordan	Stonerbaker
10/20/2021 16:01:57	jswalga@pavcs.us	Jason	Swalga
10/20/2021 16:02:24	salba@pavcs.us	Samuel	Alba
10/20/2021 16:02:33	eonjack@pavcs.us	Elise	Onjack
10/20/2021 16:02:43	jmclellan@pavcs.us	Jessica	McLellan
10/20/2021 16:02:45	cgomes@pavcs.us	Carolyn	Gomes
10/20/2021 16:02:51	mcalderwood@pavcs.us	Megan	Calderwood
10/20/2021 16:03:09	emcgurk@pavcs.us	Ted	McGurk
10/20/2021 16:03:16	cmarch@pavcs.us	Caitlin	March
10/20/2021 16:03:25	ahimmelberger@pavcs.us	Amanda	Himmelberger
10/20/2021 16:03:28	oahohuendo@pavcs.us	Omonyele	Ahohuendo
10/20/2021 16:03:53	mde salvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
10/20/2021 16:04:00	kceledonia@pavcs.us	Kate	Celedonia
10/20/2021 16:04:01	geisenhower@pavcs.us	Gabrielle	Eisenhower
10/20/2021 16:04:09	sfisher@pavcs.us	Shannon	Fisher
10/20/2021 16:04:11	tcooney@pavcs.us	Tara	Cooney
10/20/2021 16:04:16	dharounmahdavi@pavcs.us	Deena	Haroun Mahdavi
10/20/2021 16:04:19	abolger@pavcs.us	Alyssa	Bolger
10/20/2021 16:04:20	mmoore@pavcs.us	Mary Ellen	Moore
10/20/2021 16:04:37	hfactor@pavcs.us	Hilary	Factor
10/20/2021 16:04:51	msauro@pavcs.us	Melissa	Sauro
10/20/2021 16:05:03	kdonaldson@pavcs.us	Kristin	Donaldson
10/20/2021 16:05:09	jcraig@pavcs.us	Julie	Craig
10/20/2021 16:05:56	sgoodwin@pavcs.us	Sarah	Goodwin
10/20/2021 16:05:58	kshaffer@pavcs.us	Katie	Shaffer
10/20/2021 16:06:10	sgunter@pavcs.us	Susan	Gunter
10/20/2021 16:06:19	rtufariello@pavcs.us	Robin	Tufariello
10/20/2021 16:06:22	cdennis@pavcs.us	Colleen	Dennis
10/20/2021 16:06:54	lbarger@pavcs.us	Laurie	Barger
10/20/2021 16:07:09	vbauer@pavcs.us	Vanessa	Bauer
10/20/2021 16:07:16	mbieber@pavcs.us	Melissa	Bieber
10/20/2021 16:07:31	amatusz@pavcs.us	Anastacia	Matusz
10/20/2021 16:07:42	mhauger@pavcs.us	Michelle	Hauger
10/20/2021 16:07:44	bsmith@pavcs.us	Brittany	Smith
10/20/2021 16:08:18	sgulbis@pavcs.us	Sigrid	Gulbis
10/20/2021 16:08:40	halcott@pavcs.us	Hesther	Alcott
10/20/2021 16:09:01	mwatterson@pavcs.us	Maria	Watterson
10/20/2021 16:09:06	azullick@pavcs.us	Aaron	Zullick
10/20/2021 16:09:06	dcushman@pavcs.us	Danielle	Cushman
10/20/2021 16:09:12	kharris@pavcs.us	Kellene	Harris
10/20/2021 16:09:12	dkonefsky@pavcs.us	Dylan	Konefsky
10/20/2021 16:09:35	khallman@pavcs.us	Kelly	Hallman
10/20/2021 16:09:44	amiller@pavcs.us	Amber	Miller
10/20/2021 16:09:47	mlittle@pavcs.us	Melissa	Little
10/20/2021 16:10:04	mbornancini@pavcs.us	Michelle	Bornancini
10/20/2021 16:10:16	lrocchini@pavcs.us	Louis	Rocchini
10/20/2021 16:10:18	aoberholtzer@pavcs.us	April	Oberholtzer
10/20/2021 16:11:17	tklasnic@pavcs.us	Trina	Klasnic
10/20/2021 16:11:37	cfitti@pavcs.us	Christa	Fitti
10/20/2021 16:12:55	dmorales@pavcs.us	Daniel	Morales
10/20/2021 16:13:00	blewis@pavcs.us	Bradley	Lewis

<b>Timestamp</b>	<b>Email Address</b>	<b>First Name</b>	<b>Last Name</b>
10/20/2021 16:14:53	noberrender@pavcs.us	Nicole	Oberrender
10/20/2021 16:16:07	jclaar@pavcs.us	Janese	Claar
10/20/2021 16:16:26	lstarr@pavcs.us	Laura	Starr
10/20/2021 16:17:13	jcallahan@pavcs.us	Jessica	Callahan
10/20/2021 16:17:43	npetro@pavcs.us	Natalie	Petro
10/20/2021 16:17:58	atomanio@pavcs.us	Angela	Tomanio
10/20/2021 16:18:05	dkwiecinski@pavcs.us	DeAnna	Kwiecinski
10/20/2021 16:18:42	hhurley@pavcs.us	Heather	Hurley
10/20/2021 16:19:10	bharvey@pavcs.us	Barry	Harvey
10/20/2021 16:21:17	sbuali@pavcs.us	Shaikha	BuAli
10/20/2021 16:24:34	dsantina@pavcs.us	Danielle	Santina
10/20/2021 16:27:17	vgarbutt@pavcs.us	Tori	Garbutt
10/20/2021 16:33:41	jford@pavcs.us	James	Ford
10/20/2021 16:40:57	lkrefta@pavcs.us	Leslie	Krefta
10/20/2021 16:41:00	adajczak@pavcs.us	Amy	Dajczak
10/20/2021 16:42:46	khansen@pavcs.us	Katherine	Hansen
10/20/2021 16:48:54	awroten@pavcs.us	Ali	Wroten
10/20/2021 16:51:02	etomaino@pavcs.us	Emily	Tomaino
10/20/2021 16:58:22	ktaylor@pavcs.us	Kate	Taylor
10/20/2021 17:02:30	awallach@pavcs.us	Andrea	Wallach
10/20/2021 17:41:58	lsteen@pavcs.us	Lisa	Steen
10/20/2021 17:53:05	tstrauss@pavcs.us	Taylor	Strauss
10/20/2021 18:05:33	mscanga@pavcs.us	Melissa	Scanga
10/20/2021 19:17:38	sdzemyan@pavcs.us	Scott	Dzemyan
10/20/2021 19:48:10	cwillits@pavcs.us	Cynthia	Willits
10/20/2021 20:13:58	tvioral@pavcs.us	Tracey	Vioral
10/20/2021 20:52:08	ssteighner@pavcs.us	Stacie	Steighner
10/20/2021 21:15:58	kdaily@pavcs.us	Katie	Daily
10/20/2021 21:28:47	cshirk@pavcs.us	Chelsea	Shirk
10/20/2021 22:21:52	ahamm@pavcs.us	Alexis	Hamm
10/21/2021 9:50:07	sverton@pavcs.us	Sonya	Verton
10/21/2021 11:12:52	cmcgeever@pavcs.us	Codie	McGeever
10/21/2021 11:40:15	lburneisen@pavcs.us	Lyndsay	Burneisen
10/21/2021 20:26:28	pslater@pavcs.us	Pamela	Slater
10/21/2021 20:29:42	jslater@pavcs.us	Jennifer	Slater
10/22/2021 15:38:54	tbahn@pavcs.us	Tanya	Bahn
10/24/2021 21:46:13	ldenithorne@pavcs.us	Laura	Denithorne
10/25/2021 11:47:56	hbazilian@pavcs.us	Heidi	Bazilian
10/25/2021 20:40:47	tbacon@pavcs.us	Tamara	Bacon
10/27/2021 15:23:38	jcapone@pavcs.us	Jennifer	Capone
11/19/2021 9:59:52	pmccoy@pavcs.us	Patricia	McCoy



### Professional Development

AGENDA  
10/20/2021

This is an async PD. Please listen to the audio directions. If you have questions, please come to the Professional Development Ultra room to ask Diana or Melissa

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

#### **Objectives:**

Teachers will understand the connection of analyzing text complexity to scaffolding student access.

Teachers will become familiar with tools for analyzing the complexity of a text and planning for instruction.

Teachers will consider how to create and sequence questions that support all students in accessing complex text and the lightbulb moment.

#### **Materials**

Exit Ticket will be made available in the PD organization at 3:55pm.

Audio Directions for October 20 PD

<https://drive.google.com/file/d/1CKTPWWzr4JfoZp5GwalZOBJB86Oh76nST/view?usp=sharing>

Webinar Link

<https://achievethecore.org/page/2793/what-is-text-complexity-and-why-does-it-matter-2016-feb-webinar> (Fast Forward 5 minutes into the webinar)

Handouts to the webinar.

<https://drive.google.com/file/d/1VqK2loIuwIWD3KjIQo2dcZUesum-E8S7/view?usp=sharing>

Listen to the Webinar until 3:55. At 3:55 where ever you are, stop to complete the exit ticket.

Questions to consider. See below.

#### **Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda via Audio Directions	Diana Perney
3:05-3:55	View Text Complexity: Scaffolding Student Access	Achieve the Core Webinar
3:55-4:00	Exit Ticket	Teachers



**PAVIRTUAL**  
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630 PARK AVENUE, KING OF PRUSSIA, PA 19406  
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500  
WWW.PAVCSK12.ORG

### Questions to Consider

Where do I start when planning instruction around a complex text?

How do the concepts of complex text and corresponding big ideas connect to your classroom?

Once I have identified the big idea and elements of complexity, how do I plan for instruction?

How can carefully crafted and sequenced questions create a “bread crumb trail” to the big idea(s) of a complex text?

How will you apply these ideas around carefully crafted and sequenced questions with your students?



**Professional Development**

AGENDA

12/1/2021

Please join us in the Professional Development Course Room. This PD is for teachers, principals, and assistant principals.

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

**Objectives:**

Teachers will understand that incorporating high-quality text-dependent questions and answers into instruction will enable students respond to a text using textual evidence therefore preparing them for college and career.

**Materials**

Exit Ticket will be made available in the PD organization at 3:55pm.

Video: <https://www.engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers>

Information comes from [www.achievethecore.org](http://www.achievethecore.org)

**Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda	Diana Perney
3:05-3:20	View Video: <a href="http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/">http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/</a>	<a href="http://www.engageny.org">www.engageny.org</a>
3:20-3:55	Understanding Text Dependent Questions	Diana and Melissa
3:55-4:00	Exit Ticket	Teachers

<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
12/1/2021 15:55:38	psimon@pavcs.us	Patience	Simon
12/1/2021 15:55:38	zmontgomery@pavcs.us	Zachary	Montgomery
12/1/2021 15:55:39	lschneider@pavcs.us	Lauren	Schneider
12/1/2021 15:55:41	jnester@pavcs.us	Jennifer	Nester
12/1/2021 15:55:44	dadamo@pavcs.us	Debby	Adamo
12/1/2021 15:55:45	rpellegrino@pavcs.us	Robert	Pellegrino
12/1/2021 15:55:45	bulmer@pavcs.us	Boyd	Ulmer
12/1/2021 15:55:45	tirvine@pavcs.us	Timothy	Irvine
12/1/2021 15:55:46	cmcgeever@pavcs.us	Codie	McGeever
12/1/2021 15:55:49	kbarnett@pavcs.us	Katie	Barnett
12/1/2021 15:55:53	dmarkel@pavcs.us	David	Markel
12/1/2021 15:55:54	amiller@pavcs.us	Amber	Miller
12/1/2021 15:56:01	awallach@pavcs.us	Andrea	Wallach
12/1/2021 15:56:01	kdelorenzo@pavcs.us	Katarina	DeLorenzo
12/1/2021 15:56:01	ctranter@pavcs.us	Charles	Tranter
12/1/2021 15:56:09	jjones@pavcs.us	Jess	Jones
12/1/2021 15:56:10	jswalga@pavcs.us	Jason	Swalga
12/1/2021 15:56:11	lstarr@pavcs.us	Laura	Starr
12/1/2021 15:56:12	ccheng@pavcs.us	Christina	Cheng
12/1/2021 15:56:12	lkrefta@pavcs.us	Leslie	Krefta
12/1/2021 15:56:15	hbazilian@pavcs.us	Heidi	Bazilian
12/1/2021 15:56:16	hfactor@pavcs.us	Hilary	Factor
12/1/2021 15:56:18	mcalderswood@pavcs.us	Megan	Calderwood
12/1/2021 15:56:21	jmclellan@pavcs.us	Jessica	McLellan
12/1/2021 15:56:22	pmatusz@pavcs.us	Patrick	Matusz
12/1/2021 15:56:22	jdorneman@pavcs.us	Jessica	Dorneman
12/1/2021 15:56:23	kmulrine@pavcs.us	Karla	Mulrine
12/1/2021 15:56:24	kgosnell@pavcs.us	Kelly	Gosnell
12/1/2021 15:56:24	alawrence@pavcs.us	Abigail	Lawrence
12/1/2021 15:56:25	awaid@pavcs.us	Audrey	Waid
12/1/2021 15:56:26	aglevicky@pavcs.us	Amanda	Glevicky
12/1/2021 15:56:28	pramos@pavcs.us	Paula	Ramos
12/1/2021 15:56:28	kmaddix@pavcs.us	Karen	Maddix
12/1/2021 15:56:29	kgalo@pavcs.us	Kristen	Galo
12/1/2021 15:56:30	lafshari@pavcs.us	Laura	Afshari
12/1/2021 15:56:31	rkeiser@pavcs.us	Renee	Keiser
12/1/2021 15:56:33	gdanchik@pavcs.us	Greg	Danchik
12/1/2021 15:56:33	cwernick@pavcs.us	Casey	Wernick
12/1/2021 15:56:34	kwelsh@pavcs.us	Kristy	Welsh
12/1/2021 15:56:34	bdombach@pavcs.us	Bethany	Dombach
12/1/2021 15:56:35	kraman@pavcs.us	Karyn	Raman
12/1/2021 15:56:36	geisenhower@pavcs.us	Gabrielle	Eisenhower
12/1/2021 15:56:36	rgrimes@pavcs.us	Ruth	Grimes
12/1/2021 15:56:37	kanderson@pavcs.us	Kat	Anderson
12/1/2021 15:56:37	salba@pavcs.us	Samuel	Alba
12/1/2021 15:56:38	lhorvat@pavcs.us	Lori	Horvat
12/1/2021 15:56:38	krockwell@pavcs.us	Karen	Rockwell
12/1/2021 15:56:40	abank@pavcs.us	Amanda	Bank

Timestamp	Email Address	FIRST Name	LAST name
12/1/2021 15:56:41	auhing@pavcs.us	Allie	Uhing
12/1/2021 15:56:42	khansen@pavcs.us	Katherine	Hansen
12/1/2021 15:56:43	espink@pavcs.us	Emma	Spink
12/1/2021 15:56:45	jallen@pavcs.us	Joshua	Allen
12/1/2021 15:56:47	jlively@pavcs.us	Jessica	Lively
12/1/2021 15:56:48	msciortino@pavcs.us	Maria	Sciortino
12/1/2021 15:56:49	amarkel@pavcs.us	Anna	Markel
12/1/2021 15:56:50	plauffer@pavcs.us	Peyton	Lauffer
12/1/2021 15:56:51	hbrandt@pavcs.us	Heather	Brandt
12/1/2021 15:56:52	dsantina@pavcs.us	Danielle	Santina
12/1/2021 15:56:56	kgorley@pavcs.us	Kyli	Gorley
12/1/2021 15:56:57	bcohen@pavcs.us	Bret	Cohen
12/1/2021 15:56:57	nfine@pavcs.us	Nathan	Fine
12/1/2021 15:56:59	cevans@pavcs.us	Chris	Evans
12/1/2021 15:57:00	rverga@pavcs.us	Rick	Verga
12/1/2021 15:57:04	bdavis@pavcs.us	Bryan	Davis
12/1/2021 15:57:04	llusk@pavcs.us	Lauren	Lusk
12/1/2021 15:57:05	sscholl@pavcs.us	Stephen	Scholl
12/1/2021 15:57:06	cdennis@pavcs.us	Colleen	Dennis
12/1/2021 15:57:06	jmckee@pavcs.us	Joanne	McKee
12/1/2021 15:57:08	lspallone@pavcs.us	Lauren	Spallone
12/1/2021 15:57:09	esullivan@pavcs.us	Emily	Sullivan
12/1/2021 15:57:09	jbizman@pavcs.us	Jennifer	Bizman
12/1/2021 15:57:09	mhowe@pavcs.us	Malena	Howe
12/1/2021 15:57:09	atomanio@pavcs.us	Angela	Tomanio
12/1/2021 15:57:13	emcgurk@pavcs.us	Ted	McGurk
12/1/2021 15:57:13	tbacon@pavcs.us	Tamara	Bacon
12/1/2021 15:57:13	sgulbis@pavcs.us	Sigrid	Gulbis
12/1/2021 15:57:13	jneilson@pavcs.us	Jennifer	Neilson
12/1/2021 15:57:14	efirko@pavcs.us	Emily	Firko
12/1/2021 15:57:14	mhake@pavcs.us	Megan	Hake
12/1/2021 15:57:14	jclaar@pavcs.us	Janese	Claar
12/1/2021 15:57:16	pstinson@pavcs.us	Paula	Stinson
12/1/2021 15:57:19	bnihoff@pavcs.us	Beth	Nihoff
12/1/2021 15:57:20	abolger@pavcs.us	Alyssa	Bolger
12/1/2021 15:57:21	mbieber@pavcs.us	Melissa	Bieber
12/1/2021 15:57:23	rkarney@pavcs.us	Rob	Karney
12/1/2021 15:57:25	dsnyder@pavcs.us	Dawn	Snyder
12/1/2021 15:57:27	tbahn@pavcs.us	Tanya	Bahn
12/1/2021 15:57:28	rvermeulen@pavcs.us	Rachael	Vermeulen
12/1/2021 15:57:28	dkonefsky@pavcs.us	Dylan	Konefsky
12/1/2021 15:57:28	wdonohoe@pavcs.us	William	Donohoe
12/1/2021 15:57:29	mbornancini@pavcs.us	Michelle	Bornancini
12/1/2021 15:57:30	ecampbell@pavcs.us	Emily	Campbell
12/1/2021 15:57:30	cjones@pavcs.us	Cynthia	Jones
12/1/2021 15:57:31	jdobbin@pavcs.us	Jordan	Dobbin
12/1/2021 15:57:32	esvoboda@pavcs.us	Elizabeth	Svoboda
12/1/2021 15:57:32	khallman@pavcs.us	Kelly	Hallman
12/1/2021 15:57:33	amatusz@pavcs.us	Anastacia	Matusz
12/1/2021 15:57:34	ckaufman@pavcs.us	Colleen	Kaufman
12/1/2021 15:57:35	zmehal@pavcs.us	Zach	Mehal
12/1/2021 15:57:36	kdonaldson@pavcs.us	Kristin	Donaldson
12/1/2021 15:57:37	tstrauss@pavcs.us	Taylor	Strauss
12/1/2021 15:57:38	mbeatty@pavcs.us	Mindy	Beatty



Timestamp	Email Address	FIRST Name	LAST name
12/1/2021 15:57:38	ahimmelberger@pavcs.us	Amanda	Himmelberger
12/1/2021 15:57:38	cgomes@pavcs.us	Carolyn	Gomes
12/1/2021 15:57:39	cwillits@pavcs.us	Cynthia	Willits
12/1/2021 15:57:43	mlittle@pavcs.us	Melissa	Little
12/1/2021 15:57:45	dharounmahdavi@pavcs.us	Deena	Haroun Mahdavi
12/1/2021 15:57:47	hbyers@pavcs.us	Heather	Byers
12/1/2021 15:57:48	dcushman@pavcs.us	Danielle	Cushman
12/1/2021 15:57:49	noberrender@pavcs.us	Nicole	Oberrender
12/1/2021 15:57:50	sschutt@pavcs.us	Steven	Schutt
12/1/2021 15:57:53	kshaffer@pavcs.us	Katie	Shaffer
12/1/2021 15:57:55	mferrantino@pavcs.us	Mariane	Ferrantino
12/1/2021 15:57:55	kharris@pavcs.us	Kellene	Harris
12/1/2021 15:57:58	erichardsonthomas@pavcs.us	Evelyne	Richardson-Thomas
12/1/2021 15:57:59	bcroyle@pavcs.us	Bethany	Croyle
12/1/2021 15:58:00	jgrantz@pavcs.us	Jacob	Grantz
12/1/2021 15:58:01	snichols@pavcs.us	Stacey	Nichols
12/1/2021 15:58:02	epeffer@pavcs.us	Emily	Peffer
12/1/2021 15:58:03	rtufariello@pavcs.us	Robin	Egloff-Tufariello
12/1/2021 15:58:08	sbetzenberger@pavcs.us	Suzanne	Betzenberger
12/1/2021 15:58:09	kdaily@pavcs.us	Katie	Daily
12/1/2021 15:58:09	codham@pavcs.us	Christy	Odham
12/1/2021 15:58:12	jcraig@pavcs.us	Julie	Craig
12/1/2021 15:58:13	rpullara@pavcs.us	Renee	Pullara
12/1/2021 15:58:14	ldenithorne@pavcs.us	Laura	Denithorne
12/1/2021 15:58:16	jgibbs@pavcs.us	Jennifer	Gibbs
12/1/2021 15:58:18	vbauer@pavcs.us	Vanessa	Bauer
12/1/2021 15:58:19	adajczak@pavcs.us	Amy	Dajczak
12/1/2021 15:58:19	lkelly@pavcs.us	Lorriene	Kelly
12/1/2021 15:58:24	ahamm@pavcs.us	Alexis	Hamm
12/1/2021 15:58:25	tvioral@pavcs.us	Tracey	Vioral
12/1/2021 15:58:26	tthompson@pavcs.us	Terry	Thompson
12/1/2021 15:58:26	jford@pavcs.us	james	ford
12/1/2021 15:58:29	bjaroudi@pavcs.us	Brittany	Jaroudi
12/1/2021 15:58:33	sverton@pavcs.us	Sonya	Verton
12/1/2021 15:58:34	sssteighner@pavcs.us	Stacie	Steighner
12/1/2021 15:58:38	jstonebraker@pavcs.us	Jordan	Stonebraker
12/1/2021 15:58:40	blewis@pavcs.us	Bradley	Lewis
12/1/2021 15:58:40	relder@pavcs.us	Robin	Elder
12/1/2021 15:58:52	pslater@pavcs.us	Pamela	Slater
12/1/2021 15:58:57	scardosi@pavcs.us	Sarah	Cardosi
12/1/2021 15:58:59	dmorales@pavcs.us	Daniel	Morales
12/1/2021 15:59:00	awroten@pavcs.us	Ali	Wroten
12/1/2021 15:59:05	lpepe@pavcs.us	Lauren	Pepe
12/1/2021 15:59:10	lbattle@pavcs.us	LaToya	Battle
12/1/2021 15:59:15	aivanco@pavcs.us	Alyssa	Ivanco
12/1/2021 15:59:17	kceledonia@pavcs.us	Kate	Celedonia
12/1/2021 15:59:18	shayes@pavcs.us	Sarah	Hayes
12/1/2021 15:59:27	mtyson@pavcs.us	Michelle	Tyson
12/1/2021 15:59:27	cfitti@pavcs.us	Christa	Fitti
12/1/2021 15:59:39	hhurley@pavcs.us	Heather	Hurley
12/1/2021 15:59:43	sgoodwin@pavcs.us	Sarah	Goodwin
12/1/2021 15:59:47	sking@pavcs.us	Sandy	King
12/1/2021 15:59:47	tklasnic@pavcs.us	Trina	Klasnic
12/1/2021 16:00:05	sgagliardi@pavcs.us	Sue	Gagliardi

<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
12/1/2021 16:00:17	jsieber@pavcs.us	Jacqueline	Sieber
12/1/2021 16:00:20	mhauger@pavcs.us	Michelle	Hauger
12/1/2021 16:00:29	jburke@pavcs.us	Jennifer	Burke
12/1/2021 16:00:57	lbarger@pavcs.us	Laurie	Barger
12/1/2021 16:00:57	lallison@pavcs.us	Leigh Ann	Allison
12/1/2021 16:00:58	jhuegel@pavcs.us	Jillian	Huegel
12/1/2021 16:01:33	npetro@pavcs.us	Natalie	Petro
12/1/2021 16:01:34	efreynik@pavcs.us	Erin	Freynik
12/1/2021 16:01:36	pgehrett@pavcs.us	Patricia	Gehrett
12/1/2021 16:01:41	pvail@pavcs.us	Peggy Vail	Vail
12/1/2021 16:01:52	rkyler@pavcs.us	Rachel	Kyler
12/1/2021 16:01:57	lmartin@pavcs.us	Lori	Martin
12/1/2021 16:02:04	jkohl@pavcs.us	Johnna	Kohl
12/1/2021 16:02:18	jansel@pavcs.us	Jessica	Ansel
12/1/2021 16:02:26	mwatterson@pavcs.us	Maria	Watterson
12/1/2021 16:02:58	bjeffries@pavcs.us	Bridgit	Jeffries
12/1/2021 16:03:09	mscanga@pavcs.us	melissa	scanga
12/1/2021 16:03:27	etomaino@pavcs.us	Emily	Tomaino
12/1/2021 16:03:57	sbuai@pavcs.us	Shaikha	BuAli
12/1/2021 16:04:05	eonjack@pavcs.us	Elise	Onjack
12/1/2021 16:04:53	tcooney@pavcs.us	Tara	Cooney
12/1/2021 16:04:55	mhicks@pavcs.us	Mary Jo	Hicks
12/1/2021 16:05:52	mwasilko@pavcs.us	Mark	Wasilko
12/1/2021 16:06:45	halcott@pavcs.us	Heather	Alcott
12/1/2021 16:06:47	lrocchini@pavcs.us	Louis	Rocchini
12/1/2021 16:08:12	azullick@pavcs.us	Aaron	Zullick
12/1/2021 16:08:16	aoberholtzer@pavcs.us	April	Oberholtzer
12/1/2021 16:09:14	jcapone@pavcs.us	Jennifer	Capone
12/1/2021 16:10:39	cshirk@pavcs.us	Chelsea	Shirk
12/1/2021 16:11:47	sdzemyan@pavcs.us	Scott	Dzemyan
12/1/2021 16:19:06	kmeans@pavcs.us	Kimberly	Means
12/1/2021 16:19:17	dkwiecinski@pavcs.us	DeAnna	Kwiecinski
12/1/2021 16:22:49	oahohuendo@pavcs.us	Omonyale	Ahohuendo
12/1/2021 16:24:57	rtoth@pavcs.us	Rachelle	Toth
12/1/2021 16:59:28	vgarbutt@pavcs.us	Victoria	Garbutt
12/1/2021 18:22:49	jsieber@pavcs.us	Jacqueline	Sieber
12/1/2021 18:31:18	anixon@pavcs.us	Amy	Nixon
12/1/2021 19:00:05	jshearer@pavcs.us	Jennica	Shearer
12/1/2021 19:14:33	lsteen@pavcs.us	Lisa	Steen
12/1/2021 19:51:04	jslater@pavcs.us	Jennifer	Slater
12/1/2021 19:59:46	kswarmer@pavcs.us	Kayla	Swarmer
12/2/2021 8:10:58	mmoore@pavcs.us	Mary Ellen	Moore
12/2/2021 8:24:38	sgunter@pavcs.us	Susan	Gunter
12/2/2021 12:07:29	lburneisen@pavcs.us	Lyndsay	Burneisen
12/2/2021 15:09:07	asalai@pavcs.us	Amanda	Salai
12/2/2021 15:31:57	jverdekal@pavcs.us	Jenna	Verdekal
12/2/2021 19:30:31	bsmith@pavcs.us	Brittany	Smith
12/3/2021 15:22:52	jcallahan@pavcs.us	Jessica	Callahan
12/6/2021 15:52:15	mdesalvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
12/8/2021 12:38:40	msauro@pavcs.us	Melissa	Sauro
1/3/2022 15:43:21	ktaylor@pavcs.us	Kate	Taylor



**Professional Development**

AGENDA  
12/15/2021

Please join us in the Professional Development Course Room. This PD is for teachers, principals, and assistant principals.

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

**Objectives:**

Teachers will understand the challenges and benefits of putting a renewed emphasis on writing from sources rather than keeping the current focus on personal narrative.

Teachers will review the use of Close Reading and RACES graphic organizer to create a TDA and constructed response.

**Materials**

Exit Ticket will be made available in the PD organization at 3:55pm.

Video: <https://www.engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources>

Close Reading folder

[https://drive.google.com/drive/folders/117YqtpgOxT-hyYklG\\_DZI92Rnt3nXRjO?usp=sharing](https://drive.google.com/drive/folders/117YqtpgOxT-hyYklG_DZI92Rnt3nXRjO?usp=sharing)

TDA

[https://drive.google.com/drive/folders/1UGSST\\_W-7ApGH5lXn\\_vf55HqJorsfwEb?usp=sharing](https://drive.google.com/drive/folders/1UGSST_W-7ApGH5lXn_vf55HqJorsfwEb?usp=sharing)

Constructed Response

[https://drive.google.com/drive/folders/1Ydp8fZH8pixLcnyQ47snakpBx5\\_4lAzy?usp=sharing](https://drive.google.com/drive/folders/1Ydp8fZH8pixLcnyQ47snakpBx5_4lAzy?usp=sharing)

**Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda	Diana Perney
3:05-3:20	View Video: <a href="https://www.engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources">https://www.engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources</a>	<a href="http://www.engageny.org">www.engageny.org</a>
3:20-3:55	Writing from Sources	Diana and Melissa



**PAVIRTUAL**  
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406  
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500  
WWW.PAVCSK12.ORG

3:55-4:00	Exit Ticket	Teachers
-----------	-------------	----------

<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
12/15/2021 15:51:51	jgrantz@pavcs.us	Jacob	Grantz
12/15/2021 15:53:27	jdorneman@pavcs.us	Jessica	Dorneman
12/15/2021 15:53:56	cmarch@pavcs.us	Caitlin	March
12/15/2021 15:54:14	sscholl@pavcs.us	Stephen	Scholl
12/15/2021 15:54:22	psimon@pavcs.us	Patience	Simon
12/15/2021 15:54:24	lafshari@pavcs.us	Laura	Afshari
12/15/2021 15:54:29	rpellegrino@pavcs.us	Robert	Pellegrino
12/15/2021 15:54:48	dsantina@pavcs.us	Danielle	Santina
12/15/2021 15:54:49	dadamo@pavcs.us	dEBBY	adamo
12/15/2021 15:54:49	bdombach@pavcs.us	Bethany	Dombach
12/15/2021 15:54:53	amarkel@pavcs.us	Anna	Markel
12/15/2021 15:54:54	lstarr@pavcs.us	Laura	Starr
12/15/2021 15:54:57	mwasilko@pavcs.us	Mark	Wasilko
12/15/2021 15:55:03	jhuegel@pavcs.us	Jillian	Huegel
12/15/2021 15:55:05	jcapone@pavcs.us	Jennifer	Capone
12/15/2021 15:55:17	cmcgeever@pavcs.us	Codie	McGeever
12/15/2021 15:55:22	zmontgomery@pavcs.us	Zachary	Montgomery
12/15/2021 15:55:24	jswalga@pavcs.us	Jason	Swalga
12/15/2021 15:55:24	kwelsh@pavcs.us	Kristy	Welsh
12/15/2021 15:55:24	blewis@pavcs.us	Bradley	Lewis
12/15/2021 15:55:25	relder@pavcs.us	Robin	Elder
12/15/2021 15:55:26	kswarmer@pavcs.us	Kayla	Swarmer
12/15/2021 15:55:27	npetro@pavcs.us	Natalie	Petro
12/15/2021 15:55:28	tirvine@pavcs.us	Timothy	Irvine
12/15/2021 15:55:29	mbeatty@pavcs.us	Mindy	Beatty
12/15/2021 15:55:32	ccheng@pavcs.us	Christina	Cheng
12/15/2021 15:55:33	etomaino@pavcs.us	Emily	Tomaino
12/15/2021 15:55:34	jneilson@pavcs.us	Jennifer	Neilson
12/15/2021 15:55:36	hfactor@pavcs.us	Hilary	Factor
12/15/2021 15:55:37	rkeiser@pavcs.us	Renee	Keiser
12/15/2021 15:55:37	auhing@pavcs.us	Allie	Uhing
12/15/2021 15:55:39	mcaldерwood@pavcs.us	Megan	Calderwood
12/15/2021 15:55:40	ldenithorne@pavcs.us	Laura	Denithorne
12/15/2021 15:55:41	geisenhower@pavcs.us	Gabrielle	Eisenhower
12/15/2021 15:55:42	lkrefta@pavcs.us	Leslie	Krefta
12/15/2021 15:55:42	alawrence@pavcs.us	Abigail	Lawrence
12/15/2021 15:55:43	jnester@pavcs.us	Jennifer	Nester
12/15/2021 15:55:43	asalai@pavcs.us	Amanda	Salai
12/15/2021 15:55:44	jcope@pavcs.us	Jessica	Cope
12/15/2021 15:55:46	rpullara@pavcs.us	Renee	Pullara
12/15/2021 15:55:46	espink@pavcs.us	Emma	Spink
12/15/2021 15:55:46	cfitti@pavcs.us	Christa	Fitti
12/15/2021 15:55:48	jburke@pavcs.us	Jennifer	Burke
12/15/2021 15:55:48	tthompson@pavcs.us	Terry	Thompson
12/15/2021 15:55:49	lspallone@pavcs.us	Lauren	Spallone
12/15/2021 15:55:52	mdesalvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
12/15/2021 15:55:53	mhicks@pavcs.us	Mary Jo	Hicks
12/15/2021 15:55:53	sdzemyan@pavcs.us	Scott	Dzemyan

<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
12/15/2021 15:55:54	lpepe@pavcs.us	Lauren	Pepe
12/15/2021 15:55:54	jmclellan@pavcs.us	Jessica	McLellan
12/15/2021 15:55:56	kgalo@pavcs.us	Kristen	Galo
12/15/2021 15:55:57	efreynik@pavcs.us	Erin	Freynik
12/15/2021 15:56:03	jjones@pavcs.us	Jess	Jones
12/15/2021 15:56:05	pslater@pavcs.us	Pamela	Slater
12/15/2021 15:56:05	dmarkel@pavcs.us	David	Markel
12/15/2021 15:56:06	msciortino@pavcs.us	Maria	Sciortino
12/15/2021 15:56:06	awasil@pavcs.us	Andrea	Wasil
12/15/2021 15:56:07	cwillits@pavcs.us	Cynthia	Willits
12/15/2021 15:56:07	kmulrine@pavcs.us	Karla	Mulrine
12/15/2021 15:56:11	vgarbutt@pavcs.us	Tori	Garbutt
12/15/2021 15:56:12	khansen@pavcs.us	Katherine	Hansen
12/15/2021 15:56:12	mgrantz@pavcs.us	Mallory	Grantz
12/15/2021 15:56:12	eonjack@pavcs.us	Elise	Onjack
12/15/2021 15:56:13	kdaily@pavcs.us	Katie	Daily
12/15/2021 15:56:15	abank@pavcs.us	Amanda	Bank
12/15/2021 15:56:16	kharris@pavcs.us	Kellene	Harris
12/15/2021 15:56:18	rverga@pavcs.us	Rick	Verga
12/15/2021 15:56:19	dcushman@pavcs.us	Danielle	Cushman
12/15/2021 15:56:22	bdavis@pavcs.us	Bryan	Davis
12/15/2021 15:56:24	wdonohoe@pavcs.us	William	Donohoe
12/15/2021 15:56:25	bharvey@pavcs.us	Barry	Harvey
12/15/2021 15:56:26	gdanchik@pavcs.us	Greg	Danchik
12/15/2021 15:56:28	plauffer@pavcs.us	Peyton	Lauffer
12/15/2021 15:56:30	jstonebraker@pavcs.us	Jordan	Stonebraker
12/15/2021 15:56:31	lhorvat@pavcs.us	Lori	Horvat
12/15/2021 15:56:32	rkarney@pavcs.us	Rob	Karney
12/15/2021 15:56:32	zmehal@pavcs.us	Zach	Mehal
12/15/2021 15:56:33	cdennis@pavcs.us	Colleen	Dennis
12/15/2021 15:56:34	dkonefsky@pavcs.us	Dylan	Konefsky
12/15/2021 15:56:35	aivanco@pavcs.us	Alyssa	Ivanco
12/15/2021 15:56:36	sbetzenberger@pavcs.us	Suzanne	Betzenberger
12/15/2021 15:56:38	amiller@pavcs.us	Amber	Miller
12/15/2021 15:56:40	hbrandt@pavcs.us	Heather	Brandt
12/15/2021 15:56:40	lallison@pavcs.us	Leigh Ann	Allison
12/15/2021 15:56:42	erice@pavcs.us	Elyse	Rice
12/15/2021 15:56:42	tbahn@pavcs.us	Tanya	Bahn
12/15/2021 15:56:45	bcroyle@pavcs.us	Bethany	Croyle
12/15/2021 15:56:45	kgorley@pavcs.us	Kyli	Gorley
12/15/2021 15:56:46	rkyler@pavcs.us	Rachel	Kyler
12/15/2021 15:56:49	mtyson@pavcs.us	Michelle	Tyson
12/15/2021 15:56:49	halcott@pavcs.us	Heather	Alcott
12/15/2021 15:56:50	bnihoff@pavcs.us	Beth	Nihoff
12/15/2021 15:56:53	pvail@pavcs.us	Peggy	Vail
12/15/2021 15:56:55	aoberholtzer@pavcs.us	April	Oberholtzer
12/15/2021 15:56:55	nfine@pavcs.us	Nathan	Fine
12/15/2021 15:56:56	ctranter@pavcs.us	Charles	Tranter
12/15/2021 15:56:56	bjaroudi@pavcs.us	Brittany	Jaroudi
12/15/2021 15:57:06	lbarger@pavcs.us	Laurie	Barger
12/15/2021 15:57:08	epeffer@pavcs.us	Emily	Peffer
12/15/2021 15:57:08	rtufariello@pavcs.us	Robin	Egloff-Tufariello
12/15/2021 15:57:08	jlively@pavcs.us	Jessica	Lively
12/15/2021 15:57:08	lrocchini@pavcs.us	Louis	Rocchini

<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
12/15/2021 15:57:10	sgoodwin@pavcs.us	Sarah	Goodwin
12/15/2021 15:57:11	sking@pavcs.us	Sandy	King
12/15/2021 15:57:12	kmaddix@pavcs.us	Karen	Maddix
12/15/2021 15:57:13	jmckee@pavcs.us	Joanne	McKee
12/15/2021 15:57:15	jslater@pavcs.us	Jennifer	Slater
12/15/2021 15:57:18	mferrantino@pavcs.us	Mariane	Ferrantino
12/15/2021 15:57:18	esvoboda@pavcs.us	Elizabeth	Svoboda
12/15/2021 15:57:19	krockwell@pavcs.us	Karen	Rockwell
12/15/2021 15:57:23	aglevicky@pavcs.us	Amanda	Glevicky
12/15/2021 15:57:25	hbazilian@pavcs.us	Heidi	Bazilian
12/15/2021 15:57:35	ahimmelberger@pavcs.us	Amanda	Himmelberger
12/15/2021 15:57:36	lbattle@pavcs.us	LaToya	Battle
12/15/2021 15:57:40	efirko@pavcs.us	Emily	Firko
12/15/2021 15:57:41	pramos@pavcs.us	Paula	Ramos
12/15/2021 15:57:44	jansel@pavcs.us	Jessica	Ansel
12/15/2021 15:57:47	jdobbin@pavcs.us	Jordan	Dobbin
12/15/2021 15:57:47	sbuali@pavcs.us	Shaikha	BuAli
12/15/2021 15:57:52	anixon@pavcs.us	Amy	Nixon
12/15/2021 15:57:53	bcohen@pavcs.us	Bret	Cohen
12/15/2021 15:57:54	khallman@pavcs.us	Kelly	Hallman
12/15/2021 15:57:55	msauro@pavcs.us	Melissa	Sauro
12/15/2021 15:57:57	mbieber@pavcs.us	Melissa	Bieber
12/15/2021 15:58:00	mlittle@pavcs.us	Melissa	Little
12/15/2021 15:58:04	rgrimes@pavcs.us	Ruth	Grimes
12/15/2021 15:58:04	lmartin@pavcs.us	Lori	Martin
12/15/2021 15:58:05	sgunter@pavcs.us	Susan	Gunter
12/15/2021 15:58:08	ckaufman@pavcs.us	Colleen	Kaufman
12/15/2021 15:58:12	kanderson@pavcs.us	Kat	Anderson
12/15/2021 15:58:14	hhurley@pavcs.us	Heather	Hurley
12/15/2021 15:58:15	jallen@pavcs.us	Joshua	Allen
12/15/2021 15:58:15	hbyers@pavcs.us	Heather	Byers
12/15/2021 15:58:17	jcraig@pavcs.us	Julie	Craig
12/15/2021 15:58:22	jclaar@pavcs.us	Janese	Claar
12/15/2021 15:58:23	kceledonia@pavcs.us	Kate	Celedonia
12/15/2021 15:58:25	kdonaldson@pavcs.us	Kristin	Donaldson
12/15/2021 15:58:27	ecampbell@pavcs.us	Emily	Campbell
12/15/2021 15:58:28	erichardsonthomas@pavcs.us	Evelyne	Richardson-Thomas
12/15/2021 15:58:29	lhall@pavcs.us	Lauren	Hall
12/15/2021 15:58:43	cevans@pavcs.us	Chris	Evans
12/15/2021 15:58:49	snichols@pavcs.us	Stacey	Nichols
12/15/2021 15:58:54	pstinson@pavcs.us	Paula	Stinson
12/15/2021 15:58:57	mbornancini@pavcs.us	Michelle	Bornancini
12/15/2021 15:59:14	scardosi@pavcs.us	Sarah	Cardosi
12/15/2021 15:59:14	jshearer@pavcs.us	Jennica	Shearer
12/15/2021 15:59:41	rtoth@pavcs.us	Rachelle	Toth
12/15/2021 15:59:45	bulmer@pavcs.us	Boyd	Ulmer
12/15/2021 15:59:49	pgehrett@pavcs.us	Patricia	Gehrett
12/15/2021 15:59:56	abolger@pavcs.us	Alyssa	Bolger
12/15/2021 16:00:05	ssteighner@pavcs.us	Stacie	Steighner
12/15/2021 16:00:13	nobrender@pavcs.us	Nicole	Oberrender
12/15/2021 16:00:24	jcallahan@pavcs.us	Jessica	Callahan
12/15/2021 16:00:30	tbacon@pavcs.us	Tammy	Bacon
12/15/2021 16:00:46	mhauger@pavcs.us	Michelle	Hauger
12/15/2021 16:00:49	bsmith@pavcs.us	Brittany	Smith

<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
12/15/2021 16:00:57	mscanga@pavcs.us	Melissa	Scanga
12/15/2021 16:00:58	mwatterson@pavcs.us	Maria	Watterson
12/15/2021 16:01:13	llusk@pavcs.us	Lauren	Lusk
12/15/2021 16:01:32	jsieber@pavcs.us	Jacqueline	Sieber
12/15/2021 16:01:39	ttrauss@pavcs.us	Taylor	Strauss
12/15/2021 16:02:07	cgomes@pavcs.us	Carolyn	Gomes
12/15/2021 16:02:09	kshaffer@pavcs.us	Katie	Shaffer
12/15/2021 16:02:09	shayes@pavcs.us	Sarah	Hayes
12/15/2021 16:02:47	awroten@pavcs.us	Ali	Wroten
12/15/2021 16:03:03	lsteen@pavcs.us	Lisa	Steen
12/15/2021 16:03:28	ahamm@pavcs.us	Alexis	Hamm
12/15/2021 16:03:30	tklasnic@pavcs.us	Trina	Klasnic
12/15/2021 16:06:00	emcgurk@pavcs.us	Ted	McGurk
12/15/2021 16:08:20	tcooney@pavcs.us	Tara	Cooney
12/15/2021 16:08:54	dharounmahdavi@pavcs.us	Deena	Haroun Mahdavi
12/15/2021 16:11:01	aklingenberg@pavcs.us	Angela	Klingenberg
12/15/2021 16:12:54	oahohuendo@pavcs.us	Omonyele	Ahohuendo
12/15/2021 16:12:56	adajczak@pavcs.us	Amy	Dajczak
12/15/2021 16:13:54	adajczak@pavcs.us	Amy	Dajczak
12/15/2021 16:23:00	dkwiecinski@pavcs.us	DeAnna	Kwiecinski
12/15/2021 16:24:44	codham@pavcs.us	Christy	Odham
12/15/2021 16:25:33	mhowe@pavcs.us	Malena	Howe
12/15/2021 16:36:30	dmorales@pavcs.us	Daniel	Morales
12/15/2021 16:38:46	esullivan@pavcs.us	Emily	Sullivan
12/15/2021 16:43:12	cshirk@pavcs.us	Chelsea	Shirk
12/15/2021 16:50:12	tvioral@pavcs.us	Tracey	Vioral
12/15/2021 17:39:32	atomanio@pavcs.us	Angela	Tomanio
12/15/2021 18:39:42	jverdekal@pavcs.us	Jenna	Verdekal
12/15/2021 18:57:25	dsnyder@pavcs.us	Dawn	Snyder
12/15/2021 20:26:04	mhake@pavcs.us	Megan	Hake
12/16/2021 6:53:11	jgibbs@pavcs.us	Jennifer	Gibbs
12/16/2021 6:58:41	amatusz@pavcs.us	Anastacia	Matusz
12/16/2021 9:33:17	lkelly@pavcs.us	Lorriene	Kelly
12/16/2021 10:45:36	aharbaugh@pavcs.us	Andrea	Harbaugh
12/16/2021 11:12:38	pmatusz@pavcs.us	Patrick	Matusz
12/16/2021 13:02:17	lburneisen@pavcs.us	Lyndsay	Burneisen
12/16/2021 17:23:28	hhoffert@pavcs.us	Heather	Hoffert
12/17/2021 9:51:26	jbizman@pavcs.us	Jennifer	Blizman
1/3/2022 15:13:23	ktaylor@pavcs.us	Kate	Taylor
1/4/2022 12:23:31	kdelorenzo@pavcs.us	Katarina	DeLorenzo





**Professional Development**

AGENDA

1/12/2022

Please join us in the Professional Development Course Room. This PD is for teachers, principals, and assistant principals.

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

**Objectives:**

Teachers will understand the three tiers of vocabulary. .

Teachers will begin to determine how they will utilize the three tiers of vocabulary in their classes.

**Materials**

Exit Ticket will be made available in the PD organization at 3:55pm.

Video: <https://www.engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary>

**Schedule**

Time	Topic	Presenter
3:00-3:05	Review Agenda	Diana Perney
3:05-3:15	View Video: <a href="https://www.engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary">https://www.engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary</a>	<a href="http://www.engageny.org">www.engageny.org</a>
3:15-3:55	Academic Vocabulary	Diana and Melissa
3:55-4:00	Exit Ticket	Teachers

Timestamp	Email Address	FIRST Name	LAST name
1/12/2022 15:53:27	kgosnell@pavcs.us	Kelly	Gosnell
1/12/2022 15:53:40	rkyler@pavcs.us	Rachel	Kyler
1/12/2022 15:53:57	abolger@pavcs.us	Alyssa	Bolger
1/12/2022 15:54:03	hbrandt@pavcs.us	Heather	Brandt
1/12/2022 15:54:03	jblizman@pavcs.us	Jennifer	Blizman
1/12/2022 15:54:17	bdombach@pavcs.us	Bethany	Dombach
1/12/2022 15:54:20	kmeans@pavcs.us	Kimberly	Means
1/12/2022 15:54:29	mhowe@pavcs.us	Malena	Howe
1/12/2022 15:54:32	lkrefta@pavcs.us	Leslie	Krefta
1/12/2022 15:54:32	dmarkel@pavcs.us	David	Markel
1/12/2022 15:54:40	nobrender@pavcs.us	Nicole	Oberrender
1/12/2022 15:54:42	psimon@pavcs.us	Patience	Simon
1/12/2022 15:54:44	jgrantz@pavcs.us	Jacob	Grantz
1/12/2022 15:54:45	jburke@pavcs.us	Jennifer	Burke
1/12/2022 15:54:48	mbeatty@pavcs.us	Mindy	Beatty
1/12/2022 15:54:52	awallach@pavcs.us	Andrea	Wallach
1/12/2022 15:55:03	esvoboda@pavcs.us	Elizabeth	Svoboda
1/12/2022 15:55:03	epeffer@pavcs.us	Emily	Peffer
1/12/2022 15:55:05	dadamo@pavcs.us	Debby	ADAMO
1/12/2022 15:55:07	kdelorenzo@pavcs.us	Katarina	DeLorenzo
1/12/2022 15:55:10	mhake@pavcs.us	Megan	Hake
1/12/2022 15:55:15	jsieber@pavcs.us	Jacqueline	Sieber
1/12/2022 15:55:15	zmontgomery@pavcs.us	Zachary	Montgomery
1/12/2022 15:55:31	kswarmer@pavcs.us	Kayla	Swarmer
1/12/2022 15:55:33	mhicks@pavcs.us	Mary Jo	Hicks
1/12/2022 15:55:34	llusk@pavcs.us	Lauren	Lusk
1/12/2022 15:55:37	rpullara@pavcs.us	Renee	Pullara
1/12/2022 15:55:40	jallen@pavcs.us	Joshua	Allen
1/12/2022 15:55:43	lhall@pavcs.us	Lauren	Hall
1/12/2022 15:55:46	cmcgeever@pavcs.us	Codie	McGeever
1/12/2022 15:55:46	kwelsh@pavcs.us	Kristy	Welsh
1/12/2022 15:55:56	erice@pavcs.us	Elyse	Rice
1/12/2022 15:56:07	vbauer@pavcs.us	Vanessa	Bauer
1/12/2022 15:56:08	kgalo@pavcs.us	Kristen	Galo
1/12/2022 15:56:10	cgomes@pavcs.us	Carolyn	Gomes
1/12/2022 15:56:11	kdaily@pavcs.us	Katie	Daily
1/12/2022 15:56:11	hbazilian@pavcs.us	Heidi	Bazilian
1/12/2022 15:56:12	mferrantino@pavcs.us	Mariane	Ferrantino
1/12/2022 15:56:13	hfactor@pavcs.us	Hilary	Factor
1/12/2022 15:56:16	alawrence@pavcs.us	Abigail	Lawrence
1/12/2022 15:56:19	ctranter@pavcs.us	Chaz	Tranter
1/12/2022 15:56:22	jcope@pavcs.us	Jessica	Cope
1/12/2022 15:56:31	sscholl@pavcs.us	Stephen	Scholl
1/12/2022 15:56:32	auhing@pavcs.us	Allie	Uhing
1/12/2022 15:56:33	pslater@pavcs.us	Pamela	Slater
1/12/2022 15:56:37	rpellegrino@pavcs.us	Robert	Pellegrino
1/12/2022 15:56:40	rkeiser@pavcs.us	Renee	Keiser
1/12/2022 15:56:42	zmehal@pavcs.us	Zach	Mehal

Timestamp	Email Address	FIRST Name	LAST name
1/12/2022 15:56:44	kbarnett@pavcs.us	Katie	Barnett
1/12/2022 15:56:47	tirvine@pavcs.us	Timothy	Irvine
1/12/2022 15:56:48	msauro@pavcs.us	Melissa	Sauro
1/12/2022 15:56:50	cevans@pavcs.us	Chris	Evans
1/12/2022 15:56:54	kharris@pavcs.us	Kellene	Harris
1/12/2022 15:56:55	kceledonia@pavcs.us	Kate	Celedonia
1/12/2022 15:56:58	aivanco@pavcs.us	Alyssa	Ivanco
1/12/2022 15:57:00	nfine@pavcs.us	Nathan	Fine
1/12/2022 15:57:01	krockwell@pavcs.us	Karen	Rockwell
1/12/2022 15:57:02	mlittle@pavcs.us	Melissa	Little
1/12/2022 15:57:03	jneilson@pavcs.us	Jennifer	Neilson
1/12/2022 15:57:06	hmulkern@pavcs.us	Hailey	Mulkern
1/12/2022 15:57:08	ckaufman@pavcs.us	Colleen	Kaufman
1/12/2022 15:57:09	tthompson@pavcs.us	Terry	Thompson
1/12/2022 15:57:12	azullick@pavcs.us	Aaron	Zullick
1/12/2022 15:57:14	dkonefsky@pavcs.us	Dylan	Konefsky
1/12/2022 15:57:15	mbieber@pavcs.us	Melissa	Bieber
1/12/2022 15:57:18	sgulbis@pavcs.us	Sigrid	Gulbis
1/12/2022 15:57:21	rkarney@pavcs.us	Rob	Karney
1/12/2022 15:57:21	kmulrine@pavcs.us	Karla	Mulrine
1/12/2022 15:57:24	pstinson@pavcs.us	Paula	Stinson
1/12/2022 15:57:28	awroten@pavcs.us	Ali	Wroten
1/12/2022 15:57:28	pvail@pavcs.us	Peggy	Vail
1/12/2022 15:57:28	mbornancini@pavcs.us	Michelle	Bornancini
1/12/2022 15:57:29	amarkel@pavcs.us	Anna	Markel
1/12/2022 15:57:34	mcalderswood@pavcs.us	Megan	Calderwood
1/12/2022 15:57:39	gdanchik@pavcs.us	Greg	Danchik
1/12/2022 15:57:40	ldenithorne@pavcs.us	Laura	Denithorne
1/12/2022 15:57:41	etomaino@pavcs.us	Emily	Tomaino
1/12/2022 15:57:42	lmartin@pavcs.us	Lori	Martin
1/12/2022 15:57:44	mdesalvagaffney@pavcs.us	Meredith	DeSalva-Gaffney
1/12/2022 15:57:45	efirko@pavcs.us	Emily	Firko
1/12/2022 15:57:46	lstarr@pavcs.us	Laura	Starr
1/12/2022 15:57:51	jgibbs@pavcs.us	Jennifer	Gibbs
1/12/2022 15:57:52	wdonohoe@pavcs.us	William	Donohoe
1/12/2022 15:57:55	jjones@pavcs.us	Jess	Jones
1/12/2022 15:57:58	abank@pavcs.us	Amanda	Bank
1/12/2022 15:58:00	awasil@pavcs.us	Andrea	Wasil
1/12/2022 15:58:01	jcleary@pavcs.us	James	Cleary
1/12/2022 15:58:02	salba@pavcs.us	Samuel	Alba
1/12/2022 15:58:03	hhurley@pavcs.us	Heather	Hurley
1/12/2022 15:58:12	dharounmahdavi@pavcs.us	Deena	Haroun Mahdavi
1/12/2022 15:58:13	lhorvat@pavcs.us	Lori	Horvat
1/12/2022 15:58:16	sschutt@pavcs.us	Steve	Schutt
1/12/2022 15:58:16	jshearer@pavcs.us	Jennica	Shearer
1/12/2022 15:58:16	sgoodwin@pavcs.us	Sarah	Goodwin
1/12/2022 15:58:16	bjaroudi@pavcs.us	Brittany	Jaroudi
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1/12/2022 15:58:18	hbyers@pavcs.us	Heather	Byers
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1/12/2022 15:58:21	sking@pavcs.us	Sandy	King
1/12/2022 15:58:23	ecampbell@pavcs.us	Emily	Campbell
1/12/2022 15:58:23	rtoth@pavcs.us	Rachelle	Toth
1/12/2022 15:58:25	snichols@pavcs.us	Stacey	Nichols

Timestamp	Email Address	FIRST Name	LAST name
1/12/2022 15:58:26	bcohen@pavcs.us	Bret	Cohen
1/12/2022 15:58:27	ahimmelberger@pavcs.us	Amanda	Himmelberger
1/12/2022 15:58:30	espink@pavcs.us	Emma	Spink
1/12/2022 15:58:31	efreynik@pavcs.us	Erin	Freynik
1/12/2022 15:58:31	sdzemyan@pavcs.us	Scott	Dzemyan
1/12/2022 15:58:33	msciortino@pavcs.us	Maria	Sciortino
1/12/2022 15:58:36	lbarger@pavcs.us	Laurie	Barger
1/12/2022 15:58:36	ccheng@pavcs.us	Christina	Cheng
1/12/2022 15:58:41	kdonaldson@pavcs.us	Kristin	Donaldson
1/12/2022 15:58:43	rverga@pavcs.us	Rick	Verga
1/12/2022 15:58:50	awaid@pavcs.us	Audrey	Waid
1/12/2022 15:58:55	plauffer@pavcs.us	Peyton	Lauffer
1/12/2022 15:59:00	kgorley@pavcs.us	Kyli	Gorley
1/12/2022 15:59:02	aklingenberg@pavcs.us	Angela	Klingenberg
1/12/2022 15:59:03	jslater@pavcs.us	Jennifer	Slater
1/12/2022 15:59:04	bsmith@pavcs.us	Brittany	Smith
1/12/2022 15:59:04	mhauger@pavcs.us	Michelle	Hauger
1/12/2022 15:59:04	eonjack@pavcs.us	Elise	Onjack
1/12/2022 15:59:08	lallison@pavcs.us	Leigh Ann	Allison
1/12/2022 15:59:10	oahohuendo@pavcs.us	Omonyele	Ahohuendo
1/12/2022 15:59:14	hhoffert@pavcs.us	Heather	Hoffert
1/12/2022 15:59:15	khallman@pavcs.us	Kelly	Hallman
1/12/2022 15:59:17	rgrimes@pavcs.us	Ruth	Grimes
1/12/2022 15:59:17	jmclellan@pavcs.us	Jessica	McLellan
1/12/2022 15:59:26	adajczak@pavcs.us	Amy	Dajczak
1/12/2022 15:59:30	jford@pavcs.us	james	ford
1/12/2022 15:59:42	mtyson@pavcs.us	Michelle	Tyson
1/12/2022 15:59:42	lbattle@pavcs.us	LaToya	Battle
1/12/2022 15:59:45	shayes@pavcs.us	Sarah	Hayes
1/12/2022 15:59:53	jstonebraker@pavcs.us	Jordan	Stonebraker
1/12/2022 15:59:56	cjones@pavcs.us	Cynthia	Jones
1/12/2022 16:00:04	amiller@pavcs.us	Amber	Miller
1/12/2022 16:00:06	mmoore@pavcs.us	Mary ELlen	Moore
1/12/2022 16:00:17	bnihoff@pavcs.us	Beth	Nihoff
1/12/2022 16:00:21	ssteighner@pavcs.us	Stacie	Steighner
1/12/2022 16:00:23	bulmer@pavcs.us	Boyd	Ulmer
1/12/2022 16:00:26	jnester@pavcs.us	Jennifer	Nester
1/12/2022 16:00:38	cfitti@pavcs.us	Christa	Fitti
1/12/2022 16:00:43	tbahn@pavcs.us	Tanya	Bahn
1/12/2022 16:00:45	emcgurk@pavcs.us	Ted	McGurk
1/12/2022 16:00:50	jhuegel@pavcs.us	Jillian	Huegel
1/12/2022 16:00:50	anixon@pavcs.us	Amy	Nixon
1/12/2022 16:00:52	kraman@pavcs.us	Karyn	Raman
1/12/2022 16:00:53	tbacon@pavcs.us	Tamara	Bacon
1/12/2022 16:01:11	jmckee@pavcs.us	Joanne	McKee
1/12/2022 16:01:19	pmatusz@pavcs.us	Patrick	Matusz
1/12/2022 16:01:50	bcroyle@pavcs.us	Bethany	Croyle
1/12/2022 16:01:59	tklasnic@pavcs.us	Trina	Klasnic
1/12/2022 16:02:08	npetro@pavcs.us	Natalie	Petro
1/12/2022 16:02:14	aglevicky@pavcs.us	Amanda	Glevicky
1/12/2022 16:03:10	codham@pavcs.us	Christy	Odham
1/12/2022 16:03:12	erichardsonthomas@pavcs.us	Evelyne	Richardson-Thomas
1/12/2022 16:03:34	jlively@pavcs.us	Jessica	Lively
1/12/2022 16:03:35	sgagliardi@pavcs.us	Sue	Gagliardi

<b>Timestamp</b>	<b>Email Address</b>	<b>FIRST Name</b>	<b>LAST name</b>
1/12/2022 16:03:47	pramos@pavcs.us	Paula	Ramos
1/12/2022 16:03:55	esullivan@pavcs.us	Emily	Sullivan
1/12/2022 16:04:48	bharvey@pavcs.us	Barry	Harvey
1/12/2022 16:05:11	mwatterson@pavcs.us	Maria	Watterson
1/12/2022 16:05:33	atomanio@pavcs.us	Angela	Tomanio
1/12/2022 16:05:49	dsnyder@pavcs.us	Dawn	A
1/12/2022 16:06:27	dsantina@pavcs.us	Danielle	Santina
1/12/2022 16:06:35	rtufariello@pavcs.us	Robin	Tufariello
1/12/2022 16:07:40	bjeffries@pavcs.us	Bridgit	Jeffries
1/12/2022 16:09:16	mwasilko@pavcs.us	Mark	Wasilko
1/12/2022 16:09:48	dkwiecinski@pavcs.us	DeAnna	Kwiecinski
1/12/2022 16:10:50	cshirk@pavcs.us	Chelsea	Shirk
1/12/2022 16:11:49	dcushman@pavcs.us	Danielle	Cushman
1/12/2022 16:12:22	halcott@pavcs.us	Heather	Alcott
1/12/2022 16:13:23	jansel@pavcs.us	Jessica	Ansel
1/12/2022 16:15:12	sgunter@pavcs.us	Susan	Gunter
1/12/2022 16:18:27	asalai@pavcs.us	Amanda	Salai
1/12/2022 16:33:24	vgarbutt@pavcs.us	Tori	Garbutt
1/12/2022 16:39:23	dmorales@pavcs.us	Daniel	Morales
1/12/2022 17:29:22	jcallahan@pavcs.us	Jessica	Callahan
1/12/2022 17:43:39	tstrauss@pavcs.us	Taylor	Strauss
1/12/2022 18:33:20	blewis@pavcs.us	Bradley	Lewis
1/12/2022 19:18:46	jdorneman@pavcs.us	Jessica	Dorneman
1/12/2022 19:38:38	amatusz@pavcs.us	Anastacia	Matusz
1/12/2022 20:04:22	cwillits@pavcs.us	Cynthia	Willits
1/12/2022 20:40:38	mscanga@pavcs.us	Melissa	Scanga
1/12/2022 20:47:53	khansen@pavcs.us	Katherine	Hansen
1/13/2022 8:00:11	pgehrett@pavcs.us	Patricia	Gehrett
1/13/2022 8:29:07	lspallone@pavcs.us	Lauren	Spallone
1/13/2022 9:00:48	cmarch@pavcs.us	Caitlin	March
1/13/2022 10:04:23	tcooney@pavcs.us	Tara	Cooney
1/13/2022 12:14:37	lburneisen@pavcs.us	Lyndsay	Burneisen
1/13/2022 15:47:39	kshaffer@pavcs.us	Katie	Shaffer
1/14/2022 14:05:21	scardosi@pavcs.us	Sarah	Cardosi
1/19/2022 9:30:50	mgrantz@pavcs.us	Mallory	Grantz



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## *Special Education Department*

### *Professional Development*

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AGENDA: 9/29/21

Parent Lunch and Learn: Special Education Series

Behavior Support: Supporting Your Student in a Virtual Environment

#### **Objectives:**

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

#### **Schedule**

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

#### **Materials:**

- [Behavior Support Power Point](#)
- [Exit Ticket](#)

First join	Last leave	Total time	Joins
9/29/2021 10:38	9/29/2021 11:22	0:44:11	1
9/29/2021 10:38	9/29/2021 11:21	0:42:28	1
9/29/2021 10:48	9/29/2021 11:21	0:32:48	1
9/29/2021 10:51	9/29/2021 11:21	0:30:03	1
9/29/2021 10:52	9/29/2021 11:21	0:28:50	1
9/29/2021 10:59	9/29/2021 11:00	0:01:16	1
9/29/2021 10:59	9/29/2021 11:21	0:21:52	1
9/29/2021 11:00	9/29/2021 11:20	0:20:22	1
9/29/2021 11:00	9/29/2021 11:18	0:18:46	1
9/29/2021 11:00	9/29/2021 11:21	0:20:58	1
9/29/2021 11:01	9/29/2021 11:21	0:19:21	1
9/29/2021 11:16	9/29/2021 11:20	0:03:59	1
9/29/2021 11:19	9/29/2021 11:20	0:00:42	1
9/29/2021 11:21	9/29/2021 11:21	0:00:12	1
9/29/2021 11:23	9/29/2021 11:23	0:00:00	0
9/29/2021 11:23	9/29/2021 11:24	0:00:11	1
9/29/2021 11:24	9/29/2021 11:25	0:00:26	1

Name	Username	Role	AttendeeType
Jennifer Brodhag	jbrodhag	Moderator	Integration
Cynthia Dingeldein	cdingeldein	Moderator	Integration
Mrs. Jennifer Palmer - High School Instructional		Participant	Guest
Stephanie Heyl		Participant	Guest
Candice Danner	cdanner	Moderator	Integration
Jen Watson LEA		Participant	Guest
Lusk Darcie	dlusk	Moderator	Integration
Mari K		Participant	Guest
Bobbi P		Participant	Guest
Tori		Participant	Guest
Jen Watson		Participant	Guest
Jill S		Participant	Guest
Nicole Myers		Participant	Guest
margaret c		Participant	Guest
margaret c		Participant	Guest
Tori		Participant	Guest
Kayla		Participant	Guest





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## *Special Education Department*

### *Professional Development*

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AGENDA: 10/27/21  
Parent Lunch and Learn: Special Education Series  
Response to Intervention

#### **Objectives:**

- 1. Strategies that every learning coach can do to support their child in the virtual model**
- 2. Utilizing the resources available**
- 3. Understanding your student's Specially Designed Instruction (SDIs)**

#### **Schedule**

11:00-11:05	1. Introductions and Welcome
11:05-11:25	2. Resources, PowerPoint, and Discussion
11:25-11:30	3. Exit Ticket

#### **Materials:**

1. [Response to Intervention Power Point](#)
2. [Exit Ticket](#)

Name	Username	Role	AttendeeT	First join	Last leave	Total time	Joins
Lusk Darcie	dlusk	Moderator	Integration	#####	#####	0:37:21	1
Jennifer Brodhag	jbrodhag	Moderator	Integration	#####	#####	0:37:27	1
Stephanie Heyl		Participant	Guest	#####	#####	0:32:02	1
Jen Watson- Middle School Instru		Participant	Guest	#####	#####	0:27:42	1
Lisa C		Participant	Guest	#####	#####	0:25:05	1
Mrs. Jennifer Palmer - High Schoo		Participant	Guest	#####	#####	0:26:07	1
Cindy Dingeldein		Participant	Guest	#####	#####	0:25:54	1
Adailyn M		Participant	Guest	#####	#####	0:20:31	1
Candice Danner	cdanner	Moderator	Integration	#####	#####	0:18:40	1
Nicole M		Participant	Guest	#####	#####	0:02:23	1
Tori		Participant	Guest	#####	#####	0:05:59	2
Dianne		Participant	Guest	#####	#####	0:05:55	1



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## *Special Education Department*

### *Parent Training*

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AGENDA: 11/17/2021  
Parent Lunch & Learn: Special Education Series  
Inclusive Practices

**Objectives:**

- **Define the Least Restrictive Environment (LRE) for a student with an Individualized Education Plan (IEP)**
- **Locate the LRE in an IEP**
- **Identify strategies used by teachers to provide a collaborative, inclusive environment for students with IEPs**

**Schedule:**

11:00 - 11:05	Introduction / Welcome
11:05 - 11:25	Information regarding inclusive practices in the virtual classroom
11:25 - 11:30	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

- [Inclusive Practices PowerPoint](#)
- [Exit Ticket](#)

Name	Username	Role	AttendeeT	First join	Last leave	Total time	Joins
Stephanie Heyl		Participant	Guest	#####	#####	0:35:14	1
Mrs. Jennifer Palmer		Participant	Guest	#####	#####	0:34:27	1
Jennifer Brodhag	jbrodhag	Moderator	Integrator	#####	#####	0:33:53	1
Cynthia Dingeldein	cdingeldein	Moderator	Integrator	#####	#####	0:32:39	1
Samantha		Participant	Guest	#####	#####	0:00:40	1
Candice Danner	cdanner	Moderator	Integrator	#####	#####	0:30:32	1
Shelby S		Participant	Guest	#####	#####	0:27:17	1
Samantha S		Participant	Guest	#####	#####	0:09:53	1
Christine C		Participant	Guest	#####	#####	0:24:38	1
Angie		Participant	Guest	#####	#####	0:24:52	1
Lusk Darcie	dlusk	Moderator	Integrator	#####	#####	0:26:59	1
Jan		Participant	Guest	#####	#####	0:23:04	1
NANA		Participant	Guest	#####	#####	0:02:40	2
Samantha S		Participant	Guest	#####	#####	0:16:51	1
Jen Watson		Participant	Guest	#####	#####	0:03:57	1
Jennifer W		Participant	Guest	#####	#####	0:02:29	1



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*Special Education Department*

*Professional Development*

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**AGENDA**  
11/18/21

**Objectives:**

Disability Life Planning sets reasonable, attainable goals for the future. Learn about how to connect with professionals such as financial advisors, special needs estate attorneys, special education professionals, and governmental and community agencies to maximize the disability benefits and quality of life available to you and establish the best long-term plan.

**Schedule**

7:00-7:45	Presentation by Michele Leahy, Founder (Leahy Life Plan)
7:45-8:00	Questions

**Materials:**

Resource Folder contains ppt and recording

<https://drive.google.com/drive/folders/1HyiAP1Ef7brSxwhmmS7ncsIFB9I9tvCS>

Recorded Link

[https://365accs-my.sharepoint.com/personal/mwitman\\_agora\\_org/\\_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings%2FDisability%20Life%20Planning%20Recording%2011%2E18%2E21%2Emp4&parent=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings&ga=1](https://365accs-my.sharepoint.com/personal/mwitman_agora_org/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings%2FDisability%20Life%20Planning%20Recording%2011%2E18%2E21%2Emp4&parent=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings&ga=1)

Disability Life Planning Attendance (11/18/21) – 11

Morgan W

Michele L

John B

Joseph P

Wahiba B

Tony H

Kelly M

Mikey C

Jan R

Lisa K

Imani R

Robert T

Shaluch S



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## *Special Education Department*

### *Parent Training*

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AGENDA: 12/15/2021  
Parent Lunch & Learn: Special Education Series  
Assistive Technology

**Objectives:**

- **Define assistive technology (AT)**
- **Identify the difference between AT and our instructional technology**
- **Locate free AT resources**
- **Utilize AT resources throughout the virtual environment**

**Schedule:**

11:00 - 11:05	Introduction / Welcome
11:05 - 11:25	Information regarding assistive technology vs. instructional technology, as well free AT resources
11:25 - 11:30	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

- [Assistive Technology PowerPoint](#)
- [Exit Ticket](#)

Angie

Betty M

Candice D

Cynthia Dingeldein

dana

Jan

Jen Watson- Middle School IC

Jennifer Brodhag

Jennifer W

Lusk Darcie

Maysoon A

Melissa

Mrs. Jennifer Palmer

Riana

Stephanie Heyl





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## *Special Education Department*

### *Professional Development*

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### AGENDA 1/13/22

#### **Objectives:**

Centers for Independent Living (CILs) are community-based, crossdisability, non-profit organizations that are designed and operated by people with disabilities. CILs strive to empower people with disabilities to live as independently as they choose by providing 5 core services. Presenters will discuss the background of CILs, including the impact of the independent living movement and how they support development and independence for youth. People with disabilities are the best experts on their own needs and should be engaged in decisions about their lives – this points to the necessity of self-awareness, self-acceptance, self-advocacy, and self-determination skill development. Join us to learn what we can do together!

#### **Schedule**

7:00-7:45	Presentation Centers for Independent Living & Self-Advocacy <ul style="list-style-type: none"><li>• Katie Smith, Independent Living Specialist (Disability Options Network)</li><li>• Mary Beth Morgan, Independent Living Specialist (Liberty Resources)</li></ul>
7:45-8:00	Questions

#### **Materials:**

Resource Folder contains ppt and recorded link

[https://drive.google.com/drive/folders/1LaUZUAXvKT\\_yFV0er5t4wbQwjiuzDxzJ](https://drive.google.com/drive/folders/1LaUZUAXvKT_yFV0er5t4wbQwjiuzDxzJ)

Recorded Link

[https://365accs-my.sharepoint.com/personal/mwitman\\_agora\\_org/\\_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings%2FPACCT%20Family%20For](https://365accs-my.sharepoint.com/personal/mwitman_agora_org/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings%2FPACCT%20Family%20For)



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WWW.PAVCSK12.ORG

[um%2DCILs%201%2E13%2E22%2Emp4&parent=%2Fpersonal%2Fmwitman%5Fagora%5For  
g%2FDocuments%2FRecordings](#)

**PACCT Family Forum: CILs & Self-Advocacy Attendance (1/13/22)**

**Morgan W**

**Mary Beth Morgan**

**Lisa K**

**Katie S**

**Johnathan and Jessica S**

**Renita A**

**Imani R**



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## *Special Education Department*

### *Parent Training*

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#### AGENDA

1/26/22

#### Parent Lunch & Learn: Special Education Series Autism

#### **Objectives:**

- Strategies for Learning Coaches to help their child/children be successful socially in the Virtual Model
- Ideas to help your child/children with Autism become more social in the Virtual Environment
- Ways for your child/children to interact with typical peers at PA Virtual
- Learn about Community Resources

#### **Schedule**

11:00 - 11:05	Introduction / Welcome
11:05 - 11:25	Information about Autism: How to help your child be social in the virtual environment
11:25 - 11:30	Questions / Complete <a href="#">Exit Ticket</a>

#### **Materials:**

1. [Autism Power Point](#)
2. [Exit Ticket](#)

Jennifer Brodhag  
Lusk Darcie  
Mrs. Jennifer Palmer - High School Instructional Coordinator  
Jen Watson- Middle School Instructional Coordinator  
Maysoon A  
Candice Danner  
Stephanie Heyl  
Cynthia Dingeldein  
Felicia m  
Mari K  
Jan  
Herschel t  
Donald T  
Angie



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## *Special Education Department*

### *Parent Training*

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AGENDA: 2/23/2022  
Parent Lunch & Learn: Special Education Series  
Interagency

**Objectives:**

- **Identify the staff within the guidance department (K-12)**
- **Identify resources and activities the guidance department provides based on grade level (K-12) and students' residential counties**

**Schedule:**

11:00 - 11:05	Introduction / Welcome
11:05 - 11:25	Information regarding interagency supports for K-12 available within the school and community
11:25 - 11:30	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

- [Guidance Department Presentation](#)
- [Exit Ticket](#)

Danielle Adornetto  
Jennifer Brodhag  
Jen Watson- LEA  
Cynthia Dingeldein  
Candice Danner  
Lusk Darcie  
Stephanie Heyl  
Mrs. Jennifer Palmer  
Margaret C



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*Special Education Department*

*Professional Development*

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**AGENDA**  
3/10/22

**Objectives:**

Would you like to learn more ways to play an active role in the IEP Process? Who does most of the talking at your IEP meeting? If it's not the student, then you should attend to learn how to prepare for and participate in a student-led IEP meeting. We will also cover the benefits of having students play an active role in developing and understanding the IEP process.

**Schedule**

7:00-7:45	Presentation  Ashley Whigham, The PEAL Center
7:45-8:00	Questions

**Materials:**

Resource Folder contains ppt and recorded link

[https://drive.google.com/drive/folders/1LaUZUAXvKT\\_yFV0er5t4wbQwjiuzDxzJ](https://drive.google.com/drive/folders/1LaUZUAXvKT_yFV0er5t4wbQwjiuzDxzJ)

Recorded Link

[https://365accs-my.sharepoint.com/personal/mwitman\\_agora\\_org/\\_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings%2FPACCT%20Family%20Forum%2DActive%20Role%20in%20IEP%203%2E10%2E22%2Emp4&parent=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings](https://365accs-my.sharepoint.com/personal/mwitman_agora_org/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings%2FPACCT%20Family%20Forum%2DActive%20Role%20in%20IEP%203%2E10%2E22%2Emp4&parent=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings)



PACCT: Active Participation in the IEP Process Attendance (3/10/22)

Morgan W

Ashley W

Beth H

BG

Kaitlin S

John SM

Nolan R

Lisa K

Noble N



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## *Special Education Department*

### *Parent Training*

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#### AGENDA

03/30/2022

Parent Lunch & Learn: Special Education Series

SDI: Incorporating Strategies for Success

#### **Objectives:**

- Define and understand what Specially Designed Instruction (SDI) is for a student with an Individualized Education Plan (IEP)
- Locate the SDIs in an IEP
- Explore ideas for implementing SDIs in the home

#### **Schedule**

11:00 - 11:05	Introduction / Welcome
11:05 - 11:25	Information on implementing SDIs in the home
11:25 - 11:30	Questions / Complete <a href="#">Exit Ticket</a>

#### **Materials:**

1. [SDIs PowerPoint](#)
2. [Exit Ticket](#)

Name	Role	AttendeeType	First join	Last leave	Total time
Jen Watson- LEA	Participant	Guest	3/30/2022 10:52	3/30/2022 10:53	0:00:48
Jennifer Brodhag	Moderator	Integration	3/30/2022 10:56	3/30/2022 11:31	0:34:23
Stephanie Heyl	Participant	Guest	3/30/2022 10:57	3/30/2022 11:31	0:33:04
Darcie L	Moderator	Integration	3/30/2022 10:58	3/30/2022 11:31	0:33:02
Mrs. Jennifer Palmer	Participant	Guest	3/30/2022 10:58	3/30/2022 11:30	0:31:19
Kim M	Participant	Guest	3/30/2022 10:58	3/30/2022 11:30	0:31:42
Cynthia Dingeldein	Moderator	Integration	3/30/2022 10:59	3/30/2022 11:31	0:31:29
Candice D	Moderator	Integration	3/30/2022 10:59	3/30/2022 11:31	0:31:08
Angel O	Participant	Guest	3/30/2022 11:00	3/30/2022 11:01	0:01:01
Jen Watson- Middle Sch	Participant	Guest	3/30/2022 11:00	3/30/2022 11:31	0:30:15
Mari K	Participant	Guest	3/30/2022 11:03	3/30/2022 11:29	0:25:59
GLORIA O	Participant	Guest	3/30/2022 11:04	3/30/2022 11:17	0:12:47
Melissa	Participant	Guest	3/30/2022 11:14	3/30/2022 11:26	0:11:59
Jennifer S	Participant	Guest	3/30/2022 11:18	3/30/2022 11:29	0:10:45
Melissa	Participant	Guest	3/30/2022 11:26	3/30/2022 11:30	0:04:04





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*Special Education Department*

*Professional Development*

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**AGENDA**  
4/21/22

**Objectives:**

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

**Schedule**

7:00-7:45	Presentation- The Step-by-Step Transition to College  Kym Kleinsmith (Reading Area Community College)
7:45-8:00	Questions

**Materials:**

Resource Folder contains ppt and recorded link

[https://drive.google.com/drive/folders/1im5cuUQsMK8L5ytkLAD\\_SWuOSdpMZj2](https://drive.google.com/drive/folders/1im5cuUQsMK8L5ytkLAD_SWuOSdpMZj2)

**Recorded Link**

[https://365accs-my.sharepoint.com/personal/mwitman\\_agora\\_org/\\_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings%2FPACCT%20Forum%2DTransition%20to%20College%204%2E21%2E22%2Emp4&parent=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings&ga=1](https://365accs-my.sharepoint.com/personal/mwitman_agora_org/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings%2FPACCT%20Forum%2DTransition%20to%20College%204%2E21%2E22%2Emp4&parent=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings&ga=1)

PACCT Step-by-Step Transition to College Attendance (4/21/22)

Morgan W

Kym K

Syreeta W

Jeremiah O

Marcita M

Katrina C



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## *Special Education Department*

### *Professional Development*

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AGENDA: 9/24/21  
IEP Training Series: Part I

**Objectives:**

- Watch the instructional videos located in Blackboard > Special Education Resource Room > How To Videos > IEP Training Series: Part I >
  1. Beginning an IEP meeting: IEP Introductions
  2. Goal Writing
  3. NOREPs
  4. Study Island: Building in Accommodations and Probes
- Demonstrate how to perform an IEP introduction.
- Compose IEP goals utilizing the 4 criteria (Condition, Student Name, Behavior, Performance).
- Analyze wording that goes into various parts of the NOREP.
- Create IEP goal probes utilizing Study Island.

**Schedule:**

3:00-3:05	Welcome the Team / Team Updates
3:05-3:55	Watch IEP Training Series: Part I Videos (4 in total)
3:55 - 4:00	Complete <a href="#">Exit Ticket</a> (1 hour of PD awarded / Act 48 if applicable) <b>Due date for completed exit tickets: 10/1/2021</b>

**Materials:**

- Videos located in Blackboard > Special Education Resource Room > How To Videos > IEP Training Series: Part I >
  1. Beginning an IEP meeting: IEP Introductions
  2. Goal Writing
  3. NOREPs
  4. Study Island: Building in Accommodations and Probes
- [Exit Ticket](#)

<b>Timestamp</b>	<b>Full Name</b>
9/24/2021 14:56:35	Colleen Dennis
9/24/2021 15:21:22	Stephanie Heyl
9/24/2021 15:21:48	Jennifer Watson
9/24/2021 15:21:58	Nina Wangler
9/24/2021 15:27:20	Alexandra Uhing
9/24/2021 15:33:36	Lisa Krystofolski
9/24/2021 15:35:47	Karla Mulrine
9/24/2021 15:40:02	Emily Campbell
9/24/2021 15:41:45	Elise Onjack
9/24/2021 15:45:35	Rachel Kyler
9/24/2021 15:45:37	Emily Tomaino
9/24/2021 15:45:52	Tracey Vioral
9/24/2021 15:46:28	Peggy Vail
9/24/2021 15:46:55	Jennifer Neilson
9/24/2021 15:51:43	Bethany Croyle
9/24/2021 15:55:04	Katie Daily
9/24/2021 15:55:32	Michelle Tyson
9/24/2021 15:58:24	Tanya Bahn
9/24/2021 16:07:17	Alyssa Ivanco
9/24/2021 16:33:36	Amy Nixon
9/24/2021 16:43:04	Kristin Donaldson
9/24/2021 16:56:06	Danielle Santina
9/25/2021 10:43:51	Christy Odham
9/27/2021 9:54:16	Kayla Swarmer
9/27/2021 11:48:23	Karyn Raman
9/28/2021 16:07:48	Heather Byers
9/29/2021 13:42:57	Sarah Cardosi
9/30/2021 14:18:59	Melissa Scanga
9/30/2021 14:38:31	Heather Hoffert
10/1/2021 15:28:30	Lori Martin
10/1/2021 16:08:15	Mariane Ferrantino
10/1/2021 16:14:59	Johnna Kohl
10/1/2021 22:11:56	Shannon Fisher
10/7/2021 12:00:27	Kinet Becker



Question	Answer	
True or False. At the beginning of an IEP meeting, the Special Education Teacher should introduce everyone who is in attendance at the meeting and their roles, as well as anyone who was required to attend but could not attend the meeting.	TRUE	
Choose the goal that has all of the required criteria (Condition, Name, Behavior, Performance).	Given a 4th grade level passage, Charlie will apply taught decoding skills to independently read 80 wcpm with 86% accuracy on 3 out of 4 probes in a nine week period.	
Resource Room should be noted in which part of the NOREP?	Part 2 - A description of the action proposed or refused by the LEA:	
True or False. In Study Island, you can turn on Read Aloud Settings for specific subjects and Reduce Answer Choices for practice sessions if these correlate to a student's SDI in their IEP.	TRUE	
<b>Follow Up Items</b>		
Resource Room should be noted in Part 2		addressed
paperwork is sent to?	form is returned to.	addressed
the Life Skills/Autistic Support students as		addressed - need further follow up - complete - gave examples on the response sheet
apply to speech as well? Since it is a	have a standard. Most likely though, there is a	addressed

Training Suggestions	
IXL-pulling data for IEP writing	
Alignment in the IEP-Indicator 13	
Best practices for accommodations/SDI for specific diagnosis	addressed
How to run an IEP meeting in a 35 min time frame	
Best practices for accommodations/SDI for specific diagnosis	
NearPod	
Teaching strategies in the classroom for multiple level of learners	
Resource Room Structure	
PBSPs	



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## *Special Education Department*

### *Professional Development*

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AGENDA: 10/8/21  
IEP Training Series: Part II

#### **Objectives:**

- Watch the instructional video and review the PPT located in Blackboard > Special Education Resource Room > How To Videos > IEP Training Series: Part II >
  1. PM Video
  2. Monitoring/Quarterlies PPT
- Create an IEP Progress Monitoring document in Sapphire and import the IEP goals for general education teachers to report on each quarter.
- Complete all portions of quarterly progress notes (Quarterly, progress, report date, progress report note).
- Develop well-written quarterlies that provide clear data.

#### **Schedule:**

3:00-3:05	Welcome the Team / Team Updates
3:30 - 3:55	Watch and Review IEP Training Series: Part II
3:55 - 4:00	Complete <a href="#">Exit Ticket</a> (.5 hour of PD awarded / Act 48 if applicable) <b>Due date for completed exit tickets 10/22/2021</b>

#### **Materials:**

- Watch the instructional video and review the PPT located in Blackboard > Special Education Resource Room > How To Videos > IEP Training Series: Part II >
  1. PM Video
  2. Monitoring/Quarterlies PPT
- [Exit Ticket](#)

<b>Timestamp</b>	<b>Full Name</b>
10/8/2021 15:25:09	Stephanie Heyl
10/8/2021 15:38:16	Elise Onjack
10/8/2021 15:39:02	Michelle Tyson
10/8/2021 15:40:36	Rachel Kyler
10/8/2021 15:40:37	Heather Hoffert
10/8/2021 15:40:38	Emily Campbell
10/8/2021 15:40:53	Tracey Vioral
10/8/2021 15:42:31	Heather Byers
10/8/2021 15:43:11	Colleen Dennis
10/8/2021 15:44:13	Bethany Croyle
10/8/2021 15:44:43	Danielle Santana
10/8/2021 15:46:09	Lori Martin
10/8/2021 15:46:50	Alexandra Uhing
10/8/2021 15:48:01	Karyn Raman
10/8/2021 15:48:12	Christy Odham
10/8/2021 15:52:26	Emily Tomaino
10/8/2021 15:53:06	Tanya Bahn
10/8/2021 15:53:28	Mariane Ferrantino
10/8/2021 15:53:38	Shannon Fisher
10/8/2021 15:53:45	Karla Mulrine
10/8/2021 16:08:44	Daniel Morales
10/8/2021 16:11:54	Alyssa Ivanco
10/8/2021 17:20:13	Katie Daily
10/8/2021 21:01:03	Katherine Hansen
10/8/2021 23:32:11	Amy Nixon
10/9/2021 21:29:01	Angela Klingenberg
10/10/2021 17:48:08	Kristin Donaldson
10/11/2021 12:59:54	Kinet Becker
10/18/2021 10:25:35	Sarah Cardosi
10/19/2021 8:57:28	Melissa Scanga
10/19/2021 9:23:41	Kayla Swarmer
1/14/2022 13:52:12	Elyse Rice



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*Special Education Department*

*Professional Development*

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AGENDA: 1/28/22  
IEP Training Series: Part III

**Objectives:**

- **View the EBR video to gain a better understanding of ‘how and why’ special education audits can impact our daily practices.**
- **Apply legally defensible practices and documentation to special education paperwork.**
- **Answer questions on exit ticket pertaining to the presentation and the information contained in the EBR video.**

**Schedule**

3:00-3:15	Welcome the Team / Team Updates
3:15 - 3:45	Watch and Review IEP Training Series: Part III on EBRs
3:45 - 4:00	Complete <a href="#">Exit Ticket</a> (.5 hour of PD awarded / Act 48 if applicable) <b>Due date for completed exit tickets 2/07/2022</b>

**Materials:**

- [EBR Video](#)
- [Rowley vs Endrew Video](#)
- [EBP PPT](#)
- [Exit Ticket](#)

Timestamp	First Name	Last Name
1/7/2022 8:34:56	Nina	Wangler
1/28/2022 15:20:41	Allie	Uhing
1/28/2022 15:20:55	Stephanie	Heyl
1/28/2022 15:23:02	Kinet	Becker
1/28/2022 15:31:25	Kayla	Swarmer
1/28/2022 15:39:33	Rachel	Kyler
1/28/2022 15:39:47	Emily	Campbell
1/28/2022 15:40:39	Danielle	Santina
1/28/2022 15:40:46	Bethany	Croyle
1/28/2022 15:40:58	Kristin	Donaldson
1/28/2022 15:41:31	Karyn	Raman
1/28/2022 15:41:55	Karla	Mulrine
1/28/2022 15:42:12	Tracey	Vioral
1/28/2022 15:42:35	Michelle	Tyson
1/28/2022 15:43:02	Colleen	Dennis
1/28/2022 15:45:49	Peggy	Vail
1/28/2022 15:46:58	Heather	Byers
1/28/2022 15:48:01	Emily	Tomaino
1/28/2022 15:48:22	Anastacia	Matusz
1/28/2022 15:50:42	Katie	Daily
1/28/2022 15:54:33	Maria	Sciortino
1/28/2022 15:56:06	Mariane	Ferrantino
1/28/2022 15:58:12	Heather	Hoffert
1/28/2022 16:01:08	Angela	Klingenberg
1/28/2022 16:14:08	Hailey	Mulkern
1/28/2022 16:38:47	Amy	Nixon
1/30/2022 16:23:44	Tanya	Bahn
1/31/2022 13:35:43	Jennifer	Palmer
1/31/2022 16:34:55	Elise	Onjack
2/1/2022 12:33:42	Lisa	Krystofolski
2/2/2022 15:05:55	Kristy	Welsh
2/2/2022 15:44:02	Sarah	Cardosi
2/7/2022 5:54:42	Daniel	Morales
2/9/2022 14:21:40	Alyssa	Ivanco
2/13/2022 10:29:17	Lauren	Spallone
Deadline closed - Act 48 submitted on 2/10/22		



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## *Special Education Department*

### *Professional Development*

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AGENDA: 03/25/2022  
Independent Educational Evaluations

**Objectives:**

- Review the Independent Educational Evaluations PowerPoint to better understand what an IEE is and how to properly respond to a request for one
- Review the Independent Educational Evaluations Procedure and know where to find it

**Schedule:**

3:00-3:15	Welcome the Team / Team Updates
3:15-3:45	IEE PowerPoint and Procedure Review
3:45-4:00	Complete <a href="#">Exit Ticket</a> (.5 hour of PD awarded / Act 48 if applicable) <b>Due date for completed exit tickets: 4/4/2022</b>

**Materials:**

- [Independent Educational Evaluation PowerPoint](#)
- [Independent Educational Evaluation Procedure](#)
- [Exit Ticket](#)

<b>Timestamp</b>	<b>First Name</b>	<b>Last Name</b>
3/24/2022 14:24:17	Kiel	Parker
3/25/2022 15:29:47	Nina	Wangler
3/25/2022 15:34:16	Alexandra	Uhing
3/25/2022 15:34:18	Kristy	Welsh
3/25/2022 15:37:33	Kayla	Swarmer
3/25/2022 15:37:33	Elise	Onjack
3/25/2022 15:40:29	Ana	Aguilar
3/25/2022 15:43:06	Emily	Tomaino
3/25/2022 15:46:43	Lori	Martin
3/25/2022 15:48:45	Mariane	Ferrantino
3/25/2022 15:48:47	Rachel	Kyler
3/25/2022 15:48:47	Buffy	Heaton
3/25/2022 15:49:45	Gennifer	Catarious
3/25/2022 15:49:49	Lisa	Krystofolski
3/25/2022 15:50:01	Emily	Campbell
3/25/2022 15:50:14	Anastacia	Matusz
3/25/2022 15:50:20	Maria	Sciortino
3/25/2022 15:50:24	Michelle	Tyson
3/25/2022 15:50:45	Felicia	Foleno
3/25/2022 15:51:00	Tanya	Bahn
3/25/2022 15:51:33	Jennifer	Palmer
3/25/2022 15:51:41	Alyssa	Ivanco
3/25/2022 15:51:45	Stephanie	Heyl
3/25/2022 15:51:51	Jennifer	Watson
3/25/2022 15:52:00	Katie	Daily
3/25/2022 15:52:01	Kim	Gould
3/25/2022 15:52:21	Peggy	Vail
3/25/2022 15:52:25	Bethany	Croyle
3/25/2022 15:53:12	Heather	Hoffert
3/25/2022 15:54:21	Kinet	Becker
3/25/2022 15:54:58	Stephanie	Baumgard
3/25/2022 15:55:25	Kristin	Donaldson
3/25/2022 15:56:04	Heather	Byers
3/25/2022 15:56:32	Megan	Leach
3/25/2022 15:58:36	Jordan	Dobbin
3/25/2022 16:01:51	Amy	Nixon
3/25/2022 16:02:11	Karyn	Raman
3/25/2022 16:02:34	Angela	Klingenberg
3/25/2022 16:02:59	Danielle	Santina
3/25/2022 16:18:05	Hailey	Mulkern
3/25/2022 16:19:29	Sarah	Cardosi
3/25/2022 16:27:11	Tracey	Vioral
3/25/2022 16:34:37	Karla	Mulrine
3/28/2022 10:39:15	Elyse	Rice





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*Special Education Department*

*Professional Development*

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**AGENDA**  
**8/19/21**

Organizer: Dr. Mindy Byham, Dr. Daniel Pezzulo, Johnna Kohl

**Objectives:**

- 1. Consistent understanding of each section of a re-evaluation report**
- 2. Create legally defensible reports**

**Schedule**

<b>2:30- Kinet Becker</b>	Opening Remarks
<b>2:45 - Dr. Mindy Byham</b>	Introduction of School Psych Intern - <a href="#">Johnna Kohl</a>
<b>2:50 - Dr. Byham, Dr. Pezzulo, Johnna Kohl</b>	Professional Development - Re-evaluation Checklist (21-22)
	Purpose of form: <ul style="list-style-type: none"><li>• Review each section of 1-7 requirements</li><li>• Questions</li></ul>
<b>3:55-4:00</b>	Exit Ticket

**Materials:**

- **2021-20221 Re-evaluation Checklist & form**
- **Exit Ticket**

<b>Timestamp</b>	<b>Email Address</b>	<b>First Name</b>	<b>Last Name</b>
8/19/2021 15:52:09	etomaino@pavcs.us	Emily	Tomaino
8/19/2021 15:52:14	lkrystofolski@pavcs.us	Lisa	Krystofolski
8/19/2021 15:52:18	jpalmer@pavcs.us	Jennifer	Palmer
8/19/2021 15:52:30	ecampbell@pavcs.us	Emily	Campbell
8/19/2021 15:52:49	kdonaldson@pavcs.us	Kristin	Donaldson
8/19/2021 15:53:11	kraman@pavcs.us	Karyn	Raman
8/19/2021 15:53:40	lmartin@pavcs.us	Lori	Martin
8/19/2021 15:53:44	ffoleno@pavcs.us	Felicia	Folino
8/19/2021 15:53:51	kswarmer@pavcs.us	Kayla	Swarmer
8/19/2021 15:54:19	tvioral@pavcs.us	Tracey	Vioral
8/19/2021 15:54:20	aklingenberg@pavcs.us	Angela	Klingenberg
8/19/2021 15:54:35	sheyl@pavcs.us	Stephanie	Heyl
8/19/2021 15:54:36	auhing@pavcs.us	Alexandra	Uhing
8/19/2021 15:54:38	magreen@pavcs.us	Maria	Green
8/19/2021 15:54:44	scardosi@pavcs.us	Sarah	Cardosi
8/19/2021 15:54:46	nwangler@pavcs.us	Nina	Wangler
8/19/2021 15:54:59	mtyson@pavcs.us	Michelle	Tyson
8/19/2021 15:55:11	dmorales@pavcs.us	Daniel	Morales
8/19/2021 15:55:19	hbyers@pavcs.us	Heather	Byers
8/19/2021 15:55:21	jneilson@pavcs.us	Jennifer	Neilson
8/19/2021 15:55:28	hhoffert@pavcs.us	Heather	Hoffert
8/19/2021 15:55:45	mferrantino@pavcs.us	Mariane	Ferrantino
8/19/2021 15:55:57	jwtatson@pavcs.us	Jennifer	Watson
8/19/2021 15:55:59	tbahn@pavcs.us	Tanya	Bahn
8/19/2021 15:56:33	eonjack@pavcs.us	Elise	Onjack
8/19/2021 15:56:48	kbecker@pavcs.us	Kinet	Becker
8/19/2021 15:56:50	gcatarious@pavcs.us	Gennifer	Catarious
8/19/2021 15:56:59	bcroyle@pavcs.us	Bethany	Croyle
8/19/2021 15:57:34	codham@pavcs.us	Christy	Odham
8/19/2021 15:57:45	pvail@pavcs.us	Peggy	Vail
8/19/2021 15:58:02	kgould@pavcs.us	Kim	Gould
8/19/2021 15:58:29	dsantina@pavcs.us	Danielle	Santina
8/19/2021 16:01:36	jkohl@pavcs.us	Johnna	Kohl
8/19/2021 16:01:50	jdobbin@pavcs.us	Jordin	Dobbin
8/19/2021 16:04:14	cdennis@pavcs.us	Colleen	Dennis
8/19/2021 16:04:23	mbyham@pavcs.us	Mindy	Byham
8/19/2021 16:12:31	kmulrine@pavcs.us	Karla	Mulrine
8/20/2021 8:55:56	gzimmerman@pavcs.us	Gary	Zimmerman



Model Memorandum of Understanding

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**Memorandum of Understanding  
Between**

Upper Merion Township Police Department  
\_\_\_\_\_  
(Law Enforcement Authority)

and

PA Virtual Charter School  
\_\_\_\_\_  
(School Entity)

April 27, 2022  
\_\_\_\_\_  
(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):  
Upper Merion Township Police Department, 175 W. Valley Forge Road, King of Prussia, PA 19406

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:  
PA Virtual Charter School, 630 Park Avenue, King of Prussia, PA 19406

- B.** This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any 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. § 1901 *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 13-303-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.

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.

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



## 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 charged may be made in consultation with school administrators.

### A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
  - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
    - i. Section 908 (relating to prohibited offensive weapons).
      - a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 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 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 the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
  - 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 student 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 program, 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 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)]

- 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 assume 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. Witness

- 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 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 notify the chief school administrator and the office in writing.
- 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]

The school entity shall work collaboratively with the Law Enforcement Authority to facilitate up to date and current reports. Any discrepancies will be addressed by a meeting between the two parties. Corrections will be made at that point in time in agreement from both parties.



**V. General Provisions**

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the 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.



\_\_\_\_\_  
Chief School Administrator

PA Virtual Charter School

\_\_\_\_\_  
School Entity



\_\_\_\_\_  
Chief Law Enforcement Authority

Upper Merion Township Police Department

\_\_\_\_\_  
Law Enforcement Authority

N/A-State classifies PAV as one building

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
School Building

**Updated, February 1, 2019**

<b>TITLE</b>	Memorandum of Understanding - MOU
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## Document History

 SENT	<b>04 / 27 / 2022</b> 11:54:23 UTC	Sent for signature to Jason Billups (jbillups@pavcsk12.org) from rcosta@pavcsk12.org IP: 68.83.103.125
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 COMPLETED	<b>04 / 27 / 2022</b> 13:01:57 UTC	The document has been completed.



# Board Affirmation Statement

# PA Virtual Charter School



630 Park Avenue King of Prussia, PA 19406

866-728-2751

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

### Steps to Complete this Section:

Note: Individual signatures required for each section.

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

## Charter Annual Report Affirmation

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

Affirmed on this 20<sup>th</sup> day of July, 2022

By: Bonnie M Schaefer (Signature of Board President)

Bonnie M Schaefer (Print Name)

PA Virtual Charter School Board of Education

## Charter School Law Affirmation

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

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

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 20<sup>th</sup> day of July, 2022

By: Bonnie M Schaefer (Signature of Board President)

Bonnie M Schaefer (Print Name)

PA Virtual Charter School Board of Education

## 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 20<sup>th</sup> day of July, 2022  
By: Bonnie M Schaefer (Signature of Board President)  
Bonnie M Schaefer (Print Name)  
PA Virtual Charter School Board of Education

## 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 20<sup>th</sup> day of July, 2022  
By: Bonnie M Schaefer (Signature of Board President)  
Bonnie M Schaefer (Print Name)  
PA Virtual Charter School Board of Education

## Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the “principal” of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed on this 20<sup>th</sup> day of July, 2022

By: Bonnie M Schaefer (Signature of Board President)

Bonnie M Schaefer (Print Name)

PA Virtual Charter School Board of Education

## 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 20<sup>th</sup> day of July, 2022

By: Bonnie M Schaefer (Signature of Board President)

Bonnie M Schaefer (Print Name)

PA Virtual Charter School Board of Education

**Note:** Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.