

COMMONWEALTH CHARTER ACADEMY CS

Charter School Annual Report | 2022 - 2023

School Profile

LEA Name

Commonwealth Charter Academy CS

AUN

115220002

Address 1

One Innovation Way

Address 2**City**

Harrisburg

State

PA

Zip Code

17110

Chief Administrator Name

Mr Thomas Longenecker

Chief Administrator Email

Tlongenecker@ccaeducate.me

Chief Administrator Phone

(717) 710-3313

Extension**Charter School Principal****Principal Name**

Diane Adkins

Principal Email

dadkins@ccaeducate.me

Principal Phone

717-710-3300

Extension

11180

Principal Name

Andrea Azzalina

Principal Email

aazzalina@ccaeducate.me

Principal Phone

717-710-3300

Extension

11254

Principal Name

Jim Alex

Principal Email

jalex@ccaeducate.me

Principal Phone

717-710-3300

Extension

11181

Principal Name

Kyle Chuff

Principal Email

kchuff@ccaeducate.me

Principal Phone

570-483-2830

Extension

15132

Principal Name

Kelly Musser

Principal Email

kmusser@ccaeducate.me

Principal Phone

717-710-3300

Extension

11357

Principal Name

Ken Edwards

Principal Email

kedwards@ccaeducate.me

Principal Phone

717-710-3300

Extension

11259

Principal Name

Noelle Griffiths

Principal Email

ngriffiths@ccaeducate.me

Principal Phone

570-483-2830

Extension

15148

Principal Name

Jon Fried

Principal Email

jfried@ccaeducate.me

Principal Phone

717-710-3300

Extension

11257

Principal Name

Celeste Beard-Ward

Principal Email

cbeardward@ccaeducate.me

Principal Phone

717-710-3300

Extension

11219

Authorizing District(s)

Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload Current Charter (PDF only)

110802 Charter Renewal letter.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Ralph Dyer	Chair	
Jeffrey Piccola	Vice-Chair	
Rob Barr	Treasurer	
Lil Jackson	Secretary	
Jeff Haste	Trustee	
Marcus Hite	Trustee	
Lori Renne	Trustee	
Phil Murren, Esq.	Board Solicitor	

There were no Board of Trustee Changes. **(CHECKED)**

Board of Trustees Meeting Schedule

Location	Date	Time
1 Innovation Way, Harrisburg, PA 17110	2022-08-10	8:30 a.m.
Virtual/Teleconference	2022-08-29	9:00 a.m.
162 East Bridge Street, Homestead, PA 15120	2022-09-17	8:30 a.m.

1 Innovation Way, Harrisburg, PA 17110	2022-10-12	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2022-11-16	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2023-01-11	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2023-02-08	8:30 a.m.
Virtual/Teleconference	2023-03-24	8:00 a.m.
1 Innovation Way, Harrisburg, PA 17110	2023-04-12	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2023-05-10	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2023-06-14	8:30 a.m.

Upload Board Minutes

August2022Board Approved Mins.pdf

August29 Board Approved Mins.pdf

September2022Board Approved Mins.pdf

October2022Board Approved Mins.pdf

November 2022Board Approved Mins.pdf

January2023Board Approved Mins.pdf

February2023Board Approved Mins.pdf

March2023Board Approved Mins.pdf

April2023Board Approved Mins.pdf

Leadership Team

Name	Title/Position	Check if New Member
Thomas D. Longenecker	Chief Executive Officer	
Roberto T. Datorre	Other	
Christine B. Hakes	Fiscal Management Officer	
Christy Slnk	Human Resource Officer	
Michelle Orcutt	Director of Special Education	
Bryon Klingel	Other	
Natasha Shane	Other	
Danielle Mariano	Other	
Timothy Eller	Other	

Stephanie McHugh	Other	
Christopher Yerkes	Other	
Joanna Shelley	Other	
Nicole Smith	Other	(CHECKED)
Diane Adkins	Principal	
Andrea Azzalina	Principal	
Jim Alex	Principal	
Kyle Chuff	Principal	(CHECKED)
Kelly Musser	Principal	
Kenneth Edwards	Principal	

Noelle Griffiths	Principal	
Celeste Beard-Ward	Principal	
Jonathan Fried	Principal	
Dana Moreno	Other	(CHECKED)
Robert Schultz	Other	(CHECKED)

Explanation of Leadership Changes

Matt Treese and Khaleel Desaque left CCA during the 2022-23 school year. Nicole Smith joined in January 2023 as Associate Vice President for Instruction and Staff Development. Robert Schultz joined in June 2023 as Senior Educational Advisor. The list above comprises the School's Leadership Team.

Upload of Professional Staff Member Roster (PDE-414 Form)

2022-2023 PDE 414 - Complete_3b55dbe7.xlsx

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year

Chief Executive Officer	1	1	0	0	0	1
Chief Administrative Officer	2	0	0	0	0	1
Principal	9	9	0	1	0	11
Assistant Principal	39	39	1	0	6	45
Classroom Teacher (including Master Teachers)	1003	1000	11	11	25	1003
Specialty Teacher (including Master Teachers)	55	52	2	0	0	55
Special Education Teacher (including Master Teachers)	286	268	0	8	18	286
Special Education Coordinator	35	35	0	1	4	35
Counselor	41	41	0	0	3	45
Psychologist	8	8	0	0	0	8
School Nurse	2	2	0	0	0	2
IT Director	3	0	0	0	0	3

Business Administrator	3	0	0	0	0	3
ISD, Curriculum Developers, Tech Support	46	0	8	2	5	46
HR Manager	1	0	0	0	0	1
Student Support Manager, Facilities Manager	7	0	0	0	1	7
Business Office, Administrative Support Staff, Teaching Assistants	151	0	18	11	17	151
Other	99	0	0	0	0	99
Totals	1791	1455	40	34	79	1802

Explanation of Substantial Differences

*Staffing numbers continue to increase due to a projected increase in student enrollment. *Other Includes Agworks, Techworks, School Transformation, Student Services, Social Work, Marketing, Innovative Programs, Family Services, English Language Specialists, Data and Enrollment, All Vice Provosts, Vice Presidents, and Directors

Fiscal Matters

Major Fundraising Activities

Amazon Smile, Box Tops for Education

Fiscal Solvency Policies

See attached (CCA FS 6.30.22 Final.pdf) Pages 18 - 31 ("Note 1 - Summary of Significant Accounting Policies).

Accounting System

There has been no change in the accounting system during the 22/23 school year. CCA has continued to utilize the Powerschool eFinancePLUS accounting and payroll modules for fiscal accounting and reporting since the 19/20 school year.

Preliminary Statements of Revenues, Expenditures & Fund Balances

22-23 Preliminary Stmt of Rev, Exp, and FB.xlsxCCA FS 6.30.22 Final.pdf

Upload Statements of Revenues, Expenditures & Fund Balances

2022-2023 Preliminary Stmt of Rev Exp and FB - signed.pdf

Financial Audit Basics

Audit Firm

Herbein CPAS and Consultants

Date of Last Audit

2022-06-30

Fiscal Year Last Audited

2021/2022

Explanation of the Report

Financial and Compliance Report (Year Ended June 30, 2022)

Upload Financial Audit Document(s)

CCA FS 6.30.22 Final.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
Type of auditor's report issued Internal control over financial reporting: Material weakness(es) identified? Significant deficiency(ies) identified not considered to be material weaknesses? Noncompliance material to financial statements noted? Federal Awards Internal control over major programs: Material weakness(es) identified? Significant deficiency(ies) identified not considered to be material weaknesses? Type of auditor's report issued on compliance for major programs: Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a)? Financial Statement Findings Federal Awards Findings and Questioned Costs	No findings in any section per the audit.

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

FISCAL REVIEW.pdf

PROGRAM REVIEW.pdf

Monitoring Letter.pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2023-04-17

School Years Reviewed

2022/2023

Federal Programs Consolidated Review Report

FISCAL REVIEW.pdf

PROGRAM REVIEW.pdf

Consolidated Review/Annual Report

No official documents have been sent from PDE

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
No official documents have been sent from PDE	No official documents have been sent from PDE

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Special Education Teacher	CCA	33	5	6
Special Education Teacher	CCA	33	5	6
Special Education Teacher	CCA	36	6	7
Special Education Teacher	CCA	36	6	7
Special Education Teacher	CCA	34	6	7
Special Education Teacher	CCA	29	6	7
Special Education Teacher	CCA	31	7	8
Special Education Teacher	CCA	29	7	8
Special Education Teacher	CCA	30	7	8
Special Education Teacher	CCA	30	7	8

Special Education Teacher	CCA	30	7	8
Special Education Teacher	CCA	31	8	9
Special Education Teacher	CCA	33	8	9
Special Education Teacher	CCA	31	8	9
Special Education Teacher	CCA	32	8	9
Special Education Teacher	CCA	30	8	9
Special Education Teacher	CCA	31	8	9
Special Education Teacher	CCA	26	8	9
Special Education Teacher	CCA	30	9	10
Special Education Teacher	CCA	30	9	10
Special Education Teacher	CCA	29	9	10
Special Education Teacher	CCA	29	9	10

Special Education Teacher	CCA	30	9	10
Special Education Teacher	CCA	30	9	10
Special Education Teacher	CCA	29	9	10
Special Education Teacher	CCA	26	10	11
Special Education Teacher	CCA	25	10	11
Special Education Teacher	CCA	26	10	11
Special Education Teacher	CCA	26	10	11
Special Education Teacher	CCA	25	10	11
Special Education Teacher	CCA	24	10	11
Special Education Teacher	CCA	25	10	11
Special Education Teacher	CCA	26	10	11

Special Education Teacher	CCA	20	5	6
Special Education Teacher	CCA	19	6	7
Special Education Teacher	CCA	16	6	7
Special Education Teacher	CCA	22	7	8
Special Education Teacher	CCA	20	7	8
Special Education Teacher	CCA	19	7	8
Special Education Teacher	CCA	23	8	9
Special Education Teacher	CCA	22	8	9
Special Education Teacher	CCA	21	8	9
Special Education Teacher	CCA	20	8	9
Special Education Teacher	CCA	17	9	10
Special Education Teacher	CCA	20	9	10

Special Education Teacher	CCA	16	9	10
Special Education Teacher	CCA	18	9	10
Special Education Teacher	CCA	20	9	10
Special Education Teacher	CCA	16	9	10
Special Education Teacher	CCA	17	10	11
Special Education Teacher	CCA	18	10	11
Special Education Teacher	CCA	22	10	11
Special Education Teacher	CCA	21	10	11
Special Education Teacher	CCA	21	10	11
Special Education Teacher	CCA	23	10	11
Special Education Teacher	CCA	25	12	14

Special Education Teacher	CCA	34	11	13
Special Education Teacher	CCA	38	11	13
Special Education Teacher	CCA	35	11	13
Special Education Teacher	CCA	26	11	13
Special Education Teacher	CCA	23	11	13
Special Education Teacher	CCA	34	11	13
Special Education Teacher	CCA	33	11	13
Special Education Teacher	CCA	33	11	13
Special Education Teacher	CCA	36	11	13
Special Education Teacher	CCA	34	11	13
Special Education Teacher	CCA	36	12	14
Special Education Teacher	CCA	34	12	14

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Special Education Teacher	CCA	35	12	14
Special Education Teacher	CCA	35	12	14
Special Education Teacher	CCA	34	12	14
Special Education Teacher	CCA	36	12	14
Special Education Teacher	CCA	34	12	14
Special Education Teacher	CCA	35	12	14
Special Education Teacher	CCA	35	12	14
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Special Education Teacher	CCA	32	13	15
Special Education Teacher	CCA	31	13	15

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Special Education Teacher	CCA	33	13	15
Special Education Teacher	CCA	32	13	15
Special Education Teacher	CCA	34	13	15
Special Education Teacher	CCA	33	13	15
Special Education Teacher	CCA	33	13	15
Special Education Teacher	CCA	33	13	15
Special Education Teacher	CCA	32	13	15
Special Education Teacher	CCA	33	13	15
Special Education Teacher	CCA	20	11	13
Special Education Teacher	CCA	18	11	13
Special Education Teacher	CCA	20	11	13

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Special Education Teacher	CCA	18	11	13
Special Education Teacher	CCA	19	11	13
Special Education Teacher	CCA	19	11	13
Special Education Teacher	CCA	19	11	13
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Special Education Teacher	CCA	16	12	14
Special Education Teacher	CCA	18	12	14
Special Education Teacher	CCA	18	12	14

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Special Education Teacher	CCA	14	13	15
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Special Education Teacher	CCA	31	14	16
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Special Education Teacher	CCA	31	14	16
Special Education Teacher	CCA	32	14	16
Special Education Teacher	CCA	30	14	16
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Special Education Teacher	CCA	30	14	16
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Special Education Teacher	CCA	58	5	7
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Special Education Teacher	CCA	42	11	15
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Special Education Teacher	CCA	16	5	11
Special Education Teacher	CCA	15	11	15
Special Education Teacher	CCA	17	11	15
Special Education Teacher	CCA	14	11	15
Special Education Teacher	CCA	16	11	15

Special Education Teacher	CCA	15	11	15
Special Education Teacher	CCA	17	15	21
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Special Education Teacher	CCA	18	15	21
Special Education Teacher	CCA	18	15	21
Special Education Teacher	CCA	16	15	21
Special Education Teacher	CCA	16	15	21
Special Education Teacher	CCA	13	15	21
Special Education Teacher	CCA	13	15	21
Special Education Teacher	CCA	11	15	21
Special Education Teacher	CCA	12	15	21

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
A Total Approach, Inc	7.55	Outside Contractor	2
ABA Consultants, LLC	73.85	Outside Contractor	13
ABA Support Services, LLC*	36.62	Outside Contractor	7
Abington Services	7.44	Outside Contractor	14
ABIT Consulting Group	44.73	Outside Contractor	11
AHEDD, Inc.	1.14	Outside Contractor	3
Allied Therapy Group	2.00	Outside Contractor	1
Appalachia IU 8	1.25	Outside Contractor	2
Arin IU 28	0.38	Outside Contractor	1
Associated OT, Inc.	0.55	Outside Contractor	2
Attain Therapy	141.58	Outside Contractor	94

AXIS Teletherapy	36.53	Outside Contractor	53
Baby Steps Therapy, LLC	2.20	Outside Contractor	1
Berks County IU 14	2.06	Outside Contractor	1
Better Speech	1.02	Outside Contractor	2
Bethlehem Pediatric Therapy Services, LLC	8.08	Outside Contractor	9
Blair Therapies	1.69	Outside Contractor	5
Bowersox & Associates, LLC	108.91	Outside Contractor	260
Camco Physical & Occupational Therapy, LLC	2.75	Outside Contractor	4
Camerell Designs, Inc.	6.06	Outside Contractor	3
Cabon Lehigh IU 21	12.35	Outside Contractor	1
Carol Walck and Associates, LTD	5.25	Outside Contractor	2

Center for Independent Living of South Central PA	5.90	Outside Contractor	1
Central Penn Education Associates, Inc.	25.18	Outside Contractor	100
Chancelight Behavioral Health, Education and Therapy	16.89	Outside Contractor	1
Circle Speech Services	4.06	Outside Contractor	7
Compass Health Systems	607.26	Outside Contractor	47
Conestoga Behavioral Services	43.59	Outside Contractor	5
Connected Teletherapy(The Therapy Spot)	2.74	Outside Contractor	7
Connecting the Pieces, LLC*	149.36	Outside Contractor	42
Countywide Transportation Services	43.75	Outside Contractor	2
Dawn O'Brien Taylor	5.84	Outside Contractor	14
DC Therapy	1.21	Outside Contractor	2
Decode It LLC	4.97	Outside Contractor	8

Dr. Kirsten Stiffler	1.83	Outside Contractor	7
DotCom Therapy*	46.03	Outside Contractor	99
Dynamicare Therapy	1.78	Outside Contractor	4
Easter Seals of Southeastern PA	16.79	Outside Contractor	8
Easter Seals Western and Central Pennsylvania	25.21	Outside Contractor	2
Express Yourself Therapeutics	4.98	Outside Contractor	11
Expressive Pathways, LLC	28.10	Outside Contractor	2
Gansarski, Kelly Robin, BCBA	1.66	Outside Contractor	2
Garnet Educational Services	159.54	Outside Contractor	231
Global Teletherapy*	2.38	Outside Contractor	6
Grimm, Elizabeth	2.06	Outside Contractor	2

Groovy Time Speech	7.17	Outside Contractor	13
Grow 2gether	42.44	Outside Contractor	3
GrowNow Therapy Services LLC	1.75	Outside Contractor	4
Gym Jam	2.30	Outside Contractor	5
Hatcher, Barbara TVI	1.41	Outside Contractor	6
Hummingbird ABA Therapy, LLC	51.03	Outside Contractor	9
Journey Center, LLC	509.25	Outside Contractor	20
Just 4 Kids	1.28	Outside Contractor	1
K12 Therapy, LLC	246.19	Outside Contractor	22
Kerri Garbinski (Stack)	7.12	Outside Contractor	18
KidsFirst Therapy	2.41	Outside Contractor	7
Lancaster-Lebanon IU 13	3.52	Outside Contractor	4

Language to Literacy	2.85	Outside Contractor	1
Laurie Panther	0.49	Outside Contractor	1
Lee, Kathy J, Wilson Instructor	14.88	Outside Contractor	10
Leg Up Farm	10.99	Outside Contractor	17
Lehigh Valley Center for Independent Living	3.81	Outside Contractor	1
Liberty Therapy Solutions, LLC	232.92	Outside Contractor	15
Lighthouse Therapy, LLC*	126.19	Outside Contractor	214
Limitless Potential Therapies, LLC	34.38	Outside Contractor	7
Lisa S Volk	0.59	Outside Contractor	1
Living Unlimited, Inc.	17.53	Outside Contractor	8
Maya Coleman	30.75	Outside Contractor	13

M3 Music Therapy, LLC	0.84	Outside Contractor	1
McElwee, John BCBA	0.75	Outside Contractor	1
Merakey Pennsylvania	5.13	Outside Contractor	2
NEIU 19	1.00	Outside Contractor	1
NeurAbilities Healthcare-CNNH Therapy	9.92	Outside Contractor	1
Niagara Therapy, LLC	0.86	Outside Contractor	1
Northwest Tri County IU 05	0.44	Outside Contractor	1
Opening Doors Therapy, Inc.	96.43	Outside Contractor	60
OT&Me, LLC	59.58	Outside Contractor	116
Paige Weaver	1.00	Outside Contractor	2
Patricia Scapellati, SLP	52.98	Outside Contractor	119
Pediatric Therapy Associates	4.16	Outside Contractor	4

Philadelphia Woodworks, LLC	6.00	Outside Contractor	1
Potentiality Therapy Services	8.34	Outside Contractor	1
Preparing Individuals Today for Tomorrow LLC	90.45	Outside Contractor	15
PresenceLearning, Inc.*	469.76	Outside Contractor	800
Remarkable Minds	6.39	Outside Contractor	3
Roberts, Virginia, OT	18.03	Outside Contractor	16
Sandra Giglio, M.Ed.	4.23	Outside Contractor	2
Sayegh Pediatric Therapy Svcs, PC	16.25	Outside Contractor	28
Silver Wolf Productions	2.93	Outside Contractor	1
Smith Speech & Language Services	5.48	Outside Contractor	8
Strategies 4 Success, LLC	112.59	Outside Contractor	10

Sugar Plum Speech	63.57	Outside Contractor	12
Surpass Behavioral Health (was Chancelight)	9.22	Outside Contractor	1
Swank Early Skills Development, LLC	67.06	Outside Contractor	20
Telemental Health Network*, LLC dba Virtual School Counselor Network	30.58	Outside Contractor	60
TeleVine Therapy	16.84	Outside Contractor	28
The Hope Learning Center, LLC	176.65	Outside Contractor	8
The Speech Spot	19.62	Outside Contractor	41
The Vista School	3.53	Outside Contractor	2
Therapy Bridges, LLC	15.46	Outside Contractor	17
Therapy Source, Inc.	205.47	Outside Contractor	316
TWFK (Was Therapy Works for Kids LLC)	4.10	Outside Contractor	7
Time 2 Talk	1.58	Outside Contractor	1

Total Learning Centers	19.43	Outside Contractor	2
TNF Logistics	43.25	Outside Contractor	2
Tracy Geist Therapy Services, LLC	5.44	Outside Contractor	5
Tutoring-Works	222.86	Outside Contractor	91
U.S. Healthcare Services, LLC	397.89	Outside Contractor	252
Unstoppable Speech	5.36	Outside Contractor	8
Valley Family Theraputics, LLC	2.83	Outside Contractor	1
Walk N'Roll Pediatrics	1.00	Outside Contractor	2
Westmoreland IU 7	1.88	Outside Contractor	2
XLR8ED Therapy Services, LLC	26.58	Outside Contractor	4
Youth Advocate Programs	49.23	Outside Contractor	4

Zim Zum Consulting Collaboration, LLC	9.96	Outside Contractor	1
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Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2017-12-07

Upload Link to Report (Optional)

Special Education Cyclical Monitoring Report

Commonwealth_Charter_Academy_CS_Executive_Summary_CS_2017.pdf

Administrative Procedures for Internal Controls of IEP Development

IEP Timelines.pdf

Special Education Personnel Development

Autism

Description of Training			
Autism: One Size Does Not Fit All			
Lead Person/Position		Year of Training	
Tammy Chrin		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Internal Staff	Special Education Teachers

Training Date Complete

2023-04-25

Agenda - Autism Training – One Size Doesn't Fit All.pdf

Autism Training.xlsx

BehaviorSupport

Description of Training			
Behavior Support: Completing Effective FBA's and PBSP's			
Lead Person/Position		Year of Training	
Allison Vasinko		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Internal Staff	Special Education Teachers

Training Date Complete

2022-11-22

2023.24 Training Agenda - Guidance for Completing Effective FBAs and PBSPs.pdf

11222022 FBAs and PBSPs.xlsx

Paraprofessional

Description of Training			
Success Coach: Working with Learners, Case Managers			
Lead Person/Position		Year of Training	
Rebecca Orsinger		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
20	5	Internal Staff	Special Education Success Coaches

Training Date Complete

2022-09-01

Agenda - Success Coach Working with the IEP Case Manager and Progress Monitoring 101 Training.pdf

2022.9.1 SC Working with IEP Casemanager and PM 101 ATTENDANCE.xlsx

Transition

Description of Training			
Transition: Indicator 13 Recap			
Lead Person/Position		Year of Training	
Scott Dadowski/Supervisor of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Internal Staff	Special Ed Teachers, Directors, Supervisors and Success Coaches

Training Date Complete

2023-01-31

2023.24 Training Agenda - Indicator 13 ReCap- Action Required (1).pdf

1.31.2023 Indicator 13 Training Attendance.xlsx

ScienceofLiteracy

Description of Training			
The ABCs of Literacy Part A: Research Based Instruction for Reading and Writing			
Lead Person/Position		Year of Training	
Tammy Chrin/Director of Compliance and Training		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
4	4	Internal Staff	Special Education Teachers

Training Date Complete

2023-03-07

Agenda - The ABC's of Literacy Part C- Exploring the Upper Reading Rope.pdf

3.7.2023 ABCs of Literacy Part C Attendance.txt

Training Date Complete

2023-03-21

Agenda - The ABC's of Literacy Part D- Exploring Written Expression .pdf

3.21.2023 ABCs of Literacy Part D Attendance.xlsx

Training Date Complete

2023-02-07

Agenda - The ABCs of Literacy Part A Research Based Instruction for Reading and Writing.pdf

2.7.2023 ABCs of Literacy Part A Attendance.txt

Training Date Complete

2023-02-28

Agenda -The ABC's of Literacy Part B Exploring the Lower Reading Rope .pdf

2.28.23 ABCs of Literacy Part B Attendance.xlsx

ParentTraining

Description of Training	
Variety of Topics for Parents	
Lead Person/Position	Year of Training

Tammy Chrin/Director of Compliance and Training		2022-23	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
10	10	Internal Staff	Parents

Training Date Complete

2022-09-27

Parent Trainings.html

22.23 Parent Trainings.xlsx

IEPDevelopment

Description of Training			
Progress Monitoring, IEP Goal Development and IEP Writing			
Lead Person/Position		Year of Training	
Tammy Chrin		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
5	2	Internal Staff	Special Education Teachers

Training Date Complete

2022-08-30

Agenda - Progress Monitoring for IEP Goals.pdf

Progress Monitoring 8.30.2022.xlsx

Training Date Complete

2022-09-06

Agenda - IEP Writing.pdf

IEP Writing 9.6.2022.xlsx

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
301	Secondary	Full-time (1.0)	07/28/2023 01:22 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
300	Secondary	Full-time (1.0)	07/28/2023 01:20 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
299	Secondary	Full-time (1.0)	07/28/2023 01:18 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
298	Secondary	Full-time (1.0)	07/28/2023 01:16 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %

Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.	1.08
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This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
297	Secondary	Full-time (1.0)	07/28/2023 01:14 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
296	Secondary	Full-time (1.0)	07/28/2023 01:12 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Full-Time (80% or More)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
295	Secondary	Full-time (1.0)	07/28/2023 01:10 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
294	Secondary	Full-time (1.0)	07/28/2023 01:08 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
293	Secondary	Full-time (1.0)	07/28/2023 01:06 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
292	Secondary	Full-time (1.0)	07/28/2023 01:04 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.42

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
291	Secondary	Full-time (1.0)	07/28/2023 01:02 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
290	Secondary	Full-time (1.0)	07/28/2023 01:00 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
289	Secondary	Full-time (1.0)	07/28/2023 12:58 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %

Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.	1.17
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This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
288	Secondary	Full-time (1.0)	07/28/2023 12:54 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.42

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
287	Secondary	Full-time (1.0)	07/28/2023 12:52 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
286	Elementary	Full-time (1.0)	07/28/2023 12:33 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
285	Elementary	Full-time (1.0)	07/28/2023 12:31 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.17

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
284	Elementary	Full-time (1.0)	07/28/2023 12:28 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
283	Secondary	Full-time (1.0)	07/28/2023 12:23 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
282	Secondary	Full-time (1.0)	07/28/2023 12:20 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
281	Secondary	Full-time (1.0)	07/28/2023 12:15 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
280	Secondary	Full-time (1.0)	07/28/2023 12:13 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
279	Secondary	Full-time (1.0)	07/28/2023 12:10 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
278	Secondary	Full-time (1.0)	07/28/2023 12:09 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
277	Secondary	Full-time (1.0)	07/28/2023 12:07 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
276	Secondary	Full-time (1.0)	07/28/2023 12:05 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21

Age Range Justification	FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.	0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
275	Secondary	Full-time (1.0)	07/28/2023 12:00 PM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	Case Load
Full-Time (80% or More)	14
Identify Classroom	Classroom Location
School District	Secondary
	Age Range
	12 to 15
Age Range Justification	FTE %
	0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
274	Secondary	Full-time (1.0)	07/28/2023 11:58 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	Case Load
Full-Time (80% or More)	14
Identify Classroom	Classroom Location
School District	Secondary
	Age Range
	12 to 15
Age Range Justification	FTE %
	0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
273	Secondary	Full-time (1.0)	07/28/2023 11:55 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
272	Secondary	Full-time (1.0)	07/28/2023 11:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
271	Secondary	Full-time (1.0)	07/28/2023 11:52 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	Case Load
Full-Time (80% or More)	14
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
270	Elementary	Full-time (1.0)	07/27/2023 03:19 PM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	Case Load
Full-Time (80% or More)	12
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
269	Elementary	Full-time (1.0)	07/27/2023 03:17 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
268	Elementary	Full-time (1.0)	07/27/2023 03:10 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
267	Elementary	Full-time (1.0)	07/27/2023 03:07 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
266	Elementary	Full-time (1.0)	07/27/2023 03:05 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
265	Elementary	Full-time (1.0)	07/27/2023 03:02 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
264	Secondary	Full-time (1.0)	07/27/2023 01:51 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.62

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
263	Secondary	Full-time (1.0)	07/27/2023 01:48 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.62

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
262	Secondary	Full-time (1.0)	07/27/2023 01:56 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		

Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
261	Secondary	Full-time (1.0)	07/27/2023 01:39 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.38

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
260	Elementary	Full-time (1.0)	07/27/2023 01:30 PM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.38

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
259	Elementary	Full-time (1.0)	07/27/2023 01:28 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
258	Elementary	Full-time (1.0)	07/27/2023 01:02 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
257	Elementary	Full-time (1.0)	07/27/2023 01:00 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.88

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
256	Elementary	Full-time (1.0)	07/27/2023 12:58 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.88

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
255	Elementary	Full-time (1.0)	07/27/2023 12:55 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		15

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.88

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
254	Elementary	Full-time (1.0)	07/27/2023 12:54 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.88

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
253	Elementary	Full-time (1.0)	07/27/2023 12:48 PM

Building Name
Commonwealth Charter Academy CS
Support Type
Speech And Language Support

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
252	Secondary	Full-time (1.0)	07/27/2023 12:45 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
251	Multiple	Full-time (1.0)	07/27/2023 12:42 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		42
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 15
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
250	Elementary	Full-time (1.0)	07/27/2023 12:40 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
249	Elementary	Full-time (1.0)	07/27/2023 12:36 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		58
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
248	Elementary	Full-time (1.0)	07/27/2023 12:34 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
247	Elementary	Full-time (1.0)	07/27/2023 12:31 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
246	Secondary	Full-time (1.0)	07/27/2023 01:56 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		51
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
245	Secondary	Full-time (1.0)	07/27/2023 12:23 PM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
244	Secondary	Full-time (1.0)	07/27/2023 12:22 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
243	Secondary	Full-time (1.0)	07/27/2023 12:17 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
242	Secondary	Full-time (1.0)	07/27/2023 01:53 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
240	Secondary	Full-time (1.0)	07/27/2023 01:53 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
239	Secondary	Full-time (1.0)	07/27/2023 01:53 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
238	Secondary	Full-time (1.0)	07/27/2023 01:53 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
237	Secondary	Full-time (1.0)	07/27/2023 01:53 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
236	Secondary	Full-time (1.0)	07/27/2023 01:53 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
235	Secondary	Full-time (1.0)	07/27/2023 01:53 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21

Age Range Justification	FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.	0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
234	Secondary	Full-time (1.0)	07/27/2023 01:53 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
233	Secondary	Full-time (1.0)	07/27/2023 11:45 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		34

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
232	Secondary	Full-time (1.0)	07/27/2023 11:42 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
231	Secondary	Full-time (1.0)	07/27/2023 11:39 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
230	Secondary	Full-time (1.0)	07/27/2023 11:37 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
229	Secondary	Full-time (1.0)	07/27/2023 11:34 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
228	Secondary	Full-time (1.0)	07/27/2023 11:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
227	Secondary	Full-time (1.0)	07/27/2023 01:56 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
226	Secondary	Full-time (1.0)	07/27/2023 11:28 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		49
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.98

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
225	Secondary	Full-time (1.0)	07/27/2023 11:25 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		51
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.02

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
224	Secondary	Full-time (1.0)	07/27/2023 11:23 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		51
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.02

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
223	Elementary	Full-time (1.0)	07/27/2023 01:56 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
222	Elementary	Full-time (1.0)	07/27/2023 11:17 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 11
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
221	Secondary	Full-time (1.0)	07/25/2023 09:02 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
220	Secondary	Full-time (1.0)	07/25/2023 08:59 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
219	Secondary	Full-time (1.0)	07/25/2023 08:58 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
218	Secondary	Full-time (1.0)	07/25/2023 08:56 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
217	Secondary	Full-time (1.0)	07/25/2023 08:55 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
216	Secondary	Full-time (1.0)	07/25/2023 08:54 PM

Building Name		
Commonwealth Charter Academy CS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
215	Secondary	Full-time (1.0)	07/25/2023 08:53 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
214	Secondary	Full-time (1.0)	07/25/2023 08:52 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
213	Secondary	Full-time (1.0)	07/25/2023 08:50 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
212	Secondary	Full-time (1.0)	07/25/2023 08:44 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
211	Secondary	Full-time (1.0)	07/25/2023 09:03 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
210	Secondary	Full-time (1.0)	07/25/2023 08:41 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
209	Secondary	Full-time (1.0)	07/25/2023 08:39 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
208	Secondary	Full-time (1.0)	07/25/2023 08:38 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
207	Secondary	Full-time (1.0)	07/25/2023 08:37 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21

Age Range Justification	FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.	0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
206	Secondary	Full-time (1.0)	07/25/2023 08:35 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
205	Secondary	Full-time (1.0)	07/25/2023 08:33 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
204	Secondary	Full-time (1.0)	07/25/2023 08:32 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
203	Secondary	Full-time (1.0)	07/25/2023 08:31 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	
School District	Secondary	
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
202	Secondary	Full-time (1.0)	07/25/2023 08:29 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	
School District	Secondary	
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
201	Secondary	Full-time (1.0)	07/25/2023 08:28 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
200	Secondary	Full-time (1.0)	07/25/2023 05:12 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
199	Secondary	Full-time (1.0)	07/25/2023 05:10 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
198	Secondary	Full-time (1.0)	07/25/2023 05:09 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
197	Secondary	Full-time (1.0)	07/25/2023 05:08 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
196	Secondary	Full-time (1.0)	07/25/2023 05:07 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
195	Secondary	Full-time (1.0)	07/25/2023 05:05 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
194	Secondary	Full-time (1.0)	07/25/2023 05:04 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %

Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.	0.9
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
193	Secondary	Full-time (1.0)	07/25/2023 05:03 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
192	Secondary	Full-time (1.0)	07/25/2023 05:01 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
191	Secondary	Full-time (1.0)	07/25/2023 05:00 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
190	Secondary	Full-time (1.0)	07/25/2023 04:59 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
189	Secondary	Full-time (1.0)	07/25/2023 04:58 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
188	Secondary	Full-time (1.0)	07/25/2023 04:57 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
187	Secondary	Full-time (1.0)	07/25/2023 04:56 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
186	Secondary	Full-time (1.0)	07/25/2023 04:54 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
185	Secondary	Full-time (1.0)	07/25/2023 04:53 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
184	Secondary	Full-time (1.0)	07/25/2023 04:52 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
183	Secondary	Full-time (1.0)	07/25/2023 04:51 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
182	Secondary	Full-time (1.0)	07/25/2023 04:50 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
181	Secondary	Full-time (1.0)	07/25/2023 04:49 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
180	Secondary	Full-time (1.0)	07/25/2023 04:47 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
179	Secondary	Full-time (1.0)	07/25/2023 04:46 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21

Age Range Justification	FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
178	Secondary	Full-time (1.0)	07/25/2023 04:42 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
177	Secondary	Full-time (1.0)	07/25/2023 04:44 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
176	Secondary	Full-time (1.0)	07/25/2023 04:45 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
175	Secondary	Full-time (1.0)	07/25/2023 05:14 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
174	Secondary	Full-time (1.0)	07/25/2023 08:23 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
173	Secondary	Full-time (1.0)	07/25/2023 08:24 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
172	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
171	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
170	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
169	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
168	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
167	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
166	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
165	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
164	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21

Age Range Justification	FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.	0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
163	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
162	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
161	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
160	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
159	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
158	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
157	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
156	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
155	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
154	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
153	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
152	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
151	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
150	Secondary	Full-time (1.0)	07/25/2023 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs). See 24 P. S. § 17-1732-A.		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
149	Secondary	Full-time (1.0)	07/24/2023 09:18 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
148	Secondary	Full-time (1.0)	07/24/2023 09:17 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
147	Secondary	Full-time (1.0)	07/24/2023 09:16 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
146	Secondary	Full-time (1.0)	07/24/2023 09:14 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
145	Secondary	Full-time (1.0)	07/24/2023 09:13 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
144	Secondary	Full-time (1.0)	07/24/2023 09:13 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
143	Secondary	Full-time (1.0)	07/24/2023 09:11 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
142	Secondary	Full-time (1.0)	07/24/2023 09:11 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
141	Secondary	Full-time (1.0)	07/24/2023 09:10 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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140	Secondary	Full-time (1.0)	07/24/2023 01:10 PM
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Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
139	Secondary	Full-time (1.0)	07/24/2023 01:08 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
138	Secondary	Full-time (1.0)	07/24/2023 01:07 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
137	Secondary	Full-time (1.0)	07/24/2023 01:06 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
136	Secondary	Full-time (1.0)	07/24/2023 01:04 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
135	Secondary	Full-time (1.0)	07/24/2023 01:03 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
134	Secondary	Full-time (1.0)	07/24/2023 01:02 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
133	Secondary	Full-time (1.0)	07/24/2023 01:01 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
132	Secondary	Full-time (1.0)	07/24/2023 01:00 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	27	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
131	Secondary	Full-time (1.0)	07/24/2023 12:59 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	31	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
130	Secondary	Full-time (1.0)	07/24/2023 12:57 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	30	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
129	Secondary	Full-time (1.0)	07/24/2023 12:56 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	31	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
128	Secondary	Full-time (1.0)	07/24/2023 12:55 PM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
127	Secondary	Full-time (1.0)	07/24/2023 12:54 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
126	Secondary	Full-time (1.0)	07/24/2023 12:52 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
125	Secondary	Full-time (1.0)	07/24/2023 12:51 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
124	Secondary	Full-time (1.0)	07/24/2023 12:51 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
123	Secondary	Full-time (1.0)	07/24/2023 12:49 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
122	Secondary	Full-time (1.0)	07/24/2023 12:48 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16

Age Range Justification	FTE %
	0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
121	Secondary	Full-time (1.0)	07/24/2023 12:47 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
120	Secondary	Full-time (1.0)	07/24/2023 12:46 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
119	Secondary	Full-time (1.0)	07/24/2023 12:16 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
118	Secondary	Full-time (1.0)	07/24/2023 12:11 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
117	Secondary	Full-time (1.0)	07/24/2023 12:10 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
116	Secondary	Full-time (1.0)	07/24/2023 12:09 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
115	Secondary	Full-time (1.0)	07/24/2023 12:09 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
114	Secondary	Full-time (1.0)	07/24/2023 12:07 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
113	Secondary	Full-time (1.0)	07/24/2023 12:07 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
112	Secondary	Full-time (1.0)	07/24/2023 12:06 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
111	Secondary	Full-time (1.0)	07/24/2023 12:04 PM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
110	Secondary	Full-time (1.0)	07/24/2023 12:03 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
109	Secondary	Full-time (1.0)	07/24/2023 12:02 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
108	Secondary	Full-time (1.0)	07/24/2023 12:01 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
107	Secondary	Full-time (1.0)	07/24/2023 12:00 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
106	Secondary	Full-time (1.0)	07/24/2023 11:59 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	19
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
105	Secondary	Full-time (1.0)	07/24/2023 11:58 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	15
Identify Classroom	Classroom Location
School District	Secondary
	Age Range
	12 to 14

Age Range Justification	FTE %
	0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
104	Secondary	Full-time (1.0)	07/24/2023 11:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
103	Secondary	Full-time (1.0)	07/24/2023 11:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
102	Secondary	Full-time (1.0)	07/24/2023 11:55 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
101	Secondary	Full-time (1.0)	07/24/2023 11:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
100	Secondary	Full-time (1.0)	07/24/2023 11:53 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
99	Secondary	Full-time (1.0)	07/24/2023 11:52 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
98	Secondary	Full-time (1.0)	07/24/2023 11:51 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
97	Secondary	Full-time (1.0)	07/24/2023 11:50 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
96	Secondary	Full-time (1.0)	07/24/2023 11:49 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
95	Secondary	Full-time (1.0)	07/24/2023 11:48 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
94	Secondary	Full-time (1.0)	07/24/2023 11:47 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
93	Secondary	Full-time (1.0)	07/24/2023 11:46 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
92	Secondary	Full-time (1.0)	07/24/2023 11:45 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
91	Secondary	Full-time (1.0)	07/24/2023 11:44 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
90	Secondary	Full-time (1.0)	07/24/2023 11:43 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
89	Secondary	Full-time (1.0)	07/24/2023 11:42 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	20
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	Age Range
	11 to 13
	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
88	Secondary	Full-time (1.0)	07/24/2023 11:40 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	33
Identify Classroom	Classroom Location
School District	Secondary
	Age Range
	13 to 15

Age Range Justification	FTE %
	0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
87	Secondary	Full-time (1.0)	07/24/2023 11:39 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
86	Secondary	Full-time (1.0)	07/24/2023 11:39 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
85	Secondary	Full-time (1.0)	07/24/2023 11:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
84	Secondary	Full-time (1.0)	07/24/2023 11:37 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
83	Secondary	Full-time (1.0)	07/24/2023 11:36 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
82	Secondary	Full-time (1.0)	07/24/2023 11:35 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
81	Secondary	Full-time (1.0)	07/24/2023 11:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
80	Secondary	Full-time (1.0)	07/24/2023 11:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
79	Secondary	Full-time (1.0)	07/24/2023 11:31 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	31	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
78	Secondary	Full-time (1.0)	07/24/2023 11:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	32	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
77	Secondary	Full-time (1.0)	07/24/2023 11:29 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
76	Secondary	Full-time (1.0)	07/24/2023 11:27 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
75	Secondary	Full-time (1.0)	07/24/2023 11:26 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
74	Secondary	Full-time (1.0)	07/24/2023 11:25 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
73	Secondary	Full-time (1.0)	07/24/2023 11:24 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
72	Secondary	Full-time (1.0)	07/24/2023 11:23 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	34
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
71	Secondary	Full-time (1.0)	07/24/2023 11:21 AM

Building Name	
Commonwealth Charter Academy CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	35
Identify Classroom	Classroom Location
School District	Secondary
	12 to 14

Age Range Justification	FTE %
	0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
70	Secondary	Full-time (1.0)	07/24/2023 11:20 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
69	Secondary	Full-time (1.0)	07/24/2023 11:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
68	Secondary	Full-time (1.0)	07/24/2023 11:18 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
67	Secondary	Full-time (1.0)	07/24/2023 11:17 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
66	Secondary	Full-time (1.0)	07/24/2023 11:16 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
65	Secondary	Full-time (1.0)	07/24/2023 11:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
64	Secondary	Full-time (1.0)	07/24/2023 11:14 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
63	Secondary	Full-time (1.0)	07/24/2023 11:14 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
62	Secondary	Full-time (1.0)	07/24/2023 11:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	34	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification	FTE %	
	0.68	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
61	Secondary	Full-time (1.0)	07/24/2023 11:12 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	23	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification	FTE %	
	0.46	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
60	Secondary	Full-time (1.0)	07/24/2023 11:12 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
59	Secondary	Full-time (1.0)	07/24/2023 11:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
58	Secondary	Full-time (1.0)	07/24/2023 11:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
57	Secondary	Full-time (1.0)	07/24/2023 11:10 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
56	Secondary	Full-time (1.0)	07/24/2023 11:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
55	Elementary	Full-time (1.0)	07/24/2023 11:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
54	Elementary	Full-time (1.0)	07/24/2023 11:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	
School District	Elementary	
Age Range Justification		FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
53	Elementary	Full-time (1.0)	07/24/2023 11:05 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	
School District	Elementary	
Age Range Justification		FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
52	Elementary	Full-time (1.0)	07/24/2023 11:04 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
51	Elementary	Full-time (1.0)	07/24/2023 11:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
50	Elementary	Full-time (1.0)	07/24/2023 11:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
49	Elementary	Full-time (1.0)	07/24/2023 11:02 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
48	Elementary	Full-time (1.0)	07/24/2023 11:02 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
47	Elementary	Full-time (1.0)	07/24/2023 11:01 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
46	Elementary	Full-time (1.0)	07/24/2023 11:00 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
45	Elementary	Full-time (1.0)	07/24/2023 11:00 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
44	Elementary	Full-time (1.0)	07/24/2023 10:59 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
43	Elementary	Full-time (1.0)	07/24/2023 10:58 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
42	Elementary	Full-time (1.0)	07/24/2023 10:58 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9

Age Range Justification	FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)	1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
41	Elementary	Full-time (1.0)	07/24/2023 10:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
40	Elementary	Full-time (1.0)	07/24/2023 10:56 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	Classroom Location	
School District	Elementary	
Age Range Justification		FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
39	Elementary	Full-time (1.0)	07/24/2023 10:55 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
38	Elementary	Full-time (1.0)	07/24/2023 10:55 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
37	Elementary	Full-time (1.0)	07/24/2023 10:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
PA Code 7.11.2 (c) Charter schools and cyber charter schools are exempt from Chapter 14 (relating to special education services and programs)		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
36	Elementary	Full-time (1.0)	07/24/2023 10:51 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
35	Elementary	Full-time (1.0)	07/24/2023 10:49 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
34	Elementary	Full-time (1.0)	07/24/2023 09:52 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
33	Elementary	Full-time (1.0)	07/24/2023 09:52 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
32	Elementary	Full-time (1.0)	07/24/2023 09:51 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11

Age Range Justification	FTE %
	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
31	Elementary	Full-time (1.0)	07/24/2023 09:51 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30	Elementary	Full-time (1.0)	07/24/2023 09:50 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
29	Elementary	Full-time (1.0)	07/24/2023 09:50 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
28	Elementary	Full-time (1.0)	07/24/2023 09:49 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
27	Elementary	Full-time (1.0)	07/24/2023 09:49 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Elementary	Full-time (1.0)	07/24/2023 09:48 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Elementary	Full-time (1.0)	07/24/2023 09:48 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	29	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Elementary	Full-time (1.0)	07/24/2023 09:47 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	30	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Elementary	Full-time (1.0)	07/24/2023 09:47 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	30	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Elementary	Full-time (1.0)	07/24/2023 09:46 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	29	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Elementary	Full-time (1.0)	07/24/2023 09:46 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Elementary	Full-time (1.0)	07/24/2023 09:45 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Elementary	Full-time (1.0)	07/24/2023 09:44 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Elementary	Full-time (1.0)	07/24/2023 09:44 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	07/24/2023 09:43 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Elementary	Full-time (1.0)	07/24/2023 09:43 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Elementary	Full-time (1.0)	07/24/2023 09:42 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9

Age Range Justification	FTE %
	0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Elementary	Full-time (1.0)	07/24/2023 09:41 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Elementary	Full-time (1.0)	07/24/2023 09:39 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Elementary	Full-time (1.0)	07/24/2023 09:00 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Elementary	Full-time (1.0)	07/24/2023 08:59 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Elementary	Full-time (1.0)	07/24/2023 08:59 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Elementary	Full-time (1.0)	07/24/2023 08:59 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Elementary	Full-time (1.0)	07/24/2023 08:58 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	29	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Elementary	Full-time (1.0)	07/24/2023 08:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	31	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	07/24/2023 08:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	29	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Elementary	Full-time (1.0)	07/24/2023 09:40 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	34	
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Elementary	Full-time (1.0)	07/24/2023 08:55 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Elementary	Full-time (1.0)	07/24/2023 08:55 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	07/24/2023 08:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Elementary	Full-time (1.0)	07/24/2023 08:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.66

Facilities and Agreements

Fixed assets acquired by the Charter School during the past fiscal year

Fixed Asset Description	Location	Capital Expenditure
Buildings & Land	Statewide and at CCA Family Service Centers	\$74,826,342.37
Furniture & Equipment	Statewide and at CCA Family Service Centers	\$6,002,703.65
LMS & Technology	Statewide and at CCA Family Service Centers	\$18,640,128.68
Total	Statewide and at CCA Family Service Centers	\$99,469,174.70

Facility Plans and Other Capital Needs

The Charter School's plan for future facility development and the rationale for the various components of the plan

Due to CCA's student growth since 2019, the school has purchased additional sites (Family Services Centers) across the Commonwealth to house teachers, school administrators, and other academic and nonacademic staff to support student learning needs.

Memorandum of Understanding

Organization	Purpose
Allentown Police Department	Law Enforcement Model MOU
West Penn Township Police Department	Law Enforcement Model MOU
Wilkes-Barre Township Police Department	Law Enforcement Model MOU
Harrisburg Bureau of Police	Law Enforcement Model MOU

Homestead Borough Police Department	Law Enforcement Model MOU
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Upload of Memorandum of Understanding Document(s)

WILKES-BARRE PD-MOU 1.31.22.pdf

PITTSBURGH-HOMESTEAD MOU_6.13.22.pdf

Andreas MOU Signed.pdf

Harrisburg-MOU 1.26.22.pdf

Allentown-MOU 1.24.22.pdf

Articulation Agreements

Partnering Institution

Central Penn College

Agreement Type

Program/Course Area

Various course and program offerings

Upload Articulation Agreement

Central Penn College MOU_2022.pdf

Partnering Institution

Cheyney University

Agreement Type

Program/Course Area

Various course and program offerings

Upload Articulation Agreement

Cheyney MOU.pdf

Partnering Institution

Community College of Allegheny County

Agreement Type

Program/Course Area

Various course and program offerings

Upload Articulation Agreement

CCAC MOUS 2023.pdf

Partnering Institution

Grand Canyon University

Agreement Type

Program/Course Area

Various course and program offerings

Upload Articulation Agreement

Grand Canyon University MOU.pdf

Partnering Institution

Harrisburg Area Community College

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

HACC MOU_2024.pdf

Partnering Institution

Harrisburg Area Community College

Agreement Type**Program/Course Area**

Emergency Medical Technician

Upload Articulation Agreement

HACC EMT.MOU.pdf

Partnering Institution

Johnson College

Agreement Type

Program/Course Area

Various course and program offerings

Upload Articulation Agreement

Johnson College MOU_2025.pdf

Partnering Institution

Lehigh Carbon Community College

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

LCCC MOU_2023.pdf

Partnering Institution

Northampton Community College

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

NCCC MOU.pdf

Management Survey

Charter School Management Survey

Charter School Name

Commonwealth Charter Academy CS

Point of Contact Name

Thomas D. Longenecker

Point of Contact Telephone Number

717-710-3300

Extension

11165

Point of Contact Email

tlongenecker@ccaeducate.me

Management Organization Information

As of the start of the 2021/2022 school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?

No

Signatures and Affirmations

Upload Board Affirmation Statement

BoardPresidentAffirmation2022-23.pdf

Date of Approval

2023-07-31

Charter School Annual Report Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker

Charter School Law Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker

Ethics Act Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker

Charter School Annual Background Check Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker

Charter Annual Administrative Certification Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker

Charter School Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker



Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
August 10, 2022 at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Virtually

I. Call to Order

Mr. Dyer, Board Chairman, called the meeting to order at 8:30 a.m. when all participants were present and able to hear each other.

II. Roll Call

Board Members In Person: Ralph Dyer, Lil Jackson, Jeffrey Piccola, Rob Barr, Lori Renne, Marcus Hite

Guests In Person: Tom Longenecker, President and CEO; Roberto Datorre, Christine Hakes, Tim Eller, Christy Sink, Sharon Pallotta, Bryon Klingel, Jim Skinner, Ana Meyers, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel.

Guests Via Video: Natasha Shane, Danielle Mariano, School Staff

III. Executive Session

The Board entered Executive Session at 8:30 a.m. Executive Session was held to discuss legal matters, Right to Know requests, personnel matters, Special Education matters, potential litigation and property matters.

The following Action Items resulted from Executive Session:

Action Item c. Approval of the Flexible Executive Expense payments (FEEP) as discussed in Executive Session

Action Item d. Approval of the resolution to purchase property as discussed in Executive Session

Action Item e. Approval of the Erie Family Service Center renovation bids as presented in Executive Session following review by legal counsel

Executive Session ended at 10:45 a.m.

Public Session began at 10:50 a.m.

IV. Approval of Agenda – R. Dyer

Mr. Dyer, Board Chairman informed the Board of the addition of the following Action Items to the agenda:

Action Item c. Approval of the Flexible Executive Expense payments (FEEP) as discussed in Executive Session

Action Item d. Approval of the resolution to purchase property as discussed in Executive Session

Action Item e. Approval of the Erie Family Service Center renovation bids as presented in Executive Session following review by legal counsel

Mr. Dyer asked if there were any other changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Mr. Barr and seconded by Mr. Piccola as follows:

RESOLVED, that the agenda for the August 10, 2022 meeting of the Commonwealth Charter Academy Board of Trustees as amended is hereby approved.

The motion passed unanimously.

V. Approval of Consent Items – R. Dyer

Mr. Dyer asked the Board if there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from June 15, 2022 Board meeting
- b. Approval of Board Payables
- c. Approval of Staffing Report
- d. Approval of proposals, agreements, and purchases

The motion passed unanimously.

VI. Approval of Action Items – R. Dyer

- a. Approval of proposals, agreements, and purchases

Mr. Longenecker reviewed the proposals, agreements and purchases with the Board.

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson as follows:

RESOLVED, the approval of proposals, agreements, and purchases are hereby approved.

The motion passed unanimously.

b. Approval of Commonwealth Charter Academy 2021-2024 Comprehensive Plan

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr as follows:

RESOLVED, the Commonwealth Charter Academy 2021-2024 Comprehensive Plan is hereby approved.

The motion passed unanimously.

c. Approval of the flexible executive expense payments (FEEP) as discussed in Executive Session

There being no further discussion, a motion was made by Mr. Piccola and seconded by Mr. Barr as follows:

RESOLVED, the flexible executive expense payments (FEEP) as discussed in Executive Session is hereby approved.

The motion passed unanimously.

d. Approval of the resolution to purchase property as discussed in Executive Session

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr as follows:

RESOLVED, the resolution to purchase property as discussed in Executive Session is hereby approved.

The motion passed unanimously.

e. Approval of the Erie Family Service Center renovation bids as presented in Executive Session following review by legal counsel

There being no further discussion, a motion was made by Mr. Piccola and seconded by Ms. Jackson as follows:

RESOLVED, the Erie Family Service Center renovation bids as presented in Executive Session following review by legal counsel are hereby approved.

The motion passed unanimously.

VII. Oral Reports

a. Operations Report

Ms. Shane informed the Board that there were twelve Family Fun Fests held throughout the state between July 5th and August 2nd and the events were incredibly successful. Family Services will hold twelve Back-to-School Bashes across the state in the month of September and field trips will begin in October. There are 900 field trips planned for this school year. Ms. Shane also informed the Board of the lanyards and CCA trading pins launch. Students will be given pins to display on their lanyards when they attend specific CCA events. This will allow students to display their CCA gear more often. Students may also trade pins with others.

Mr. Datorre discussed the expansion of CCA's agreement with Central Penn College and that CCA students can earn up to six college credits and continue with Central Penn College after high school.

Mr. Datorre informed the Board that CCA is busy with back-to-school preparations and that Teacher Induction is scheduled for August 18 and 19. The All-Staff meeting is scheduled for August 22. Mr. Datorre reported that Mr. Eller has sent communications to families regarding the planned Tech Tune-up Days.

Mr. Datorre reported that enrollment as of August 9, 2022 was 18,485 with 1,800 students in the applicant stage.

b. Finance and Administration Report

Ms. Hakes reviewed the staffing report with the Board.

Ms. Sink reported that CCA is seeing a continuous stream of candidates and that there are currently 1,422 total CCA staff. Of the 1,422 staff, 1,021 are teachers. Ms. Sink reported that 200 new teachers will be inducted on August 18 and 19. She further reported that CCA was entered in to the Best Places to Work survey. The survey was sent to all CCA staff and there were between 800-900 responses. The survey will reveal areas of needed improvement for CCA as well as areas CCA is performing well.

Mr. Skinner reviewed the facilities report with the Board.

Ms. Hakes reviewed the financial reports with the Board. She reported that each CCA student will be eligible for \$250 in Community Classroom Reimbursements for the 2022-23 school year.

Mr. Piccola asked if CCA has a plan to reach out to schools who need CCA's help. Mr. Longenecker answered that CCA is working on a plan to make its curriculum accessible to other schools.

c. President and CEO Report

Mr. Klingel reported on the I.T. Department and that a lot of discussions are taking place around edio. He reported that a security audit of edio's code was performed and CCA passed.

Ms. Meyers reported that the CCA Alumni Association received 188 responses since its official launch in June 2022. She further reported that of the 188 alumni, most have responded that they would like to volunteer with CCA. Ms. Meyers will send information in January to soon-to-be candidates in order to capture their contact information.

Mr. Eller reported that the state budget passed last month. He reported that CCA is in full outreach mode and he shared CCA's new outreach video with the board. Ms. Jackson questioned when the diversity video would launch and Mr. Eller responded that it will launch closer to the beginning of the 2022-23 school year.

VIII. Information Items

Mr. Longenecker reminded the Board of the September 16-17, 2022 Board retreat scheduled to take place at the Pittsburgh Waterfront Family Service Center. He informed the Board that Board members may carpool with Roberto and himself.


Mr. Longenecker informed the Board that he will travel to the CCA Family Service Centers throughout the state and will share the calendar with Ms. Pallotta. If any of the Board members would like to attend the trips, they should contact Sharon Pallotta.

IX. Board Trustee Comments

There were no Board Trustee comments.

X. Adjournment and Next Meeting Date September 17 at 8:30 AM

There being no further business or discussion, Mr. Dyer noted that the next Board meeting is scheduled for September 17, 2022 starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:36 AM.

Approved on 9-17-22


Faith Russo, Assistant Secretary



Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES SPECIAL BOARD MEETING
August 29, 2022 at 9:00 AM

Held Virtually and Via Telephone

I. Call to Order

Mr. Dyer, Board Chairman, called the meeting to order at 9:00 a.m. when all participants were present via video and able to hear each other.

II. Roll Call

Board Members Via Video: Lil Jackson, Jeffrey Piccola, Rob Barr, Lori Renne, Ralph Dyer, Jeff Haste

Guests Via Video: Tom Longenecker, President and CEO; Roberto Datorre, Christine Hakes, Sharon Pallotta, School Staff, Phil Murren, Katherine Fitz-Patrick, Board Counsel.

III. Approval of Agenda – R. Dyer

Mr. Dyer asked if there were any changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Mr. Piccola and seconded by Mr. Haste as follows:

RESOLVED, that the agenda for the August 29, 2022 special board meeting of the Commonwealth Charter Academy Board of Trustees is hereby approved.

The motion passed unanimously.

IV. Approval of Action Item – R. Dyer

a. Authorization of real estate purchase resolution

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Piccola as follows:

RESOLVED, the authorization of real estate purchase resolution is hereby approved.


The motion passed unanimously.

V. Board Trustee Comments

There were no Board Trustee comments.

VI. Adjournment and Next Meeting Date September 17, 2022 at 8:30 AM

There being no further business or discussion, Mr. Dyer noted that the next Board meeting is scheduled for September 17, 2022 starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 9:03 AM.

Approved on 9-17-22


Faith Russo, Assistant Secretary



Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
September 17, 2022, at 8:30 AM

Held at the following location:

162 East Bridge Street
Homestead, PA 15120

Held In-Person and Virtually

I. Call to Order

Mr. Dyer, Board Chairman, called the meeting to order at 8:30 a.m. The following participants were present and able to hear each other.

II. Roll Call

Board Members Present: Lil Jackson, Jeffrey Piccola, Ralph Dyer, Marcus Hite (In Person); Lorie Renne, Rob Barr (Via Video)

Guests In Person: Tom Longenecker, President and CEO; Roberto Datorre, Christine Hakes, Tim Eller, Bryon Klingel, Danielle Mariano, Christy Sink, Natasha Shane, Sharon Pallotta, Faith Russo, Ryan Baker, Dana Moreno, Matt Treese, Joanna Shelley, Khaleel Desaque, Stephanie McHugh, School Staff; Katherine Fitz-Patrick, Phill Murren, Board Counsel; Thani Dakshinamurthy, Abhijeet Sethi, Ganesh Kumar, Samudra Sen, Victoria Pyvainen, Gaurav Sharma, LearningMate.

Guests Via Video: John Walp, Compensation Consultant.

III. Executive Session

The Board entered Executive Session at 8:49 a.m. Executive Session was held to discuss Special Education matters and legal matters.

The following Action Item resulted from Executive Session:

Action Item e. Approval to appeal the Right to Know request decision as discussed in Executive Session.

Action Item f. Approval to retain Stradley Ronan law firm to assist in tax filing matter as discussed in Executive Session.

Executive Session ended at 8:40 a.m.

Public Session began at 8:49 a.m.

IV. Public Comment

There were no public comments.

V. Approval of Agenda – R. Dyer

Mr. Dyer, Board Chairman informed the Board of the addition of the following Action Items to the agenda:

Action Item e. Approval to appeal the Right to Know request decision as discussed in Executive Session.

Action Item f. Approval to retain Stradley Ronan law firm to assist in tax filing matter as discussed in Executive Session.

Mr. Dyer asked if there were any other changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Mr. Piccola and seconded by Ms. Renne as follows:

RESOLVED, that the agenda for the September 17, 2022 meeting of the Commonwealth Charter Academy Board of Trustees as amended is hereby approved.

The motion passed unanimously.

VI. Approval of Consent Items – R. Dyer

Mr. Dyer asked the Board if there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Piccola as follows:

RESOLVED, the Consent Items:

- a. Approval of minutes from August 10, 2022 board meeting
- b. Approval of minutes from August 29, 2022 special board meeting
- c. Approval of Board Payables
- d. Approval of Staffing Report
- e. Approval of proposals, agreements, and purchases

The motion passed unanimously.

VII. Approval of Action Item – R. Dyer

- a. Approval of proposals, agreements, and purchases

- b. Approve the resolution to purchase property as discussed in Executive Session
- c. Approve designated depositories
This approval will designate Pennian Bank, Centric Bank, and Members 1st Credit Union as additional depositories for investment of School Funds. These are in addition to the existing designated depository of Orrstown Bank (including Orrstown Financial Advisors).
- d. Approval to maintain as enrolled and provide education to non-billable students as discussed in Executive Session
- e. Approval to appeal the Right to Know request decision as discussed in Executive Session
- f. Approval of retaining Stradley Ronan law firm to assist in tax filing matter as discussed in Executive Session.

Mr. Dyer asked for a motion to approve Action Items a. through f. There being no further discussion, a motion was made by Mr. Piccola and seconded by Ms. Renne as follows:

RESOLVED, the motion to approve Action Items a. through f. is hereby approved.

The motion passed unanimously.

VIII. Oral Reports

Mr. Dyer informed the board that the Oral Reports would be suspended in order to move on with the board retreat.

IX. Information Items

There were no Information Items.

X. Board Trustee Comments

There were no Board Trustee comments.

XI. Adjournment and Next Meeting Date October 12, 2022 at 8:30 AM

There being no further business or discussion, Mr. Dyer noted that the next Board meeting is scheduled for October 12, 2022 starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 8:55 a.m.

Approved on 10-12-22



Faith Russo, Assistant Board Secretary



Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
October 12, 2022 at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Virtually

I. Call to Order

Mr. Dyer, Board Chairman, called the meeting to order at 8:30 a.m. when all participants were present and able to hear each other.

II. Roll Call

Board Members Present: Lil Jackson, Jeffrey Piccola, Rob Barr, Lori Renne, Jeff Haste (In Person); Ralph Dyer (Via Video)

Guests Present: Tom Longenecker, President and CEO; Roberto Datorre, Christine Hakes, Tim Eller, Christy Sink, Sharon Pallotta, Bryon Klingel, Jim Skinner, Danielle Mariano, Natasha Shane, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel.

III. Executive Session

The Board entered Executive Session at 8:30 a.m. Executive Session was held to discuss Special Education matters, real estate matters, marketing strategies, potential litigation, and personnel matters.

Executive Session ended at 9:55 a.m.

Public Session began at 10:05 a.m.

IV. Approval of Agenda – R. Dyer

Mr. Dyer asked if there were any changes to be made to the agenda. There being no items to discuss, a motion was made by Mr. Haste and seconded by Mr. Piccola as follows:

RESOLVED, that the agenda for the October 12, 2022 meeting of the Commonwealth Charter Academy Board of Trustees is hereby approved.

The motion passed unanimously.

V. Approval of Consent Items – R. Dyer

Mr. Dyer asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion, or tabled. There being no further discussion, a motion was made by Ms. Renne and seconded by Mr. Haste as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from September 17, 2022 Board meeting
- b. Approval of Board Payables
- c. Approval of Staffing Report
- d. Approval of proposals, agreements, and purchases
- e. Approval of Board Policies (First Reading)
- f. Approval of Board Resolution amending the title of Chief Operations Officer in Board policies
- g. Approval of Board Resolution assigning authorized signatories for CCA depositories

The motion passed unanimously.

VI. Approval of Action Items – R. Dyer

- a. Approval of proposals, agreements, and purchases

Mr. Longenecker reviewed the proposals, agreements and purchases with the Board. He informed the Board that the five individuals from e&e Consulting will work for CCA but will not be CCA employees.

There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Piccola as follows:

RESOLVED, the proposals, agreements, and purchases are hereby approved.

The motion passed unanimously.

- b. Approval of 2022-23 school year Focused Performance Objectives

Mr. Dyer reminded the Board of the discussion during Executive Session. There being no further discussion, a motion was made by Ms. Renne and seconded by Ms. Jackson as follows:

RESOLVED, the 2022-23 school year Focused Performance Objectives are hereby approved.

The motion passed unanimously.

c. Approval of the 2022-2023 Staffing Roster as presented in Executive Session

There being no further discussion, a motion was made by Mr. Haste and seconded by Ms. Jackson as follows:

RESOLVED, the 2022-2023 Staffing Roster as presented in Executive Session is hereby approved.

The motion passed unanimously.

d. Approval for the CEO to execute a letter of credit agreement for improvement on Shippensburg property

There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Piccola as follows:

RESOLVED, the motion to approve the CEO to execute a letter of credit agreement for improvement on Shippensburg property is hereby approved.

The motion passed unanimously.

VII. Oral Reports

a. Operations Report

Ms. Mariano reported that CCA's enrollment is higher this year than it was last year at this time. CCA continues to see steady enrollment while the data is reviewed by the enrollment team. She also reported that CCA continues to work with Phillips to improve the enrollment process.

Mr. Longenecker reported CCA's enrollment as of October 11, 2022 was 20,736. He reported Special Education enrollment was 5,628.

Ms. Sink informed the Board that there are currently 1,646 total CCA staff members. Of that number, 1,219 are teachers. She reported that hiring activity remains high and she reviewed the staffing ratios with the Board.

Ms. Shane informed the Board that CCA just completed the Back to School Bashes. She reported over 2,500 families attended the events and it was a great way to connect families with the community. She informed the Board that CCA plans to hold these events again next year.

Ms. Shane reported that CCA will hold 126 field trips in October. Parent's Night Out will also be offered five times throughout the school year and in the summer. Ms. Shane reported that picture days will begin at CCA with a new vendor on October 17 through November 10.

Mr. Klingel informed the Board that CCA has passed its production code freeze and is once again releasing code for edio. A beta release of the edio library took place and forms are being updated in edio for state testing. He informed the Board that he, Deacon Eisenhart and Tom Longenecker will travel to Austin, Texas in the beginning of November to meet with Dell Executives.

Finance and Administration Report

Ms. Hakes informed the Board that CCA has had great success in hiring staff for the 2022 calendar year.

Ms. Mariano reported that Phillips and CCA processed 293 student enrollments last week. She reported that she is still working on mapping the processes of CCA's departments to ensure CCA is complying with safety requirements.

Ms. Hakes directed the Board to the Facilities Report on page 102 of the Board packet. There were no questions regarding the report.

Ms. Hakes informed the Board that Ryan Baker will prepare the forecast report and that teacher salaries will affect the expenditures next month. Ms. Hakes reminded the Board that CCA adopted additional depositories. She informed the Board that additional graphs and charts will be added to the financial reports next month.

Mr. Haste inquired if the state pays CCA the Title I fees in one lump sum. Ms. Hakes confirmed that the state pays the Title I fees in one lump sum.

b. President and CEO Report

Mr. Eller informed the Board that charter school reform hearings are taking place and local school districts are testifying. He said the main focus is on cyber schools. Mr. Eller informed the Board that Ms. Mariano will testify on October 24 at the House Education Committee Meeting regarding cyber security. Mr. Longenecker added that schools are becoming easy targets for hacking and Chairman Sonny called the hearing and asked CCA to participate.

Mr. Longenecker informed the Board that CCA will hold its first Career Fair for CCA families and students. He reported 36 employers along with the military branches will attend the fair from 10 AM to 2 PM.

Mr. Longenecker reported that Mr. Eller, Ana Meyers, and Mr. Datorre attended and represented CCA at the PA Latino Convention. He reported that Ms. Meyers, Anthony Rusnak, and Amanda Laichak attended and presented at the 2023 Pennsylvania Coalition of Public Charter Schools Conference. Mr. Longenecker informed the Board that CCA is a finalist for the Pittsburgh Tech Council Tech 50 award for the Non-Profit/Education/Community category. Mr. Longenecker informed the Board that he was a top recipient of the PA Smart 50 award. The Board congratulated Mr. Longenecker.

Ms. Jackson commended the CCA staff members who attended the PDE meeting on September 29th.

VIII. Information Items

There were no information items.

IX. Board Trustee Comments

There were no Board Trustee comments.

X. Adjournment and Next Meeting Date November 16, 2022 at 8:30 AM

There being no further business or discussion, Mr. Dyer noted that the next Board meeting is scheduled for November 16, 2022 starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 10:52 AM.

Approved on: November 16, 2022



Faith Russo, Assistant Secretary



Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
January 11, 2023, at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Virtually

I. Call to Order

Mr. Dyer, Board Chairman, called the meeting to order at 8:30 a.m. when all participants were present and able to hear each other.

II. Roll Call

Board Members Present: Ralph Dyer, Lil Jackson, Jeffrey Piccola, Rob Barr, Jeff Haste, Marcus Hite, Lori Renne

Guests Present: Tom Longenecker, President and CEO; Roberto Datorre, Christine Hakes, Danielle Mariano, Natasha Shane, Tim Eller, Christy Sink, Sharon Pallotta, Bryon Klingel, Ryan Baker, Faith Russo, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel; Janet Donovan, President and CEO of the Girl Scouts in the Heart of Pennsylvania.

III. Executive Session

The Board entered Executive Session at 8:30 a.m. Executive Session was held to discuss legal matters, Special Education matters, student issues, personnel matters, property discussions, and proprietary issues in marketing.

The following Action Item resulted from Executive Session:

Action Item c. Approve the President and CEO in consultation with the Board Chair and School Solicitor, to negotiate and finalize an agreement with the Girl Scouts in the Heart of Pennsylvania to meet the objectives as discussed in Executive Session, in an amount not to exceed \$600,000.

Executive Session ended at 10:03 a.m.

Public Session began at 10:12 a.m.

IV. Approval of Agenda – R. Dyer

Mr. Dyer, Board Chairman informed the Board of the addition of the following Action Item to the agenda.

Action Item c. Approve the President and CEO in consultation with the Board Chair and School Solicitor, to negotiate and finalize an agreement with the Girl Scouts in the Heart of Pennsylvania to meet the objectives as discussed in Executive Session, in an amount not to exceed \$600,000.

Mr. Dyer asked if there were any other changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Mr. Piccola and seconded by Mr. Haste as follows:

RESOLVED, that the agenda for the January 11, 2023 meeting of the Commonwealth Charter Academy Board of Trustees as amended is hereby approved.

The motion passed unanimously.

V. Approval of Consent Items – R. Dyer

Mr. Dyer asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Ms. Renne and seconded by Mr. Piccola as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from November 16, 2022 Board meeting
- b. Approval of Board Payables
- c. Approval of Staffing Report
- d. Approval of proposals, agreements, and purchases
- e. Approval of Board Policies (Second Reading)

The motion passed unanimously.

VI. Approval of Action Items – R. Dyer

- a. Approval of proposals, agreements, and purchases

Mr. Datorre reviewed the proposals, agreements, and purchases with the Board.

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Renne as follows:

RESOLVED, the proposals, agreements, and purchases are hereby approved.

The motion passed unanimously.

b. Approval of the 2023-2024 Course Catalog

Mr. Hite recommended that new courses be highlighted in order to recognize new courses versus old courses.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Hite as follows:

RESOLVED, the 2023-2024 Course Catalog is hereby approved.

The motion passed unanimously.

c. Approve the President and CEO in consultation with the Board Chair and School Solicitor, to negotiate and finalize an agreement with the Girl Scouts in the Heart of Pennsylvania to meet the objectives as discussed in Executive Session, in an amount not to exceed \$600,000.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Ms. Renne as follows:

RESOLVED, the President and CEO in consultation with the Board Chair and School Solicitor, to negotiate and finalize an agreement with the Girl Scouts in the Heart of Pennsylvania to meet the objectives as discussed in Executive Session, in an amount not to exceed \$600,000 is hereby approved.

The motion passed unanimously.

VII. Oral Reports

a. Operations Report

Ms. Shane reported that CCA has received favorable responses to the state-wide CCA Birthday Bashes being held across the state. She informed the Board that the Family Services Department is working with Stephanie McHugh and the Career Readiness team to provide service learning credits to assist CCA students in their path toward graduation. She reported that the Family Mentor department and the Field Trip department are working together to connect CCA families during field trips.

Mr. Klingel reported that the previous edio calendar issue is now fixed. He updated the Board on edio performance, One Note in student courses, the re-vamped student dashboard, Comets Tech Closet, and access to whole historical report cards in edio.

Mr. Klingel informed the Board of the Dell Tech Crew where CCA students repair Dell laptops and have the opportunity to become Dell certified.

Mr. Eller updated the Board on legislative activities.

Mr. Datorre informed the Board of the Career Readiness virtual career fair scheduled for February 9th. CCA will also host information sessions for families and students on Keystone graduation and alternative pathway requirements.

Mr. Haste inquired if students may graduate if the alternative pathway is not complete. Mr. Datorre responded that superintendents may grant waivers.

Mr. Datorre reported that the ELA iReady winter window opens today and the math iReady window will open on January 18th.

He informed the Board that CCA currently has 6 Attendance Community Engagement Specialists (ACES) who provide additional support to the Student Services Department.

b. Finance and Administration Report

Ms. Sink informed the Board that CCA currently has 1,724 employees and of that number, 1,290 are teachers. Ms. Sink reviewed the student-teacher ratios with the Board. She reported that CCA will hold its second information session virtually on January 25th.

Mr. Hite inquired if teachers need certification in order to be hired. Mr. Dyer informed Mr. Hite that CCA is allowed up to 25% non-certified teaching staff but CCA would have them certified.

Ms. Mariano reported that CCA's enrollment is currently 22,143. She informed the Board that the enrollment department reorganization is ongoing.

Ms. Hakes informed the Board that from today moving forward, Faith Russo will report on CCA facilities. Ms. Russo works closely with Mr. Skinner and Mr. Klingel.

Ms. Russo reviewed the Facilities Report with the Board. Mr. Piccola inquired how many cubicles are at each Family Service Center and if that information could be added to the Facilities Report moving forward. Ms. Hakes agreed to add the cubicle information to the Facilities report moving forward. Mr. Barr requested the number of teachers at each Family Service Center be added to the Facilities report as well.

Mr. Longenecker informed the Board that CCA will have a grand opening for the Johnstown Family Service Center in the Spring.

Ms. Hakes informed the Board that moving forward, Ryan Baker will attend the Board meetings and review the financial reports. Mr. Baker reviewed the financial reports with the Board.

Mr. Piccola inquired if CCA tracks the cost of students with IEP's. Ms. Hakes informed Mr. Piccola that CCA does track the cost of students with IEPs.

Ms. Hakes informed the Board of the January 27 Board Briefing on the 2021-22 school year audit review.

c. President and CEO Report

Mr. Longenecker reported that CCA came in 24th in the state for the Best Places to Work.

He reported that there are currently over 400 CCA alumni in the alumni association.

Mr. Longenecker informed the Board of the story on the CCA Parent Mentor website of CCA 2016 graduate, Sarah Razor. She is currently the Senior Manager for Churchill Downs. He will have Ms. Pallotta forward the link to the Board members.

Mr. Longenecker informed the Board that the PA National Guard awarded CCA with the Above and Beyond Award and the Patriotic Award. The PA National Guard also awarded Mr. Longenecker with the Seven Seals award.

Mr. Longenecker informed the Board that RJ Harris will visit the CCA Capital Campus on January 12th at 10 AM.

VIII. Information Items

Mr. Dyer reminded the Board that he and Mr. Longenecker will meet with LearningMate and be unavailable January 13th through January 20th.

Mr. Dyer reminded the administration that the Board wants data in a presentable format that they can compare to other schools.

Ms. Jackson asked for the dates of the CCA Birthday Bashes.

Mr. Dyer thanked Janet Donovan for joining today's Board meeting.

IX. Board Trustee Comments

There were no Board Trustee comments.

X. Adjournment and Next Meeting Date February 8, 2023 at 8:30 AM

There being no further business or discussion, Mr. Dyer noted that the next Board meeting is scheduled for February 8, 2023 starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:00 AM.

Approved on 2-8-2023



Faith Russo, Assistant Secretary



**Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING**

February 8, 2023, at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Virtually

I. Call to Order

Mr. Dyer, Board Chairman, called the meeting to order at 8:30 a.m. when all participants were present and able to hear each other.

II. Roll Call

Board Members Present: Ralph Dyer, Lil Jackson, Jeffrey Piccola, Rob Barr, Jeff Haste, Marcus Hite, Lori Renne

Guests Present: Tom Longenecker, President and CEO; Roberto Datorre, Christine Hakes, Danielle Mariano, Natasha Shane, Tim Eller, Christy Sink, Sharon Pallotta, Bryon Klingel, Ryan Baker, Faith Russo, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel

III. Executive Session

The Board entered Executive Session at 8:30 a.m. Executive Session was held to discuss property issues, legal matters, and the proprietary marketing plan.

The following Action Item resulted from Executive Session:

Action Item d. Approve the family outreach and information plan as discussed in Executive Session.

Executive Session ended at 9:40 a.m.

Public Session began at 9:48 a.m.

IV. Approval of Agenda – R. Dyer

Mr. Dyer, Board Chairman informed the Board of the addition of the following Action Item to the agenda.

Action Item d. Approve the family outreach and information plan as discussed in Executive Session

Mr. Dyer asked if there were any other changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Mr. Piccola and seconded by Mr. Haste as follows:

RESOLVED, that the agenda for the February 8, 2023 meeting of the Commonwealth Charter Academy Board of Trustees as amended is hereby approved.

The motion passed unanimously.

V. Approval of Consent Items – R. Dyer

Mr. Dyer asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Ms. Renne and seconded by Ms. Jackson as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from January 11, 2023 Board meeting
- b. Approval of Board Payables
- c. Approval of Staffing Report
- d. Approval of proposals, agreements, and purchases

The motion passed unanimously.

VI. Approval of Action Items – R. Dyer

- a. Approval of proposals, agreements, and purchases

Mr. Longenecker reviewed the facilities agreements with the Board and informed the Board that all of the agreements are within CCA's budget and part of the facilities plan.

Mr. Datorre reviewed the IT services agreements.

There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Piccola as follows:

RESOLVED, the proposals, agreements, and purchases are hereby approved.

The motion passed unanimously.

- b. Approval of 2021-22 audited financial statements

There being no further discussion, a motion was made by Mr. Haste and seconded by Ms. Renne as follows:

RESOLVED, the 2021-22 audited financial statements are hereby approved.

The motion passed unanimously.

- c. Approval of CCA 2023-24 School Calendar and Twelve-Month Employee Holiday Calendar
There being no further discussion, a motion was made by Mr. Haste and seconded by Ms. Jackson as follows:

RESOLVED, the CCA 2023-24 School Calendar and Twelve-Month Employee Holiday Calendar is hereby approved.

The motion passed unanimously.

- d. Approve the family outreach and information plan as discussed in Executive Session
There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Haste as follows:

RESOLVED, the family outreach and information plan as discussed in Executive Session is hereby approved.

The motion passed unanimously.

VII. Oral Reports

- a. Operations Report

Ms. Shane briefed the Board on the collaboration between the Family Services Department and the Career Readiness department to offer service learning opportunities to CCA seniors who need service learning credits. CCA seniors will have a chance to participate in Read Across America and receive service learning artifacts. In addition, one-off field trips will be offered across the state of Pennsylvania as another avenue for students to receive service learning artifacts.

Ms. Shane informed the Board that planning for the CCA Spring formals is underway. She also informed the Board that CCA will offer eleven summer clubs this year. Mr. Hite inquired if CCA has summer camps. Ms. Shane reported that CCA offers a mixture of summer clubs and camps. The clubs are offered in person and virtually. The information on the clubs and camps will be sent to CCA families in the beginning of April. Ms. Shane will send the information to Ms. Pallotta to share with the Board. Mr. Datorre added that many students are pursuing alternative pathways and CCA is providing these opportunities to students.

Mr. Klingel reported that the Learning Content Management System (LCMS) will be delivered in mid-March.

He informed the Board that the tech store will launch on February 15. Mr. Datorre added that CCA released new features in edio such as the student dashboards, course notes, and fixed recurring events.

Mr. Eller updated the Board on legislative activities. Mr. Eller mentioned the court ruling on fair funding for school districts.

Mr. Dyer mentioned the Lindsay, California trip and that CCA Board members should make the trip if they have not yet visited the school.

Mr. Datorre informed the Board that the iReady window closed at the end of last week and the Board will receive an update in the near future.

Mr. Datorre reported that CCA's Real World Design Challenge team won the state championship and will compete for the national championship. The team is coached by Andrew Gehman. Mr. Datorre also reported that CCA's Girls Who Game, Team 2 won the Girls Who Game Educators Award. Team 1 received the Girls Who Game People's Choice Award which is voted on by over 100 judges from around the world. These teams consist of CCA middle school girls.

Mr. Datorre discussed CCA's virtual career fairs and Career Readiness Sessions for students.

b. Finance and Administration Report

Ms. Mariano informed the Board that CCA's enrollment is 23,006 students and that CCA is seeing an uptick in enrollment.

Ms. Sink reviewed the staffing ratio numbers and informed the Board that CCA currently has 1,753 staff members not including 30 contracted staff members. She reported that over 200 people attended the virtual information session offered on January 25th. The next information session will occur on March 1st. Mr. Haste inquired if there is a link to the information session. Mr. Eller informed Mr. Haste that the link is posted on LinkedIn and on the CCA website under Careers. Mr. Eller will send the link to Ms. Pallotta to share with the Board.

Ms. Russo reviewed the Facilities Summary with the Board.

Mr. Baker reviewed the financial statements with the Board. Discussion took place on banking selection and Ms. Hakes mentioned consulting Mr. Hite with future RFP's for banks.

Mr. Haste inquired how CCA handles pensions. Mr. Longenecker responded that CCA is part of PSERS. Mr. Hite inquired if CCA has a 401k or 403b? Ms. Hakes answered that CCA has a 403b.

c. President and CEO Report

Mr. Longenecker reported that CCA is the finalist for the National Freedom Award and only fifteen awards are presented annually.

Mr. Longenecker informed the Board of the many tours at CCA recently, including RJ Harris, Shippensburg University, Susquehanna Township Commissioners, and Mechanicsburg School District.

Mr. Longenecker reported that Representative Wendy Fink will tour CCA tomorrow followed by Representative Josh Kale on February 22nd and Senator Dave Argall on February 27th.

He reported that a new mobile classroom is now under construction and that most of the CCA buildings are illuminated in green to support the Eagles at the Super Bowl.

VIII. Information Items


There were no information items.

IX. Board Trustee Comments

There were no Board Trustee comments.

X. Adjournment and Next Meeting Date April 12, 2023 at 8:30 AM

There being no further business or discussion, Mr. Dyer noted that the next Board meeting is scheduled for April 12, 2023, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:14 AM.

Approved on 4-12-2023


Faith Russo, Assistant Secretary



Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
April 12, 2023, at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Virtually

I. Call to Order

Mr. Dyer, Board Chairman, called the meeting to order at 8:30 a.m. when all participants were present and able to hear each other.

II. Roll Call

Board Members Present: Lil Jackson, Jeffrey Piccola, Rob Barr, Jeff Haste, Marcus Hite, Lori Renne (In Person); Ralph Dyer (Via Video)

Guests Present: Tom Longenecker, President and CEO; Roberto Datorre, Christine Hakes, Danielle Mariano, Natasha Shane, Tim Eller, Laurie Porter, Sharon Pallotta, Bryon Klingel, Joanna Shelley, Ryan Baker, Faith Russo, Brandi Ruvo, Michelle McGlaflin, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel

III. Executive Session

The Board entered Executive Session at 8:30 a.m. Executive Session was held to discuss real estate matters, legal matters, and personnel matters.

The following Action Items resulted from Executive Session:

Action Item c. Approval to suspend board policy requiring two readings as it pertains to the ten policies under Action Item d.

Action Item e. Approval of additional staff, family mentor, and contractor payments as discussed in Executive Session.

Executive Session ended at 9:08 a.m.

Public Session began at 9:18 a.m.

IV. Approval of Agenda – R. Dyer

Mr. Dyer, Board Chairman, informed the Board of the addition of the following Action Items to the agenda.

Action Item c. Approval to suspend board policy requiring two readings as it pertains to the ten policies under Action Item d.

Action Item e. Approval of additional staff, family mentor, and contractor payments as discussed in Executive Session.

Mr. Dyer asked if there were any other changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Mr. Piccola and seconded by Mr. Haste as follows:

RESOLVED, that the agenda for the April 12, 2023 meeting of the Commonwealth Charter Academy Board of Trustees as amended is hereby approved.

The motion passed unanimously.

V. Approval of Consent Items – R. Dyer

Mr. Dyer asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Barr as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from February 8, 2023 Board Meeting
- b. Approval of Minutes from March 24, 2023 Special Board Meeting
- c. Approval of Board Payables
- d. Approval of Staffing Report
- e. Approval of proposals, agreements, and purchases
- f. Approval of CCA board meeting calendar for 2023-24 school year

The motion passed unanimously.

VI. Approval of Action Items – R. Dyer

- a. Approval of proposals, agreements, and purchases

Mr. Longenecker reviewed the proposals, agreements, and purchases with the Board. He informed the Board that CCA will enter into an agreement with The Coding School. The Department of Defense will fund two courses; Introduction to Machine Learning, and Introduction to Quantum Computing. There is no cost to CCA for this program and instructors are provided by the

Coding School. Mr. Dyer would like future updates on how many CCA students take advantage of this opportunity.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Ms. Renne as follows:

RESOLVED, the proposals, agreements, and purchases are hereby approved.

The motion passed unanimously.

- b. Approval of 2023-24 General Fund Budget, including form PDE-2028 as prepared by administration

Mr. Longenecker reminded the Board of the 2023-24 General Fund Budget presentation during the March 24, 2023 Board Briefing.

There being no further discussion, a motion was made by Ms. Renne and seconded by Mr. Barr as follows:

RESOLVED, the 2023-24 General Fund Budget, including form PDE-2028 as prepared by administration is hereby approved.

The motion passed unanimously.

- c. Approval to suspend board policy requiring two readings as it pertains to the ten policies under Action Item d.

Mr. Datorre explained that CCA wants to ensure its board policies are up-to-date in accordance with the Every Student Succeeds Act (ESSA) and the upcoming ESSA monitoring.

There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Hite as follows:

RESOLVED, the motion to suspend board policy requiring two readings as it pertains to the ten policies under Action Item (d) is hereby approved.

The motion passed unanimously.

- d. Approval of CCA Board Policies

There being no further discussion, a motion was made by Mr. Piccola and seconded by Mr. Barr as follows:

RESOLVED, the CCA Board Policies are hereby approved.

The motion passed unanimously.

- e. Approval of additional staff, family mentor, and contractor payments as discussed in Executive Session

There being no further discussion, a motion was made by Ms. Renne and seconded by Mr. Haste as follows:

RESOLVED, the additional staff, family mentor, and contractor payments as discussed in Executive Session is hereby approved.

The motion passed unanimously.

VII. Oral Reports

- a. Operations Report

Ms. Shane informed the Board that the Family Services Department is already planning for the 2023-24 school year. She reported that CCA will host field trips in every Pennsylvania county by the end of the 2022-23 school year. She informed the Board that CCA will host its first-ever senior-specific field trip this year. She also informed the Board of the CCA Birthday Bashes, Spring Picture Days, Spring Formals, and the Bookmobile events. During the Book Mobile events, all CCA families are invited to gather for a drone photo while wearing their CCA hoodies. Ms. Shane will send the dates of the events to Ms. Pallotta to forward to the Board.

Mr. Klingel informed the Board that the TechWorks Road Show which traveled to six CCA Family Service Centers from March 27 to April 4, was a success. He informed the Board that Remake Learning Days will take place at the Waterfront Family Service Center on April 24.

Ms. Mariano reported a significant uptick in enrollment in March, with current enrollment at 24,013. Of this number, 6,970 learners have IEP's. Ms. Mariano informed the Board of the 9,339 Intent to Return "Yes" responses. She informed the Board that she is meeting with appropriate CCA departments to ensure they are prepared for upcoming PDE monitoring visits.

Mr. Datorre informed the Board that state testing will occur in April and May. He reported that the Spring iReady Reading window opens on April 12 and the math iReady window opens on April 19. An update on learner growth will be provided after the data is received and reviewed.

Mr. Datorre reported an increase in CCA ACES home visits and that CCA currently serves 340 homeless families.

Mr. Datorre informed the Board that CCAWorks/AgWorks is working with Mountain Laurel Catering to provide job skills for CCA students with special needs.

Mr. Datorre gave a Learning Department update. He also informed the Board of the SORA e-library pilot which will eventually be available to staff and families.

Mr. Datorre informed the Board that CCA is planning for Back to School at Spooky Nook in August 2023 for a portion of the staff.

Mr. Datorre reported that CCA has twenty-one learners in its statewide co-op program. He reported that the Career Readiness program graduations will take place in May and June and Ms. Pallotta will share the dates with the Board.

Mr. Datorre informed the Board that a CCA student will be recognized by the Pocono Chamber of Commerce, CompTIA, and Northampton Community College on April 21 for her academic achievements. Another CCA student won the Paul Tulane Award, which awarded the student \$250,000, however, the student chose to attend Yale. A 2022 CCA graduate joined the Airforce after graduation and was one of only 500 selected students from over 42,000 applicants for the U.S. Space Force.

b. Finance and Administration Report

Ms. Hakes introduced Laurie Porter, Director of Human Resources, who substituted for Ms. Sink in Ms. Sink's absence. Ms. Porter reported a current CCA staff count of 1,794; 1,347 of those staff are teachers. She informed the Board that CCA is hiring and recruiting for the next school year, with a more streamlined employee referral process.

Mr. Piccola inquired if teachers perform better when given access to a cubicle in our facility or if they perform better at home. Ms. Porter answered that teachers perform better when in the office as it is a better opportunity for them to learn from veteran teachers.

Ms. Russo reviewed the Facilities Summary with the Board.

Mr. Baker reviewed the Financial Reports with the Board.

Ms. Hakes informed the Board that CCA recently launched its own P-card program and all staff will transition away from PNC cards.

Mr. Eller reported that Representative David Rowe, Chairman of the Senate Education Committee, and Senator David Argall visited CCA classrooms virtually last week. He informed the Board that additional virtual classroom visits with Senators are scheduled.

c. President and CEO Report

Mr. Longenecker informed the Board that CCA won the 2023 Governor's Award for Environmental Excellence as a result of CCA's re-design of the aquaponics plumbing.

Mr. Longenecker informed the Board that two new mobile classrooms are under construction.

VIII. Information Items

There were no information items.

IX. Board Trustee Comments

Mr. Dyer mentioned that he would like to see the Boy Scouts actively involved with CCA.

X. Adjournment and Next Meeting Date May 10, 2023 at 8:30 AM

There being no further business or discussion, Mr. Dyer noted that the next Board meeting is scheduled for May 10, 2023, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:20 AM.

Approved on 5-10-2023

A handwritten signature in black ink, appearing to read "Faith Russo", written over a horizontal line.

Faith Russo, Assistant Secretary



**Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING**

May 10, 2023, at 8:30 AM

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Virtually

I. Call to Order

Mr. Dyer, Board Chairman, called the meeting to order at 8:30 a.m. when all participants were present and able to hear each other.

II. Roll Call

Board Members Present: Lil Jackson, Jeffrey Piccola, Marcus Hite, Lori Renne (In Person); Ralph Dyer (Via Video)

Guests Present: Tom Longenecker, President and CEO; Roberto Datorre, Christine Hakes, Danielle Mariano, Natasha Shane, Tim Eller, Christy Sink, Sharon Pallotta, Bryon Klingel, Joanna Shelley, Michelle Orcutt, Ryan Baker, Faith Russo, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel; Zachary Miller.

Guests Via Video: Phil Murren, Board Counsel; Stephanie McHugh, School Staff.

[Mr. Haste gave his proxy to Mr. Piccola. Mr. Barr gave his proxy to Mr. Dyer].

III. Executive Session

The Board entered Executive Session at 8:30 a.m. Executive Session was held to discuss real estate matters, Special Education matters, community outreach initiatives, personnel matters, and proprietary matters.

Executive Session ended at 9:08 a.m.

Public Session began at 9:33 a.m.

IV. Approval of Agenda – R. Dyer

Mr. Dyer, Board Chairman, informed the Board that the Community-Based Support Services agreements from Consent Items will be tabled until the June 2023 board meeting.

Mr. Dyer asked if there were any other changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Ms. Renne and seconded by Mr. Piccola as follows:

RESOLVED, that the agenda for the May 10, 2023 meeting of the Commonwealth Charter Academy Board of Trustees as amended is hereby approved.

The motion passed unanimously.

V. Approval of Consent Items – R. Dyer

Mr. Dyer asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Mr. Piccola and seconded by Ms. Jackson as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from April 12, 2023, Board Meeting
- b. Approval of Board Payables
- c. Approval of Staffing Report
- d. Approval of proposals, agreements, and purchases

The motion passed unanimously.

VI. Approval of Action Items – R. Dyer

- a. Approval of proposals, agreements, and purchases

Mr. Datorre and Mr. Longenecker reviewed the proposals, agreements, and purchases with the Board. There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Piccola as follows:

RESOLVED, the proposals, agreements, and purchases are hereby approved.

The motion passed unanimously.

VII. Oral Reports

- a. Operations Report

Ms. Shane reported the Spring Formal is nine days away with over 650 juniors and seniors registered. She informed the Board that the Book Mobiles will visit eighteen locations between May 23 and June 9. The Book Mobiles will offer Famtacular Fiction summer reading opportunities

for families. CCA will send summer kits to students via Kiwi Co. and Knowledge Crate and will offer forty camps/clubs throughout the summer. Ms. Shane reminded the Board that the CCA Family Fun Fests will take place July 6 through August 8 at twelve locations across the state. CCA alumni are invited to attend. Ms. Shane asked Board members to contact Sharon Pallotta if interested in attending a CCA Family Fun Fest.

Ms. Shelley elaborated on the Fantastic Fiction summer reading opportunity for the whole family. She will send digital flyers to Ms. Pallotta to share with the Board. Ms. Shelley thanked Krystal Barr and CCA's tech team for their work on SORA, CCA's digital library. SORA will launch at the beginning of the 2023-24 school year. Ms. Shelley informed the Board that beginning 2023-24, 215 courses will be CCA owned.

Ms. Orcutt reported on CCA's GROW program. She informed the Board that nine students gave a presentation last week to share what they learned and grew in the aquaponics lab this school year. She informed the Board of the in-person GROW program plant sale taking place on May 19 at 11 AM. Ms. Orcutt will send the plant sale information and the presentation to Ms. Pallotta to share with the Board.

Ms. Orcutt reported CCA's Special Education enrollment is currently 7,138. A discussion took place with Mr. Piccola and Ms. Orcutt regarding the identification of students with IEPs.

Mr. Datorre reported that CCA's school nurses performed health screenings in April at CCA Family Service Centers, and the SMILES program will provide dental services throughout the month of May at select Family Service Centers.

Mr. Datorre informed the Board that CCA began the Comet Good Job program. Teachers received CCA Comet cards and wrote and sent the encouraging note cards to learners.

Mr. Datorre informed the Board that the School Improvement Plan will be shared at the Board Briefing on May 19 and added to the June board meeting agenda for approval. The draft School Improvement Plan will be posted next week for a thirty-day public review.

Mr. Datorre informed the Board that the Military Club's last meeting will take place on May 7, 2023, and Joe Page will brief the Board on this club in the near future.

Ms. Mariano reported current student enrollment at 24,340, and the Intent to Return response is currently at 60%. She reported this is the last week for the PSSA testing. Keystone exams will take place from May 15 through May 26.

b. Finance and Administration Report

Ms. Mariano discussed updates on the review of internal processes, residency disputes, records retention, new requirements for Act 55 and streamlining the state and federal reporting process.

Ms. Sink informed the Board that CCA continues to see a high applicant pool, and she reported high attendance at the March and May information sessions. Ms. Sink reviewed student-teacher

ratios with the Board. Mr. Dyer inquired if CCA is still working with colleges to transition interested CCA students to teachers. Mr. Datorre informed Mr. Dyer that many colleges are reaching out to CCA to partner with CCA in this area.

Ms. Russo reviewed the Facilities Summary with the Board.

Mr. Baker reviewed the Financial Reports with the Board.

c. President and CEO Report

Mr. Eller reported that CCA continues to host virtual classroom visits with lawmakers. He reported that CCA joined the school choice rally at the Capitol on May 9 where several CCA parents attended and spoke.

Mr. Eller reported graduation plans are progressing nicely, and four CCA alumni will speak this year; one at each graduation location.

Mr. Longenecker thanked Ms. Jackson for attending the Governor's Award for Environmental Excellence dinner and the Capitol Rally.

Mr. Longenecker informed the Board that he met with Dr. Katie Leonard, President and CEO of Johnson College regarding a partnership at the Montage Family Service Center for the TradeWorks program.

Mr. Longenecker congratulated and presented certificates to Mr. Baker and Ms. Russo for the renewal of their Pennsylvania School Business Officials (PASBO) membership.

VIII. Information Items

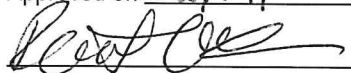
There were no information items.

IX. Board Trustee Comments

Mr. Dyer reminded the Board that the June board meeting is a reorganizational meeting with an extended Executive Session. Any Board member who wishes to run for office or who would like to step down should notify Mr. Dyer.

X. Adjournment and Next Meeting Date June 14, 2023, at 8:30 AM

There being no further business or discussion, Mr. Dyer noted that the next Board meeting is scheduled for June 14, 2023, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:03 AM.

Approved on 6/14/2023


Faith Russo, Assistant Secretary

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	FERRARO, PAUL	Special Education PK-12 (9225)	6	ELA	8	0	100
2	PESAVENTO, JACQUELINE	Grades PK-4 (2825)	8	MATH	8	0	100
3	BOLLINGER, SYDNEY	Social Studies 7-12 (8875) , English 7-12 (3230)	6-8	SUBSTITUTE	8	0	100
4	FERENCHICK, TYLER	Citizenship 7-12 (8825)	6-8	SUBSTITUTE	8	0	100
5	ROTH, AMBER	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	6-8	SUBSTITUTE	8	0	100
6	KEATING, JOSEPH	N/A	9-12	SCIENCE	8	0	100
7	MOHLER, RYLAND	N/A	9-12	SOCIAL STUDIES	8	0	100
8	STINSON, AMANDA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	9-12	ITINERANT LEARNER SUPPORT	8	0	100
9	LENTZ, BRADLEY	Grades PK-4 (2825) , Social Studies 7-12 (8875)	9-12	ITINERANT LEARNER SUPPORT	8	0	100
10	RENEE, KARINA	English 7-12 (3230)	6-8	SUBSTITUTE	8	0	100
11	LUCAS, WENDY	N/A	8	ITINERANT LEARNER SUPPORT	8	0	100
12	KETTERMAN, CHRISTINA	Elementary K-6 (2810)	9-12	FULL TIME LIFE SKILLS	8	0	100
13	BASEL, JULIA	Social Studies 7-12 (8875)	9-12	ITINERANT LEARNER SUPPORT	8	0	100
14	HAMMILL, TRICIA	Health & Physical Educ PK-12 (4805)	9-12	ITINERANT LEARNER SUPPORT	8	0	100
15	SMITH, SCOTT	Social Studies 7-12 (8875)	9-12	ITINERANT LEARNER SUPPORT	8	0	100
16	WALTER, JULIE	Elementary K-6 (2810)	5	ITINERANT LEARNER SUPPORT	8	0	100
17	BURR, LYNNEA	Grades PK-4 (2825)	2	ITINERANT LEARNER SUPPORT	8	0	100
18	WILLIG, JONATHAN	Grades PK-4 (2825)	K-2	FULL TIME AUTISTIC SUPPT	8	0	100
19	ZINN, TODD	Elementary K-6 (2810)	K-5	ITINERANT EMO SUPPT	8	0	100
20	SHIVELY, ANNMARIE	Marketing 7-12 (1640) , Office Technologies 7-12 (1658)	9-12	SOCIAL STUDIES	8	100	0
21	BURGER, ERICA	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	9-12	SUPP LEARNER SUPPORT	8	0	100
22	CRUM, AMANDA	Grades PK-4 (2825) , Special Education PK-12 (9231)	K-12	SUBSTITUTE	8	100	0
23	FEREK, MARTA	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	K-12	SUBSTITUTE	8	100	0
24	FUREY, NICOLE	All Instructional Areas PK-12 (-96) , Special Education PK-12 (9231)	K-12	SUBSTITUTE	8	100	0
25	GATES, AFTON	Grades PK-4 (2825) , Special Education PK-12 (9231)	K-12	SUBSTITUTE	8	100	0
26	DAGUE, VICTORIA	Grades PK-4 (2825)	K-5	SUBSTITUTE	8	100	0
27	DENTE, ALYCIA	Grades PK-4 (2825)	K-5	SUBSTITUTE	8	100	0
28	JOHNSON, MIRANDA	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825) , Nursery/Kindergarten N-K (12833)	K-5	SUBSTITUTE	8	100	0
29	PETERS, MELANIE	Elementary K-6 (2810) , English 7-12 (3230)	K-5	SUBSTITUTE	8	100	0
30	SZAFLARSKI, NATALIE	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	SUBSTITUTE	8	100	0
31	WENDOLOWSKI, NICOLE	Elementary K-6 (2810)	K-5	SUBSTITUTE	8	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
32	WHITMAN, DANA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	K-5	SUBSTITUTE	8	100	0
33	COOK, CORRIE	Social Studies 7-12 (8875) , Art PK-12 (1405)	9-12	SOCIAL STUDIES	8	100	0
34	COOPER, LISA	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
35	FREIWALD, KELLI	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
36	STEENSON, BRANDY	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
37	STONE, VIRGINIA	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
38	SCHULTZ, SAMANTHA	Reading Specialist PK-12 (7650) , Social Studies 7-12 (8875)	K-12	SOCIAL STUDIES	8	100	0
39	GANSE, BRONSON	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	9-12	SCIENCE	8	100	0
40	PERKINS, ELLEN	Music PK-12 (7205)	9-12	MUSIC	8	100	0
41	TESON, BETH	Master's Equivalency - (1185) , Art PK-12 (1405)	9-12	ART	8	100	0
42	CLARK II, JAMES	English 7-12 (3230)	11	ENGLISH	8	100	0
43	SKLARESKI, ALYSSA	Biology 7-12 (8405)	9-12	SCIENCE	8	100	0
44	ZIEMBA, SAMANTHA	Art PK-12 (1405)	9-12	ART	8	100	0
45	BLACKMAN, DALTON	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
46	CAMPBELL, DANIELLE	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	8	ELA	8	100	0
47	MESLENER, MARCUS	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
48	WALKER, JENNIFER	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
49	WARE, JULIE	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
50	COPENHAVER, LUKE	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
51	HEMMINGER, KAYLA	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
52	STRITE, ELIZABETH	Art PK-12 (1405)	9-12	ART	8	100	0
53	SONNIE BARTON, KATHRYN	Elementary K-6 (2810)	K-12	CAREER PLANNING	8	100	0
54	ANTOINE, EVAN	English: Sec. Ed. 9-12 (13230) , English 7-12 (3230)	12	ENGLISH	8	100	0
55	DUTKA, HAYLEY	English 7-12 (3230)	10	ENGLISH	8	100	0
56	OSPINA, KELLY	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , English as a Second Language (ESL) PK-12 (4499)	K-5	ENGLISH LANGUAGE DEV	8	100	0
57	FEDORCZYK, PAUL	Health & Physical Educ PK-12 (4805)	6-8	HEALTH/PE	8	100	0
58	MARTIN, AUDREY	Mid-Level English 6-9 (2850) , English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490) , Mid-Level Science 6-9 (2880)	9-12	LANGUAGES	8	100	0
59	CARPENTER, DANIEL	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
60	TEXTER, CATHERINE	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
61	JONES, KIMBERLY	Music PK-12 (7205)	6-8	MUSIC	8	100	0

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62	CHRIST, ASHLEY	Biology 7-12 (8405)	6-8	SCIENCE	8	100	0
63	KAVULICH, ARIEL	General Science 7-12 (8450)	9-12	SCIENCE	8	100	0
64	SCHWEINSBURG, JULIANNA	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860)	9-12	SCIENCE	8	100	0
65	FOX, LAUREN	Citizenship 7-12 (8825)	9-12	SOCIAL STUDIES	8	100	0
66	HOLDEN, DAVID	Social Studies 7-12 (8875) , English 7-12 (3230)	9-12	SOCIAL STUDIES	8	100	0
67	SIMEK, JANINE	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6-8	SOCIAL STUDIES	8	100	0
68	SMITH, SHANTARA	Elementary K-6 (2810)	6-8	SOCIAL STUDIES	8	100	0
69	LEHMAN, JENNIFER	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Social Emotional and Behavioral Wellness PK-12 (1192)	6-8	ELA	8	100	0
70	BENNETT, CHRISTOPHER	Elementary K-6 (2810)	6	MATH INTERVENTIONIST	8	100	0
71	GETZ, JILLIAN	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	MATH INTERVENTIONIST	8	100	0
72	HUMMEL, APRIL	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	MATH INTERVENTIONIST	8	100	0
73	KELLY, GARRETT	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	MATH INTERVENTIONIST	8	100	0
74	LYNCH, ALISA	Elementary K-6 (2810)	6	MATH INTERVENTIONIST	8	100	0
75	WRIGHT, RASHAA	Mathematics 7-12 (6800) , Special Education PK-12 (9225)	8	MATH INTERVENTIONIST	8	100	0
76	NEHRING, AMY	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	READING INTERVENTION	8	100	0
77	NORWOOD, JENNIFER	Reading Specialist PK-12 (7650) , English 7-12 (3230)	7	READING INTERVENTION	8	100	0
78	SCHAEFFER, DANIELLE	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	6	READING INTERVENTION	8	100	0
79	SCHIMELFENIG, CATHERINE	English 7-12 (3230)	8	READING INTERVENTION	8	100	0
80	WEAVERLING, DANA	Reading Specialist PK-12 (7650) , Elementary K-6 (2810)	8	READING INTERVENTION	8	100	0
81	ADAMS, ANDREA	Grades PK-4 (2825)	1	ELA/SOCIAL STUDIES	8	100	0
82	ANDROSKI, ALYSSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	ELA/SOCIAL STUDIES	8	100	0
83	COLE, BREANNE	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	ELA/SOCIAL STUDIES	8	100	0
84	CROCK, DARCI	Grades PK-4 (2825)	1	ELA/SOCIAL STUDIES	8	100	0
85	FERENCZ, JALESHA	Grades PK-4 (2825)	1	ELA/SOCIAL STUDIES	8	100	0
86	FORT, ALYSSA	Grades PK-4 (2825)	1	ELA/SOCIAL STUDIES	8	100	0
87	GORNEY, RACHEL	Elementary K-6 (2810)	1	ELA/SOCIAL STUDIES	8	100	0
88	HOOD, GALE	Elementary K-6 (2810)	1	ELA/SOCIAL STUDIES	8	100	0
89	JACOBSON, NORI	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	ELA/SOCIAL STUDIES	8	100	0
90	KAUFMAN, ALEXANDRA	Grades PK-4 (2825)	1	ELA/SOCIAL STUDIES	8	100	0
91	LICHTENFELS, PATRICIA	Elementary K-6 (2810)	1	ELA/SOCIAL STUDIES	8	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
92	MILLER, CRYSTAL	Elementary K-6 (2810)	1	ELA/SOCIAL STUDIES	8	100	0
93	PALMER, ASHLEY	Grades 5-6 (2826) , Grades PK-4 (2825)	1	ELA/SOCIAL STUDIES	8	100	0
94	STACKHOUSE, DIANE	Elementary K-6 (2810) , Special Education PK-12 (9225)	1	ELA/SOCIAL STUDIES	8	100	0
95	SWEENEY, KELLY	Elementary K-6 (2810)	1	ELA/SOCIAL STUDIES	8	100	0
96	VAN WINKLE, STEPHANIE	Early Childhood N-3 (2840)	1	ELA/SOCIAL STUDIES	8	100	0
97	WHITE, JENNIFER	Elementary K-6 (2810)	1	ELA/SOCIAL STUDIES	8	100	0
98	WOLPERT, WENDY	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	2	ELA/SOCIAL STUDIES	8	100	0
99	BOCHICCHIO, STEPHANIE	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	2	ELA/SOCIAL STUDIES	8	100	0
100	BRICE, STACEY	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	ELA/SOCIAL STUDIES	8	100	0
101	COOPER, SARAH	Grades PK-4 (2825)	2	ELA/SOCIAL STUDIES	8	100	0
102	CRAMM, JOLENE	Elementary K-6 (2810)	2	ELA/SOCIAL STUDIES	8	100	0
103	DUDEK, RACHEL	Grades PK-4 (2825)	2	ELA/SOCIAL STUDIES	8	100	0
104	ENDRES, ALLISON	Grades PK-4 (2825)	2	ELA/SOCIAL STUDIES	8	100	0
105	FEDORCZYK, MARISSA	Grades PK-4 (2825)	2	ELA/SOCIAL STUDIES	8	100	0
106	HARPER, MELISSA	Grades PK-4 (2825)	2	ELA/SOCIAL STUDIES	8	100	0
107	HLAT, PENNY	Elementary K-6 (2810)	2	ELA/SOCIAL STUDIES	8	100	0
108	KASPER, BRIONNA	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ELA/SOCIAL STUDIES	8	100	0
109	LESNIEWSKI, CHRISTINE	Grades PK-4 (2825)	2	ELA/SOCIAL STUDIES	8	100	0
110	MIDDAUGH, ALEXIS	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ELA/SOCIAL STUDIES	8	100	0
111	MILLER, ALLISON	Grades PK-4 (2825) , English as a Second Language (ESL) PK-12 (4499)	2	ELA/SOCIAL STUDIES	8	100	0
112	PATTON, KATHERINE	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ELA/SOCIAL STUDIES	8	100	0
113	SHAUD, EMILY	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	ELA/SOCIAL STUDIES	8	100	0
114	SIMON, SARAH	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	2	ELA/SOCIAL STUDIES	8	100	0
115	TAVERAS, KARINA	Grades PK-4 (2825)	2	ELA/SOCIAL STUDIES	8	100	0
116	TOYE, MOLLY	Early Childhood N-3 (2840)	2	ELA/SOCIAL STUDIES	8	100	0
117	STEELE, AMY	Elementary K-6 (2810)	3	ELA HONORS	8	100	0
118	ASHE, DEANNA	Grades PK-4 (2825)	3	ELA/SOCIAL STUDIES	8	100	0
119	BLISARD, KAREN	Elementary K-6 (2810)	3	ELA/SOCIAL STUDIES	8	100	0
120	BORDEN, JESSICA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	ELA/SOCIAL STUDIES	8	100	0
121	BURNSIDE, MOLLY	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ELA/SOCIAL STUDIES	8	100	0
122	CLOUSER, ASHLEY	Autism PK-12 (1180) , Grades PK-4 (2825)	3	ELA/SOCIAL STUDIES	8	100	0

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123	CONIGLIO, KATELYN	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ELA/SOCIAL STUDIES	8	100	0
124	DOLBY, BREANNE	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Family-Consumer Sci PK-12 (5600)	3	ELA/SOCIAL STUDIES	8	100	0
125	DRESS, LISA	Elementary K-6 (2810) , Special Education PK-12 (9225) , Elementary K-6 (2810) , Special Education PK-12 (9225)	3	ELA/SOCIAL STUDIES	8	100	0
126	FLANIGAN, TAYLOR	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	ELA/SOCIAL STUDIES	8	100	0
127	HAGY, ANGELE	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ELA/SOCIAL STUDIES	8	100	0
128	HOLLIS, MOLLY	Grades PK-4 (2825) , English as a Second Language (ESL) PK-12 (4499)	3	ELA/SOCIAL STUDIES	8	100	0
129	MARTIN, MARIE	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	3	ELA/SOCIAL STUDIES	8	100	0
130	MUELLER, CYNTHIA	Elementary K-6 (2810)	3	ELA/SOCIAL STUDIES	8	100	0
131	MYLEN, JODIE	Grades PK-4 (2825)	3	ELA/SOCIAL STUDIES	8	100	0
132	NIEMIEC, MICHELE	Grades PK-4 (2825)	3	ELA/SOCIAL STUDIES	8	100	0
133	O'FARRILL, VANESSA	Grades PK-4 (2825) , Elementary Education K-8 (12810)	3	ELA/SOCIAL STUDIES	8	100	0
134	OPSHINSKY, OLGA	Grades PK-4 (2825)	3	ELA/SOCIAL STUDIES	8	100	0
135	SHOLLEY, JENNIFER	Grades 5-6 (2826) , Grades PK-4 (2825)	3	ELA/SOCIAL STUDIES	8	100	0
136	SHUMA, KAREN	Elementary K-6 (2810)	3	ELA/SOCIAL STUDIES	8	100	0
137	ENOCH, APRIL	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	ELA	8	100	0
138	HERISKO, SARAH	Elementary K-6 (2810)	4	ELA	8	100	0
139	MANNO PRITT, ISABELLA	Reading Specialist PK-12 (7650) , Grades PK-4 (2825)	4	ELA	8	100	0
140	MARQUES, TARA	Grades PK-4 (2825)	4	ELA	8	100	0
141	NUGENT, ALISSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ELA	8	100	0
142	PRODENTE, ANGELA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-8 (9226)	4	ELA	8	100	0
143	RITTER, JONI	Elementary K-6 (2810) , Special Education PK-12 (9225)	4	ELA	8	100	0
144	ROSATO, ABIGAIL	Grades PK-4 (2825)	4	ELA	8	100	0
145	ROWLANDS, STACEY	Elementary K-6 (2810)	4	ELA	8	100	0
146	RUSSO, TYPHANI	Elementary K-6 (2810) , Library Science PK-12 (6420)	4	ELA	8	100	0
147	SCAGGS, SIERRA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	ELA	8	100	0
148	SELIGE, ASHLEY	Grades PK-4 (2825)	4	ELA	8	100	0
149	WELKER, MARIAH	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ELA	8	100	0
150	BALUCHA, SARA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Elementary Education K-8 (12810)	4	ELA	8	100	0
151	BARTLETT, KATHRYN	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230)	4	ELA	8	100	0

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152	BRADLEY, DANIELLE	Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	4	ELA	8	100	0
153	DESPIRITO, KRISTIN	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	ELA	8	100	0
154	DRISCOLL, SARAH	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	4	ELA	8	100	0
155	DROST, CIERA	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ELA	8	100	0
156	ELMER, DANIELLE	Elementary K-6 (2810)	5	ELA	8	100	0
157	FERKO, ERIN	Elementary K-6 (2810)	5	ELA	8	100	0
158	GILL, ANITA	Elementary K-6 (2810)	5	ELA	8	100	0
159	LATRANYI, MAUREEN	Elementary K-6 (2810) , Master's Equivalency - (1185) , Elementary School Counselor K-6 (1836)	5	ELA	8	100	0
160	LESNEFSKY, MICHELE	Grades 5-6 (2826) , Grades PK-4 (2825)	5	ELA	8	100	0
161	POTTER, GINA	Elementary K-6 (2810)	5	ELA	8	100	0
162	ROSS, ANGELIA	Elementary K-6 (2810)	5	ELA	8	100	0
163	RUYEVCAN, REBECCA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	ELA	8	100	0
164	SERKOSKY, JENNIFER	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Elementary Education K-8 (12810)	5	ELA	8	100	0
165	SERRANO, CAITLIN	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	5	ELA	8	100	0
166	SLOMER , SUSAN	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	ELA	8	100	0
167	THOMAS, AMANDA	Instructional Coach PK-12 (1182) , English as a Second Language (ESL) PK-12 (4499) , Early Childhood N-3 (2840) , Reading Specialist PK-12 (7650)	5	ELA	8	100	0
168	WASSMER, JENA	Elementary K-6 (2810)	5	ELA	8	100	0
169	WAYNICK, JENIFER	Elementary K-6 (2810)	5	ELA	8	100	0
170	WERNER, KALYN	Elementary K-6 (2810)	5	ELA	8	100	0
171	ALIMA, EMILEE	Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	5	ELA	8	100	0
172	BALGAROO, LEAH	Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	5	ELA	8	100	0
173	BILYO, SAMANTHA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	ELA	8	100	0
174	BOUSE, JULIE	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	ELA	8	100	0
175	EAMES, KIMBERLY	Elementary K-6 (2810) , Master's Equivalency - (1185)	5	ELA	8	100	0
176	FOLEY, HEATHER	Elementary K-6 (2810)	6	ELA	8	100	0
177	GERRITY, ERIN	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	6	ELA	8	100	0
178	MCGURGAN, JILL	Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	6	ELA	8	100	0
179	PASQUARELLA, KELLY	Elementary K-6 (2810)	6	ELA	8	100	0

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180	PLUMMER, JENNIFER	Elementary K-6 (2810)	6	ELA	8	100	0
181	WOLFE, KARA	Elementary K-6 (2810)	6	ELA	8	100	0
182	WOTRING, HOLLY	Elementary K-6 (2810)	6	ELA	8	100	0
183	WYNN, KEARYN	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	6	ELA	8	100	0
184	CAREY, NICOLE	Elementary K-6 (2810)	6	ELA HONORS	8	100	0
185	ANNIS, DANIELLE	Grades 5-6 (2826) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6	ELA	8	100	0
186	BARGH, ANDREW	English 7-12 (3230) , Music PK-12 (7205) , Social Studies 7-12 (8875)	6	ELA	8	100	0
187	BELLUSCIO, KRISTIN	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	ELA	8	100	0
188	BUTLER, CHRISTINE	Elementary K-6 (2810)	6	ELA	8	100	0
189	DOUTT-WARGO, NICOLE	Library Science PK-12 (6420) , Elementary K-6 (2810)	6	ELA	8	100	0
190	FRANK, JACQUELYN	English 7-12 (3230) , Ment and/or Phys Handicapped K-12 (9235) , Master's Equivalency - (1185)	7	ELA	8	100	0
191	GAMBLER, ZACHARY	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	ELA	8	100	0
192	GIANTINI JR, THEODORE	English 7-12 (3230)	7	ELA	8	100	0
193	HOOK, RICHARD	Communications 7-12 (3200)	7	ELA	8	100	0
194	MAGARO-REISINGER, ANGELA	English 7-12 (3230)	7	ELA	8	100	0
195	MASSACK, VICTORIA	English 7-12 (3230)	7	ELA	8	100	0
196	MCCORMICK, THERESE	English 7-12 (3230)	7	ELA	8	100	0
197	MCCURDY, ELIZABETH	English 7-12 (3230)	7	ELA	8	100	0
198	MILLER , LINDSEY	English 7-12 (3230)	7	ELA	8	100	0
199	NUNEZ, SAMANTHA	English 7-12 (3230)	7	ELA	8	100	0
200	PARKS, SAMANTHA	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	ELA	8	100	0
201	COONE, MICHAEL	Principal PK-12 (1115) , English 7-12 (3230)	7	ELA HONORS	8	100	0
202	BIXLER, EMMA	English 7-12 (3230)	7	ELA	8	100	0
203	DAVIN, JULIA	English 7-12 (3230)	7	ELA	8	100	0
204	DEMETROS, AMANDA	Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	ELA	8	100	0
205	DIETZ, CHRISTY	English 7-12 (3230)	7	ELA	8	100	0
206	EILER, JESSICA	English 7-12 (3230) , Library Science PK-12 (6420) , Bus-Computer-Info Tech PK-12 (1603)	7	ELA	8	100	0

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207	FARNETH, KAYLYN	English 7-12 (3230)	8	ELA	8	100	0
208	LEIBOWITZ, BROOKE	English 7-12 (3230)	8	ELA	8	100	0
209	LETTERMAN, SARAH	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	ELA	8	100	0
210	LOCK, ANGELA	English 7-12 (3230)	8	ELA	8	100	0
211	MAHLER, STEPHEN	Communications 7-12 (3200) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	8	ELA	8	100	0
212	MARTIN-PAGE, CARI	English 7-12 (3230)	8	ELA	8	100	0
213	RAMOS, LAUREL	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Nursery/Kindergarten N-K (12833)	8	ELA	8	100	0
214	RICHARDS, ERIN	English 7-12 (3230)	8	ELA	8	100	0
215	ROPARS, KATLYN	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Elementary K-6 (2810) , Special Education PK-12 (9225)	8	ELA	8	100	0
216	DAVIS, ZACHARY	Social Studies 7-12 (8875)	8	ELECTIVES	8	100	0
217	DURKIN, SEAN	Social Studies 7-12 (8875)	6	ELECTIVES	8	100	0
218	EMERT, SARAH	Art PK-12 (1405)	8	ELECTIVES	8	100	0
219	BOSILJEVAC, KRISTA	Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10	ELECTIVES HEALTH&PE	8	100	0
220	HERMAN, ZAKORY	Health & Physical Educ PK-12 (4805)	9-12	ELECTIVES HEALTH&PE	8	100	0
221	LADISLAW, CHRISTI	Health & Physical Educ PK-12 (4805)	9-12	ELECTIVES H&PE	8	100	0
222	STOKES, ALLISON	Health & Physical Educ PK-12 (4805) , Family-Consumer Sci PK-12 (5600)	10	ELECTIVES H&PE	8	100	0
223	MILLER, GEMMA	Health & Physical Educ PK-12 (4805)	9	ELECTIVES H/PE	8	100	0
224	ROYAL, MARENA	Health K-12 (14810) , Physical Education K-12 (14803) , Health & Physical Educ PK-12 (4805)	9	ELECTIVES H/PE	8	100	0
225	VIDA, JOHN	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	8	ELECTIVES LANGUAGES	8	100	0
226	STELLAR, KOLBY	Special Education PK-12 (9225)	9-12	EMO SUPPORT	8	100	0
227	ANDERSEN, KATHLEEN	Communications 7-12 (3200) , English 7-12 (3230)	11	ENGLISH	8	100	0
228	ANEY, TIMOTHY	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	12	ENGLISH	8	100	0
229	ARCHER, JILL	Social Studies 7-12 (8875) , English 7-12 (3230)	10	ENGLISH	8	100	0
230	BLAIR, MEGAN	English 7-12 (3230)	12	ENGLISH	8	100	0

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231	BRANAGAN, JENNIFER	English 7-12 (3230)	11	ENGLISH	8	100	0
232	BUCKS, RYAN	English 7-12 (3230)	9	ENGLISH	8	100	0
233	BURKINS, MARIA	English 7-12 (3230)	12	ENGLISH	8	100	0
234	BUZZELLI, JULIE	English 7-12 (3230)	12	ENGLISH	8	100	0
235	BYRON, RENEE	English 7-12 (3230)	12	ENGLISH	8	100	0
236	CASELL, ERIKA	English 7-12 (3230)	12	ENGLISH	8	100	0
237	CHERINCHAK, RHEANNA	English 7-12 (3230)	9	ENGLISH	8	100	0
238	CYRUS, BLAKE	English 7-12 (3230) , English: Sec. Ed. 9-12 (13230)	9	ENGLISH	8	100	0
239	DAMATO, STEPHANI	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	ENGLISH	8	100	0
240	DECONCILIIS-DAVIN, SAMANTHA	Autism PK-12 (1180) , English 7-12 (3230)	9	ENGLISH	8	100	0
241	DIEROLF, MATTHEW	English 7-12 (3230)	11	ENGLISH	8	100	0
242	DONELUCK, CARA	English 7-12 (3230)	10	ENGLISH	8	100	0
243	DRAYER, ERIN	English 7-12 (3230)	9-12	ENGLISH	8	100	0
244	DRESSLER, SARAH	English 7-12 (3230)	11	ENGLISH	8	100	0
245	DRINOSKY, TAWNE	English 7-12 (3230)	10	ENGLISH	8	100	0
246	DUGAS, KYLE	Biology 7-12 (8405)	9-12	ENGLISH	8	100	0
247	ERDLEY, HEATHER	English 7-12 (3230)	10	ENGLISH	8	100	0
248	EVANS, JULIANNA	English 7-12 (3230)	12	ENGLISH	8	100	0
249	FENSTERMAKER, EMILY	Library Science PK-12 (6420) , English 7-12 (3230)	9	ENGLISH	8	100	0
250	FILGES, LAURA	English 7-12 (3230)	9	ENGLISH	8	100	0
251	FORD, LAUREN	Special Education 7-12 (9227) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860)	9	ENGLISH	8	100	0
252	FOSTER, KRISTIE	English 7-12 (3230)	10	ENGLISH	8	100	0
253	GEESAMAN, MARY	Elementary K-6 (2810) , English 7-12 (3230)	10	ENGLISH	8	100	0
254	GLADNEY, MELANIE	English 7-12 (3230) , Library Science PK-12 (6420) , Art PK-12 (1405)	9	ENGLISH	8	100	0
255	GLOTFELTY, KELLY	English 7-12 (3230)	9	ENGLISH	8	100	0
256	GONZALEZ, MICHELLE	English 7-12 (3230)	9	ENGLISH	8	100	0
257	GREEN, STEPHANIE	English 7-12 (3230)	11	ENGLISH	8	100	0
258	HALL, STACY	English 7-12 (3230)	12	ENGLISH	8	100	0
259	HESS, DREW	English 7-12 (3230)	12	ENGLISH	8	100	0
260	HOLMAN, THERESA	English 7-12 (3230)	9	ENGLISH	8	100	0
261	HULBERT, HAYLEY	English 7-12 (3230)	12	ENGLISH	8	100	0
262	HURLEY, AMY	English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860)	12	ENGLISH	8	100	0
263	ISABELLA, GWYNEVERE	English 7-12 (3230)	9	ENGLISH	8	100	0

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264	JONES, AMANDA	English 7-12 (3230)	12	ENGLISH	8	100	0
265	KELLER, BENJAMIN	English 7-12 (3230)	11	ENGLISH	8	100	0
266	KESSEL, ASHLEY	English 7-12 (3230)	10	ENGLISH	8	100	0
267	KRAGER, HEATHER	English 7-12 (3230)	9-12	ENGLISH	8	100	0
268	KRATZ, RYAN	English 7-12 (3230) , Citizenship 7-12 (8825)	11	ENGLISH	8	100	0
269	LAKITSKY, KAILEE	English 7-12 (3230)	9	ENGLISH	8	100	0
270	MANGAN, SEAN	Bus-Computer-Info Tech PK-12 (1603) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	ENGLISH	8	100	0
271	MASELKO, BIANCA	English 7-12 (3230)	11	ENGLISH	8	100	0
272	MATRISHION, DEANNA	English 7-12 (3230)	10	ENGLISH	8	100	0
273	MCDONALD, ERIN	Social Studies 7-12 (8875) , English 7-12 (3230)	12	ENGLISH	8	100	0
274	MEALY, JESSICA	English 7-12 (3230)	11	ENGLISH	8	100	0
275	MILLER, BETH	English 7-12 (3230)	9-12	ENGLISH	8	100	0
276	NISSLEY, ANNA	English 7-12 (3230)	10	ENGLISH	8	100	0
277	O'LEARY, KAITLIN	English 7-12 (3230)	9	ENGLISH	8	100	0
278	PACUCH, JEFFREY	Mathematics 7-12 (6800)	9-12	ENGLISH	8	100	0
279	PALOMBA, DIANA	English 7-12 (3230)	11	ENGLISH	8	100	0
280	PETULA, PATRICIA	English 7-12 (3230)	10	ENGLISH	8	100	0
281	PHILLIPS, MARY	English 7-12 (3230) , Reading Specialist PK-12 (7650)	11	ENGLISH	8	100	0
282	PORTER, TERRI	English 7-12 (3230)	10	ENGLISH	8	100	0
283	PUGH, ALISHA	English 7-12 (3230)	9	ENGLISH	8	100	0
284	RODGERS, KAYLA	English 7-12 (3230)	10	ENGLISH	8	100	0
285	SANGRAM, VEENA	English 7-12 (3230)	12	ENGLISH	8	100	0
286	SAYLOR, EMILY	English 7-12 (3230) , Special Education 7-12 (9227)	9	ENGLISH	8	100	0
287	SCANLON, KATHLEEN	English 7-12 (3230)	9	ENGLISH	8	100	0
288	SELBY, MARIANNE	English 7-12 (3230)	11	ENGLISH	8	100	0
289	SMITH, LAUREN	English 7-12 (3230)	10	ENGLISH	8	100	0
290	SPEARMAN-KANNEL, ALEXANDRIA	English 7-12 (3230)	11	ENGLISH	8	100	0
291	ST HILAIRE, ROBYN	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level English 6-9 (2850)	10	ENGLISH	8	100	0
292	STANVITCH, BRIDGET	English 7-12 (3230)	9	ENGLISH	8	100	0
293	WALTERS, MATTHEW	English 7-12 (3230)	10	ENGLISH	8	100	0
294	WALTZ, AMANDA	English 7-12 (3230)	10	ENGLISH	8	100	0
295	WOLFE, HEIDI	English 7-12 (3230)	10	ENGLISH	8	100	0

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296	WYCHULIS, LAURA	English 7-12 (3230)	10	ENGLISH	8	100	0
297	YASEMBOUSKY, KYLE	English 7-12 (3230)	12	ENGLISH	8	100	0
298	BRETT, SUZANNE	Master's Equivalency - (1185) , English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230)	K-12	ENGLISH LANGUAGE DEV	8	100	0
299	NOLDY, MIRHIA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230) , Principal PK-12 (1115) , English as a Second Language (ESL) PK-12 (4499)	K-12	ENGLISH LANGUAGE DEV	8	100	0
300	VOORHEES, JENNIFER	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Spanish PK-12 (4490)	K-12	ENGLISH LANGUAGE DEV	8	100	0
301	COMONIE, COURTNEY	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , All Instructional Areas PK-12 (-96)	9-12	ENVIRONMENTAL SCIENCE	8	100	0
302	LONG, NICOLE	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Online Instruction Program PK-12 (1184)	9-12	ENVIRONMENTAL SCIENCE	8	100	0
303	SCHAPPELL, LENAE	Physics 7-12 (8470) , General Science 7-12 (8450)	9-12	ENVIRONMENTAL SCIENCE	8	100	0
304	PRESTON, CHRISTINE	Family-Consumer Sci PK-12 (5600) , Earth and Space Science 7-12 (8440) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450) , Bus-Computer-Info Tech PK-12 (1603) , Reading Specialist PK-12 (7650) , Health PK-12 (4810) , Biology 7-12 (8405) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level Science 6-9 (2880) , English 7-12 (3230)	9-12	ENVIRONMENTAL SCIENCE	8	100	0
305	PROBST, JOSHUA	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	ENVIRONMENTAL SCIENCE	8	100	0
306	BOOTH, MARY BETH	English 7-12 (3230) , Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	9-12	ESL	8	100	0
307	CARROLL, KELLY	English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115) , English 7-12 (3230)	K-12	ESL	8	100	0
308	COLEMAN, EMILY	English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490)	6-8	ESL	8	100	0
309	DENOIE, BRIANA	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499)	9-12	ESL	8	100	0
310	DOLDER, LISA	English 7-12 (3230) , Library Science PK-12 (6420) , Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	6	ESL	8	100	0
311	EWING, WILLIAM	English 7-12 (3230) , Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	9-12	ESL	8	100	0

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312	GALVIN, ERIKA	English as a Second Language (ESL) PK-12 (4499) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	ESL	8	100	0
313	GROBMYER, MELISSA	Instructional Coach PK-12 (1182) , Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	2	ESL	8	100	0
314	LEIGH, JUSTIN	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499)	8	ESL	8	100	0
315	NGUYEN, VICKY	Master's Equivalency - (1185) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	5	ESL	8	100	0
316	ORSULAK, MICHELE	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	1	ESL	8	100	0
317	RIVERA MORAES, DIANA	English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Spanish PK-12 (4490)	9-12	ESL	8	100	0
318	SAVAGE, NICOLE	English 7-12 (3230) , Supvr Curriculum & Inst PK-12 (2915) , Elementary K-6 (2810) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115)	9-12	ESL	8	100	0
319	SCHIAVONI, DANIELLE	English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , German PK-12 (4420) , Social Studies 7-12 (8875)	7	ESL	8	100	0
320	SHUTTLESWORTH, SONNY	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	3	ESL	8	100	0
321	STEELE, SAMANTHA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	4	ESL	8	100	0
322	WATSON, ERICA	English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Spanish PK-12 (4490)	9-12	ESL	8	100	0
323	BIHOREAU, STEPHAN	French PK-12 (4410) , Spanish PK-12 (4490)	9	FRENCH	8	100	0
324	KELLY, FRANCA	Italian PK-12 (4430) , French PK-12 (4410)	9-12	FRENCH	8	100	0
325	SCAVONE, MARIA ALENA	English as a Second Language (ESL) PK-12 (4499) , French PK-12 (4410)	9-12	FRENCH	8	100	0
326	TAYOUNE, MERYEM	French PK-12 (4410)	9-12	FRENCH	8	100	0
327	BECK, AMANDA	English 7-12 (3230) , Special Education 7-12 (9227) , Special Education Expansion PK-8 (9228)	9-12	FT AUTISTIC SUPPORT	8	100	0
328	BUCK, AMY	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT AUTISTIC SUPPORT	8	100	0
329	DALESSANDRI, MELISSA	Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	FT AUTISTIC SUPPORT	8	100	0
330	DENG, AMANDA	Ment and/or Phys Handicapped K-12 (9235) , Elementary K-6 (2810)	3-5	FT AUTISTIC SUPPORT	8	100	0

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331	KOPA, SHAWNA	Elementary K-6 (2810) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	6-8	FT AUTISTIC SUPPORT	8	100	0
332	LUCKASAVAGE, JILLIAN	Mentally Retarded K-12 (19220) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	FT AUTISTIC SUPPORT	8	100	0
333	MUSGROVE, HOLLIANN	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	3-5	FT AUTISTIC SUPPORT	8	100	0
334	NGUYEN, JAMIE	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-2	FT AUTISTIC SUPPORT	8	100	0
335	POYDENCE , RAECHEL	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	FT AUTISTIC SUPPORT	8	100	0
336	PRESUTTI, MELISSA	Special Education PK-8 (9226) , Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	K-2	FT AUTISTIC SUPPORT	8	100	0
337	COOK, ERICA	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT LEARNING SUPPORT	8	100	0
338	CORDIER, JULIA	Special Education PK-12 (9225)	6-8	FT LEARNING SUPPORT	8	100	0
339	FERNANDEZ, VANESSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	FT LEARNING SUPPORT	8	100	0
340	GLADFELTER, BRIEANA	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT LEARNING SUPPORT	8	100	0
341	GOOD, DANIELLE	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT LEARNING SUPPORT	8	100	0
342	GRAY, LAUREN	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT LEARNING SUPPORT	8	100	0
343	HOLT, HEATHER	Grades PK-4 (2825) , Special Education PK-8 (9226) , Grades 5-6 (2826)	6-8	FT LEARNING SUPPORT	8	100	0
344	SNYDER, HANNAH	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT LEARNING SUPPORT	8	100	0
345	TRAUB, CHRISTINA	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	FT LEARNING SUPPORT	8	100	0
346	WILHITE, ASHLEY	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT LEARNING SUPPORT	8	100	0
347	WITTLE, SARAH	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT LEARNING SUPPORT	8	100	0
348	KNOX, REBECCA	Special Education PK-12 (9231)	9-12	FT LEARNING SUPPORT	8	100	0
349	PETERSEN, DEBORAH	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6	FT LEARNING SUPPORT	8	100	0
350	TUNIS, JESSICA	Elementary K-6 (2810) , Special Education PK-8 (9226)	9-12	FT LEARNING SUPPORT	8	100	0
351	VATALARE, LAUREN	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	FT LEARNING SUPPORT	8	100	0
352	BARRON, ALESIA	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT LIFE SKILLS	8	100	0
353	BOYCE, AMY	Special Education PK-12 (9225)	6-8	FT LIFE SKILLS	8	100	0
354	CORIGLIANO, CATERINA	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT LIFE SKILLS	8	100	0
355	CUKOVICH, KRISTIN	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT LIFE SKILLS	8	100	0
356	DAVIS, MARIANNE	Citizenship 7-12 (8825) , Special Education 7-12 (9227)	9-12	FT LIFE SKILLS	8	100	0
357	DUFFY, JULIE	Special Education PK-12 (9225) , Elementary K-6 (2810)	9-12	FT LIFE SKILLS	8	100	0
358	GLEASON, JILL	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT LIFE SKILLS	8	100	0

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359	HOLLISTER, BRITTANY	Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	FT LIFE SKILLS	8	100	0
360	MEGLIO, GINA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	FT LIFE SKILLS	8	100	0
361	PHILLIPS, LINDSAY	Early Childhood N-3 (2840) , Special Education PK-12 (9225) , Autism PK-12 (1180)	K-5	FT LIFE SKILLS	8	100	0
362	RITCHIE, MARISA	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT LIFE SKILLS	8	100	0
363	SMITHMYER, SUSAN	Social Studies 7-12 (8875) , Special Education 7-12 (9227) , Special Education Expansion PK-8 (9228)	9-12	FT LIFE SKILLS	8	100	0
364	STEVENSON, LINDSEY	Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	FT LIFE SKILLS	8	100	0
365	STROUP, LAUREN	Grades PK-4 (2825) , Special Education PK-8 (9226) , Nursery/Kindergarten N-K (12833)	3-5	FT LIFE SKILLS	8	100	0
366	THORNTON, RENEE	Ment and/or Phys Handicapped K-12 (9235)	6-8	FT LIFE SKILLS	8	100	0
367	TIELMAN, JULIA	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT LIFE SKILLS	8	100	0
368	WOLCOTT, KAITLIN	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT LIFE SKILLS	8	100	0
369	FEATRO, SUSAN	Grades PK-4 (2825) , English as a Second Language (ESL) PK-12 (4499) , German PK-12 (4420) , Music PK-12 (7205)	9-12	GERMAN	4	100	0
370	KLEIN, SARAH	German PK-12 (4420) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Music PK-12 (7205)	9-12	GERMAN	8	100	0
371	DELLE DONNE, KAREN	Health & Physical Educ PK-12 (4805)	9-12	HEALTH & PE	8	100	0
372	EISENHAUER, AMY	Health & Physical Educ PK-12 (4805) , Health PK-12 (4810)	9-12	HEALTH & PE	8	100	0
373	FAIR, VALERIE	Safety Ed/Driver Ed 7-12 (5215) , Health & Physical Educ PK-12 (4805)	10	HEALTH & PE	8	100	0
374	HINDERLITER, BROOKE	Health & Physical Educ PK-12 (4805)	2-3	HEALTH & PE	8	100	0
375	KLINE, DARREN	Health & Physical Educ PK-12 (4805)	9-12	HEALTH & PE	8	100	0
376	LIGENZA, JOSEPH	Health & Physical Educ PK-12 (4805)	9-12	HEALTH & PE	8	100	0
377	OSTINOWSKY, JOSEPH	Health & Physical Educ PK-12 (4805)	9-12	HEALTH & PE	8	100	0
378	PELLETIER, ROBERT	Health & Physical Educ PK-12 (4805)	9-12	HEALTH & PE	8	100	0
379	ROTH, MERRIDITH	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	HEALTH & PE	8	100	0
380	SKAUGEN, CHRISTOPHER	Health & Physical Educ PK-12 (4805)	6	HEALTH & PE	8	100	0
381	SPECHT, HEATHER	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	HEALTH & PE	8	100	0
382	SHOEMAKER, AMY	Safety Ed/Driver Ed 7-12 (5215) , Health & Physical Educ PK-12 (4805)	9-12	HEALTH & PE	8	100	0
383	PETROLE, MEGHAN	Health & Physical Educ PK-12 (4805)	8	HEALTH&PE	8	100	0
384	ARNOLD, ALYSSA	Health & Physical Educ PK-12 (4805)	7	HEALTH &PE	8	100	0

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385	BUCKENBERGER, NICOLE	Health & Physical Educ PK-12 (4805) , Elementary K-6 (2810)	2-3	HEALTH &PE	8	100	0
386	BURKHOLDER, KRISTIN	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	6	HEALTH &PE	8	100	0
387	ECKMAN, LACEY	Health & Physical Educ PK-12 (4805)	8	HEALTH &PE	8	100	0
388	GARDNER, CORINA	Health & Physical Educ PK-12 (4805)	7	HEALTH &PE	8	100	0
389	GAY, SPENCER	Health & Physical Educ PK-12 (4805)	9-12	HEALTH &PE	8	100	0
390	GORTON, SCOTT	Health & Physical Educ PK-12 (4805)	9-12	HEALTH &PE	8	100	0
391	KLINS, ZACHARY	Health & Physical Educ PK-12 (4805)	2-3	HEALTH &PE	8	100	0
392	KREAMER, JACE	Health & Physical Educ PK-12 (4805)	K-1	HEALTH &PE	8	100	0
393	MANNING, STEPHANIE	Health & Physical Educ PK-12 (4805)	5	HEALTH &PE	8	100	0
394	MCCARTHY, ALEXIS	Health & Physical Educ PK-12 (4805)	7	HEALTH &PE	8	100	0
395	MCMURRAY, ERIN	Health & Physical Educ PK-12 (4805)	8	HEALTH &PE	8	100	0
396	MILLIKEN, KAITLYN	Health & Physical Educ PK-12 (4805)	6	HEALTH &PE	8	100	0
397	MOYER, JEFFREY	Health & Physical Educ PK-12 (4805)	4-5	HEALTH &PE	8	100	0
398	NETTLES, KATIERA	Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	K	HEALTH &PE	8	100	0
399	ORESSEY, MARK	All Instructional Areas PK-12 (-96) , Health & Physical Educ PK-12 (4805)	9-12	HEALTH &PE	8	100	0
400	PRISUTA, BRUCE	Health & Physical Educ PK-12 (4805)	7	HEALTH &PE	8	100	0
401	ROGERS, MARISSA	Health & Physical Educ PK-12 (4805)	10	HEALTH &PE	8	100	0
402	SAWYER, EMMA	Health & Physical Educ PK-12 (4805)	6	HEALTH &PE	8	100	0
403	SIMCOX, NICHOLE	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9	HEALTH &PE	8	100	0
404	SLEDZINSKI, ELIZABETH	Health & Physical Educ PK-12 (4805)	8	HEALTH &PE	8	100	0
405	WATKINS, RYAN	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	HEALTH &PE	8	100	0
406	WOODWORTH, SAMUEL	Health & Physical Educ PK-12 (4805)	9-12	HEALTH &PE	8	100	0
407	YOST, LAUREN	Health & Physical Educ PK-12 (4805)	4	HEALTH &PE	8	100	0
408	ROTH, DOUGLAS	Health & Physical Educ PK-12 (4805)	9-12	HEALTH &PE	8	100	0
409	LITTLE, EDWARDS	Social Studies 7-12 (8875)	8	HISTORY	8	100	0
410	SHULDE, BRIANNA	Social Studies 7-12 (8875)	9-12	HISTORY	8	100	0
411	BRADY, LAUREN	Elementary K-6 (2810) , Gifted PK-12 (1189)	4	HONORS ELA	8	100	0
412	MCCONNELL, KIMBERLY	Elementary K-6 (2810)	5	HONORS ELA	8	100	0
413	STUCKEY, ELIZABETH	Elementary K-6 (2810)	3	HONORS MATH/SCI	8	100	0

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414	FREDO, KATRINA	Biology 7-12 (8405) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860)	7	HONORS SCIENCE	8	100	0
415	SIMCOX, JESSE	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10	HPE/DRIVERS ED	8	100	0
416	BILCHAK, SARAH	Elementary K-6 (2810)	2	INTERVENTIONIST	8	100	0
417	BOCCCELLA, LORI	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	INTERVENTIONIST	8	100	0
418	CHUKOSKIE, EMILY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	2-3	INTERVENTIONIST	8	100	0
419	ESWORTHY, REBECCA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Library Science PK-12 (6420)	2	INTERVENTIONIST	8	100	0
420	FISHER, LORI	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	INTERVENTIONIST	8	100	0
421	GAISKI, JAMIE	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	INTERVENTIONIST	8	100	0
422	GWINN, CHRISTY	Elementary K-6 (2810)	1	INTERVENTIONIST	8	100	0
423	HAHN, AMANDA	Elementary K-6 (2810) , Special Education PK-12 (9225)	2	INTERVENTIONIST	8	100	0
424	HICKS, CHRISTY	Elementary Education K-8 (12810) , Nursery/Kindergarten N-K (12833) , Elementary K-6 (2810)	1	INTERVENTIONIST	8	100	0
425	HOWARD, SPIRI	Elementary K-6 (2810)	3	INTERVENTIONIST	8	100	0
426	KOURSARI, MARIA	Grades PK-4 (2825)	3	INTERVENTIONIST	8	100	0
427	KURZEJEWSKI, MIRANDA	Nursery/Kindergarten N-K (12833) , Grades PK-4 (2825)	2-3	INTERVENTIONIST	8	100	0
428	MALORE, ROBIN	Instructional Coach PK-12 (1182) , Reading Specialist PK-12 (7650) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	INTERVENTIONIST	8	100	0
429	RABBITT-WOODS, ANN	Elementary K-6 (2810)	3	INTERVENTIONIST	8	100	0
430	RICHARDS, SARAH	Elementary K-6 (2810) , Spanish PK-12 (4490)	2	INTERVENTIONIST	8	100	0
431	SALSAVAGE, KELSEY	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	1	INTERVENTIONIST	8	100	0
432	WARREN, AMANDA	Grades PK-4 (2825)	K	INTERVENTIONIST	8	100	0
433	BANKS, MARIAH	Special Education PK-12 (9225) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	9-12	ITINERANT EMO SUPPT	8	100	0
434	BARRICK, JESSICA	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	ITINERANT EMO SUPPT	8	100	0
435	CAMPBELL, KIMBERLY	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT EMO SUPPT	8	100	0
436	CHIDESTER, ANIKA	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	ITINERANT EMO SUPPT	8	100	0
437	COATES, CRISTIN	Special Education 7-12 (9227) , Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	ITINERANT EMO SUPPT	8	100	0

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438	DEGULIS, DANIELLE	English as a Second Language (ESL) PK-12 (4499) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Special Education PK-8 (9226)	6-8	ITINERANT EMO SUPPT	8	100	0
439	KACZANOWICZ, KAMI	All Instructional Areas PK-12 (-96) , Special Education PK-12 (9231)	9-12	ITINERANT EMO SUPPT	8	100	0
440	LARATONDA, DEVANY	Learning Disabled K-12 (19245) , Special Education PK-12 (9231) , Grades PK-4 (2825)	9-12	ITINERANT EMO SUPPT	8	100	0
441	MARCUS, SUZANNE	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499)	9-12	ITINERANT EMO SUPPT	8	100	0
442	MCMAHON, NICOLE	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	ITINERANT EMO SUPPT	8	100	0
443	MENDICINO, VALERIE	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 5-6 (2826) , Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	ITINERANT EMO SUPPT	8	100	0
444	NEWHOUSE, MISTI	Elementary K-6 (2810) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	ITINERANT EMO SUPPT	8	100	0
445	PAWLOWSKI, BROOKE	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT EMO SUPPT	8	100	0
446	PIERCE, ERIN	Special Education PK-12 (9225)	9-12	ITINERANT EMO SUPPT	8	100	0
447	PRESSLEY, AMBER	Special Education PK-12 (9231)	9-12	ITINERANT EMO SUPPT	8	100	0
448	RISHCOFF, BRIDGET	Special Education PK-12 (9231)	9-12	ITINERANT EMO SUPPT	8	100	0
449	SAGLIOCCO, PRIMO	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	ITINERANT EMO SUPPT	8	100	0
450	STAUFFER, AMY	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	6-8	ITINERANT EMO SUPPT	8	100	0
451	VITAL, MARK	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	ITINERANT EMO SUPPT	8	100	0
452	AMETRANO, EMILY	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	ITINERANT LEARNER SUPPORT	8	100	0
453	ATIIYEH, SARAH	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	7	ITINERANT LEARNER SUPPORT	8	100	0
454	BACHMAN, JESSICA	All Instructional Areas PK-12 (-96)	9	ITINERANT LEARNER SUPPORT	8	100	0
455	BACHRACH, SUZANNE	Ment and/or Phys Handicapped K-12 (9235) , Secondary Principal 7-12 (1105) , Superintendent PK-12 (1150)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
456	BAROSI, JESSICA	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
457	BARRY, DANA	Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0

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458	BAUER, AMANDA	Principal PK-12 (1115) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
459	BEATTY, KATHERINE	Grades PK-4 (2825) , Special Education PK-8 (9226) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	ITINERANT LEARNER SUPPORT	8	100	0
460	BERDOMAS, GENEVIEVE	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LEARNER SUPPORT	8	100	0
461	BONNELL, TIFFANY	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
462	BOROSKY, JULIANNA	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	ITINERANT LEARNER SUPPORT	8	100	0
463	BRANDEL, RENEE	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ITINERANT LEARNER SUPPORT	8	100	0
464	BURMEISTER, AMANDA	Elementary K-6 (2810) , Special Education PK-12 (9225)	8	ITINERANT LEARNER SUPPORT	8	100	0
465	BUTLER, JOSEPH	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
466	CASS, MELISSA	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Elementary K-6 (2810) , Special Education PK-12 (9225)	1	ITINERANT LEARNER SUPPORT	8	100	0
467	COLAIZZI, SAMANTHA	Special Education PK-12 (9231) , English 7-12 (3230)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
468	COYLE, ALEXANDRA	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	ITINERANT LEARNER SUPPORT	8	100	0
469	CRIBARI, MEGAN	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ITINERANT LEARNER SUPPORT	8	100	0
470	CRYTZER, BROOKE	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ITINERANT LEARNER SUPPORT	8	100	0
471	DALTON, JENNIFER	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
472	DEFLORIA, ERICA	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	K	ITINERANT LEARNER SUPPORT	8	100	0
473	DEMME, MACKENZIE	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Special Education PK-8 (9226) , Autism PK-12 (1180)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
474	DREVENAK JR, ROBERT	Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
475	DRUCTOR, AMANDA	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	ITINERANT LEARNER SUPPORT	8	100	0
476	EASTWOOD, LISA	Ment and/or Phys Handicapped K-12 (9235) , Social Studies 7-12 (8875)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
477	EGAL, COURTNEY	Ment and/or Phys Handicapped K-12 (9235)	6	ITINERANT LEARNER SUPPORT	8	100	0
478	EVANS, REBECCA	Early Childhood N-3 (2840) , Ment and/or Phys Handicapped K-12 (9235) , English 7-12 (3230)	8	ITINERANT LEARNER SUPPORT	8	100	0
479	FARRELL-MUMMERT, TERESA	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	7	ITINERANT LEARNER SUPPORT	8	100	0
480	FENTON, KAITLYN	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	ITINERANT LEARNER SUPPORT	8	100	0

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481	FLATLEY, JENNIFER	Special Education Expansion 7-12 (9229) , Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education PK-8 (9226)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
482	FREDA, REBECCA	Special Education Expansion 7-12 (9229) , Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
483	FREY, HEIDI	Grades PK-4 (2825) , Special Education PK-8 (9226) , English as a Second Language (ESL) PK-12 (4499)	6-8	ITINERANT LEARNER SUPPORT	8	100	0
484	FRIEDMAN, JASON	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	ITINERANT LEARNER SUPPORT	8	100	0
485	GAUGHAN, PATRICK	Special Education PK-12 (9225)	3	ITINERANT LEARNER SUPPORT	8	100	0
486	GERBER, JESSICA	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LEARNER SUPPORT	8	100	0
487	GERST, ERIN	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	ITINERANT LEARNER SUPPORT	8	100	0
488	GLIEM, JARED	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
489	GRASSO, JUNE	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LEARNER SUPPORT	8	100	0
490	HARDEN, EMILY	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ITINERANT LEARNER SUPPORT	8	100	0
491	HAYES, MIYAH	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
492	HELLEN, CAITLIN	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	ITINERANT LEARNER SUPPORT	8	100	0
493	HENRY, ELIZABETH	Autism PK-12 (1180) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
494	HODDER, SHEA	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	ITINERANT LEARNER SUPPORT	8	100	0
495	HOHMAN, AMBER	Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
496	HOUSTON , BREA	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	ITINERANT LEARNER SUPPORT	8	100	0
497	HUNTER, KIMBERLY	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
498	KESSELL, DANIELLE	Elementary K-6 (2810) , Special Education PK-12 (9225)	5	ITINERANT LEARNER SUPPORT	8	100	0
499	KIEHL, ALYSSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ITINERANT LEARNER SUPPORT	8	100	0
500	KNAUER, LEIGH ANNE	Special Education 7-12 (9227) , Grades PK-4 (2825) , Special Education PK-8 (9226)	7	ITINERANT LEARNER SUPPORT	8	100	0
501	KNOCH, COURTNEY	Grades PK-4 (2825) , Special Education PK-8 (9226) , Soc and Emotionally Dist K-12 (19260)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
502	KRAUSE, SCOTT	Family-Consumer Sci PK-12 (5600) , Grades PK-4 (2825) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
503	KREBS, ANGELA	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	6	ITINERANT LEARNER SUPPORT	8	100	0
504	KREVINAS, JESSICA	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0

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505	LAURENZI, MARIA	Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
506	LICHTENWALNER, ASHLEIGH	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	ITINERANT LEARNER SUPPORT	8	100	0
507	LOEFFLAD, MONIKA	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINERANT LEARNER SUPPORT	8	100	0
508	LUCAS, RACHEL	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LEARNER SUPPORT	8	100	0
509	MAGUIRE, SHANNON	Grades PK-4 (2825) , Special Education PK-12 (9231)	6-8	ITINERANT LEARNER SUPPORT	8	100	0
510	MAHER, EMILY	Music PK-12 (7205) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
511	MATTOS, TIMMY	Soc and Emotionally Dist K-12 (19260) , Special Education PK-12 (9231)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
512	MILLER, TRACY	Elementary K-6 (2810) , Special Education PK-12 (9225) , Nursery/Kindergarten N-K (12833)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
513	MULHOLLAND, NICHOLAS	Soc and Emotionally Dist K-12 (19260)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
514	NADZAN, MELISSA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	6	ITINERANT LEARNER SUPPORT	8	100	0
515	NESTICO, NICOLE	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	ITINERANT LEARNER SUPPORT	8	100	0
516	NOSS, LEORA	Grades PK-4 (2825) , Special Education PK-12 (9231)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
517	O'BRIEN, MELISSA	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
518	PASKOVITCH, CAROL	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
519	PAVLIK, ASHLYN	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
520	PENROD, EMILY	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINERANT LEARNER SUPPORT	8	100	0
521	PICCOLETTI, ALYSSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LEARNER SUPPORT	8	100	0
522	PLYLER, SHANNON	Reading Specialist PK-12 (7650) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
523	POLLACCI, KAYLA	Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education PK-8 (9226) , English as a Second Language (ESL) PK-12 (4499)	K	ITINERANT LEARNER SUPPORT	8	100	0
524	RADICO, LAUREN	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
525	RAMP-OLIVER, CHRISTINE	Ment and/or Phys Handicapped K-12 (9235) , Supvr Special Education PK-12 (9215)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
526	ROZELLE, DANIELLE	Elementary K-6 (2810) , Special Education PK-12 (9225) , Master's Equivalency - (1185)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
527	RUVO, BRANDI	Elementary K-6 (2810) , Family-Consumer Sci PK-12 (5600) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	ITINERANT LEARNER SUPPORT	8	100	0

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528	SHAFFER, SUSAN	Data Processing 7-12 (1625) , Elementary K-6 (2810) , Office Technologies 7-12 (1658) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
529	SHAKER, TAVIA	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
530	SKILLMAN, BRITTANY	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINERANT LEARNER SUPPORT	8	100	0
531	SMITH, LAUREN	Special Education PK-12 (9225) , Elementary K-6 (2810)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
532	SMITH, SHANE	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
533	SNYDER KOHLER, KIMBERLY	Elementary K-6 (2810) , Special Education PK-8 (9226)	3	ITINERANT LEARNER SUPPORT	8	100	0
534	SPAGER, FRANK	Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
535	STEWART, CAROL	Special Education PK-12 (9225) , General Science 7-12 (8450) , Social Studies 7-12 (8875) , English 7-12 (3230)	7	ITINERANT LEARNER SUPPORT	8	100	0
536	STOTZ, LAURIE	Ment and/or Phys Handicapped K-12 (9235) , English 7-12 (3230)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
537	STRIEFSKY, ALESSANDRA	Supvr Special Education PK-12 (9215) , Special Education PK-12 (9225)	8	ITINERANT LEARNER SUPPORT	8	100	0
538	SUMMERSON, CHRISTINE	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	ITINERANT LEARNER SUPPORT	8	100	0
539	TONY, JILLIAN	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	ITINERANT LEARNER SUPPORT	8	100	0
540	TOPPER, CAROLINE	Ment and/or Phys Handicapped K-12 (9235)	7	ITINERANT LEARNER SUPPORT	8	100	0
541	TUFARO, LISA ANN	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	6	ITINERANT LEARNER SUPPORT	8	100	0
542	TYLER, JENNIFER	Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
543	TYLER, RICHARD	Elementary Education K-8 (12810) , Learning Disabled K-12 (19245) , Soc and Emotionally Dist K-12 (19260) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
544	VALENTINE, KATHERINE	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ITINERANT LEARNER SUPPORT	8	100	0
545	VARNADO, CHELSEA	Grades PK-4 (2825) , Special Education PK-8 (9226) , Technology Education PK-12 (6075)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
546	VISAYA-LOUB, MARA	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
547	WALDMAN, JULIE	Special Education PK-12 (9231)	3	ITINERANT LEARNER SUPPORT	8	100	0
548	WANG, HAYLEY	Soc and Emotionally Dist K-12 (19260) , Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6	ITINERANT LEARNER SUPPORT	8	100	0
549	WEAVER, CHELSEA	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	8	ITINERANT LEARNER SUPPORT	8	100	0
550	WERTZ, JESSICA	Hearing Impaired PK-12 (9205) , English 7-12 (3230) , Special Education PK-12 (9231)	9-12	ITINERANT LEARNER SUPPORT	8	100	0

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551	WOOD, DOROTHY	Special Education PK-12 (9225) , Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	ITINERANT LEARNER SUPPORT	8	100	0
552	WYLAND, ANNAMARIE	Elementary K-6 (2810) , Special Education PK-12 (9225) , General Science 7-12 (8450)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
553	YOUNG, LAUREN	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
554	ZACCARIA, JUSTINE	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
555	ZACK, JOANNA	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINERANT LEARNER SUPPORT	8	100	0
556	ZIMMERMAN, TESSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ITINERANT LEARNER SUPPORT	8	100	0
557	ZUVICH, LINDSEY	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LEARNER SUPPORT	8	100	0
558	MARKOWSKI, STEFANIE	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINERANT LEARNER SUPPORT	8	100	0
559	RADEL, ISABEL	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINERANT LEARNER SUPPORT	8	100	0
560	AUGUSTIN, KATHLEEN	Special Education PK-12 (9225) , Elementary K-6 (2810)	8	ITINERANT LEARNER SUPPORT	8	100	0
561	COLE, BRITTANY	Special Education PK-8 (9226) , Grades PK-4 (2825)	8	ITINERANT LEARNER SUPPORT	8	100	0
562	SHOWERS, LUKE	English as a Second Language (ESL) PK-12 (4499) , Grades PK-4 (2825) , Special Education PK-8 (9226)	7	ITINERANT LEARNER SUPPORT	8	100	0
563	LESTARI, PUTU KARTIKA	Japanese PK-12 (4440)	9-12	JAPANESE	8	100	0
564	FRIST, NANCY	Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	K-5	LANGUAGES	8	100	0
565	SCHATZ, ANGELA	French PK-12 (4410) , English as a Second Language (ESL) PK-12 (4499)	3	LANGUAGES	8	100	0
566	SNIVELY HULSTINE, JENNIFER	Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	3	LANGUAGES	8	100	0
567	STEWART, ELSIE	English 7-12 (3230) , French PK-12 (4410) , Latin PK-12 (4030) , Social Studies 7-12 (8875)	9-12	LATIN	8	100	0
568	APRONTI, YVONNE	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	LIFE SKILLS	8	100	0
569	BAUMGARTLE, JENNA	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	LIFE SKILLS	8	100	0
570	DUKE-OLESKY, SHELBY	Special Education PK-12 (9231)	9-12	LIFE SKILLS	8	100	0
571	PASKAITIS, VANESSA	Bus-Computer-Info Tech PK-12 (1603)	9-12	MARKETING	8	100	0
572	ALBERTELLI FAHRINGER, LORI	Grades PK-4 (2825)	4	MATH	8	100	0
573	ALBRIGHT, ALYSSA	Elementary K-6 (2810)	5	MATH	8	100	0
574	AMBLER, MEGAN	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
575	ARTLEY, MARK	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	MATH	8	100	0

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576	BARR, CASSIE K	Elementary K-6 (2810)	5	MATH	8	100	0
577	BARTNIKIEWICZ, BRIAN	Elementary K-6 (2810)	4	MATH	8	100	0
578	BAUMGARDNER, BRYCE	Elementary K-6 (2810)	5	MATH	8	100	0
579	BEECHY, MEGAN	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Grades PK-4 (2825)	8	MATH	8	100	0
580	BEEGLE, ANDREW	English 7-12 (3230) , Mathematics 7-12 (6800) , Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	MATH	8	100	0
581	BEERMAN, AMY	Mathematics 7-12 (6800)	10	MATH	8	100	0
582	BEHNEY, ALLISON	Elementary K-6 (2810) , Grades PK-4 (2825)	4	MATH	8	100	0
583	BESNECKER, BREIGH-ANN	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Mathematics: Sec. Ed. 9-12 (16800)	6	MATH	8	100	0
584	BILLET, CORTNEY	Mathematics 7-12 (6800)	9	MATH	8	100	0
585	BITTING, ZACHARY	Special Education PK-8 (9226) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	MATH	8	100	0
586	BRADY, TRICIA	Safety Ed/Driver Ed 7-12 (5215) , Elementary K-6 (2810)	5	MATH	8	100	0
587	BRIODY, JEANETTE	Mathematics 7-12 (6800)	9	MATH	8	100	0
588	BROGNERI, KATIE	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	MATH	8	100	0
589	BURKE, JACQUELYN	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	MATH	8	100	0
590	BURKHART, CRYSTAL	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
591	CAPRARI, HEATHER	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
592	CARNES, ANDREW	Mathematics 7-12 (6800) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	9-12	MATH	8	100	0
593	CARRICK, SAMANTHA	All Instructional Areas PK-12 (-96) , Mathematics 7-12 (6800)	9-12	MATH	8	100	0
594	CHRISTY, RYAN	Mathematics: Sec. Ed. 9-12 (16800) , Mathematics 7-12 (6800)	10	MATH	8	100	0
595	CINGOLANI, TERESA	Grades PK-4 (2825)	4	MATH	8	100	0
596	COLARUSSO, EDWARD	Elementary K-6 (2810)	5	MATH	8	100	0
597	COLE, SARAH	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	5	MATH	8	100	0
598	COLLINS, KRISTI	Mathematics 7-12 (6800)	10	MATH	8	100	0
599	COMEGNA, PATRICIA	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
600	CONNOLLY, LINDSAY	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825)	4	MATH	8	100	0
601	CONWAY, STEVEN	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	7	MATH	8	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
602	CRIST, JOSEPH	Social Studies 7-12 (8875) , Mathematics 7-12 (6800)	9-12	MATH	8	100	0
603	CUSH, ALIYA	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
604	DARLING, SETH	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825)	5	MATH	8	100	0
605	DELLAPENTA, HILARY	Mathematics 7-12 (6800) , Bus-Computer-Info Tech PK-12 (1603)	9-12	MATH	8	100	0
606	DENTON, KIMBERLY	Grades PK-4 (2825)	4	MATH	8	100	0
607	DEROO, ELIZABETH	Elementary K-6 (2810)	5	MATH	8	100	0
608	DITMER, KAREN	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
609	DZUREK, JESSICA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	MATH	8	100	0
610	EGYED, CAITLYN	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
611	ELBERT, ALEXANDER	Mathematics Coach PK-12 (1183) , Elementary K-6 (2810) , Special Education PK-12 (9225)	5	MATH	8	100	0
612	ELBERT, LESLEY	Mathematics Coach PK-12 (1183) , Mathematics 7-12 (6800)	10	MATH	8	100	0
613	ELLER, RICHARD	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	MATH	8	100	0
614	EPPLEY, SAMANTHA	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
615	FERGUSON, KYLE	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
616	FISHER, SARA	Mathematics 7-12 (6800)	8	MATH	8	100	0
617	FITZGERALD, BETH	Mathematics 7-12 (6800) , Mathematics: Sec. Ed. 9-12 (16800)	9-12	MATH	8	100	0
618	FOSTER, JESSICA	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	MATH	8	100	0
619	FREY, BRITTANY	Mathematics 7-12 (6800)	9	MATH	8	100	0
620	FRISCH, ABIGAIL	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	MATH	8	100	0
621	FULKROD, COLLIN	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
622	GAISER, MEGHAN	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
623	GARZEL, JILLIAN	Mathematics 7-12 (6800)	8	MATH	8	100	0
624	GEHMAN, ANDREW	Mathematics 7-12 (6800) , Physics 7-12 (8470)	9-12	MATH	8	100	0
625	GEORGE, BONNIE	Elementary K-6 (2810)	4	MATH	8	100	0
626	GORHAM, TINA	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	MATH	8	100	0
627	HAKES, SAMUEL	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
628	HALEY, NATALIE	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	MATH	8	100	0
629	HARR, BRIAN	Elementary K-6 (2810)	5	MATH	8	100	0
630	HARTSOCK, LISA	Mathematics 7-12 (6800) , Principal PK-12 (1115)	10	MATH	8	100	0
631	HAZLETT, STACEY	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810)	6	MATH	8	100	0

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632	HECKNAUER, ERIN	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
633	HENRY, LAURIE	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
634	HERBERT, SARAH	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
635	HOLLICK, JEFF	Elementary K-6 (2810) , Mathematics 7-12 (6800)	9-12	MATH	8	100	0
636	HULSIZER, ASHLEIGH	Mathematics 7-12 (6800)	8	MATH	8	100	0
637	JAESKE, MARIBETH	Social Studies 7-12 (8875)	9-12	MATH	8	100	0
638	JAMES, ASHLEY	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
639	KARABIN, MATTHEW	Mathematics 7-12 (6800)	9	MATH	8	100	0
640	KIRWAN, MELISSA	Elementary K-6 (2810) , Special Education PK-12 (9225) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Mathematics 6-9 (2860) , Mid-Level English 6-9 (2850) , Mid-Level Science 6-9 (2880)	8	MATH	8	100	0
641	KRAUSE, ANNE	Mathematics 7-12 (6800)	8	MATH	8	100	0
642	KUMP, KAMI	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	5	MATH	8	100	0
643	LANDERS, AMY	Mathematics 7-12 (6800) , Physics 7-12 (8470)	9	MATH	8	100	0
644	LASTER, JOSHUA	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	MATH	8	100	0
645	LAUFF, MACKENZIE	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	MATH	8	100	0
646	LEWANDOWSKI, BRIAN	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	5	MATH	8	100	0
647	LONGO, ASHLEY	Grades PK-4 (2825)	4	MATH	8	100	0
648	LYONS, MOLLIE	Grades PK-4 (2825)	4	MATH	8	100	0
649	MALESKI, TARYN	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
650	MARSULA, NICOLE	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
651	MARTIN, JENNIFER	Elementary K-6 (2810)	5	MATH	8	100	0
652	MCCOULLUM JR, WILLIAM	Supvr Curriculum & Inst PK-12 (2915) , Mathematics 7-12 (6800) , Inst Technology Specialist PK-12 (1825)	9-12	MATH	8	100	0
653	MCDONALD, TIMOTHY	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
654	MCDONOUGH, MICKALENA	Grades PK-4 (2825) , Elementary K-6 (2810)	4	MATH	8	100	0
655	MCHALE, ANGELA	Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades PK-4 (2825)	5	MATH	8	100	0
656	MENZOFF, KATELYN	Grades PK-4 (2825)	4	MATH	8	100	0
657	MILLER, CORINNE	Elementary K-6 (2810)	4	MATH	8	100	0
658	MILLER, JANNA	Mathematics 7-12 (6800)	7	MATH	8	100	0
659	MILLER, MICHAEL	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
660	MILTON, MELANIE	Grades PK-4 (2825) , Grades 5-6 (2826)	6	MATH	8	100	0
661	MORGAN, MONICA	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	MATH	8	100	0

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662	MYERS, AMANDA	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
663	MYERS, MELISSA	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
664	NALESNIK, JACEN	Social Studies 7-12 (8875) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	MATH	8	100	0
665	NAYLOR, DANA	Principal PK-12 (1115) , Elementary K-6 (2810) , Mathematics 7-12 (6800) , Mid-Level Mathematics 6-9 (2860)	9	MATH	8	100	0
666	NORMIL, AMBER	Elementary K-6 (2810) , Library Science PK-12 (6420) , Mid-Level Mathematics 6-9 (2860) , Certificate of Preliminary Education - (10000)	6	MATH	8	100	0
667	O'BOYLE, KYLEIGH	Mathematics 7-12 (6800) , Special Education 7-12 (9227)	9-12	MATH	8	100	0
668	OLSON, CANDACE	Principal PK-12 (1115) , Mathematics 7-12 (6800)	9-12	MATH	8	100	0
669	OMETZ, TARA	Mathematics 7-12 (6800)	9	MATH	8	100	0
670	PAULY, MELODY	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
671	PAWLOSKI, SARA	Grades 5-6 (2826) , Grades PK-4 (2825)	5	MATH	8	100	0
672	PFEIFFER, SARAH	Mathematics 7-12 (6800)	8	MATH	8	100	0
673	PHILLIPS, ERIN	English 7-12 (3230) , Mathematics 7-12 (6800) , Music PK-12 (7205)	10	MATH	8	100	0
674	POLLNER, ANDREW	Bus-Computer-Info Tech PK-12 (1603) , Mid-Level Mathematics 6-9 (2860)	7	MATH	8	100	0
675	POLLY, KEITH	Elementary K-6 (2810)	5	MATH	8	100	0
676	POND, HEATHER	Mathematics 7-12 (6800) , Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	MATH	8	100	0
677	PUFFENBERGER, BRITTANY	Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	5	MATH	8	100	0
678	REGINA, CASEY	Mathematics 7-12 (6800) , Mid-Level Science 6-9 (2880) , Principal PK-12 (1115)	9-12	MATH	8	100	0
679	REMAI, STEPHEN	Mathematics 7-12 (6800) , Mathematics: Sec. Ed. 9-12 (16800)	9-12	MATH	8	100	0
680	RHOADS, RACHEL	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	MATH	8	100	0
681	ROBERTS, TIMOTHY	Mathematics 7-12 (6800)	8	MATH	8	100	0
682	ROMBERGER, AMY	Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Mid-Level Mathematics 6-9 (2860)	7	MATH	8	100	0
683	ROSS, WHITNEY	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	MATH	8	100	0
684	ROSSINO, ANTHONY	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	MATH	8	100	0
685	RUDOLF, JENNA	Mathematics 7-12 (6800)	9-12	MATH	8	100	0

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686	RUDY, MICHAEL	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
687	RUDY, SHAWN	Elementary K-6 (2810) , German PK-12 (4420) , Mathematics 7-12 (6800)	7	MATH	8	100	0
688	RUSSELL, NICOLETTE	Mathematics 7-12 (6800)	9	MATH	8	100	0
689	SABATINO, LARA	Mathematics 7-12 (6800) , Inst Technology Specialist PK-12 (1825)	9-12	MATH	8	100	0
690	SASSAMAN, CODY	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	4	MATH	8	100	0
691	SCHMIDT, ANDREW	Social Studies 7-12 (8875) , Mid-Level Mathematics 6-9 (2860)	6	MATH	8	100	0
692	SCHMIDT, VALERIE	Mathematics Coach PK-12 (1183) , Principal PK-12 (1115) , Mathematics 7-12 (6800)	9-12	MATH	8	100	0
693	SCHON, CRYSTAL	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	MATH	8	100	0
694	SCOTT, NICOLE	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
695	SEKELIK, ANDREW	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
696	SERNIAK, MATTHEW	Elementary K-6 (2810)	4	MATH	8	100	0
697	SHISSLER, ALYSSA	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
698	SIMPSON, CAITLIN	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
699	SLACKER, MATTHEW	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	7	MATH	8	100	0
700	SMALL, ANGELA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	MATH	8	100	0
701	SMITH, DREW	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
702	SOKOLOSKI, PAUL	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
703	STEEL, MICHAEL	Mathematics 7-12 (6800) , Principal PK-12 (1115)	9-12	MATH	8	100	0
704	STERN, HEIDI	General Science 7-12 (8450) , Mathematics 7-12 (6800) , Special Education 7-12 (9227) , Mid-Level Mathematics 6-9 (2860)	9-12	MATH	8	100	0
705	STORCH, RONALD	Elementary K-6 (2810) , Social Studies 7-12 (8875) , Art PK-12 (1405) , Mid-Level Mathematics 6-9 (2860)	7	MATH	8	100	0
706	STRUNK, DANIELLE	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
707	SWENCKI, KELLY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	MATH	8	100	0
708	SWENSON, DANIEL	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
709	SWENSON, TAMMY	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810)	6	MATH	8	100	0
710	SWINGER, MICHAEL	Mathematics 7-12 (6800)	8	MATH	8	100	0

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711	TIBBS, CLAIRE	Mathematics 7-12 (6800) , Inst Technology Specialist PK-12 (1825)	10	MATH	8	100	0
712	TOMAZIC, HEATHER	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Special Education 7-12 (9227)	7	MATH	8	100	0
713	TRABERT, MELISSA	Elementary K-6 (2810)	4-5	MATH	8	100	0
714	TURNSEK, CHRISTINA	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
715	TYLER, EMILY	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
716	UMBERGER, MATTHEW	Elementary K-6 (2810)	6	MATH	8	100	0
717	WARGULA, LISA	Mathematics 7-12 (6800)	7	MATH	8	100	0
718	WHITE, KELLY	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810) , Mathematics 7-12 (6800)	9-12	MATH	8	100	0
719	WILLIAMS, RYAN	Elementary K-6 (2810)	6	MATH	8	100	0
720	WOLFE, CHAD	Principal PK-12 (1115) , Mid-Level Mathematics 6-9 (2860) , Safety Ed/Driver Ed 7-12 (5215) , Special Education PK-12 (9225)	8	MATH	8	100	0
721	WOLFORD, SARA	Mathematics 7-12 (6800) , Mathematics Coach PK-12 (1183)	9-12	MATH	8	100	0
722	WRIGHT, ALLISON	Elementary K-6 (2810)	4	MATH	8	100	0
723	WYLLIE, BRYAN	Elementary K-6 (2810)	6	MATH	8	100	0
724	YEKEL, MEGAN	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	4	MATH	8	100	0
725	YOKE, MARY	Mathematics 7-12 (6800)	9-12	MATH	8	100	0
726	ZAVADA, TARA	Elementary Education K-8 (12810) , Elementary K-6 (2810)	5	MATH	8	100	0
727	MALAVÁ%, JENNA	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650)	5	MATH HONORS	8	100	0
728	MILLER, STACY	Elementary K-6 (2810)	4	MATH HONORS	8	100	0
729	VOGT, JENNIFER	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6	MATH HONORS	8	100	0
730	WAGSTAFF, SUZANN	Mathematics 7-12 (6800) , Mathematics 7-12 (6800)	9-12	MATH/ALGEBRA	8	100	0
731	ABDA, SARAH	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	MATH/SCIENCE	8	100	0
732	BADALAMENTE, ERIN	Elementary K-6 (2810)	3	MATH/SCIENCE	8	100	0
733	BAIR, STACIE	Special Education PK-8 (9226) , English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	K	MATH/SCIENCE	8	100	0
734	BEERS, RUTH	Elementary K-6 (2810)	3	MATH/SCIENCE	8	100	0
735	BREEN, NICOLE	Elementary K-6 (2810)	4	MATH/SCIENCE	8	100	0
736	BROWN, JENNIFER	Elementary K-6 (2810)	2	MATH/SCIENCE	8	100	0
737	BRUCE, BRITTANY	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	K	MATH/SCIENCE	8	100	0
738	BUCKS, CRYSTAL	Grades PK-4 (2825)	2	MATH/SCIENCE	8	100	0

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739	BUTLER, JESSICA	Grades PK-4 (2825)	1	MATH/SCIENCE	8	100	0
740	CAGLE, MEGAN	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	MATH/SCIENCE	8	100	0
741	CASEY, KIMBERLY	Grades PK-4 (2825)	1	MATH/SCIENCE	8	100	0
742	CHICHESTER, CORINNE	Grades PK-4 (2825)	1	MATH/SCIENCE	8	100	0
743	CHOPKO, CRAIG	Elementary K-6 (2810)	2	MATH/SCIENCE	8	100	0
744	COASSOLO, ASHLEY	Early Childhood N-3 (2840)	1	MATH/SCIENCE	8	100	0
745	CROSS, HEIDI	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	MATH/SCIENCE	8	100	0
746	CUDDY, MIRIAM	Elementary K-6 (2810) , Grades PK-4 (2825)	K	MATH/SCIENCE	8	100	0
747	DEVARIE, ALEXANDRA	Grades PK-4 (2825)	3	MATH/SCIENCE	8	100	0
748	DOHERTY, DONNA	Grades PK-4 (2825)	1	MATH/SCIENCE	8	100	0
749	EASTBURN, REBECCA	Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	3	MATH/SCIENCE	8	100	0
750	FAGAN, BRITTANY	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	MATH/SCIENCE	8	100	0
751	FAHNESTOCK, KELLY LYN	Nursery/Kindergarten N-K (12833) , Elementary K-6 (2810)	3	MATH/SCIENCE	8	100	0
752	FOARD, GEORGE	Grades PK-4 (2825)	3	MATH/SCIENCE	8	100	0
753	FRANCE, RYENN	Grades 5-6 (2826) , Grades PK-4 (2825)	3	MATH/SCIENCE	8	100	0
754	FRIEDMAN, PATRICIA	Elementary K-6 (2810)	2	MATH/SCIENCE	8	100	0
755	GRAFTON, HEATHER	Elementary K-6 (2810)	K	MATH/SCIENCE	8	100	0
756	HIRSCH, SARAH	Elementary K-6 (2810) , Dance 7-12 (2200) , Communications 7-12 (3200)	2	MATH/SCIENCE	8	100	0
757	HOUK, WHITNEY	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	MATH/SCIENCE	8	100	0
758	HUNSBERGER, LANAE	Grades PK-4 (2825)	2	MATH/SCIENCE	8	100	0
759	JACKSON, SHERITA	Grades PK-4 (2825)	2	MATH/SCIENCE	8	100	0
760	JACOBS, REBECCA	Grades PK-4 (2825)	K	MATH/SCIENCE	8	100	0
761	KASZUBA, STEPHANIE	Grades PK-4 (2825)	2	MATH/SCIENCE	8	100	0
762	KEET, LINDSAY	Early Childhood N-3 (2840)	K	MATH/SCIENCE	8	100	0
763	KILLIAN, SHERRI	Grades PK-4 (2825)	2	MATH/SCIENCE	8	100	0
764	KREISER, VALERIE	Elementary K-6 (2810)	4	MATH/SCIENCE	8	100	0
765	KROUSE, HEATHER	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	MATH/SCIENCE	8	100	0
766	LAFFERTY, HALEY	Grades PK-4 (2825)	1	MATH/SCIENCE	8	100	0
767	LEINBERGER, KIMBERLY	Grades PK-4 (2825)	K	MATH/SCIENCE	8	100	0
768	LUNDY, BOBBI-JO	Grades PK-4 (2825)	2	MATH/SCIENCE	8	100	0
769	MALINGOWSKI, JENNA	Grades PK-4 (2825)	3	MATH/SCIENCE	8	100	0
770	MARSH, JAMES	Grades PK-4 (2825)	1	MATH/SCIENCE	8	100	0
771	MAZUR, ALANNAH	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	MATH/SCIENCE	8	100	0
772	MCCUTCHEON, STEPHANIE	Elementary K-6 (2810)	1	MATH/SCIENCE	8	100	0

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773	MCKNIGHT, MEGAN	Elementary K-6 (2810) , Special Education PK-12 (9225)	2	MATH/SCIENCE	8	100	0
774	MEAD, MEGAN	Elementary K-6 (2810)	3	MATH/SCIENCE	8	100	0
775	MESSNER, KATHERINE	Grades PK-4 (2825) , Special Education PK-8 (9226)	K	MATH/SCIENCE	8	100	0
776	MEYER, ASHLEY	Grades PK-4 (2825)	1	MATH/SCIENCE	8	100	0
777	MILLWARD, KIMBERLY	Grades PK-4 (2825)	2	MATH/SCIENCE	8	100	0
778	MORRISON, LAUREN	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	MATH/SCIENCE	8	100	0
779	NICKLER, SUZANNE	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810)	3	MATH/SCIENCE	8	100	0
780	NITTO, SUSAN	Elementary K-6 (2810)	2	MATH/SCIENCE	8	100	0
781	ODELL, SARAH	Early Childhood N-3 (2840)	K	MATH/SCIENCE	8	100	0
782	OSTROWSKI, CHERYL	Mid-Level English 6-9 (2850) , Elementary K-6 (2810)	1	MATH/SCIENCE	8	100	0
783	PALMER, BRANDI	Elementary K-6 (2810)	3	MATH/SCIENCE	8	100	0
784	PATLA, JENNIFER	Elementary K-6 (2810)	2	MATH/SCIENCE	8	100	0
785	PIZANO, ALICIA	Grades PK-4 (2825)	1	MATH/SCIENCE	8	100	0
786	PRIMUS, AIMEE	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	1	MATH/SCIENCE	8	100	0
787	PURICH, MADISON	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	MATH/SCIENCE	8	100	0
788	REFICE, LINDSEY	Grades PK-4 (2825)	1	MATH/SCIENCE	8	100	0
789	ROBERTS, JENNIFER	Elementary K-6 (2810)	3	MATH/SCIENCE	8	100	0
790	SANDERS, BRIDGET	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	MATH/SCIENCE	8	100	0
791	SCAVO, JESSICA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	MATH/SCIENCE	8	100	0
792	SHAFFER, BRITTANY	Elementary K-6 (2810)	2	MATH/SCIENCE	8	100	0
793	SHAFFER, WHITTNI	Grades PK-4 (2825) , Grades 5-6 (2826)	3	MATH/SCIENCE	8	100	0
794	SILVERSTEIN, ASHLEY	Grades PK-4 (2825)	2	MATH/SCIENCE	8	100	0
795	STOFFEL, TONYA	Grades PK-4 (2825)	K	MATH/SCIENCE	8	100	0
796	SWARNER, LEEANNA	Grades PK-4 (2825)	K	MATH/SCIENCE	8	100	0
797	TAYLOR, MEGAN	Elementary K-6 (2810)	2	MATH/SCIENCE	8	100	0
798	THOMPSON, CATHLEEN	Elementary K-6 (2810) , Inst Technology Specialist PK-12 (1825)	3	MATH/SCIENCE	8	100	0
799	WEIN, JONATHAN	Elementary K-6 (2810) , Special Education PK-8 (9226)	4	MATH/SCIENCE	8	100	0
800	WEISS, SARAH	Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , English as a Second Language (ESL) PK-12 (4499)	K	MATH/SCIENCE	8	100	0
801	WILHIDE, KIMBERLY	Elementary K-6 (2810)	1	MATH/SCIENCE	8	100	0
802	WILT, KENDRA	Grades 5-6 (2826) , Grades PK-4 (2825) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	K	MATH/SCIENCE	8	100	0

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803	WRIGHT, AMANDA	Elementary K-6 (2810)	1	MATH/SCIENCE	8	100	0
804	YOM, GABRIELLE	Grades PK-4 (2825)	2	MATH/SCIENCE	8	100	0
805	ZVOLENSKY , KAYLA	Grades PK-4 (2825)	2	MATH/SCIENCE	8	100	0
806	ANTHONY, MADISON	Music PK-12 (7205)	8	MUSIC	8	100	0
807	BARNES, LUKE	Music PK-12 (7205)	9-12	MUSIC	8	100	0
808	BARRICK, PHILLIP	Music PK-12 (7205)	7	MUSIC	8	100	0
809	BOLTON, CARINA	Music PK-12 (7205)	6	MUSIC	8	100	0
810	BOOTH, RACHEL	Grades PK-4 (2825) , Music PK-12 (7205)	7	MUSIC	8	100	0
811	BOYCE, MARK	Music PK-12 (7205)	4-5	MUSIC	8	100	0
812	BURDETT, LAURIE	Music PK-12 (7205)	2-3	MUSIC	8	100	0
813	CARRAHER, MEGAN	Music PK-12 (7205)	7	MUSIC	8	100	0
814	CESARATTO, ASHLEY	Music PK-12 (7205)	9-12	MUSIC	8	100	0
815	COSTELLO, AMY	Music PK-12 (7205)	4-5	MUSIC	8	100	0
816	DEPUE, JACQUELIN	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Music PK-12 (7205)	2	MUSIC	8	100	0
817	GARWOOD, MARANDA	Music PK-12 (7205)	K-1	MUSIC	8	100	0
818	GREENLEE, LISA	Music PK-12 (7205)	4-5	MUSIC	8	100	0
819	HONICKER, THOMAS	Music PK-12 (7205)	9-12	MUSIC	8	100	0
820	JOHNSON, KRISTINA	Music PK-12 (7205)	K-1	MUSIC	8	100	0
821	KELLY, ALLISON	Music PK-12 (7205) , Online Instruction Program PK-12 (1184)	K	MUSIC	8	100	0
822	KEPPLE, DANIELLE	Music PK-12 (7205)	7	MUSIC	8	100	0
823	KIRSCH, JULIE	Music PK-12 (7205)	8	MUSIC	8	100	0
824	KOHLNBURG, KAITLIN	Music PK-12 (7205)	9-12	MUSIC	8	100	0
825	LINDBLADE, HOPE	Music PK-12 (7205)	6	MUSIC	8	100	0
826	LYNCH, ZOE	Music PK-12 (7205)	4-5	MUSIC	8	100	0
827	MARCINKO, JULIA	Music PK-12 (7205)	8	MUSIC	8	100	0
828	MATTHEWS, BARBARA	Music PK-12 (7205)	9-12	MUSIC	8	100	0
829	MAZZA, VALERIE	Elementary K-6 (2810) , Music PK-12 (7205)	4-5	MUSIC	8	100	0
830	MORDAN, JAN	Elementary K-6 (2810) , Music PK-12 (7205) , English as a Second Language (ESL) PK-12 (4499)	2-3	MUSIC	8	100	0
831	PRICE, ERIN	Music PK-12 (7205)	2-3	MUSIC	8	100	0
832	PUGLIANO, JESSICA	Bus-Computer-Info Tech PK-12 (1603) , Music PK-12 (7205)	9-12	MUSIC	8	100	0
833	RHAN, SARAH	Music PK-12 (7205)	6-8	MUSIC	8	100	0

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834	SPAGNOLA, LOUIS	Music PK-12 (7205)	9-12	MUSIC	8	100	0
835	STAMM, LAUREN	Music PK-12 (7205) , English as a Second Language (ESL) PK-12 (4499) , Inst Technology Specialist PK-12 (1825) , Grades PK-4 (2825)	8	MUSIC	8	100	0
836	TAYLOR, MICHELLE	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Music PK-12 (7205)	3	MUSIC	8	100	0
837	WIESEMAN, TRACY	Music PK-12 (7205)	9-12	MUSIC	8	100	0
838	WILLIAMS, ALISON	Music PK-12 (7205)	6	MUSIC	8	100	0
839	WILSON, KAYLA	Music PK-12 (7205)	K-1	MUSIC	8	100	0
840	COLSON, STACY	Elementary K-6 (2810)	4	SCIENCE	8	100	0
841	DROST, LAURA	Grades PK-4 (2825)	4	SCIENCE	8	100	0
842	KUZMAK, COLLEEN	Elementary K-6 (2810)	4	SCIENCE	8	100	0
843	SHERLOCK, ADAM	Elementary K-6 (2810)	4	SCIENCE	8	100	0
844	BROWN, LAURA	Grades PK-4 (2825) , Elementary K-6 (2810)	5	SCIENCE	8	100	0
845	NALE, MICHAEL	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Non-Certified Educator PK-12 (20000)	5	SCIENCE	8	100	0
846	STEWART, NICOLE	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	5	SCIENCE	8	100	0
847	WAGNER, SABRINA	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	SCIENCE	8	100	0
848	WEISE, KIMBERLY	Elementary K-6 (2810)	5	SCIENCE	8	100	0
849	BOLSAR, ROSANNE	Elementary K-6 (2810)	6	SCIENCE	8	100	0
850	BROWN, JESSICA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	6	SCIENCE	8	100	0
851	CORNELL, KAYLEIGH	Grades 5-6 (2826) , Grades PK-4 (2825)	6	SCIENCE	8	100	0
852	CORRADO, KAITLYNN	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6	SCIENCE	8	100	0
853	DENTON, JOSEPH	Elementary K-6 (2810)	6	SCIENCE	8	100	0
854	HARRIS, JEANNE	Biology 7-12 (8405)	6	SCIENCE	8	100	0
855	HENSEL, JENNIFER	Elementary K-6 (2810)	6	SCIENCE	8	100	0
856	KARMOL, TARA	Elementary K-6 (2810)	6	SCIENCE	8	100	0
857	PILARCIK, ASHLEEN	Elementary K-6 (2810)	6	SCIENCE	8	100	0
858	ROBINSON, JENNIFER	Elementary K-6 (2810)	6	SCIENCE	8	100	0
859	RUSCAK, CATHERINE	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	SCIENCE	8	100	0
860	SEYMOUR, JAMIE	Earth and Space Science 7-12 (8440) , Biology 7-12 (8405) , General Science 7-12 (8450)	6	SCIENCE	8	100	0

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861	THOMAS, CHELSIE	Principal PK-12 (1115) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades PK-4 (2825) , Inst Technology Specialist PK-12 (1825)	6	SCIENCE	8	100	0
862	TROXELL, ELIZABETH	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	6	SCIENCE	8	100	0
863	BELL, LAUREN	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	7	SCIENCE	8	100	0
864	BOLTON, JUSTIN	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	7	SCIENCE	8	100	0
865	CLARK, CHRISTOPHER	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	SCIENCE	8	100	0
866	COOL, AMIELIA	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	SCIENCE	8	100	0
867	EDLING, DELIA	Mid-Level Citiz. Ed 6-9 (2870) , Elementary K-6 (2810) , English 7-12 (3230) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , General Science 7-12 (8450)	7	SCIENCE	8	100	0
868	ERNYEI, KAREN	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	7	SCIENCE	8	100	0
869	FLETCHER, ALEXIS	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , General Science: Sec. Ed. 9-12 (18450) , General Science 7-12 (8450)	7	SCIENCE	8	100	0
870	LOEFFLAD, FREDERICK	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	SCIENCE	8	100	0
871	MARCI , LINDSEY	Biology 7-12 (8405)	7	SCIENCE	8	100	0
872	O'BLACK , SHANNON	Biology 7-12 (8405)	7	SCIENCE	8	100	0
873	PEDA, JOANN	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	7	SCIENCE	8	100	0
874	PHILLIPS, WESTON	Biology 7-12 (8405)	7	SCIENCE	8	100	0
875	ROTTET, BOAZ	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	SCIENCE	8	100	0
876	ROTTET, THOMAS	Biology 7-12 (8405) , General Science 7-12 (8450)	7	SCIENCE	8	100	0
877	SOMMER, KRISTA	Biology 7-12 (8405)	7	SCIENCE	8	100	0
878	VOUGHT, BRANDON	Physics 7-12 (8470)	7	SCIENCE	8	100	0
879	WELSH, TARA	Mid-Level Science 6-9 (2880) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	7	SCIENCE	8	100	0
880	ABBEY, CHRISTINE	English 7-12 (3230) , General Science 7-12 (8450) , Principal PK-12 (1115)	8	SCIENCE	8	100	0
881	BRODSKY, JACQUELINE	Biology 7-12 (8405) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	8	SCIENCE	8	100	0

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882	BUCKWALTER, LAUREN	Biology 7-12 (8405) , General Science 7-12 (8450)	8	SCIENCE	8	100	0
883	CUEVAS, TIMOTHY	General Science 7-12 (8450) , Special Education PK-12 (9225)	8	SCIENCE	8	100	0
884	DURAN, CARMON	General Science 7-12 (8450) , Music PK-12 (7205)	8	SCIENCE	8	100	0
885	ERLER, WILLIAM	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	8	SCIENCE	8	100	0
886	HEWICK, KATHERINE	General Science 7-12 (8450)	8	SCIENCE	8	100	0
887	HORVAT, MEGAN	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	SCIENCE	8	100	0
888	KEPPLE, HEATHER	Health & Physical Educ PK-12 (4805) , General Science 7-12 (8450)	8	SCIENCE	8	100	0
889	MAHOLICK, ELIZABETH	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Library Science PK-12 (6420)	8	SCIENCE	8	100	0
890	PARRICELLI, KIERSTIN	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	SCIENCE	8	100	0
891	QUINN, MARK	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Special Education PK-8 (9226)	8	SCIENCE	8	100	0
892	REID, KELLI	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	SCIENCE	8	100	0
893	SARTORI, MARGARET	Biology 7-12 (8405) , Special Education PK-12 (9231)	8	SCIENCE	8	100	0
894	SHANAHAN, PAUL	Earth and Space Science 7-12 (8440)	8	SCIENCE	8	100	0
895	TRUSKEY, CHRISTI	Biology 7-12 (8405) , General Science 7-12 (8450)	8	SCIENCE	8	100	0
896	WAINE, MICHAEL	Biology 7-12 (8405)	8	SCIENCE	8	100	0
897	BEGIS, MARSHA	Biology 7-12 (8405)	9	SCIENCE	8	100	0
898	CHEHOVICH, MICHAEL	Biology 7-12 (8405) , General Science 7-12 (8450)	9	SCIENCE	8	100	0
899	FURMAN, ELIZABETH	Biology 7-12 (8405) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450)	9	SCIENCE	8	100	0
900	HODGSON, ROBERT	Chemistry 7-12 (8420) , General Science 7-12 (8450)	9	SCIENCE	8	100	0
901	REICH, MICHELLE	Biology 7-12 (8405)	9	SCIENCE	8	100	0
902	ROLLAND, NICOLE	Biology 7-12 (8405) , Health PK-12 (4810)	9	SCIENCE	8	100	0
903	SPANGLER, JAMES	General Science 7-12 (8450) , Biology 7-12 (8405)	9	SCIENCE	8	100	0
904	TRESLAR, THEADORA	Biology 7-12 (8405)	9	SCIENCE	8	100	0
905	WATSON-FISHER, SHERRI	Biology 7-12 (8405)	9	SCIENCE	8	100	0
906	CHRISTIANSSEN, ANNA	Biology 7-12 (8405)	10	SCIENCE	8	100	0
907	DAVIS, JOSEPH	Earth and Space Science 7-12 (8440)	10	SCIENCE	8	100	0
908	GABANY, MICHAEL	Earth and Space Science 7-12 (8440)	10	SCIENCE	8	100	0

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909	KLIMCHAK, VERONICA	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450)	10	SCIENCE	8	100	0
910	LATOCHÉ, JESSICA	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	10	SCIENCE	8	100	0
911	MARSH, MARY	Biology 7-12 (8405) , General Science 7-12 (8450)	10	SCIENCE	8	100	0
912	RAYMOND, KIRSTEN	Health PK-12 (4810) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Family-Consumer Sci PK-12 (5600) , Biology 7-12 (8405) , Earth and Space Science 7-12 (8440)	10	SCIENCE	8	100	0
913	SCHIRNHOFER, LINDSAY	Biology 7-12 (8405)	10	SCIENCE	8	100	0
914	WOLFSON, LINDSAY	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440)	10	SCIENCE	8	100	0
915	HOWARD, KEITH	Biology 7-12 (8405) , General Science 7-12 (8450)	11	SCIENCE	8	100	0
916	ARMSTRONG, MATTHEW	Chemistry 7-12 (8420)	9-12	SCIENCE	8	100	0
917	BALDWIN, CHRISTINA	Earth and Space Science 7-12 (8440) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450)	9-12	SCIENCE	8	100	0
918	BASSETT, SADIE	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	8	100	0
919	BERRY, THOMAS	Physics 7-12 (8470)	9-12	SCIENCE	8	100	0
920	BIEBER, PAULA	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	8	100	0
921	DEMMING, GEOFFREY	Biology 7-12 (8405)	9-12	SCIENCE	8	100	0
922	DINCHER, CASSANDRA	Biology 7-12 (8405)	9-12	SCIENCE	8	100	0
923	FORTENBAUGH, PATRICIA	Biology 7-12 (8405)	9-12	SCIENCE	8	100	0
924	GEORGE, SUSAN	Biology 7-12 (8405) , Chemistry 7-12 (8420) , General Science 7-12 (8450)	9-12	SCIENCE	8	100	0
925	HOGAN, KYLIE	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	8	100	0
926	HOPKINS, KEAIRRA	Biology 7-12 (8405)	9-12	SCIENCE	8	100	0
927	LAIRD, NANCY	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	8	100	0
928	MARIANO, ROCCO	Biology 7-12 (8405)	9-12	SCIENCE	8	100	0
929	MOSER, DIANE	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Mid-Level Science 6-9 (2880) , Physics 7-12 (8470)	9-12	SCIENCE	8	100	0
930	MURPHY, KRYSTAL	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	8	100	0
931	MYERS, NATHAN	Master's Equivalency - (1185) , Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Physics 7-12 (8470)	9-12	SCIENCE	8	100	0
932	PAPPATERRI, KRISTINA	Biology 7-12 (8405)	9-12	SCIENCE	8	100	0
933	PAWLIK, TREVOR	Chemistry 7-12 (8420)	9-12	SCIENCE	8	100	0

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934	RUNDALL, REBECCA	Elementary K-6 (2810) , Environmental Educ PK-12 (4820) , Mid-Level Science 6-9 (2880)	9-12	SCIENCE	8	100	0
935	SCHOFIELD, DAVID	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	8	100	0
936	SHUMBRES, ERIN	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	9-12	SCIENCE	8	100	0
937	STUMPF, SAMANTHA	Earth and Space Science 7-12 (8440)	9-12	SCIENCE	8	100	0
938	VOITEK, CAYCE	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	9-12	SCIENCE	8	100	0
939	YOUNG, SAMANTHA	Biology 7-12 (8405)	9-12	SCIENCE	8	100	0
940	ZAGURSKY, ZACHARY	Physics 7-12 (8470)	9-12	SCIENCE	8	100	0
941	ANDERSON, ANGELA	Earth and Space Science 7-12 (8440)	10-11	SCIENCE	8	100	0
942	KELLACHOW, JENNIFER	Online Instruction Program PK-12 (1184) , English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	3	SCIENCE HONORS	8	100	0
943	NAGLE, EMILY	Nursery/Kindergarten N-K (12833) , Elementary K-6 (2810)	4	SCIENCE HONORS	8	100	0
944	SWARTZENDRUBER, MEREDITH	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Elementary K-6 (2810)	5	SCIENCE HONORS	8	100	0
945	FARMER, DONITA	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Science 6-9 (2880)	6	SCIENCE HONORS	8	100	0
946	WILKIE, ALEXIS	English as a Second Language (ESL) PK-12 (4499) , Biology 7-12 (8405)	7	SCIENCE HONORS	8	100	0
947	LASZCZYK, WHITNEY	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Mid-Level Science 6-9 (2880)	8	SCIENCE HONORS	8	100	0
948	CLAAR, MATTHEW	Elementary K-6 (2810)	4	SOCIAL STUDIES	8	100	0
949	DELSITE, RICHARD	English 7-12 (3230) , Grades PK-4 (2825)	4	SOCIAL STUDIES	8	100	0
950	MATELJAN, KELLY	Grades PK-4 (2825)	4	SOCIAL STUDIES	8	100	0
951	PELO, ADRIENNE	Elementary K-6 (2810)	4	SOCIAL STUDIES	8	100	0
952	SPRYS, HEATHER	Elementary K-6 (2810)	4	SOCIAL STUDIES	8	100	0
953	EVANS, AMY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	SOCIAL STUDIES	8	100	0
954	GABRIEL, LANDON	Elementary K-6 (2810)	5	SOCIAL STUDIES	8	100	0
955	MALLOY, JENNIFER	Library Science PK-12 (6420) , Elementary K-6 (2810)	5	SOCIAL STUDIES	8	100	0
956	MCGOWAN, ELIZABETH	Principal PK-12 (1115) , Grades PK-4 (2825) , Grades 5-6 (2826)	5	SOCIAL STUDIES	8	100	0
957	AZZOLINA, JOSEPH	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	6	SOCIAL STUDIES	8	100	0

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958	BORIS, JENNIFER	Grades PK-4 (2825) , Social Studies 7-12 (8875) , Special Education PK-8 (9226)	6	SOCIAL STUDIES	8	100	0
959	DOWNES, WESLEY	Social Studies 7-12 (8875)	6	SOCIAL STUDIES	8	100	0
960	EVANS, MELISSA	Social Studies 7-12 (8875) , Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	6	SOCIAL STUDIES	8	100	0
961	FOWLER, NATHAN	Elementary K-6 (2810)	6	SOCIAL STUDIES	8	100	0
962	GIBBON III, JOHN	English 7-12 (3230) , Mid-Level Citiz. Ed 6-9 (2870)	6	SOCIAL STUDIES	8	100	0
963	GILGER, LIAM	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6	SOCIAL STUDIES	8	100	0
964	GUGINO, KAYLA	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Mathematics 6-9 (2860)	6	SOCIAL STUDIES	8	100	0
965	POLACHEK, KATHERINE	Social Studies 7-12 (8875)	6	SOCIAL STUDIES	8	100	0
966	POLAHA, BRIAN	Elementary K-6 (2810)	6	SOCIAL STUDIES	8	100	0
967	POTECHKO, ELIZABETH	Social Studies 7-12 (8875)	6	SOCIAL STUDIES	8	100	0
968	SMITH, LINSEY	English 7-12 (3230) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	6	SOCIAL STUDIES	8	100	0
969	THOMAS, VICTORIA	Social Studies 7-12 (8875)	6	SOCIAL STUDIES	8	100	0
970	TULLY, KRISTA	Elementary K-6 (2810)	6	SOCIAL STUDIES	8	100	0
971	BELKO, KELSEY	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
972	BUTZ, CAYLEIGH	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	SOCIAL STUDIES	8	100	0
973	DUTTON, MICHAELA	Social Studies 7-12 (8875) , English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	SOCIAL STUDIES	8	100	0
974	HOFFMAN, SEAN	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
975	IMBODY, JILL	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
976	JOSEPH, M PETER	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
977	MCCUNE, MATTHEW	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
978	MCDEVITT, DANIEL	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
979	MEROLA, LAUREN	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
980	MONFILETTO, JOANNE	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
981	RIZZO, REBECCA	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
982	ROER, JYNENE	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
983	SAMUELSON, SAMANTHA	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	7	SOCIAL STUDIES	8	100	0

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984	SCENNA, GABRIELLA	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
985	SELEKMAN, ZACHARY	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
986	SHEMELUK, MICHAEL	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
987	ZADZURA, STACY	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	8	100	0
988	ALBRIGHT, ELIZABETH	Social Studies 7-12 (8875) , English as a Second Language (ESL) PK-12 (4499)	8	SOCIAL STUDIES	8	100	0
989	ALEXEICHIK, JENNIFER	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	8	100	0
990	BEITER, MICAH	Citizenship 7-12 (8825) , Safety Ed/Driver Ed 7-12 (5215) , Social Studies 7-12 (8875) , English 7-12 (3230)	8	SOCIAL STUDIES	8	100	0
991	DEGILO, NYSSA	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	8	100	0
992	DERR, ALICIA	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	8	100	0
993	FITTS, STEVEN	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	8	100	0
994	FLANNERY, MICHAEL	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	8	SOCIAL STUDIES	8	100	0
995	HARE, PATRICK	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	8	100	0
996	HEMING, PAUL	Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875) , English 7-12 (3230)	8	SOCIAL STUDIES	8	100	0
997	HINKLEY, JACOB	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	8	100	0
998	HUMPHREYS, ANDREW	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	8	SOCIAL STUDIES	8	100	0
999	JACHOWICZ, JUSTIN	Citizenship 7-12 (8825)	8	SOCIAL STUDIES	8	100	0
1000	KAZMIERCZAK, ERIN	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	8	SOCIAL STUDIES	8	100	0
1001	MESSICK, HILARY	English 7-12 (3230) , Social Studies 7-12 (8875)	8	SOCIAL STUDIES	8	100	0
1002	NAUMAN, DANIEL	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	8	100	0
1003	SNYDER, DAVID	Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	8	SOCIAL STUDIES	8	100	0
1004	STEIS, EMILY	Citizenship 7-12 (8825) , Social Studies 7-12 (8875) , Family-Consumer Sci PK-12 (5600)	8	SOCIAL STUDIES	8	100	0
1005	CHORBA, BRANDON	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	9	SOCIAL STUDIES	8	100	0
1006	DUFFY, MATTHEW	Social Studies 7-12 (8875)	9	SOCIAL STUDIES	8	100	0
1007	KIMBLE, NATHAN	Social Studies 7-12 (8875)	9	SOCIAL STUDIES	8	100	0
1008	MOSS, JOSEPH	Social Studies 7-12 (8875)	9	SOCIAL STUDIES	8	100	0
1009	WELTER, ZACHARY	Social Studies 7-12 (8875)	9	SOCIAL STUDIES	8	100	0
1010	YOHE, CATHERINE	Social Studies 7-12 (8875)	9	SOCIAL STUDIES	8	100	0
1011	BOYAJIAN, PETER	Social Studies 7-12 (8875)	10	SOCIAL STUDIES	8	100	0
1012	CARNES, ALANNA	Social Studies 7-12 (8875)	10	SOCIAL STUDIES	8	100	0
1013	CONIGLIARO, MICHAEL	Citizenship 7-12 (8825)	10	SOCIAL STUDIES	8	100	0

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1014	HAN, KATHERINE	Social Studies 7-12 (8875)	10	SOCIAL STUDIES	8	100	0
1015	PHILLIPS, ERIN	Social Studies 7-12 (8875)	10	SOCIAL STUDIES	8	100	0
1016	BLANKENBICKER, VICKI	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	8	100	0
1017	BLICKLEY, THOMAS	Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875)	11	SOCIAL STUDIES	8	100	0
1018	CLINE, ALLYSON	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	8	100	0
1019	GOLDEN, CHARLOTTE	Superintendent PK-12 (1150) , Principal PK-12 (1115) , Social Studies 7-12 (8875)	11	SOCIAL STUDIES	8	100	0
1020	HAGER, LYNN	Family-Consumer Sci PK-12 (5600) , Social Studies 7-12 (8875) , English 7-12 (3230)	11	SOCIAL STUDIES	8	100	0
1021	JONES, CHAD	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	8	100	0
1022	SCHREIBER, BRADLEY	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	8	100	0
1023	STEELE, AMBER	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	8	100	0
1024	TAICHER, CORINNE	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	8	100	0
1025	WEIGEL, AUTUMN	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	8	100	0
1026	ARUANNO, MICHAEL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1027	BALCH, ANGELA	Social Studies 7-12 (8875) , Family-Consumer Sci PK-12 (5600) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Bus-Computer-Info Tech PK-12 (1603)	9-12	SOCIAL STUDIES	8	100	0
1028	BALLIET, TAYLOR	Social Studies 7-12 (8875) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	9-12	SOCIAL STUDIES	8	100	0
1029	BANAS, ERIN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1030	BERMAN, ANDREW	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1031	BESNECKER, MICHAEL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1032	BRODISH, SARAH	Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	SOCIAL STUDIES	8	100	0
1033	CARR, JASON	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1034	CAVANAUGH, KEVIN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1035	COOK, SARA	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1036	CUSHATT, TIMOTHY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1037	DAUM, ALLAN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1038	DEAN, ALEXANDER	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1039	DROTAR, MICHAEL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1040	FISCHER, JESSE	English as a Second Language (ESL) PK-12 (4499) , Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1041	GALLAGHER, ERIN	Citizenship 7-12 (8825)	9-12	SOCIAL STUDIES	8	100	0
1042	GALLEY, WHITNEY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0

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1043	GAUGHAN, WILLIAM	Citizenship 7-12 (8825) , English 7-12 (3230) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	SOCIAL STUDIES	8	100	0
1044	GINTHER, BRADLEY	Social Studies 7-12 (8875) , English 7-12 (3230)	9-12	SOCIAL STUDIES	8	100	0
1045	GUTSHALL, SAMANTHA	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1046	HOLENCIK, RACHEL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1047	HOMICH, NICOLE	Supvr Curriculum & Inst PK-12 (2915) , Principal PK-12 (1115) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1048	HUEGEL, JUSTIN	Social Studies 7-12 (8875) , English 7-12 (3230)	9-12	SOCIAL STUDIES	8	100	0
1049	HULBERT, JEFFREY	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	9-12	SOCIAL STUDIES	8	100	0
1050	HUNTER, ZACHARY	English as a Second Language (ESL) PK-12 (4499) , Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1051	JONES, BRIAN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1052	LIPCHIK, JOHN	Social Studies 7-12 (8875) , Secondary Principal 7-12 (1105)	9-12	SOCIAL STUDIES	8	100	0
1053	LITZKE, JEFFREY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1054	MAUGER-RICKER, KRISTA	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1055	MURPHY, MICHAEL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1056	O'TOOLE, KAITLYN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1057	PALYO, TAMMY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1058	PLACE, ABIGAIL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1059	RACO, ANTHONY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1060	REINHEIMER, ZACHARY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1061	RITTER, PATRICK	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1062	ROSSWOG, NATHAN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1063	SCHOCK, JENNIFER	English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1064	SHERWOOD, BRIAN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1065	SPINDLER, JACOB	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1066	STEIGERWALD, VERONICA	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1067	WAGNER, KIMBERLY	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115) , Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1068	WEYERS, JARED	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	8	100	0
1069	GAYNOR, ANTHONY	Skills for Teacher Leaders PK-12 (1193) , Social Studies 7-12 (8875)	10-12	SOCIAL STUDIES	8	100	0
1070	WESTRICK, VANESSA	Spanish PK-12 (4490)	9	SPANISH	8	100	0

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1071	WESTWOOD-DENENBERG, SUSAN	Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	9	SPANISH	8	100	0
1072	BASTIAN, LAURA	Spanish PK-12 (4490)	9-12	SPANISH	8	100	0
1073	BEGEC, REBECCA	Spanish PK-12 (4490)	9-12	SPANISH	8	100	0
1074	DEL SOL, JENNIFER	Spanish PK-12 (4490)	9-12	SPANISH	8	100	0
1075	DINKO, GINA	Spanish PK-12 (4490)	9-12	SPANISH	8	100	0
1076	GREJDA, LORI	Elementary K-6 (2810) , Spanish PK-12 (4490)	9-12	SPANISH	8	100	0
1077	HOPP, PHYLLIS	Spanish PK-12 (4490)	9-12	SPANISH	8	100	0
1078	METZ-CHERNE, EMILY	English 7-12 (3230) , Spanish PK-12 (4490)	9-12	SPANISH	8	100	0
1079	PAWELSKI, JULIET	Spanish PK-12 (4490)	9-12	SPANISH	8	100	0
1080	THOMPSON, KRISTIN	English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490)	9-12	SPANISH	8	100	0
1081	WALTER, MELINDA	Ment and/or Phys Handicapped K-12 (9235)	K-12	SPECIAL EDUCATION	8	100	0
1082	BAKER, JASON	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	SOCIAL STUDIES	8	100	0
1083	MURRAY, EMILY	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	5	SOCIAL STUDIES	8	100	0
1084	SEYMORE, DEBRA	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	3	SOCIAL STUDIES HONORS	8	100	0
1085	VANFLEET, ALANNA	Inst Technology Specialist PK-12 (1825) , Elementary K-6 (2810) , Library Science PK-12 (6420) , Special Education PK-12 (9225)	5	SOCIAL STUDIES HONORS	8	100	0
1086	DAVIS, MELISSA	Mid-Level English 6-9 (2850) , Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875)	6	SOCIAL STUDIES HONORS	8	100	0
1087	DIPERSIO, KINSIE	Social Studies 7-12 (8875)	7	SOCIAL STUDIES HONORS	8	100	0
1088	DEMSHICK, MEGHAN	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	4	SOCIAL STUDIES/MTSS	8	100	0
1089	WHEELAND, CHARITY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	SOCIALSTUDIES/MTSS LEAD	8	100	0
1090	SHARPE, JESSICA	Early Childhood N-3 (2840) , Special Education PK-12 (9225)	7	SUPP ELA LRN SUPPT	8	100	0
1091	BELL, NICOLE	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	SUPP LEARNER SUPPORT	8	100	0
1092	EISENMAN, KIMBERLY	Special Education PK-12 (9231) , Special Education PK-12 (9231) , Elementary K-6 (2810)	9-12	SUPP LEARNER SUPPORT	8	100	0
1093	PUTNAM, JESSICA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1094	GRIEB, MACY	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	1	SUPP LEARNER SUPPORT	8	100	0

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1095	HOFFMAN, COLLEEN	Special Education PK-12 (9225)	1	SUPP LEARNER SUPPORT	8	100	0
1096	BERCHTOLD, KALEENA	Elementary K-6 (2810) , Special Education PK-8 (9226)	2	SUPP LEARNER SUPPORT	8	100	0
1097	WELSFORD YOUNGBLOOD, ABIGAIL	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	SUPP LEARNER SUPPORT	8	100	0
1098	DAUBE, DANA	Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229) , Grades PK-4 (2825)	3	SUPP LEARNER SUPPORT	8	100	0
1099	RADLE, KAYLA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	SUPP LEARNER SUPPORT	8	100	0
1100	WHITE, MELISSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	SUPP LEARNER SUPPORT	8	100	0
1101	BALOGH, LAUREN	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	4	SUPP LEARNER SUPPORT	8	100	0
1102	CLARK, GABRIELLE	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	SUPP LEARNER SUPPORT	8	100	0
1103	JAMES, LAUREN	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	SUPP LEARNER SUPPORT	8	100	0
1104	KENDRA, ASHLEY	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	SUPP LEARNER SUPPORT	8	100	0
1105	VOIT, AMANDA	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	SUPP LEARNER SUPPORT	8	100	0
1106	ADAMS, KLAYTON	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	SUPP LEARNER SUPPORT	8	100	0
1107	BOZART, CHRISTINE	Elementary K-6 (2810) , Special Education PK-12 (9225)	5	SUPP LEARNER SUPPORT	8	100	0
1108	HOFFMAN, KRISTIN	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	SUPP LEARNER SUPPORT	8	100	0
1109	PAUL, KYLE	Grades PK-4 (2825) , Special Education PK-8 (9226) , Supvr Special Education PK-12 (9215)	5	SUPP LEARNER SUPPORT	8	100	0
1110	SCOTT, SAMANTHA	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	SUPP LEARNER SUPPORT	8	100	0
1111	WOOD, HEATHER	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	SUPP LEARNER SUPPORT	8	100	0
1112	BOWER, NICOLE	Special Education PK-12 (9225)	6	SUPP LEARNER SUPPORT	8	100	0
1113	DAMESHEK, MITCHELL	Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6	SUPP LEARNER SUPPORT	8	100	0
1114	GREEN, KRISTIN	English 7-12 (3230) , Special Education PK-12 (9225)	6	SUPP LEARNER SUPPORT	8	100	0
1115	HARR, ADRIENNE	Elementary K-6 (2810) , Special Education PK-12 (9225)	6	SUPP LEARNER SUPPORT	8	100	0
1116	MULLINS, KRISTEN	Elementary K-6 (2810) , Special Education PK-12 (9225)	6	SUPP LEARNER SUPPORT	8	100	0
1117	PAULEY, COLLEEN	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	SUPP LEARNER SUPPORT	8	100	0
1118	SIMYAN, KAITLYN	Grades PK-4 (2825) , Special Education PK-8 (9226) , Soc and Emotionally Dist K-12 (19260)	6	SUPP LEARNER SUPPORT	8	100	0
1119	BAHORICH, KELLY	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	SUPP LEARNER SUPPORT	8	100	0
1120	FLYNN, MOLLY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	7	SUPP LEARNER SUPPORT	8	100	0
1121	KRUPA, TIFFANY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	7	SUPP LEARNER SUPPORT	8	100	0
1122	LATESS, ERICA	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	SUPP LEARNER SUPPORT	8	100	0

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1123	MUSSER, DAVID	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499)	7	SUPP LEARNER SUPPORT	8	100	0
1124	SWANGER, KRISTY	Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	7	SUPP LEARNER SUPPORT	8	100	0
1125	WETZEL, AMY	Elementary K-6 (2810) , Special Education PK-12 (9225)	7	SUPP LEARNER SUPPORT	8	100	0
1126	ARTZ, CHELSEA	Elementary K-6 (2810) , Special Education PK-12 (9225)	8	SUPP LEARNER SUPPORT	8	100	0
1127	CLARK, AMANDA	Grades 5-6 (2826) , Special Education PK-12 (9231) , Grades PK-4 (2825)	8	SUPP LEARNER SUPPORT	8	100	0
1128	COLOSIMO, CASSIE	Elementary K-6 (2810) , Special Education PK-8 (9226)	8	SUPP LEARNER SUPPORT	8	100	0
1129	DIFIORE, NOELLE	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	8	SUPP LEARNER SUPPORT	8	100	0
1130	FRANCE, SAMUEL	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	SUPP LEARNER SUPPORT	8	100	0
1131	MATECHAK, BRITTANY	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	SUPP LEARNER SUPPORT	8	100	0
1132	MCKEON, JILL	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Special Education PK-12 (9225)	8	SUPP LEARNER SUPPORT	8	100	0
1133	PERKINS, MICHAEL	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Special Education PK-8 (9226)	8	SUPP LEARNER SUPPORT	8	100	0
1134	REAHM, LAURA	Special Education PK-12 (9225)	8	SUPP LEARNER SUPPORT	8	100	0
1135	SCHMIDT, HEATHER	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	SUPP LEARNER SUPPORT	8	100	0
1136	SHERIDAN, STEPHANIE	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	SUPP LEARNER SUPPORT	8	100	0
1137	TOTH, TARA	Elementary K-6 (2810) , Special Education PK-12 (9225)	8	SUPP LEARNER SUPPORT	8	100	0
1138	BOSCO, MICHELLE	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9	SUPP LEARNER SUPPORT	8	100	0
1139	MUSTO, SHARI	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9	SUPP LEARNER SUPPORT	8	100	0
1140	MUZIKA, RACHEL	Social Studies 7-12 (8875) , English 7-12 (3230) , Mid-Level Citiz. Ed 6-9 (2870) , Special Education PK-12 (9225)	9	SUPP LEARNER SUPPORT	8	100	0
1141	VALENTI, ADAM	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9	SUPP LEARNER SUPPORT	8	100	0
1142	WERTZ, TRICIA	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9	SUPP LEARNER SUPPORT	8	100	0
1143	POLLITS, EMILY	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	6-8	SUPP LEARNER SUPPORT	8	100	0

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1144	AUSTIN, BRITTANY	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1145	BLANEY, COURTNEY	Master's Equivalency - (1185) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1146	BRAINARD, MEGAN	Mathematics 7-12 (6800) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1147	DELFINO, CHERYL	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	SUPP LEARNER SUPPORT	8	100	0
1148	FASSL, PHILLIP	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1149	GALL, MEGAN	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	SUPP LEARNER SUPPORT	8	100	0
1150	GINTZ, JOY	Early Childhood N-3 (2840) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1151	GROFF, SHERI	Ment and/or Phys Handicapped K-12 (9235)	9-12	SUPP LEARNER SUPPORT	8	100	0
1152	GROSS, ELIZABETH	Special Education 7-12 (9227) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	SUPP LEARNER SUPPORT	8	100	0
1153	HAYWOOD, BRITTANY	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	SUPP LEARNER SUPPORT	8	100	0
1154	HOSLER-PATTON, CHRISTINE	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1155	KASTROLL, COLLEEN	English 7-12 (3230) , Library Science PK-12 (6420) , Special Education 7-12 (9227)	9-12	SUPP LEARNER SUPPORT	8	100	0
1156	KEPLER, AMBER	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1157	MCCULLOUGH, LEEANN	Biology 7-12 (8405) , Elementary K-6 (2810) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1158	MISTRETTA, LINDSAY	Special Education 7-12 (9227) , English 7-12 (3230)	9-12	SUPP LEARNER SUPPORT	8	100	0
1159	OSBORNE, KAREN	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1160	RHOADES, TRACIE	Mid-Level English 6-9 (2850) , Ment and/or Phys Handicapped K-12 (9235)	9-12	SUPP LEARNER SUPPORT	8	100	0
1161	RICHARDS, TIFFANY	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1162	ROY, AMANDA	Supvr Special Education PK-12 (9215) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225) , Principal PK-12 (1115)	9-12	SUPP LEARNER SUPPORT	8	100	0

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1163	RULLO, LAUREN	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1164	SCIALPI, TRACEY	English 7-12 (3230) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1165	STETAR, ERICA	Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	SUPP LEARNER SUPPORT	8	100	0
1166	THOMAS-DERR, KRISTENE	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1167	TIMKO, MICHELLE	Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1168	TORPEY, KRISTA	Master's Equivalency - (1185) , English 7-12 (3230) , Special Education PK-12 (9225) , Social Studies 7-12 (8875)	9-12	SUPP LEARNER SUPPORT	8	100	0
1169	WAGNER, LAUREN	Grades PK-4 (2825) , English 7-12 (3230) , Special Education 7-12 (9227)	9-12	SUPP LEARNER SUPPORT	8	100	0
1170	FLOYD, KELSEY	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	K	SUPP LEARNER SUPPORT	8	100	0
1171	HIGGINS, MORGAN	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	SUPP LEARNER SUPPORT	8	100	0
1172	MCMYNNNE, ROBYN	Ment and/or Phys Handicapped K-12 (9235)	9-12	SUPP LEARNER SUPPORT	8	100	0
1173	MOORE, DEBRA	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1174	PAKSTIS, CARLA	Communications 7-12 (3200) , Elementary K-6 (2810) , English 7-12 (3230) , Safety Ed/Driver Ed 7-12 (5215) , Special Education PK-12 (9225)	9-12	SUPP LEARNER SUPPORT	8	100	0
1175	SMALL, MADISON	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	SUPP LEARNER SUPPORT	8	100	0
1176	CRINELLA, CHRISTIAN	Social Studies 7-12 (8875)	9-12	US HISTORY	8	100	0
1177	ORCUTT, MICHELLE	Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	K-12	SPECIAL EDUCATION DIRECTOR	8	100	0
1178	ORSINGER, REBECCA	Soc and Emotionally Dist K-12 (19260) , Special Education PK-8 (9226) , Principal PK-12 (1115) , Elementary K-6 (2810) , Biology: Sec. Ed. 9-12 (18405)	K-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1179	BOWERS, AMBER	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810) , Principal PK-12 (1115)	5	ASSISTANT PRINCIPAL	8	100	0
1180	BOYDE, DAVID	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	2-3	ASSISTANT PRINCIPAL	8	100	0
1181	BYLINA, JESSICA	Principal PK-12 (1115) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	ASSISTANT PRINCIPAL	8	100	0
1182	DAY, DESTINY	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650) , English 7-12 (3230)	2-3	ASSISTANT PRINCIPAL	8	100	0

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1183	HOWARD, JUSTIN	Elementary K-6 (2810) , Principal PK-12 (1115)	4-5	ASSISTANT PRINCIPAL	8	100	0
1184	KUTZNER, BETH	Music PK-12 (7205) , Principal PK-12 (1115)	1	ASSISTANT PRINCIPAL	8	100	0
1185	MARTIN, KATEY	Art PK-12 (1405) , Principal PK-12 (1115) , Family-Consumer Sci PK-12 (5600)	K	ASSISTANT PRINCIPAL	8	100	0
1186	MICHAEL, STEPHANIE	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115)	2-3	ASSISTANT PRINCIPAL	8	100	0
1187	MIKOLAJCZYK, ELIZABETH	Grades PK-4 (2825) , Principal PK-12 (1115) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	1	ASSISTANT PRINCIPAL	8	100	0
1188	MONROIG, MARTA	Principal PK-12 (1115) , Elementary K-6 (2810)	4-5	ASSISTANT PRINCIPAL	8	100	0
1189	ROBERTS, MICHELLE	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	4-5	ASSISTANT PRINCIPAL	8	100	0
1190	SMITH, KAYLA	Elementary K-6 (2810) , Special Education PK-8 (9226) , Principal PK-12 (1115)	2-3	ASSISTANT PRINCIPAL	8	100	0
1191	TOTH, DUANE	General Science 7-12 (8450) , Principal PK-12 (1115)	4-5	ASSISTANT PRINCIPAL	8	100	0
1192	WIEGAND, JENNIFER	Principal PK-12 (1115) , Elementary K-6 (2810)	2-3	ASSISTANT PRINCIPAL	8	100	0
1193	ARTIN, KATHRYN	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115)	8	ASSISTANT PRINCIPAL	8	100	0
1194	BANNISTER, MELISSA	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	6	ASSISTANT PRINCIPAL	8	100	0
1195	BROCKMAN, BRENT	Bus-Computer-Info Tech PK-12 (1603) , Principal PK-12 (1115) , Elementary K-6 (2810)	7	ASSISTANT PRINCIPAL	8	100	0
1196	FIELDS, KEELY	Social Studies 7-12 (8875) , Principal PK-12 (1115)	7	ASSISTANT PRINCIPAL	8	100	0
1197	KNOTT, NORA	Music PK-12 (7205) , Principal PK-12 (1115)	7	ASSISTANT PRINCIPAL	8	100	0
1198	MAGNOT, JESSIE	Mathematics 7-12 (6800) , Principal PK-12 (1115)	7	ASSISTANT PRINCIPAL	8	100	0
1199	PHAM , NAM	Elementary K-6 (2810) , Principal PK-12 (1115)	6	ASSISTANT PRINCIPAL	8	100	0
1200	SCHLEICHER, WILLIAM	Principal PK-12 (1115) , Autism PK-12 (1180) , Elementary K-6 (2810) , Special Education PK-12 (9225)	8	ASSISTANT PRINCIPAL	8	100	0
1201	SHERIFF, LORI	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6	ASSISTANT PRINCIPAL	8	100	0
1202	TERMIN, VINCENT	Earth and Space Science 7-12 (8440) , Principal PK-12 (1115) , Principal PK-12 (1115)	7	ASSISTANT PRINCIPAL	8	100	0
1203	TRIBBET, JASON	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	8	ASSISTANT PRINCIPAL	8	100	0
1204	WALKER-FOOTMAN, RHONDA	Elementary K-6 (2810) , English 7-12 (3230) , Principal PK-12 (1115)	8	ASSISTANT PRINCIPAL	8	100	0
1205	ADKINS, DIANE	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Principal PK-12 (1115)	K-1	PRINCIPAL	8	100	0

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1206	ALEX, JAMES	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	4-5	PRINCIPAL	8	100	0
1207	AZZALINA, ANDREA	Principal PK-12 (1115) , Elementary K-6 (2810)	2-3	PRINCIPAL	8	100	0
1208	BEARD-WARD, CELESTE	Principal PK-12 (1115) , Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	PRINCIPAL	8	100	0
1209	FRIED, JONATHAN	Principal PK-12 (1115)	9-12	PRINCIPAL	8	100	0
1210	GRIFFITHS, NOELLE	English 7-12 (3230) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	PRINCIPAL	8	100	0
1211	EDWARDS JR, KENNETH	Biology 7-12 (8405) , General Science 7-12 (8450) , Principal PK-12 (1115)	8	PRINCIPAL	8	100	0
1212	MUSSER, KELLY	Social Studies 7-12 (8875) , Principal PK-12 (1115)	7	PRINCIPAL	8	100	0
1213	CHUFF, KYLE	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6	PRINCIPAL	8	100	0
1214	LONGENECKER, THOMAS	Superintendent PK-12 (1150)	K-12	CEO	8	100	0
1215	MORENO, DANA	Principal PK-12 (1115) , Superintendent PK-12 (1150) , Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Elementary K-6 (2810) , General Science 7-12 (8450) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	K-5	VICE PROVOST	8	100	0
1216	WISE, JACLYN	English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115) , English 7-12 (3230) , Social Studies 7-12 (8875)	K-12	ESL SUPERVISOR	8	100	0
1217	BEDFORD, JESSICA	Mathematics 7-12 (6800) , Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	8	100	0
1218	BRIDGENS, ANNA	Principal PK-12 (1115) , Mathematics 7-12 (6800)	9-12	HIGH SCHOOL AP	8	100	0
1219	BRIGAMAN, MATTHEW	Principal PK-12 (1115) , Accounting 7-12 (1610) , Data Processing 7-12 (1625) , Marketing 7-12 (1640) , Office Technologies 7-12 (1658)	9-12	HIGH SCHOOL AP	8	100	0
1220	BURPEE, BRADLEY	Supvr Curriculum & Inst PK-12 (2915) , Bus-Computer-Info Tech PK-12 (1603) , Technology Education PK-12 (6075) , Career and Technical Admin Director 7-12 (2300) , Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	8	100	0
1221	BUZZELLI, JAMES	Principal PK-12 (1115) , Health & Physical Educ PK-12 (4805)	9-12	HIGH SCHOOL AP	8	100	0
1222	CALABRESE, LAURA	Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	8	100	0
1223	CHUFF, SHAYNA	Principal PK-12 (1115) , English as a Second Language (ESL) PK-12 (4499) , Citizenship 7-12 (8825) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	HIGH SCHOOL AP	8	100	0

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1224	JACKSON, JEFFREY	Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	8	100	0
1225	MARKS, DANIEL	Principal PK-12 (1115) , Communications 7-12 (3200) , Social Studies 7-12 (8875)	9-12	HIGH SCHOOL AP	8	100	0
1226	MCCOY, GEORGE	Principal PK-12 (1115) , Supvr Curriculum & Inst PK-12 (2915) , Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	HIGH SCHOOL AP	8	100	0
1227	MORROW, DANIEL	Principal PK-12 (1115) , Music PK-12 (7205)	9-12	HIGH SCHOOL AP	8	100	0
1228	PERROTTO, ANTHONY	Principal PK-12 (1115) , Social Studies 7-12 (8875)	9-12	HIGH SCHOOL AP	8	100	0
1229	SWAHA, DOMINIC	Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	8	100	0
1230	WEIGEL, STEPHEN	Principal PK-12 (1115) , Social Studies 7-12 (8875)	9-12	HIGH SCHOOL AP	8	100	0
1231	WIEST, KERRY	Special Education PK-12 (9225) , Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	8	100	0
1232	SWARTZ, CARLA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	K-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1233	GEYER, ANGELA	Assistant Superintendent PK-12 (1155) , Special Education PK-12 (9225) , Superintendent PK-12 (1150)	K-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1234	FLETCHER II, LONNIE	Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	K-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1235	MACK, KENESTA	Special Education PK-12 (9225) , Principal PK-12 (1115)	K-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1236	KORBA, JESSICA	Supvr Special Education PK-12 (9215) , Speech & Language Impaired PK-12 (9265)	K-12	SPEECH SUPPT	8	100	0
1237	ALTORFER , PRISCILLA	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	6	SPECIAL EDUCATION SUPERVISOR	8	100	0
1238	BESTEN, DEBORAH	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115) , Reading Specialist PK-12 (7650)	6-8	SPECIAL EDUCATION SUPERVISOR	8	100	0
1239	BLAUCH, ASHLEY	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	K-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1240	BOROSKY, DAVID	Master's Equivalency - (1185) , Social Studies 7-12 (8875) , Ment and/or Phys Handicapped K-12 (9235) , Supvr Special Education PK-12 (9215)	9-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1241	BYTHEWAY, JENNIFER	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-2	SPECIAL EDUCATION SUPERVISOR	8	100	0
1242	COLE, MICHAEL	Ment and/or Phys Handicapped K-12 (9235) , Principal PK-12 (1115)	5	SPECIAL EDUCATION SUPERVISOR	8	100	0
1243	CROWE, LISA	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	8	SPECIAL EDUCATION SUPERVISOR	8	100	0

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1244	DADOWSKI, SCOTT	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115)	K-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1245	GUSTAFSON, GRACE	Supvr Special Education PK-12 (9215) , Special Education PK-12 (9225)	9-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1246	HASKINS, JASON	Social Studies 7-12 (8875) , Special Education PK-12 (9225) , Principal PK-12 (1115) , Supvr Special Education PK-12 (9215)	3-4	SPECIAL EDUCATION SUPERVISOR	8	100	0
1247	HLAVATY, JILL	Principal PK-12 (1115) , Supvr Special Education PK-12 (9215) , Ment and/or Phys Handicapped K-12 (9235) , Mathematics 7-12 (6800)	K-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1248	MCGEE, JAMIE	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	9-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1249	MOONEY, JOHN	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6-8	SPECIAL EDUCATION SUPERVISOR	8	100	0
1250	SCHNEIDER-SABLE, HELENA	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1251	STYLE, LISA	Supvr Special Education PK-12 (9215) , Hearing Impaired PK-12 (9205) , Special Education PK-12 (9225)	K-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1252	YOUNG, CASIE	Principal PK-12 (1115) , Ment and/or Phys Handicapped K-12 (9235)	9-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1253	UTTECHT, MONIQUE	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	SPECIAL EDUCATION SUPERVISOR	8	100	0
1254	RUSHE, ROCHELLE	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Communications 7-12 (3200)	8	ELA	8	100	0
1255	BAYNE, JENNA	School Speech & Language Pathologist PK-12 (1883)	K-12	ITINERANT SPCH LANG	8	100	0
1256	BROADBENT, LEANNE	Speech & Language Impaired PK-12 (9265) , Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	8	100	0
1257	CHYLAK, GABRIELE	Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	8	100	0
1258	CURRIE-VENTO, CHRISTINA	Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	8	100	0
1259	DISCELLO, SARA	Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	8	100	0
1260	HENSEL, ALEXIS	School Speech & Language Pathologist PK-12 (1883)	K-12	ITINERANT SPCH LANG	8	100	0
1261	MEADOWS, LINDA	Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	8	100	0
1262	PERO, NICOLE	School Speech & Language Pathologist PK-12 (1883)	2-3	ITINERANT SPCH LANG	8	100	0
1263	SALMON, KELLY	Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	8	100	0
1264	HERSHEY, AMY	School Nurse PK-12 (1890)	K-12	SCHOOL NURSE	8	100	0

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1265	BAELLO, ALEXANDRA	Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	8	100	0
1266	BAIM, LYNDSEY	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1267	BIAZZO, ALEXANDRA	Elementary & Secondary School Counselor PK-12 (1839)	7	COUNSELING	8	100	0
1268	CHILDS, JASMINE	Elementary & Secondary School Counselor PK-12 (1839)	1	COUNSELING	8	100	0
1269	CURRY, HANNAH	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1270	DONNELLY, MARGARET	Elementary & Secondary School Counselor PK-12 (1839)	K	COUNSELING	8	100	0
1271	ERB, ADRIENNE	Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	8	100	0
1272	FRUEHAN, CELENE	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1273	GAGE, ALIYA	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1274	GIBSON, MEGAN	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1275	GRAHAM, LAUREN	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	8	100	0
1276	GREGORIO, NARISSA	Secondary School Counselor 7-12 (1837) , Biology 7-12 (8405) , Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1277	HACKENBERG, ALYSSA	Elementary & Secondary School Counselor PK-12 (1839)	8	COUNSELING	8	100	0
1278	HORCHER, CATHERINE	Elementary & Secondary School Counselor PK-12 (1839)	6	COUNSELING	8	100	0
1279	IRVIN, ANDREA	Secondary School Counselor 7-12 (1837) , Art PK-12 (1405)	9-12	COUNSELING	8	100	0
1280	JENKINS, KIMBERLY	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	8	100	0
1281	JOHNSTON, KEISHA	Elementary & Secondary School Counselor PK-12 (1839)	5	COUNSELING	8	100	0
1282	KRAJEWSKI, BRIANNA	Elementary & Secondary School Counselor PK-12 (1839)	7	COUNSELING	8	100	0
1283	KROH, ALEXEI	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1284	LICK, AMANDA	Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	8	100	0
1285	MARTINEZ, CHELSEA	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1286	MCMILLEN, HEATHER	Grades PK-4 (2825) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1287	MCQUILLAN, CATHERINE	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1288	MERRIMAN, NICOLE	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1289	MILLER, RACHEL	Elementary School Counselor K-6 (1836)	3	COUNSELING	8	100	0
1290	MORRIS, SHANNON	Elementary & Secondary School Counselor PK-12 (1839) , Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	8	100	0
1291	PUTT, TORI	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1292	ROGUSKY, KIMBERLY	Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	8	100	0
1293	ROMANO, JACQUELINE	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0

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1294	ROTH, CHRISTINA	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1295	SCHERER, LAURIE	Supvr School Guidance Serv PK-12 (1815) , Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	6	COUNSELING	8	100	0
1296	SHANE, CINDY	Elementary & Secondary School Counselor PK-12 (1839)	7	COUNSELING	8	100	0
1297	SPAGER, SARAH	Elementary & Secondary School Counselor PK-12 (1839)	8	COUNSELING	8	100	0
1298	STEVENS, NATHANIEL	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1299	SUNDERLAND, EMILY	Elementary & Secondary School Counselor PK-12 (1839) , Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	8	100	0
1300	TIGHE, ANNA	Elementary & Secondary School Counselor PK-12 (1839)	8	COUNSELING	8	100	0
1301	VIEIRA, ALYSA	Elementary & Secondary School Counselor PK-12 (1839)	2	COUNSELING	8	100	0
1302	WATERS, NOLA	Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	8	100	0
1303	WELSH, JENNIFER	Elementary & Secondary School Counselor PK-12 (1839) , Elementary School Counselor K-6 (1836)	9-12	COUNSELING	8	100	0
1304	YOWELL, MEREDITH	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	8	100	0
1305	ZANGARO, JODIE	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	4	COUNSELING	8	100	0
1306	SAUL, ABIGAIL	English 7-12 (3230)	8	ELA	8	100	0
1307	AUGUSTINE, GIOVANA	Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	K-12	FT AUTISTIC SUPPORT	8	100	0
1308	NAU, CHRISTY	Mathematics 7-12 (6800) , Special Education 7-12 (9227)	K-12	MATH SUPPORT	8	100	0
1309	OISTER, CHRISTA	Elementary K-6 (2810) , Special Education PK-8 (9226)	K-12	SOCIAL SKILLS	8	100	0
1310	PRICE, HEATHER	Spanish PK-12 (4490) , Special Education PK-12 (9225)	K-12	SPED BEHAVIORAL SPEC	8	100	0
1311	MARCHESINI, KIMBERLY	Ment and/or Phys Handicapped K-12 (9235)	K-12	TRANSITION	8	100	0
1312	FRIED, TERRAE	School Psychologist PK-12 (1875)	K-12	SCHOOL PSYCHOLOGIST	8	100	0
1313	CORDISCO, LINDSAY	School Psychologist PK-12 (1875)	K-5	SCHOOL PSYCHOLOGIST	8	100	0
1314	DELIA, TRINNA	School Psychologist PK-12 (1875)	K-5	SCHOOL PSYCHOLOGIST	8	100	0
1315	SUTTON, RENEE	School Psychologist PK-12 (1875)	K-5	SCHOOL PSYCHOLOGIST	8	100	0
1316	GUERRIERO, NATALIE	School Psychologist PK-12 (1875)	9-12	SCHOOL PSYCHOLOGIST	8	100	0
1317	BLOOD, KERI	School Psychologist PK-12 (1875)	6-8	SCHOOL PSYCHOLOGIST	8	100	0
1318	NORDENHOLD, MATTHEW	School Psychologist PK-12 (1875)	6-8	SCHOOL PSYCHOLOGIST	8	100	0
1319	HUFF, CHRISTINE	Health PK-12 (4810) , School Nurse PK-12 (1890)	K-12	SCHOOL NURSE	8	100	0
1320	BROWN, MELANIE	English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490) , English 7-12 (3230)	9-12	ENGLISH LANGUAGE DEV	8	100	0
1321	CULP, JENNIFER	Elementary K-6 (2810), Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0

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1322	HARRISON, JAHNEVA	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	ITINERANT LEARNER SUPPORT	8	100	0
1323	EISENHAUER, JENNY	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	9-12	ADVANCED ELD	8	100	0
1324	LIBBY, JANEACE	Special Education 7-12 (9227) , Special Education PK-12 (9231) , Health & Physical Educ PK-12 (4805)	9-12	ALG1A SUPP LRN SUPPT	8	100	0
1325	RIVERA, RENEE	Mathematics 7-12 (6800)	8	ALGEBRA	8	100	0
1326	PETERS, LAURA	Hearing Impaired PK-12 (9205) , Special Education PK-12 (9231) , Home and School Visitor PK-12 (1850)	9-12	AMERICAN SIGN LANG	8	100	0
1327	ACKER, MAGGIE	Art PK-12 (1405)	7	ART	8	100	0
1328	ATKINSON, KAILEY	Art PK-12 (1405)	9-12	ART	8	100	0
1329	BAKER, DANIELLE	Art PK-12 (1405)	6	ART	8	100	0
1330	BARTLETT, CAROL	Art PK-12 (1405)	9-12	ART	8	100	0
1331	BELVILLE, RENEE	Art PK-12 (1405)	2-3	ART	8	100	0
1332	BJERRING, BARBARA	Art PK-12 (1405)	9-12	ART	8	100	0
1333	BREWSTER, MATTHEW	Art PK-12 (1405)	9-12	ART	8	100	0
1334	CANFIELD, LAUREN	Art PK-12 (1405)	10	ART	8	100	0
1335	CONKLIN, LINDSAY	Art PK-12 (1405)	7	ART	8	100	0
1336	DIGIOVANNI-BURCHARD, FELICIA	Art PK-12 (1405)	6	ART	8	100	0
1337	ENEBOE, SARA	Nursery/Kindergarten N-K (12833) , Art PK-12 (1405)	10	ART	8	100	0
1338	FALBO, SARAH	Art PK-12 (1405)	4-5	ART	8	100	0
1339	GOFORTH, STEPHANIE	Art PK-12 (1405)	K	ART	8	100	0
1340	GURBACKI, EVE	Art PK-12 (1405)	4-5	ART	8	100	0
1341	HERON, CARRIE	Art PK-12 (1405) , Elementary K-6 (2810) , Library Science PK-12 (6420)	10	ART	8	100	0
1342	HURST, KRISTA	Art PK-12 (1405)	8	ART	8	100	0
1343	KALI, ABIGAIL	Art PK-12 (1405) , Mid-Level Mathematics 6-9 (2860)	10	ART	8	100	0
1344	KRAJEWSKI, ANISSA	Art PK-12 (1405)	9-12	ART	8	100	0
1345	MCGOLDRICK, LEA ANNE	Art PK-12 (1405)	7	ART	8	100	0
1346	MILAM, AMANDA	Art PK-12 (1405)	8	ART	8	100	0
1347	MORGAN, MACKENZIE	Art PK-12 (1405)	10	ART	8	100	0
1348	OLIVETTI, DREON	English as a Second Language (ESL) PK-12 (4499) , Art PK-12 (1405) , Art K-12 (11405) , Elementary Education K-8 (12810) , Nursery/Kindergarten N-K (12833) , Elementary Education K-8 (12810) , Nursery/Kindergarten N-K (12833)	6	ART	8	100	0
1349	REMMEL, LORI	Master's Equivalency - (1185) , Art PK-12 (1405) , English as a Second Language (ESL) PK-12 (4499)	8	ART	8	100	0

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1350	RIGGATIRE, MELISSA	Art PK-12 (1405)	2-3	ART	8	100	0
1351	SARAIVA, TAYLOR	Art PK-12 (1405)	9-12	ART	8	100	0
1352	SMITH, JILLETTE	Master's Equivalency - (1185) , Art PK-12 (1405)	6	ART	8	100	0
1353	SORCE, KELLY	Art PK-12 (1405)	9-12	ART	8	100	0
1354	SWARTZ, LISA	Master's Equivalency - (1185) , Art PK-12 (1405)	9-12	ART	8	100	0
1355	SWOBODA, CHARLENE	English as a Second Language (ESL) PK-12 (4499) , Art PK-12 (1405)	7	ART	8	100	0
1356	TAYLOR, JORDON	Art PK-12 (1405)	9-12	ART	8	100	0
1357	TRAVAN, SUZANNE	Art PK-12 (1405)	K-1	ART	8	100	0
1358	WATTS, RACHEL	Art PK-12 (1405)	8	ART	8	100	0
1359	WILK, MADELINE	Art PK-12 (1405)	4-5	ART	8	100	0
1360	ASH, JOSHUA	Commercial Art 7-12 (2019)	9-12	BCIT	8	100	0
1361	BERKHIMER, BRET	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1362	BORODACH, ADAM	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1363	BURKE, JORDAN	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1364	BURKE, SEAN	Bus-Computer-Info Tech PK-12 (1603) , Cooperative Ed. 7-12 (2361) , Social Studies 7-12 (8875)	11-12	BCIT	8	100	0
1365	COURTRIGHT, MICHAEL	Bus-Computer-Info Tech PK-12 (1603) , Technology Education PK-12 (6075)	9-12	BCIT	8	100	0
1366	COURY, WENDY	Marketing 7-12 (1640) , Master's Equivalency - (1185) , Typewriting 7-12 (1660)	9-12	BCIT	8	100	0
1367	GARMAN, JOANN	Bus-Computer-Info Tech PK-12 (1603)	12	BCIT	8	100	0
1368	GATTEN, SHAWN	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1369	GLASER, ERIN	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1370	JECKELL, DIANA	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1371	LAGOWY, ANN	Accounting 7-12 (1610) , Office Technologies 7-12 (1658)	10	BCIT	8	100	0
1372	LARSEN, KIRSTI	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600)	9-12	BCIT	8	100	0
1373	MORDA, RICHARD	Certificate of Preliminary Education - (10000) , Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880)	9-12	BCIT	8	100	0
1374	MURDOCK, RYAN	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810)	9-12	BCIT	8	100	0
1375	NOCERA, BRITTNEY	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1376	PACHUCY, GEORGE	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0

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1377	PASSERI, LISA	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1378	SCHMITT, ERIN	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600) , Library Science PK-12 (6420)	9-12	BCIT	8	100	0
1379	STEBER, JOSEPH	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1380	TROXELL, AUSTIN	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	8	100	0
1381	WEIDMAN, GAIL	Accounting 7-12 (1610) , Data Processing 7-12 (1625) , Marketing 7-12 (1640) , Office Technologies 7-12 (1658) , Secretarial 7-12 (1655)	9-12	BCIT	8	100	0
1382	BUCHBINDER, JOANNE	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	BIOLOGY	8	100	0
1383	CECCOLI, MARIE	Biology 7-12 (8405) , Library Science PK-12 (6420)	9-12	BIOLOGY	8	100	0
1384	GROSSO, SHERRI	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	BIOLOGY	8	100	0
1385	MCKENZIE, DANIELLE	Biology 7-12 (8405)	9-12	BIOLOGY	8	100	0
1386	SINKAUS, STEFANIE	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	BIOLOGY	8	100	0
1387	EMERT, ALEXANDER	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , Biology 7-12 (8405)	9-12	BIOLOGY/SCIENCE	8	100	0
1388	MARSH, ROSE	Mid-Level Science 6-9 (2880) , Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Special Education PK-12 (9225) , Supvr Curriculum & Inst PK-12 (2915)	9-12	BIOLOGY/SCIENCE	8	100	0
1389	MAUSTELLER, AMBER	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	BIOLOGY/SCIENCE	8	100	0
1390	MOSER, JESSICA	Biology 7-12 (8405) , General Science 7-12 (8450) , Special Education PK-12 (9225)	9-12	BIOLOGY/SCIENCE	8	100	0
1391	KELLER, JENNIFER	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600)	9-12	BUSINESS	8	100	0
1392	SCHLUDE, JULIE	Bus-Computer-Info Tech PK-12 (1603) , English 7-12 (3230) , Reading Specialist PK-12 (7650)	9-12	BUSINESS	8	100	0
1393	ADAMS, AMELIA	Social Studies 7-12 (8875) , English 7-12 (3230)	7	CAREER PLANNING	8	100	0
1394	CRANE, NICOLE	English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	8	CAREER PLANNING	8	100	0
1395	FREDERICKSON, DAVID	Mathematics 7-12 (6800) , Safety Ed/Driver Ed 7-12 (5215)	9-12	CAREER PLANNING	8	100	0
1396	GIGLIOTTI, BRYAN	Health & Physical Educ PK-12 (4805)	6	CAREER PLANNING	8	100	0
1397	GOGNO, ANGELA	Bus-Computer-Info Tech PK-12 (1603)	7	CAREER PLANNING	8	100	0
1398	HANSLOVAN, RONDA	English 7-12 (3230)	8	CAREER PLANNING	8	100	0
1399	HASTINGS, JAMES	Social Studies 7-12 (8875)	8	CAREER PLANNING	8	100	0
1400	INFANTINO, LAURIE	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	CAREER PLANNING	8	100	0
1401	MCGLAUFNIN, MICHELLE	Technology Education PK-12 (6075)	6	CAREER PLANNING	8	100	0
1402	NEWELL, ROBERT	English 7-12 (3230)	8	CAREER PLANNING	8	100	0

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1403	ROSTI, LEAH	Elementary K-6 (2810)	6	CAREER PLANNING	8	100	0
1404	THOMAS, HUNTER	Social Studies 7-12 (8875)	7	CAREER PLANNING	8	100	0
1405	WOOD, COURTNEY	English 7-12 (3230) , Art PK-12 (1405) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , English as a Second Language (ESL) PK-12 (4499)	6	CAREER PLANNING	8	100	0
1406	LIU, TZU-HAN	Chinese PK-12 (4405)	9	CHINESE	8	100	0
1407	CERQUONE, PEGGY	Elementary K-6 (2810)	K-5	CODING	8	100	0
1408	WAGNER, BETH	Library Science PK-12 (6420) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Nursery/Kindergarten N-K (12833)	K-5	CODING	8	100	0
1409	MILLER, RACHAEL	Cooperative Ed. 7-12 (2361) , Cosmetology 7-12 (2023)	9-12	COSMETOLOGY	8	100	0
1410	BAIS, BRIAN	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	9-12	EARTH SCIENCE	8	100	0
1411	GUTILLA, CAITLIN	Earth and Space Science 7-12 (8440)	9-12	EARTH SCIENCE	8	100	0
1412	SCHILLINGER, CHARLES	English as a Second Language (ESL) PK-12 (4499) , General Science 7-12 (8450) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Social Studies 7-12 (8875)	8	ELA	8	100	0
1413	STEVENSON-DUNN, CAREY	Library Science PK-12 (6420) , English 7-12 (3230) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650)	8	ELA	8	100	0
1414	TANKRED, SAMANTHA	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	ELA	8	100	0
1415	VARDOULIS, TERYN	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	8	ELA	8	100	0
1416	WIBLE, JACOB	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499)	8	ELA	8	100	0
1417	LAWRENCE, EDWARD	English 7-12 (3230)	8	ELA HONORS	8	100	0
1418	D'ADDIECO, STEVEN	English 7-12 (3230)	8	ELA	8	100	0
1419	AUCHEY, CAROL	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	ELA/SOCIAL STUDIES	8	100	0
1420	BARRON, HANNAH	Grades PK-4 (2825)	K	ELA/SOCIAL STUDIES	8	100	0
1421	CONFER, SHEILA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	ELA/SOCIAL STUDIES	8	100	0
1422	GAINER, RACHEL	Grades PK-4 (2825)	K	ELA/SOCIAL STUDIES	8	100	0
1423	GILLIS, MICHELE	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K	ELA/SOCIAL STUDIES	8	100	0
1424	GOTTESMAN, EMILY	Grades PK-4 (2825) , Special Education PK-8 (9226)	K	ELA/SOCIAL STUDIES	8	100	0
1425	GRAHAM, MACEE	Grades PK-4 (2825)	K	ELA/SOCIAL STUDIES	8	100	0

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1426	KELLEY, MICHELE	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	K	ELA/SOCIAL STUDIES	8	100	0
1427	METZGER, MELISSA	Elementary K-6 (2810)	K	ELA/SOCIAL STUDIES	8	100	0
1428	READ, CHRISTIE	Grades PK-4 (2825)	K	ELA/SOCIAL STUDIES	8	100	0
1429	TAYLOR-GOOD, LAURA	Grades PK-4 (2825)	K	ELA/SOCIAL STUDIES	8	100	0
1430	THOMAS, NICOLE	Grades PK-4 (2825)	K	ELA/SOCIAL STUDIES	8	100	0
1431	WIELEBINSKI, JENIFER	Early Childhood N-3 (2840)	K	ELA/SOCIAL STUDIES	8	100	0
1432	SOLT, HEATHER	English 7-12 (3230) , Special Education 7-12 (9227)	K-12	EL/ELA SUPPORT	8	100	0

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987	ORCUTT, MICHELLE	Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	K-12	K-12	A12	ASC VPROV SPEC ED		
989	ORSINGER, REBECCA	Soc and Emotionally Dist K-12 (19260) , Special Education PK-8 (9226) , Principal PK-12 (1115) , Elementary K-6 (2810) , Biology: Sec. Ed. 9-12 (18405)	K-12	0	A12	DIR OF SPED OPER		
147	BOWERS, AMBER	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810) , Principal PK-12 (1115)	5	0	A12	ELEMENTARY AP		
151	BOYDE, DAVID	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	2-3	0	A12	ELEMENTARY AP		
200	BYLINA, JESSICA	Principal PK-12 (1115) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	0	A12	ELEMENTARY AP		
326	DAY, DESTINY	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650) , English 7-12 (3230)	2-3	0	A12	ELEMENTARY AP		
651	HOWARD, JUSTIN	Elementary K-6 (2810) , Principal PK-12 (1115)	4-5	0	A12	ELEMENTARY AP		
753	KUTZNER, BETH	Music PK-12 (7205) , Principal PK-12 (1115)	1	0	A12	ELEMENTARY AP		
834	MARTIN, KATEY	Art PK-12 (1405) , Principal PK-12 (1115) , Family-Consumer Sci PK-12 (5600)	K	0	A12	ELEMENTARY AP		
895	MICHAEL, STEPHANIE	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115)	2-3	0	A12	ELEMENTARY AP		
898	MIKOLAJCZYK, ELIZABETH	Grades PK-4 (2825) , Principal PK-12 (1115) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	1	0	A12	ELEMENTARY AP		
917	MONROIG, MARTA	Principal PK-12 (1115) , Elementary K-6 (2810)	4-5	0	A12	ELEMENTARY AP		
1111	ROBERTS, MICHELLE	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	4-5	0	A12	ELEMENTARY AP		
1250	SMITH, KAYLA	Elementary K-6 (2810) , Special Education PK-8 (9226) , Principal PK-12 (1115)	2-3	0	A12	ELEMENTARY AP		
1359	TOTH, DUANE	General Science 7-12 (8450) , Principal PK-12 (1115)	4-5	0	A12	ELEMENTARY AP		
1452	WIEGAND, JENNIFER	Principal PK-12 (1115) , Elementary K-6 (2810)	2-3	0	A12	ELEMENTARY AP		
109	BIANCHI, KRISTEN	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	0	0	A12	MGR OF ELEM CURR		
264	COMEGNA, BRIAN	Principal PK-12 (1115) , Secondary School Counselor 7-12 (1837)	0	0	A12	MGR OF PUPIL SVCS		

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1098	RICE, JULIE	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Reading Specialist PK-12 (7650)	6-12	0	A12	MGR OF SEC CURR		
672	JACKSON, CHRISTINA	Principal PK-12 (1115) , Mathematics 7-12 (6800)	0	0	A12	MGR OF SPEC&ELEC CUR		
30	ARTIN, KATHRYN	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115)	8	0	A12	MIDDLE SCHOOL AP		
62	BANNISTER, MELISSA	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	6	0	A12	MIDDLE SCHOOL AP		
167	BROCKMAN, BRENT	Bus-Computer-Info Tech PK-12 (1603) , Principal PK-12 (1115) , Elementary K-6 (2810)	7	0	A12	MIDDLE SCHOOL AP		
447	FIELDS, KEELY	Social Studies 7-12 (8875) , Principal PK-12 (1115)	7	0	A12	MIDDLE SCHOOL AP		
730	KNOTT, NORA	Music PK-12 (7205) , Principal PK-12 (1115)	7	0	A12	MIDDLE SCHOOL AP		
807	MAGNOT, JESSIE	Mathematics 7-12 (6800) , Principal PK-12 (1115)	7	0	A12	MIDDLE SCHOOL AP		
1037	PHAM , NAM	Elementary K-6 (2810) , Principal PK-12 (1115)	6	0	A12	MIDDLE SCHOOL AP		
1180	SCHLEICHER, WILLIAM	Principal PK-12 (1115) , Autism PK-12 (1180) , Elementary K-6 (2810) , Special Education PK-12 (9225)	8	0	A12	MIDDLE SCHOOL AP		
1220	SHERIFF, LORI	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6	0	A12	MIDDLE SCHOOL AP		
1339	TERMIN, VINCENT	Earth and Space Science 7-12 (8440) , Principal PK-12 (1115) , Principal PK-12 (1115)	7	0	A12	MIDDLE SCHOOL AP		
1366	TRIBBET, JASON	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	8	0	A12	MIDDLE SCHOOL AP		
1408	WALKER-FOOTMAN, RHONDA	Elementary K-6 (2810) , English 7-12 (3230) , Principal PK-12 (1115)	8	0	A12	MIDDLE SCHOOL AP		
8	ADKINS, DIANE	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Principal PK-12 (1115)	K-1	0	A12	PRINCIPAL ELEMENTARY		
12	ALEX, JAMES	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	4-5	0	A12	PRINCIPAL ELEMENTARY		
42	AZZALINA, ANDREA	Principal PK-12 (1115) , Elementary K-6 (2810)	2-3	0	A12	PRINCIPAL		
82	BEARD-WARD, CELESTE	Principal PK-12 (1115) , Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	0	A12	PRINCIPAL HS		

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479	FRIED, JONATHAN	Principal PK-12 (1115)	9-12	0	A12	PRINCIPAL HS		
563	GRIFFITHS, NOELLE	English 7-12 (3230) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	0	A12	PRINCIPAL HS		
396	EDWARDS JR, KENNETH	Biology 7-12 (8405) , General Science 7-12 (8450) , Principal PK-12 (1115)	8	0	A12	PRINCIPAL MS		
941	MUSSER, KELLY	Social Studies 7-12 (8875) , Principal PK-12 (1115)	7	0	A12	PRINCIPAL MS		
240	CHUFF, KYLE	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6	0	A12	PRINCIPAL MS-ACTING		
1146	RUSNAK, ANTHONY	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Secondary Principal 7-12 (1105) , Superintendent PK-12 (1150)	0	0	A12	REGIONAL VP		
797	LONGENECKER, THOMAS	Superintendent PK-12 (1150)	0	0	A12	SCHOOL CEO		
1171	SCHAAF, THOMAS	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870)	0	0	A12	SCHOOL OUTREACH MGR		
1118	ROHRBAUGH, JAMES	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	0	0	A12	VIDEO PRODUCTION MGR		
871	MCHUGH, STEPHANIE	Secondary School Counselor 7-12 (1837) , Supvr School Guidance Serv PK-12 (1815) , Principal PK-12 (1115) , Superintendent PK-12 (1150)	0	0	A12	VP CAREER READINESS		
1254	SMITH, NICOLE	Elementary K-6 (2810) , Superintendent PK-12 (1150) , Principal PK-12 (1115)	0	0	A12	VP OF INSTR & ST DEV		
922	MORENO, DANA	Principal PK-12 (1115) , Superintendent PK-12 (1150) , Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Elementary K-6 (2810) , General Science 7-12 (8450) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	K-5	0	A12	VPROV ELEMENTARY ED		
1489	YERKES, CHRISTOPHER	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Principal PK-12 (1115)	0	0	A12	VPROV OF STUDENT SVC		

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235	CHRIN, TAMMY	Principal PK-12 (1115) , Supvr Special Education PK-12 (9215) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650) , Supvr Curriculum & Inst PK-12 (2915) , Supvr Reading PK-12 (7615) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Science 6-9 (2880)	0	COMPLIANCE/TRAINING	A12			
1465	WISE, JACLYN	English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115) , English 7-12 (3230) , Social Studies 7-12 (8875)	K-12	ESL SUPERVISOR	A12			
85	BEDFORD, JESSICA	Mathematics 7-12 (6800) , Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	A12			
163	BRIDGENS, ANNA	Principal PK-12 (1115) , Mathematics 7-12 (6800)	9-12	HIGH SCHOOL AP	A12			
164	BRIGAMAN, MATTHEW	Principal PK-12 (1115) , Accounting 7-12 (1610) , Data Processing 7-12 (1625) , Marketing 7-12 (1640) , Office Technologies 7-12 (1658)	9-12	HIGH SCHOOL AP	A12			
192	BURPEE, BRADLEY	Supvr Curriculum & Inst PK-12 (2915) , Bus-Computer-Info Tech PK-12 (1603) , Technology Education PK-12 (6075) , Career and Technical Admin Director 7-12 (2300) , Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	A12			
198	BUZZELLI, JAMES	Principal PK-12 (1115) , Health & Physical Educ PK-12 (4805)	9-12	HIGH SCHOOL AP	A12			
204	CALABRESE, LAURA	Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	A12			
241	CHUFF, SHAYNA	Principal PK-12 (1115) , English as a Second Language (ESL) PK-12 (4499) , Citizenship 7-12 (8825) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	HIGH SCHOOL AP	A12			
673	JACKSON, JEFFREY	Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	A12			
826	MARKS, DANIEL	Principal PK-12 (1115) , Communications 7-12 (3200) , Social Studies 7-12 (8875)	9-12	HIGH SCHOOL AP	A12			
855	MCCOY, GEORGE	Principal PK-12 (1115) , Supvr Curriculum & Inst PK-12 (2915) , Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	HIGH SCHOOL AP	A12			
927	MORROW, DANIEL	Principal PK-12 (1115) , Music PK-12 (7205)	9-12	HIGH SCHOOL AP	A12			

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1028	PERROTTO, ANTHONY	Principal PK-12 (1115) , Social Studies 7-12 (8875)	9-12	HIGH SCHOOL AP	A12			
1317	SWAHA, DOMINIC	Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	A12			
1429	WEIGEL, STEPHEN	Principal PK-12 (1115) , Social Studies 7-12 (8875)	9-12	HIGH SCHOOL AP	A12			
1455	WIEST, KERRY	Special Education PK-12 (9225) , Principal PK-12 (1115)	9-12	HIGH SCHOOL AP	A12			
1320	SWARTZ, CARLA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	0	NC REGION	A12			
522	GEYER, ANGELA	Assistant Superintendent PK-12 (1155) , Special Education PK-12 (9225) , Superintendent PK-12 (1150)	0	NE REGION	A12			
457	FLETCHER II, LONNIE	Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	0	SC AND SE REGION	A12			
805	MACK, KENESTA	Special Education PK-12 (9225) , Principal PK-12 (1115)	0	SE REGION	A12			
735	KORBA, JESSICA	Supvr Special Education PK-12 (9215) , Speech & Language Impaired PK-12 (9265)	K-12	SPEECH SUPPT	A12			
15	ALTORFER , PRISCILLA	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	6	SUPERVISOR	A12			
108	BESTEN, DEBORAH	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115) , Reading Specialist PK 12 (7650)	6-8	SUPERVISOR	A12			
123	BLAUCH, ASHLEY	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	K-12	SUPERVISOR	A12			
141	BOROSKY, DAVID	Master's Equivalency - (1185) , Social Studies 7-12 (8875) , Ment and/or Phys Handicapped K-12 (9235) , Supvr Special Education PK-12 (9215)	9-12	SUPERVISOR	A12			
202	BYTHEWAY, JENNIFER	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-2	SUPERVISOR	A12			
258	COLE, MICHAEL	Ment and/or Phys Handicapped K-12 (9235) , Principal PK-12 (1115)	5	SUPERVISOR	A12			

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298	CROWE, LISA	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	8	SUPERVISOR	A12			
312	DADOWSKI, SCOTT	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115)	K-12	SUPERVISOR	A12			
571	GUSTAFSON, GRACE	Supvr Special Education PK-12 (9215) , Special Education PK-12 (9225)	9-12	SUPERVISOR	A12			
595	HASKINS, JASON	Social Studies 7-12 (8875) , Special Education PK-12 (9225) , Principal PK-12 (1115) , Supvr Special Education PK-12 (9215)	3-4	SUPERVISOR	A12			
624	HLAVATY, JILL	Principal PK-12 (1115) , Supvr Special Education PK-12 (9215) , Ment and/or Phys Handicapped K-12 (9235) , Mathematics 7-12 (6800)	K-12	SUPERVISOR	A12			
864	MCGEE, JAMIE	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	9-12	SUPERVISOR	A12			
918	MOONEY, JOHN	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6-8	SUPERVISOR	A12			
1187	SCHNEIDER-SABLE, HELENA	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	SUPERVISOR	A12			
1313	STYLE, LISA	Supvr Special Education PK-12 (9215) , Hearing Impaired PK-12 (9205) , Special Education PK-12 (9225)	K-12	SUPERVISOR	A12			
1494	YOUNG, CASIE	Principal PK-12 (1115) , Ment and/or Phys Handicapped K-12 (9235)	9-12	SUPERVISOR	A12			
1380	UTTECHT, MONIQUE	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	0	W REGION	A12			
610	HERCHE, HEATHER	Art PK-12 (1405) , English 7-12 (3230)	K-5	ART	C10			
20	ANDREWS, KRISTEN	Bus-Computer-Info Tech PK-12 (1603) , Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	9-12	BCIT	C10			
1267	SONNIE BARTON, KATHRYN	Elementary K-6 (2810)	K-12	CAREER PLANNING	C10			
6	ADAMS, JENNIPHER	Special Education PK-12 (9225) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-12	CONTENT SPECIALIST	C10			

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415	ERDMAN, STACY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	GRADE 2	CONTENT SPECIALIST	C10			
640	HONEY, JANA	Grades PK-4 (2825) , Grades 5-6 (2826) , Reading Specialist PK-12 (7650)	GRADE 1	CONTENT SPECIALIST	C10			
868	MCGUIRE, AMANDA	Elementary K-6 (2810)	KINDERGARTEN	CONTENT SPECIALIST	C10			
959	NEUBERT, MELISSA	Elementary K-6 (2810)	GRADE 4	CONTENT SPECIALIST	C10			
1212	SHARP, HEATHER	Elementary K-6 (2810)	GRADE 5	CONTENT SPECIALIST	C10			
1377	TYSON, CHRISTINA	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	GRADE 3	CONTENT SPECIALIST	C10			
772	LEHMAN, JENNIFER	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Social Emotional and Behavioral Wellness PK-12 (1192)	6-8	ELA	C10			
25	ANTOINE, EVAN	English: Sec. Ed. 9-12 (13230) , English 7-12 (3230)	12	ENGLISH	C10			
388	DUTKA, HAYLEY	English 7-12 (3230)	10	ENGLISH	C10			
992	OSPINA, KELLY	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , English as a Second Language (ESL) PK-12 (4499)	K-5	ENGLISH LANGUAGE DEV	C10			
140	BORONYAK, DEANDRA	Health & Physical Educ PK-12 (4805)	K-12	HEALTH/PE	C10			
436	FEDORCZYK, PAUL	Health & Physical Educ PK-12 (4805)	6-8	HEALTH/PE	C10			
81	BAYNE, JENNA	School Speech & Language Pathologist PK-12 (1883)	K-12	ITINERANT SPCH LANG	C10			
166	BROADBENT, LEANNE	Speech & Language Impaired PK-12 (9265) , Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	C10			
243	CHYLAK, GABRIELE	Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	C10			
306	CURRIE-VENTO, CHRISTINA	Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	C10			
360	DISCELLO, SARA	Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	C10			
607	HENSEL, ALEXIS	School Speech & Language Pathologist PK-12 (1883)	K-12	ITINERANT SPCH LANG	C10			
882	MEADOWS, LINDA	Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	C10			

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1027	PERO, NICOLE	School Speech & Language Pathologist PK-12 (1883)	2-3	ITINERANT SPCH LANG	C10			
1153	SALMON, KELLY	Speech & Language Impaired PK-12 (9265)	K-12	ITINERANT SPCH LANG	C10			
832	MARTIN, AUDREY	Mid-Level English 6-9 (2850) , English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490) , Mid-Level Science 6-9 (2880)	9-12	LANGUAGES	C10			
215	CARPENTER, DANIEL	Mathematics 7-12 (6800)	9-12	MATH	C10			
1341	TEXTER, CATHERINE	Mathematics 7-12 (6800)	9-12	MATH	C10			
689	JONES, KIMBERLY	Music PK-12 (7205)	6-8	MUSIC	C10			
236	CHRIST, ASHLEY	Biology 7-12 (8405)	6-8	SCIENCE	C10			
700	KAVULICH, ARIEL	General Science 7-12 (8450)	9-12	SCIENCE	C10			
1193	SCHWEINSBURG, JULIANNA	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860)	9-12	SCIENCE	C10			
469	FOX, LAUREN	Citizenship 7-12 (8825)	9-12	SOCIAL STUDIES	C10			
632	HOLDEN, DAVID	Social Studies 7-12 (8875) , English 7-12 (3230)	9-12	SOCIAL STUDIES	C10			
1235	SIMEK, JANINE	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6-8	SOCIAL STUDIES	C10			
1257	SMITH, SHANTARA	Elementary K-6 (2810)	6-8	SOCIAL STUDIES	C10			
529	GILLENSON, KATHARINE	Elementary & Secondary School Counselor PK-12 (1839) , Elementary K-6 (2810) , English 7-12 (3230)	0	0	C11	504 COORDINATOR		
654	HOWARD, YVETTE	Secondary School Counselor 7-12 (1837)	0	0	C11	504 COORDINATOR		
305	CURRIE, ELLEN	English 7-12 (3230) , Supvr Curriculum & Inst PK-12 (2915)	K-5	0	C11	ELEMENTARY DESIGNER		
736	KOSTLEY, LAUREN	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-5	0	C11	ELEMENTARY DESIGNER		
614	HERSHEY, AMY	School Nurse PK-12 (1890)	0	0	C11	REG SCHOOL NURSE		
841	MATARRESE, CHERI	Art PK-12 (1405)	K-12	ART	C11			
133	BONCORE, LINDSEY	Art PK-12 (1405)	K-12	ART DESIGNER	C11			
47	BAELLO, ALEXANDRA	Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	C11			
49	BAIM, LYNDSEY	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
110	BIAZZO, ALEXANDRA	Elementary & Secondary School Counselor PK-12 (1839)	7	COUNSELING	C11			

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231	CHILDS, JASMINE	Elementary & Secondary School Counselor PK-12 (1839)	1	COUNSELING	C11			
307	CURRY, HANNAH	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
367	DONNELLY, MARGARET	Elementary & Secondary School Counselor PK-12 (1839)	K	COUNSELING	C11			
413	ERB, ADRIENNE	Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	C11			
485	FRUEHAN, CELENE	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
491	GAGE, ALIYA	Elementary & Secondary School Counselor PK-12 (1839)	HIGH SCHOOL	COUNSELING	C11			
525	GIBSON, MEGAN	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
552	GRAHAM, LAUREN	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	C11			
559	GREGORIO, NARISSA	Secondary School Counselor 7-12 (1837) , Biology 7-12 (8405) , Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
575	HACKENBERG, ALYSSA	Elementary & Secondary School Counselor PK-12 (1839)	8	COUNSELING	C11			
646	HORCHER, CATHERINE	Elementary & Secondary School Counselor PK-12 (1839)	6	COUNSELING	C11			
669	IRVIN, ANDREA	Secondary School Counselor 7-12 (1837) , Art PK-12 (1405)	9-12	COUNSELING	C11			
681	JENKINS, KIMBERLY	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	C11			
685	JOHNSTON, KEISHA	Elementary & Secondary School Counselor PK-12 (1839)	5	COUNSELING	C11			
740	KRAJEWSKI, BRIANNA	Elementary & Secondary School Counselor PK-12 (1839)	7	COUNSELING	C11			
748	KROH, ALEXEI	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
785	LICK, AMANDA	Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	C11			
837	MARTINEZ, CHELSEA	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			

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877	MCMILLEN, HEATHER	Grades PK-4 (2825) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
880	MCQUILLAN, CATHERINE	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
888	MERRIMAN, NICOLE	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
909	MILLER, RACHEL	Elementary School Counselor K-6 (1836)	3	COUNSELING	C11			
925	MORRIS, SHANNON	Elementary & Secondary School Counselor PK-12 (1839) , Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	C11			
1075	PUTT, TORI	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
1117	ROGUSKY, KIMBERLY	Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	C11			
1120	ROMANO, JACQUELINE	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
1130	ROTH, CHRISTINA	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
1175	SCHERER, LAURIE	Supvr School Guidance Serv PK-12 (1815) , Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	6	COUNSELING	C11			
1211	SHANE, CINDY	Elementary & Secondary School Counselor PK-12 (1839)	7	COUNSELING	C11			
1271	SPAGER, SARAH	Elementary & Secondary School Counselor PK-12 (1839)	8	COUNSELING	C11			
1295	STEVENS, NATHANIEL	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			
1315	SUNDERLAND, EMILY	Elementary & Secondary School Counselor PK-12 (1839) , Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	C11			
1353	TIGHE, ANNA	Elementary & Secondary School Counselor PK-12 (1839)	8	COUNSELING	C11			
1391	VIEIRA, ALYSA	Elementary & Secondary School Counselor PK-12 (1839)	2	COUNSELING	C11			
1419	WATERS, NOLA	Secondary School Counselor 7-12 (1837)	9-12	COUNSELING	C11			
1435	WELSH, JENNIFER	Elementary & Secondary School Counselor PK-12 (1839) , Elementary School Counselor K-6 (1836)	9-12	COUNSELING	C11			
1497	YOWELL, MEREDITH	Elementary & Secondary School Counselor PK-12 (1839)	9-12	COUNSELING	C11			

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1502	ZANGARO, JODIE	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	4	COUNSELING	C11			
1265	SOLT, HEATHER	English 7-12 (3230) , Special Education 7-12 (9227)	K-12	EL/ELA SUPPORT	C11			
497	GALLAGHER, STACY	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	ELA	C11			
504	GAROFALO, ELIZABETH	English 7-12 (3230)	K-12	ELA	C11			
1388	VATH, KRISTIN	English 7-12 (3230)	6-12	ELA	C11			
238	CHRISTMAN, SARAH	Elementary K-6 (2810)	K-5	ELEMENTARY ELA	C11			
423	EVERITT, SARAH	Elementary K-6 (2810)	K-5	ELEMENTARY MATH	C11			
40	AUGUSTINE, GIOVANA	Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	K-12	FT AUTISTIC SUPPORT	C11			
1215	SHEARER, DONALD	Mathematics 7-12 (6800)	6-12	MATH	C11			
1269	SORRENTINO III, ANTHONY	General Science: Sec. Ed. 9-12 (18450) , Mathematics 7-12 (6800)	6-12	MATH	C11			
953	NAU, CHRISTY	Mathematics 7-12 (6800) , Special Education 7-12 (9227)	K-12	MATH SUPPORT	C11			
1334	TAYLOR, KELLY	Elementary K-6 (2810)	K-5	MATH/SCIENCE	C11			
355	DIGIOACCHINO, REBECCA	Music PK-12 (7205)	K-12	MUSIC	C11			
585	HARBOLD, ROY	Earth and Space Science 7-12 (8440)	6-12	SCIENCE	C11			
733	KOLLER, NICOLE	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450)	6-12	SCIENCE	C11			
981	OISTER, CHRISTA	Elementary K-6 (2810) , Special Education PK-8 (9226)	K-12	SOCIAL SKILLS	C11			
760	LALIBERTE, JORDAN	Social Studies 7-12 (8875)	6-12	SOCIAL STUDIES	C11			
1389	VERNER, LILIANA	Social Studies 7-12 (8875)	6-12	SOCIAL STUDIES	C11			
292	CRAWFORD, JESSICA	French PK-12 (4410) , Spanish PK-12 (4490)	K-12	SPANISH	C11			
724	KLINE, ASHLEY	Mathematics 7-12 (6800) , Special Education 7-12 (9227)	K-12	SPECIAL PROGRAMS	C11			
86	BEDNASH, ALLISON	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230)	BSC-WEST	SPED BEHAVIORAL SPEC	C11			
835	MARTIN, KIELY	Grades PK-4 (2825) , Special Education PK-8 (9226)	BSC-EAST	SPED BEHAVIORAL SPEC	C11			

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1065	PRICE, HEATHER	Spanish PK-12 (4490) , Special Education PK-12 (9225)	K-12	SPED BEHAVIORAL SPEC	C11			
549	GOTHEL, MELISSA	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	K-5	SS&COLLG&CARRE ADY	C11			
562	GRIFFIN, ERIC	Inst Technology Specialist PK-12 (1825) , Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810)	0	STEAM DESIGNER	C11			
820	MARCHESINI, KIMBERLY	Ment and/or Phys Handicapped K-12 (9235)	K-12	TRANSITION	C11			
544	GOOD ZAWIDSKI, NICOLE	Elementary K-6 (2810)	K-12	0	C12	EDU TECH SPECIALIST		
1259	SMOLENS, REBECCA	Inst Technology Specialist PK-12 (1825) , Elementary K-6 (2810)	K-12	0	C12	EDU TECH SPECIALIST		
210	CARDEL, JANA E	Elementary K-6 (2810)	K-2	0	C12	INS SPECIALIST		
365	DONAHUE, STEPHANIE	Elementary K-6 (2810)	3-5	0	C12	INS SPECIALIST		
537	GLENN, SHELBY	English 7-12 (3230)	6-8	0	C12	INS SPECIALIST		
619	HILES, JENNIFER	Elementary K-6 (2810)	K-2	0	C12	INS SPECIALIST		
1161	SATTLER, EMILY	Inst Technology Specialist PK-12 (1825) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Reading Specialist PK-12 (7650)	11-12	0	C12	INS SPECIALIST		
1378	UHRICH, TRACI	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	9-10	0	C12	INS SPECIALIST		
1287	STEELE, DANIELLE	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	0	0	C12	LRN DEPT SPECIALIST		
1504	ZEIGLER, KENDRA	Elementary K-6 (2810)	0	0	C12	LRN DEPT SPECIALIST		
480	FRIED, TERRAE	School Psychologist PK-12 (1875)	K-12	0	C12	PSYCHOLOGIST		
282	CORDISCO, LINDSAY	School Psychologist PK-12 (1875)	K-5	ELEMENTARY	C12			
334	DELIA, TRINNA	School Psychologist PK-12 (1875)	K-5	ELEMENTARY	C12			
1316	SUTTON, RENEE	School Psychologist PK-12 (1875)	K-5	ELEMENTARY	C12			
568	GUERRIERO, NATALIE	School Psychologist PK-12 (1875)	9-12	HIGH SCHOOL	C12			
606	HENRY, TIFFANY	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6-8	INSTRUCTIONAL SPEC	C12			
1034	PETROUSKIE, TYLER	Inst Technology Specialist PK-12 (1825) , Grades PK-4 (2825) , Grades 5-6 (2826)	3-5	MATH/SCIENCE	C12			
126	BLOOD, KERI	School Psychologist PK-12 (1875)	6-8	MIDDLE SCHOOL	C12			
970	NORDENHOLD, MATTHEW	School Psychologist PK-12 (1875)	6-8	MIDDLE SCHOOL	C12			

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1474	WOMMER, ALLIE	Music PK-12 (7205) , Grades PK-4 (2825)	K-12	MUSIC	C12			
793	LOCKARD, CHRISTINA	Earth and Space Science 7-12 (8440)	6-12	SCIENCE	C12			
1399	WADE, CHRISTOPHER	Certificate of Preliminary Education - (10000) , Social Studies 7-12 (8875)	6-12	SOCIAL STUDIES	C12			
594	HASH, JOHN	Communications 7-12 (3200) , English 7-12 (3230)	9-12	SUCCESS COACH	H10			
952	NATALE, GREGORY	Principal PK-12 (1115) , Biology 7-12 (8405) , General Science 7-12 (8450)	0	0	S12	EDIO PROJECT MANAGER		
875	MCMAHON, BRADY	Inst Technology Specialist PK-12 (1825) , Elementary K-6 (2810)	0	0	S12	MGR CX &PRODUCT OWNE		
232	CHIZIK, MELISSA	Elementary K-6 (2810)	0	0	S12	PRODUCT MANAGER		
656	HUFF, CHRISTINE	Health PK-12 (4810) , School Nurse PK-12 (1890)	0	0	S12	SCHOOL NURSE		
897	MIEDEL, DOUGLAS	Citizenship 7-12 (8825) , Mid-Level English 6-9 (2850) , Social Studies 7-12 (8875)	EAST	0	S12	SCHOOL OUTREACH COOR		
1416	WARNER IV, JOHN	Biology 7-12 (8405) , General Science 7-12 (8450)	WEST	0	S12	SCHOOL OUTREACH COOR		
437	FENNELLY, KAREN	Special Education PK-12 (9225)	0	CLEARANCES AND CREDE	S12			
205	CALAMAN, AMANDA	Social Studies 7-12 (8875) , Special Education 7-12 (9227) , Special Education Expansion PK-8 (9228) , All Instructional Areas PK-12 (-96)	FIELD TRIPS	IDEA	S12			
174	BROWN, MELANIE	English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490) , English 7-12 (3230)	9-12	0	T10	ELD TEACHER		
304	CULP, JENNIFER	Elementary K-6 (2810), Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
592	HARRISON, JAHNEVA	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
401	EISENHAUER, JENNY	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	9-12	ADVANCED ELD	T10			
782	LIBBY, JANEACE	Special Education 7-12 (9227) , Special Education PK-12 (9231) , Health & Physical Educ PK-12 (4805)	9-12	ALG1A SUPP LRN SUPPT	T10			
1108	RIVERA, RENEE	Mathematics 7-12 (6800)	8	ALGEBRA	T10			
1030	PETERS, LAURA	Hearing Impaired PK-12 (9205) , Special Education PK-12 (9231) , Home and School Visitor PK-12 (1850)	9-12	AMERICAN SIGN LANG	T10			
3	ACKER, MAGGIE	Art PK-12 (1405)	7	ART	T10			

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37	ATKINSON, KAILEY	Art PK-12 (1405)	9-12	ART	T10			
52	BAKER, DANIELLE	Art PK-12 (1405)	6	ART	T10			
72	BARTLETT, CAROL	Art PK-12 (1405)	9-12	ART	T10			
99	BELVILLE, RENEE	Art PK-12 (1405)	2-3	ART	T10			
118	BJERRING, BARBARA	Art PK-12 (1405)	9-12	ART	T10			
161	BREWSTER, MATTHEW	Art PK-12 (1405)	9-12	ART	T10			
208	CANFIELD, LAUREN	Art PK-12 (1405)	10	ART	T10			
270	CONKLIN, LINDSAY	Art PK-12 (1405)	7	ART	T10			
356	DIGIOVANNI-BURCHARD, FELICIA	Art PK-12 (1405)	6	ART	T10			
410	ENEBOE, SARA	Nursery/Kindergarten N-K (12833) , Art PK-12 (1405)	10	ART	T10			
428	FALBO, SARAH	Art PK-12 (1405)	4/5	ART	T10			
540	GOFORTH, STEPHANIE	Art PK-12 (1405)	K	ART	T10			
570	GURBACKI, EVE	Art PK-12 (1405)	4-5	ART	T10			
613	HERON, CARRIE	Art PK-12 (1405) , Elementary K-6 (2810) , Library Science PK-12 (6420)	10	ART	T10			
666	HURST, KRISTA	Art PK-12 (1405)	8	ART	T10			
693	KALI, ABIGAIL	Art PK-12 (1405) , Mid-Level Mathematics 6-9 (2860)	10	ART	T10			
739	KRAJEWSKI, ANISSA	Art PK-12 (1405)	9-12	ART	T10			
866	MCGOLDRICK, LEA ANNE	Art PK-12 (1405)	7	ART	T10			
899	MILAM, AMANDA	Art PK-12 (1405)	8	ART	T10			
923	MORGAN, MACKENZIE	Art PK-12 (1405)	10	ART	T10			
983	OLIVETTI, DREON	English as a Second Language (ESL) PK-12 (4499) , Art PK-12 (1405) , Art K-12 (11405) , Elementary Education K-8 (12810) , Nursery/Kindergarten N-K (12833) , Elementary Education K-8 (12810) , Nursery/Kindergarten N-K (12833)	6	ART	T10			
1093	REMMEL, LORI	Master's Equivalency - (1185) , Art PK-12 (1405) , English as a Second Language (ESL) PK-12 (4499)	8	ART	T10			
1102	RIGGATIRE, MELISSA	Art PK-12 (1405)	2-3	ART	T10			
1158	SARAIVA, TAYLOR	Art PK-12 (1405)	9-12	ART	T10			
1249	SMITH, JILLETTE	Master's Equivalency - (1185) , Art PK-12 (1405)	6	ART	T10			
1268	SORCE, KELLY	Art PK-12 (1405)	9-12	ART	T10			
1321	SWARTZ, LISA	Master's Equivalency - (1185) , Art PK-12 (1405)	9-12	ART	T10			

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1328	SWOBODA, CHARLENE	English as a Second Language (ESL) PK-12 (4499) , Art PK-12 (1405)	7	ART	T10			
1333	TAYLOR, JORDON	Art PK-12 (1405)	9-12	ART	T10			
1364	TRAVAN, SUZANNE	Art PK-12 (1405)	K/1	ART	T10			
1423	WATTS, RACHEL	Art PK-12 (1405)	8	ART	T10			
1458	WILK, MADELINE	Art PK-12 (1405)	4-5	ART	T10			
34	ASH, JOSHUA	Commercial Art 7-12 (2019)	9-12	BCIT	T10			
103	BERKHIMER, BRET	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	T10			
139	BORODACH, ADAM	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	T10			
185	BURKE, JORDAN	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	T10			
186	BURKE, SEAN	Bus-Computer-Info Tech PK-12 (1603) , Cooperative Ed. 7-12 (2361) , Social Studies 7-12 (8875)	11-12	BCIT	T10			
287	COURTRIGHT, MICHAEL	Bus-Computer-Info Tech PK-12 (1603) , Technology Education PK-12 (6075)	9-12	BCIT	T10			
288	COURY, WENDY	Marketing 7-12 (1640) , Master's Equivalency - (1185) , Typewriting 7-12 (1660)	9-12	BCIT	T10			
503	GARMAN, JOANN	Bus-Computer-Info Tech PK-12 (1603)	12	BCIT	T10			
508	GATTEN, SHAWN	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	T10			
535	GLASER, ERIN	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	T10			
680	JECKELL, DIANA	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	T10			
757	LAGOWY, ANN	Accounting 7-12 (1610) , Office Technologies 7-12 (1658)	10	BCIT	T10			
763	LARSEN, KIRSTI	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600)	9-12	BCIT	T10			
920	MORDA, RICHARD	Certificate of Preliminary Education - (10000) , Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880)	9-12	BCIT	T10			
935	MURDOCK, RYAN	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810)	9-12	BCIT	T10			
968	NOCERA, BRITTNEY	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	T10			
996	PACHUCY, GEORGE	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	T10			
1010	PASSERI, LISA	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	T10			
1185	SCHMITT, ERIN	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600) , Library Science PK-12 (6420)	9-12	BCIT	T10			

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1283	STEBER, JOSEPH	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	T10			
1367	TROXELL, AUSTIN	Bus-Computer-Info Tech PK-12 (1603)	9-12	BCIT	T10			
1427	WEIDMAN, GAIL	Accounting 7-12 (1610) , Data Processing 7-12 (1625) , Marketing 7-12 (1640) , Office Technologies 7-12 (1658) , Secretarial 7-12 (1655)	9-12	BCIT	T10			
176	BUCHBINDER, JOANNE	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	BIOLOGY	T10			
224	CECCOLI, MARIE	Biology 7-12 (8405) , Library Science PK-12 (6420)	9-12	BIOLOGY	T10			
567	GROSSO, SHERRI	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	BIOLOGY	T10			
872	MCKENZIE, DANIELLE	Biology 7-12 (8405)	9-12	BIOLOGY	T10			
1239	SINKAUS, STEFANIE	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	BIOLOGY	T10			
407	EMERT, ALEXANDER	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , Biology 7-12 (8405)	9-12	BIOLOGY/SCIENCE	T10			
830	MARSH, ROSE	Mid-Level Science 6-9 (2880) , Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Special Education PK-12 (9225) , Supvr Curriculum & Inst PK-12 (2915)	9-12	BIOLOGY/SCIENCE	T10			
848	MAUSTELLER, AMBER	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	BIOLOGY/SCIENCE	T10			
929	MOSER, JESSICA	Biology 7-12 (8405) , General Science 7-12 (8450) , Special Education PK-12 (9225)	9-12	BIOLOGY/SCIENCE	T10			
705	KELLER, JENNIFER	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600)	9-12	BUSINESS	T10			
1181	SCHLUDE, JULIE	Bus-Computer-Info Tech PK-12 (1603) , English 7-12 (3230) , Reading Specialist PK-12 (7650)	9-12	BUSINESS	T10			
4	ADAMS, AMELIA	Social Studies 7-12 (8875) , English 7-12 (3230)	7	CAREER PLANNING	T10			
291	CRANE, NICOLE	English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	8	CAREER PLANNING	T10			
474	FREDERICKSON, DAVID	Mathematics 7-12 (6800) , Safety Ed/Driver Ed 7-12 (5215)	9-12	CAREER PLANNING	T10			
526	GIGLIOTTI, BRYAN	Health & Physical Educ PK-12 (4805)	6	CAREER PLANNING	T10			
541	GOGNO, ANGELA	Bus-Computer-Info Tech PK-12 (1603)	7	CAREER PLANNING	T10			
584	HANSLOVAN, RONDA	English 7-12 (3230)	8	CAREER PLANNING	T10			
596	HASTINGS, JAMES	Social Studies 7-12 (8875)	8	CAREER PLANNING	T10			
668	INFANTINO, LAURIE	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	CAREER PLANNING	T10			

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865	MCGLAUFLIN, MICHELLE	Technology Education PK-12 (6075)	6	CAREER PLANNING	T10			
960	NEWELL, ROBERT	English 7-12 (3230)	8	CAREER PLANNING	T10			
1128	ROSTI, LEAH	Elementary K-6 (2810)	6	CAREER PLANNING	T10			
1344	THOMAS, HUNTER	Social Studies 7-12 (8875)	7	CAREER PLANNING	T10			
1475	WOOD, COURTNEY	English 7-12 (3230) , Art PK-12 (1405) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , English as a Second Language (ESL) PK-12 (4499)	6	CAREER PLANNING	T10			
791	LIU, TZU-HAN	Chinese PK-12 (4405)	9	CHINESE	T10			
225	CERQUONE, PEGGY	Elementary K-6 (2810)	K/5	CODING	T10			
1400	WAGNER, BETH	Library Science PK-12 (6420) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Nursery/Kindergarten N-K (12833)	K/5	CODING	T10			
908	MILLER, RACHAEL	Cooperative Ed. 7-12 (2361) , Cosmetology 7-12 (2023)	9-12	COSMETOLOGY	T10			
51	BAIS, BRIAN	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	9-12	EARTH SCIENCE	T10			
572	GUTILLA, CAITLIN	Earth and Space Science 7-12 (8440)	9-12	EARTH SCIENCE	T10			
14	ALIMA, EMILEE	Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	5	ELA	T10			
23	ANNIS, DANIELLE	Grades 5-6 (2826) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6	ELA	T10			
56	BALGAROO, LEAH	Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	5	ELA	T10			
59	BALUCHA, SARA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Elementary Education K-8 (12810)	4	ELA	T10			
63	BARGH, ANDREW	English 7-12 (3230) , Music PK-12 (7205) , Social Studies 7-12 (8875)	6	ELA	T10			
73	BARTLETT, KATHRYN	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230)	4	ELA	T10			
98	BELLUSCIO, KRISTIN	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	ELA	T10			
115	BILYO, SAMANTHA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	ELA	T10			
117	BIXLER, EMMA	English 7-12 (3230)	7	ELA	T10			
145	BOUSE, JULIE	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	ELA	T10			

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153	BRADLEY, DANIELLE	Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	4	ELA	T10			
194	BUTLER, CHRISTINE	Elementary K-6 (2810)	6	ELA	T10			
311	D'ADDIECO, STEVEN	English 7-12 (3230)	8	ELA	T10			
321	DAVIN, JULIA	English 7-12 (3230)	7	ELA	T10			
338	DEMETROS, AMANDA	Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	ELA	T10			
350	DESPIRITO, KRISTIN	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	ELA	T10			
353	DIETZ, CHRISTY	English 7-12 (3230)	7	ELA	T10			
369	DOUTT-WARGO, NICOLE	Library Science PK-12 (6420) , Elementary K-6 (2810)	6	ELA	T10			
376	DRISCOLL, SARAH	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	4	ELA	T10			
377	DROST, CIERA	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ELA	T10			
391	EAMES, KIMBERLY	Elementary K-6 (2810) , Master's Equivalency - (1185)	5	ELA	T10			
399	EILER, JESSICA	English 7-12 (3230) , Library Science PK-12 (6420) , Bus-Computer-Info Tech PK-12 (1603)	7	ELA	T10			
406	ELMER, DANIELLE	Elementary K-6 (2810)	5	ELA	T10			
411	ENOCH, APRIL	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	ELA	T10			
430	FARNETH, KAYLYN	English 7-12 (3230)	8	ELA	T10			
444	FERKO, ERIN	Elementary K-6 (2810)	5	ELA	T10			
446	FERRARO, PAUL	Special Education PK-12 (9225)	6	ELA	T10			
462	FOLEY, HEATHER	Elementary K-6 (2810)	6	ELA	T10			
472	FRANK, JACQUELYN	English 7-12 (3230) , Ment and/or Phys Handicapped K-12 (9235) , Master's Equivalency - (1185)	7	ELA	T10			
500	GAMBLER, ZACHARY	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	ELA	T10			
519	GERRITY, ERIN	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	6	ELA	T10			
523	GIANTINI JR, THEODORE	English 7-12 (3230)	7	ELA	T10			

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528	GILL, ANITA	Elementary K-6 (2810)	5	ELA	T10			
611	HERISKO, SARAH	Elementary K-6 (2810)	4	ELA	T10			
643	HOOK, RICHARD	Communications 7-12 (3200)	7	ELA	T10			
768	LATRANYI, MAUREEN	Elementary K-6 (2810) , Master's Equivalency - (1185) , Elementary School Counselor K-6 (1836)	5	ELA	T10			
773	LEIBOWITZ, BROOKE	English 7-12 (3230)	8	ELA	T10			
777	LESNEFSKY, MICHELE	Grades 5-6 (2826) , Grades PK-4 (2825)	5	ELA	T10			
780	LETTERMAN, SARAH	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	ELA	T10			
792	LOCK, ANGELA	English 7-12 (3230)	8	ELA	T10			
806	MAGARO-REISINGER, ANGELA	English 7-12 (3230)	7	ELA	T10			
810	MAHLER, STEPHEN	Communications 7-12 (3200) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	8	ELA	T10			
819	MANNO PRITT, ISABELLA	Reading Specialist PK-12 (7650) , Grades PK-4 (2825)	4	ELA	T10			
827	MARQUES, TARA	Grades PK-4 (2825)	4	ELA	T10			
838	MARTIN-PAGE, CARI	English 7-12 (3230)	8	ELA	T10			
840	MASSACK, VICTORIA	English 7-12 (3230)	7	ELA	T10			
853	MCCORMICK, THERESE	English 7-12 (3230)	7	ELA	T10			
858	MCCURDY, ELIZABETH	English 7-12 (3230)	7	ELA	T10			
869	MCGURGAN, JILL	Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	6	ELA	T10			
900	MILLER , LINDSEY	English 7-12 (3230)	7	ELA	T10			
974	NUGENT, ALISSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ELA	T10			
975	NUNEZ, SAMANTHA	English 7-12 (3230)	7	ELA	T10			
1005	PARKS, SAMANTHA	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	ELA	T10			
1009	PASQUARELLA, KELLY	Elementary K-6 (2810)	6	ELA	T10			
1048	PLUMMER, JENNIFER	Elementary K-6 (2810)	6	ELA	T10			
1059	POTTER, GINA	Elementary K-6 (2810)	5	ELA	T10			
1069	PRODENTE, ANGELA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-8 (9226)	4	ELA	T10			

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1082	RAMOS, LAUREL	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Nursery/Kindergarten N-K (12833)	8	ELA	T10			
1099	RICHARDS, ERIN	English 7-12 (3230)	8	ELA	T10			
1105	RITTER, JONI	Elementary K-6 (2810) , Special Education PK-12 (9225)	4	ELA	T10			
1122	ROPARS, KATLYN	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Elementary K-6 (2810) , Special Education PK-12 (9225)	8	ELA	T10			
1123	ROSATO, ABIGAIL	Grades PK-4 (2825)	4	ELA	T10			
1124	ROSS, ANGELIA	Elementary K-6 (2810)	5	ELA	T10			
1135	ROWLANDS, STACEY	Elementary K-6 (2810)	4	ELA	T10			
1145	RUSHE, ROCHELLE	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Communications 7-12 (3200)	8	ELA	T10			
1148	RUSSO, TYPHANI	Elementary K-6 (2810) , Library Science PK-12 (6420)	4	ELA	T10			
1150	RUYEVCAN, REBECCA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	ELA	T10			
1162	SAUL, ABIGAIL	English 7-12 (3230)	8	ELA	T10			
1166	SCAGGS, SIERRA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	ELA	T10			
1177	SCHILLINGER, CHARLES	English as a Second Language (ESL) PK-12 (4499) , General Science 7-12 (8450) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Social Studies 7-12 (8875)	8	ELA	T10			
1200	SELIGE, ASHLEY	Grades PK-4 (2825)	4	ELA	T10			
1201	SERKOSKY, JENNIFER	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Elementary Education K-8 (12810)	5	ELA	T10			
1203	SERRANO, CAITLIN	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	5	ELA	T10			
1245	SLOMER , SUSAN	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	ELA	T10			
1297	STEVENSON-DUNN, CAREY	Library Science PK-12 (6420) , English 7-12 (3230) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650)	8	ELA	T10			

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1331	TANKRED, SAMANTHA	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	ELA	T10			
1342	THOMAS, AMANDA	Instructional Coach PK-12 (1182) , English as a Second Language (ESL) PK-12 (4499) , Early Childhood N-3 (2840) , Reading Specialist PK-12 (7650)	5	ELA	T10			
1385	VARDOULIS, TERYN	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	8	ELA	T10			
1418	WASSMER, JENA	Elementary K-6 (2810)	5	ELA	T10			
1424	WAYNICK, JENIFER	Elementary K-6 (2810)	5	ELA	T10			
1433	WELKER, MARIAH	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ELA	T10			
1439	WERNER, KALYN	Elementary K-6 (2810)	5	ELA	T10			
1451	WIBLE, JACOB	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499)	8	ELA	T10			
1470	WOLFE, KARA	Elementary K-6 (2810)	6	ELA	T10			
1479	WOTRING, HOLLY	Elementary K-6 (2810)	6	ELA	T10			
1486	WYNN, KEARYN	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	6	ELA	T10			
211	CAREY, NICOLE	Elementary K-6 (2810)	6	ELA HONORS	T10			
277	COONE, MICHAEL	Principal PK-12 (1115) , English 7-12 (3230)	7	ELA HONORS	T10			
771	LAWRENCE, EDWARD	English 7-12 (3230)	8	ELA HONORS	T10			
1286	STEELE, AMY	Elementary K-6 (2810)	3	ELA HONORS	T10			
1473	WOLPERT, WENDY	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	2	ELA/SOCIAL STUDIES	T10			
5	ADAMS, ANDREA	Grades PK-4 (2825)	1	ELA/SS	T10			
21	ANDROSKI, ALYSSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	ELA/SS	T10			
35	ASHE, DEANNA	Grades PK-4 (2825)	3	ELA/SS	T10			
38	AUCHEY, CAROL	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	ELA/SS	T10			
70	BARRON, HANNAH	Grades PK-4 (2825)	K	ELA/SS	T10			
125	BLISARD, KAREN	Elementary K-6 (2810)	3	ELA/SS	T10			
128	BOCHICCHIO, STEPHANIE	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	2	ELA/SS	T10			
137	BORDEN, JESSICA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	ELA/SS	T10			

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162	BRICE, STACEY	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	ELA/SS	T10			
191	BURNSIDE, MOLLY	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ELA/SS	T10			
251	CLOUSER, ASHLEY	Autism PK-12 (1180) , Grades PK-4 (2825)	3	ELA/SS	T10			
256	COLE, BREANNE	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	ELA/SS	T10			
267	CONFER, SHEILA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	ELA/SS	T10			
269	CONIGLIO, KATELYN	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ELA/SS	T10			
279	COOPER, SARAH	Grades PK-4 (2825)	2	ELA/SS	T10			
290	CRAMM, JOLENE	Elementary K-6 (2810)	2	ELA/SS	T10			
296	CROCK, DARCIE	Grades PK-4 (2825)	1	ELA/SS	T10			
363	DOLBY, BREANNE	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Family-Consumer Sci PK-12 (5600)	3	ELA/SS	T10			
372	DRESS, LISA	Elementary K-6 (2810) , Special Education PK-12 (9225) , Elementary K-6 (2810) , Special Education PK-12 (9225)	3	ELA/SS	T10			
381	DUDEK, RACHEL	Grades PK-4 (2825)	2	ELA/SS	T10			
409	ENDRES, ALLISON	Grades PK-4 (2825)	2	ELA/SS	T10			
435	FEDORCZYK, MARISSA	Grades PK-4 (2825)	2	ELA/SS	T10			
442	FERENCZ, JALESHA	Grades PK-4 (2825)	1	ELA/SS	T10			
454	FLANIGAN, TAYLOR	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	ELA/SS	T10			
464	FORT, ALYSSA	Grades PK-4 (2825)	1	ELA/SS	T10			
492	GAINER, RACHEL	Grades PK-4 (2825)	K	ELA/SS	T10			
530	GILLIS, MICHELE	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K	ELA/SS	T10			
547	GORNEY, RACHEL	Elementary K-6 (2810)	1	ELA/SS	T10			
550	GOTTESMAN, EMILY	Grades PK-4 (2825) , Special Education PK-8 (9226)	K	ELA/SS	T10			
553	GRAHAM, MACEE	Grades PK-4 (2825)	K	ELA/SS	T10			
577	HAGY, ANGELE	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ELA/SS	T10			
588	HARPER, MELISSA	Grades PK-4 (2825)	2	ELA/SS	T10			
623	HLAT, PENNY	Elementary K-6 (2810)	2	ELA/SS	T10			

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635	HOLLIS, MOLLY	Grades PK-4 (2825) , English as a Second Language (ESL) PK-12 (4499)	3	ELA/SS	T10			
642	HOOD, GALE	Elementary K-6 (2810)	1	ELA/SS	T10			
676	JACOBSON, NORI	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	ELA/SS	T10			
696	KASPER, BRIONNA	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ELA/SS	T10			
699	KAUFMAN, ALEXANDRA	Grades PK-4 (2825)	1	ELA/SS	T10			
706	KELLEY, MICHELE	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	K	ELA/SS	T10			
778	LESNIEWSKI, CHRISTINE	Grades PK-4 (2825)	2	ELA/SS	T10			
783	LICHTENFELS, PATRICIA	Elementary K-6 (2810)	1	ELA/SS	T10			
836	MARTIN, MARIE	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	3	ELA/SS	T10			
893	METZGER, MELISSA	Elementary K-6 (2810)	K	ELA/SS	T10			
896	MIDDAUGH, ALEXIS	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ELA/SS	T10			
901	MILLER, ALLISON	Grades PK-4 (2825) , English as a Second Language (ESL) PK-12 (4499)	2	ELA/SS	T10			
904	MILLER, CRYSTAL	Elementary K-6 (2810)	1	ELA/SS	T10			
932	MUELLER, CYNTHIA	Elementary K-6 (2810)	3	ELA/SS	T10			
947	MYLEN, JODIE	Grades PK-4 (2825)	3	ELA/SS	T10			
965	NIEMIEC, MICHELE	Grades PK-4 (2825)	3	ELA/SS	T10			
980	O'FARRILL, VANESSA	Grades PK-4 (2825) , Elementary Education K-8 (12810)	3	ELA/SS	T10			
986	OPSHINSKY, OLGA	Grades PK-4 (2825)	3	ELA/SS	T10			
1000	PALMER, ASHLEY	Grades 5-6 (2826) , Grades PK-4 (2825)	1	ELA/SS	T10			
1012	PATTON, KATHERINE	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ELA/SS	T10			
1085	READ, CHRISTIE	Grades PK-4 (2825)	K	ELA/SS	T10			
1214	SHAUD, EMILY	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	ELA/SS	T10			
1226	SHOLLEY, JENNIFER	Grades 5-6 (2826) , Grades PK-4 (2825)	3	ELA/SS	T10			
1229	SHUMA, KAREN	Elementary K-6 (2810)	3	ELA/SS	T10			
1236	SIMON, SARAH	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	2	ELA/SS	T10			

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1279	STACKHOUSE, DIANE	Elementary K-6 (2810) , Special Education PK-12 (9225)	1	ELA/SS	T10			
1323	SWEENEY, KELLY	Elementary K-6 (2810)	1	ELA/SS	T10			
1332	TAVERAS, KARINA	Grades PK-4 (2825)	2	ELA/SS	T10			
1337	TAYLOR-GOOD, LAURA	Grades PK-4 (2825)	K	ELA/SS	T10			
1345	THOMAS, NICOLE	Grades PK-4 (2825)	K	ELA/SS	T10			
1361	TOYE, MOLLY	Early Childhood N-3 (2840)	2	ELA/SS	T10			
1383	VAN WINKLE, STEPHANIE	Early Childhood N-3 (2840)	1	ELA/SS	T10			
1447	WHITE, JENNIFER	Elementary K-6 (2810)	1	ELA/SS	T10			
1453	WIELEBINSKI, JENIFER	Early Childhood N-3 (2840)	K	ELA/SS	T10			
325	DAVIS, ZACHARY	Social Studies 7-12 (8875)	8	ELECTIVES	T10			
387	DURKIN, SEAN	Social Studies 7-12 (8875)	6	ELECTIVES	T10			
408	EMERT, SARAH	Art PK-12 (1405)	8	ELECTIVES	T10			
144	BOSILJEVAC, KRISTA	Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10	ELECTIVES H&PE	T10			
612	HERMAN, ZAKORY	Health & Physical Educ PK-12 (4805)	9-12	ELECTIVES H&PE	T10			
755	LADISLAW, CHRISTI	Health & Physical Educ PK-12 (4805)	9-12	ELECTIVES H&PE	T10			
1303	STOKES, ALLISON	Health & Physical Educ PK-12 (4805) , Family-Consumer Sci PK-12 (5600)	10	ELECTIVES H&PE	T10			
905	MILLER, GEMMA	Health & Physical Educ PK-12 (4805)	9	ELECTIVES H/PE	T10			
1137	ROYAL, MARENA	Health K-12 (14810) , Physical Education K-12 (14803) , Health & Physical Educ PK-12 (4805)	9	ELECTIVES H/PE	T10			
1390	VIDA, JOHN	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	8	ELECTIVES LANGUAGES	T10			
1292	STELLAR, KOLBY	Special Education PK-12 (9225)	9-12	EMO SUPPORT	T10			
18	ANDERSEN, KATHLEEN	Communications 7-12 (3200) , English 7-12 (3230)	11	ENGLISH	T10			
22	ANEY, TIMOTHY	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	12	ENGLISH	T10			
27	ARCHER, JILL	Social Studies 7-12 (8875) , English 7-12 (3230)	10	ENGLISH	T10			
120	BLAIR, MEGAN	English 7-12 (3230)	12	ENGLISH	T10			
157	BRANAGAN, JENNIFER	English 7-12 (3230)	11	ENGLISH	T10			
180	BUCKS, RYAN	English 7-12 (3230)	9	ENGLISH	T10			
189	BURKINS, MARIA	English 7-12 (3230)	12	ENGLISH	T10			
199	BUZZELLI, JULIE	English 7-12 (3230)	12	ENGLISH	T10			

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201	BYRON, RENEE	English 7-12 (3230)	12	ENGLISH	T10			
222	CASELL, ERIKA	English 7-12 (3230)	12	ENGLISH	T10			
228	CHERINCHAK, RHEANNA	English 7-12 (3230)	9	ENGLISH	T10			
273	COOK, CORRIE	Social Studies 7-12 (8875) , Art PK-12 (1405)	9-12	ENGLISH	T10			
278	COOPER, LISA	Social Studies 7-12 (8875)	9-12	ENGLISH	T10			
310	CYRUS, BLAKE	English 7-12 (3230) , English: Sec. Ed. 9-12 (13230)	9	ENGLISH	T10			
316	DAMATO, STEPHANI	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	ENGLISH	T10			
328	DECONCILIIS-DAVIN, SAMANTHA	Autism PK-12 (1180) , English 7-12 (3230)	9	ENGLISH	T10			
352	DIEROLF, MATTHEW	English 7-12 (3230)	11	ENGLISH	T10			
366	DONELUCK, CARA	English 7-12 (3230)	10	ENGLISH	T10			
371	DRAYER, ERIN	English 7-12 (3230)	9-12	ENGLISH	T10			
373	DRESSLER, SARAH	English 7-12 (3230)	11	ENGLISH	T10			
375	DRINOSKY, TAWNE	English 7-12 (3230)	10	ENGLISH	T10			
384	DUGAS, KYLE	Biology 7-12 (8405)	9-12	ENGLISH	T10			
414	ERDLEY, HEATHER	English 7-12 (3230)	10	ENGLISH	T10			
420	EVANS, JULIANNA	English 7-12 (3230)	12	ENGLISH	T10			
438	FENSTERMAKER, EMILY	Library Science PK-12 (6420) , English 7-12 (3230)	9	ENGLISH	T10			
448	FILGES, LAURA	English 7-12 (3230)	9	ENGLISH	T10			
463	FORD, LAUREN	Special Education 7-12 (9227) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860)	9	ENGLISH	T10			
467	FOSTER, KRISTIE	English 7-12 (3230)	10	ENGLISH	T10			
476	FREIWALD, KELLI	Mathematics 7-12 (6800)	9-12	ENGLISH	T10			
513	GEESAMAN, MARY	Elementary K-6 (2810) , English 7-12 (3230)	10	ENGLISH	T10			
534	GLADNEY, MELANIE	English 7-12 (3230) , Library Science PK-12 (6420) , Art PK-12 (1405)	9	ENGLISH	T10			
539	GLOTFELTY, KELLY	English 7-12 (3230)	9	ENGLISH	T10			
543	GONZALEZ, MICHELLE	English 7-12 (3230)	9	ENGLISH	T10			
557	GREEN, STEPHANIE	English 7-12 (3230)	11	ENGLISH	T10			
581	HALL, STACY	English 7-12 (3230)	12	ENGLISH	T10			
615	HESS, DREW	English 7-12 (3230)	12	ENGLISH	T10			
637	HOLMAN, THERESA	English 7-12 (3230)	9	ENGLISH	T10			
657	HULBERT, HAYLEY	English 7-12 (3230)	12	ENGLISH	T10			

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665	HURLEY, AMY	English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860)	12	ENGLISH	T10			
670	ISABELLA, GWYNEVERE	English 7-12 (3230)	9	ENGLISH	T10			
686	JONES, AMANDA	English 7-12 (3230)	12	ENGLISH	T10			
704	KELLER, BENJAMIN	English 7-12 (3230)	11	ENGLISH	T10			
714	KESSEL, ASHLEY	English 7-12 (3230)	10	ENGLISH	T10			
738	KRAGER, HEATHER	English 7-12 (3230)	9-12	ENGLISH	T10			
741	KRATZ, RYAN	English 7-12 (3230) , Citizenship 7-12 (8825)	11	ENGLISH	T10			
759	LAKITSKY, KAILEE	English 7-12 (3230)	9	ENGLISH	T10			
817	MANGAN, SEAN	Bus-Computer-Info Tech PK-12 (1603) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	ENGLISH	T10			
839	MASELKO, BIANCA	English 7-12 (3230)	11	ENGLISH	T10			
844	MATRISHION, DEANNA	English 7-12 (3230)	10	ENGLISH	T10			
861	MCDONALD, ERIN	Social Studies 7-12 (8875) , English 7-12 (3230)	12	ENGLISH	T10			
883	MEALY, JESSICA	English 7-12 (3230)	11	ENGLISH	T10			
902	MILLER, BETH	English 7-12 (3230)	9-12	ENGLISH	T10			
966	NISSLEY, ANNA	English 7-12 (3230)	10	ENGLISH	T10			
982	O'LEARY, KAITLIN	English 7-12 (3230)	9	ENGLISH	T10			
997	PACUCH, JEFFREY	Mathematics 7-12 (6800)	9-12	ENGLISH	T10			
1002	PALOMBA, DIANA	English 7-12 (3230)	11	ENGLISH	T10			
1035	PETULA, PATRICIA	English 7-12 (3230)	10	ENGLISH	T10			
1041	PHILLIPS, MARY	English 7-12 (3230) , Reading Specialist PK-12 (7650)	11	ENGLISH	T10			
1057	PORTER, TERRI	English 7-12 (3230)	10	ENGLISH	T10			
1071	PUGH, ALISHA	English 7-12 (3230)	9	ENGLISH	T10			
1114	RODGERS, KAYLA	English 7-12 (3230)	10	ENGLISH	T10			
1157	SANGRAM, VEENA	English 7-12 (3230)	12	ENGLISH	T10			
1165	SAYLOR, EMILY	English 7-12 (3230) , Special Education 7-12 (9227)	9	ENGLISH	T10			
1167	SCANLON, KATHLEEN	English 7-12 (3230)	9	ENGLISH	T10			
1198	SELBY, MARIANNE	English 7-12 (3230)	11	ENGLISH	T10			
1252	SMITH, LAUREN	English 7-12 (3230)	10	ENGLISH	T10			
1274	SPEARMAN-KANNEL, ALEXANDRIA	English 7-12 (3230)	11	ENGLISH	T10			
1278	ST HILAIRE, ROBYN	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level English 6-9 (2850)	10	ENGLISH	T10			
1281	STANVITCH, BRIDGET	English 7-12 (3230)	9	ENGLISH	T10			

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1289	STEENSON, BRANDY	Mathematics 7-12 (6800)	9-12	ENGLISH	T10			
1304	STONE, VIRGINIA	Social Studies 7-12 (8875)	9-12	ENGLISH	T10			
1411	WALTERS, MATTHEW	English 7-12 (3230)	10	ENGLISH	T10			
1412	WALTZ, AMANDA	English 7-12 (3230)	10	ENGLISH	T10			
1469	WOLFE, HEIDI	English 7-12 (3230)	10	ENGLISH	T10			
1483	WYCHULIS, LAURA	English 7-12 (3230)	10	ENGLISH	T10			
1487	YASEMBOUSKY, KYLE	English 7-12 (3230)	12	ENGLISH	T10			
1192	SCHULTZ, SAMANTHA	Reading Specialist PK-12 (7650) , Social Studies 7-12 (8875)	K-12	ENGLISH LANG DEV	T10			
160	BRETT, SUZANNE	Master's Equivalency - (1185) , English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230)	K-12	ENGLISH LANGUAGE DEV	T10			
969	NOLDY, MIRHIA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230) , Principal PK-12 (1115) , English as a Second Language (ESL) PK-12 (4499)	K-12	ENGLISH LANGUAGE DEV	T10			
1397	VOORHEES, JENNIFER	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Spanish PK-12 (4490)	K-12	ENGLISH LANGUAGE DEV	T10			
266	COMONIE, COURTNEY	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , All Instructional Areas PK-12 (-96)	9-12	ENV SCIENCE	T10			
796	LONG, NICOLE	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Online Instruction Program PK-12 (1184)	9-12	ENV SCIENCE	T10			
1173	SCHAPPELL, LENA E	Physics 7-12 (8470) , General Science 7-12 (8450)	9-12	ENV SCIENCE	T10			
1062	PRESTON, CHRISTINE	Family-Consumer Sci PK-12 (5600) , Earth and Space Science 7-12 (8440) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450) , Bus-Computer-Info Tech PK-12 (1603) , Reading Specialist PK-12 (7650) , Health PK-12 (4810) , Biology 7-12 (8405) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level Science 6-9 (2880) , English 7-12 (3230)	9-12	ENVIRONMENTAL SCIENC	T10			

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1068	PROBST, JOSHUA	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	ENVIRONMENTAL SCIENC	T10			
135	BOOTH, MARY BETH	English 7-12 (3230) , Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	9-12	ESL	T10			
219	CARROLL, KELLY	English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115) , English 7-12 (3230)	0	ESL	T10			
260	COLEMAN, EMILY	English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490)	6-8	ESL	T10			
343	DENOIE, BRIANA	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499)	9-12	ESL	T10			
364	DOLDER, LISA	English 7-12 (3230) , Library Science PK-12 (6420) , Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	6	ESL	T10			
424	EWING, WILLIAM	English 7-12 (3230) , Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	9-12	ESL	T10			
499	GALVIN, ERIKA	English as a Second Language (ESL) PK-12 (4499) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	ESL	T10			
564	GROBMYER, MELISSA	Instructional Coach PK-12 (1182) , Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	2	ESL	T10			
774	LEIGH, JUSTIN	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499)	8	ESL	T10			
963	NGUYEN, VICKY	Master's Equivalency - (1185) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	5	ESL	T10			
990	ORSULAK, MICHELE	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	1	ESL	T10			
1107	RIVERA MORAES, DIANA	English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Spanish PK-12 (4490)	9-12	ESL	T10			
1163	SAVAGE, NICOLE	English 7-12 (3230) , Supvr Curriculum & Inst PK-12 (2915) , Elementary K-6 (2810) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115)	9-12	ESL	T10			
1176	SCHIAVONI, DANIELLE	English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , German PK-12 (4420) , Social Studies 7-12 (8875)	7	ESL	T10			

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1231	SHUTTLESWORTH, SONNY	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	3	ESL	T10			
1288	STEELE, SAMANTHA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	4	ESL	T10			
1421	WATSON, ERICA	English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Spanish PK-12 (4490)	9-12	ESL	T10			
112	BIHOREAU, STEPHAN	French PK-12 (4410) , Spanish PK-12 (4490)	9	FRENCH	T10			
708	KELLY, FRANCA	Italian PK-12 (4430) , French PK-12 (4410)	9-12	FRENCH	T10			
1169	SCAVONE, MARIA ALENA	English as a Second Language (ESL) PK-12 (4499) , French PK-12 (4410)	9-12	FRENCH	T10			
1338	TAYOUNE, MERYEM	French PK-12 (4410)	9-12	FRENCH	T10			
84	BECK, AMANDA	English 7-12 (3230) , Special Education 7-12 (9227) , Special Education Expansion PK-8 (9228)	9-12	FT AUTISTIC SUPPORT	T10			
177	BUCK, AMY	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT AUTISTIC SUPPORT	T10			
314	DALESSANDRI, MELISSA	Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	FT AUTISTIC SUPPORT	T10			
342	DENG, AMANDA	Ment and/or Phys Handicapped K-12 (9235) , Elementary K-6 (2810)	3-5	FT AUTISTIC SUPPORT	T10			
734	KOPA, SHAWNA	Elementary K-6 (2810) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	6-8	FT AUTISTIC SUPPORT	T10			
800	LUCKASAVAGE, JILLIAN	Mentally Retarded K-12 (19220) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	FT AUTISTIC SUPPORT	T10			
939	MUSGROVE, HOLLIANN	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	3-5	FT AUTISTIC SUPPORT	T10			
962	NGUYEN, JAMIE	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-2	FT AUTISTIC SUPPORT	T10			
1060	POYDENCE , RAEHEL	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	FT AUTISTIC SUPPORT	T10			
1063	PRESUTTI, MELISSA	Special Education PK-8 (9226) , Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	K-2	FT AUTISTIC SUPPORT	T10			
1462	WILLIG, JONATHAN	Grades PK-4 (2825)	K-2	FT AUTISTIC SUPPT	T10			
274	COOK, ERICA	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT LEARNING SUPPORT	T10			

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281	CORDIER, JULIA	Special Education PK-12 (9225)	6-8	FT LEARNING SUPPORT	T10			
445	FERNANDEZ, VANESSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	FT LEARNING SUPPORT	T10			
533	GLADFELTER, BRIEANA	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT LEARNING SUPPORT	T10			
545	GOOD, DANIELLE	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT LEARNING SUPPORT	T10			
555	GRAY, LAUREN	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT LEARNING SUPPORT	T10			
638	HOLT, HEATHER	Grades PK-4 (2825) , Special Education PK-8 (9226) , Grades 5-6 (2826)	6-8	FT LEARNING SUPPORT	T10			
1263	SNYDER, HANNAH	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT LEARNING SUPPORT	T10			
1363	TRAUB, CHRISTINA	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	FT LEARNING SUPPORT	T10			
1457	WILHITE, ASHLEY	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT LEARNING SUPPORT	T10			
1466	WITTLE, SARAH	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT LEARNING SUPPORT	T10			
731	KNOX, REBECCA	Special Education PK-12 (9231)	9-12	FT LEARNING SUPPT	T10			
1032	PETERSEN, DEBORAH	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6	FT LEARNING SUPPT	T10			
1372	TUNIS, JESSICA	Elementary K-6 (2810) , Special Education PK-8 (9226)	9-12	FT LEARNING SUPPT	T10			
1387	VATALARE, LAUREN	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	FT LEARNING SUPPT	T10			
69	BARRON, ALESIA	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT LIFE SKILLS	T10			
149	BOYCE, AMY	Special Education PK-12 (9225)	6-8	FT LIFE SKILLS	T10			
283	CORIGLIANO, CATERINA	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	FT LIFE SKILLS	T10			
303	CUKOVICH, KRISTIN	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT LIFE SKILLS	T10			
323	DAVIS, MARIANNE	Citizenship 7-12 (8825) , Special Education 7-12 (9227)	9-12	FT LIFE SKILLS	T10			

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382	DUFFY, JULIE	Special Education PK-12 (9225) , Elementary K-6 (2810)	9-12	FT LIFE SKILLS	T10			
536	GLEASON, JILL	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT LIFE SKILLS	T10			
636	HOLLISTER, BRITTANY	Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	FT LIFE SKILLS	T10			
716	KETTERMAN, CHRISTINA	Elementary K-6 (2810)	9-12	FT LIFE SKILLS	T10			
884	MEGLIO, GINA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	FT LIFE SKILLS	T10			
1040	PHILLIPS, LINDSAY	Early Childhood N-3 (2840) , Special Education PK-12 (9225) , Autism PK-12 (1180)	K-5	FT LIFE SKILLS	T10			
1104	RITCHIE, MARISA	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT LIFE SKILLS	T10			
1258	SMITHMYER, SUSAN	Social Studies 7-12 (8875) , Special Education 7-12 (9227) , Special Education Expansion PK-8 (9228)	9-12	FT LIFE SKILLS	T10			
1296	STEVENSON, LINDSEY	Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	FT LIFE SKILLS	T10			
1309	STROUP, LAUREN	Grades PK-4 (2825) , Special Education PK-8 (9226) , Nursery/Kindergarten N-K (12833)	3-5	FT LIFE SKILLS	T10			
1350	THORNTON, RENEE	Ment and/or Phys Handicapped K-12 (9235)	6-8	FT LIFE SKILLS	T10			
1352	TIELMAN, JULIA	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT LIFE SKILLS	T10			
1467	WOLCOTT, KAITLIN	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	FT LIFE SKILLS	T10			
434	FEATRO, SUSAN	Grades PK-4 (2825) , English as a Second Language (ESL) PK-12 (4499) , German PK-12 (4420) , Music PK-12 (7205)	9-12	GERMAN	T10			
722	KLEIN, SARAH	German PK-12 (4420) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Music PK-12 (7205)	9-12	GERMAN	T10			
336	DELLE DONNE, KAREN	Health & Physical Educ PK-12 (4805)	9-12	HEALTH & PE	T10			
400	EISENHAUER, AMY	Health & Physical Educ PK-12 (4805) , Health PK-12 (4810)	9-12	HEALTH & PE	T10			
427	FAIR, VALERIE	Safety Ed/Driver Ed 7-12 (5215) , Health & Physical Educ PK-12 (4805)	10	HEALTH & PE	T10			
501	GANSE, BRONSON	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	9-12	HEALTH & PE	T10			

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620	HINDERLITER, BROOKE	Health & Physical Educ PK-12 (4805)	2-3	HEALTH & PE	T10			
725	KLINE, DARREN	Health & Physical Educ PK-12 (4805)	9-12	HEALTH & PE	T10			
786	LIGENZA, JOSEPH	Health & Physical Educ PK-12 (4805)	9-12	HEALTH & PE	T10			
993	OSTINOWSKY, JOSEPH	Health & Physical Educ PK-12 (4805)	9-12	HEALTH & PE	T10			
1022	PELLETIER, ROBERT	Health & Physical Educ PK-12 (4805)	9-12	HEALTH & PE	T10			
1025	PERKINS, ELLEN	Music PK-12 (7205)	9-12	HEALTH & PE	T10			
1132	ROTH, MERRIDITH	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	HEALTH & PE	T10			
1240	SKAUGEN, CHRISTOPHER	Health & Physical Educ PK-12 (4805)	6	HEALTH & PE	T10			
1275	SPECHT, HEATHER	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	HEALTH & PE	T10			
1340	TESON, BETH	Master's Equivalency - (1185) , Art PK-12 (1405)	9-12	HEALTH & PE	T10			
1225	SHOEMAKER, AMY	Safety Ed/Driver Ed 7-12 (5215) , Health & Physical Educ PK-12 (4805)	9-12	HEALTH AND PE	T10			
1033	PETROLE, MEGHAN	Health & Physical Educ PK-12 (4805)	8	HEALTH&PE	T10			
29	ARNOLD, ALYSSA	Health & Physical Educ PK-12 (4805)	7	HEALTH/PE	T10			
178	BUCKENBERGER, NICOLE	Health & Physical Educ PK-12 (4805) , Elementary K-6 (2810)	2-3	HEALTH/PE	T10			
188	BURKHOLDER, KRISTIN	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	6	HEALTH/PE	T10			
246	CLARK II, JAMES	English 7-12 (3230)	11	HEALTH/PE	T10			
394	ECKMAN, LACEY	Health & Physical Educ PK-12 (4805)	8	HEALTH/PE	T10			
502	GARDNER, CORINA	Health & Physical Educ PK-12 (4805)	7	HEALTH/PE	T10			
511	GAY, SPENCER	Health & Physical Educ PK-12 (4805)	9-12	HEALTH/PE	T10			
548	GORTON, SCOTT	Health & Physical Educ PK-12 (4805)	9-12	HEALTH/PE	T10			
727	KLINS, ZACHARY	Health & Physical Educ PK-12 (4805)	2-3	HEALTH/PE	T10			
744	KREAMER, JACE	Health & Physical Educ PK-12 (4805)	K-1	HEALTH/PE	T10			
818	MANNING, STEPHANIE	Health & Physical Educ PK-12 (4805)	5	HEALTH/PE	T10			
851	MCCARTHY, ALEXIS	Health & Physical Educ PK-12 (4805)	7	HEALTH/PE	T10			
878	MCMURRAY, ERIN	Health & Physical Educ PK-12 (4805)	8	HEALTH/PE	T10			
912	MILLIKEN, KAITLYN	Health & Physical Educ PK-12 (4805)	6	HEALTH/PE	T10			
931	MOYER, JEFFREY	Health & Physical Educ PK-12 (4805)	4-5	HEALTH/PE	T10			
958	NETTLES, KATIERA	Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	K	HEALTH/PE	T10			
988	ORESSEY, MARK	All Instructional Areas PK-12 (-96) , Health & Physical Educ PK-12 (4805)	9-12	HEALTH/PE	T10			

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1067	PRISUTA, BRUCE	Health & Physical Educ PK-12 (4805)	7	HEALTH/PE	T10			
1116	ROGERS, MARISSA	Health & Physical Educ PK-12 (4805)	10	HEALTH/PE	T10			
1164	SAWYER, EMMA	Health & Physical Educ PK-12 (4805)	6	HEALTH/PE	T10			
1234	SIMCOX, NICHOLE	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9	HEALTH/PE	T10			
1244	SLEDZINSKI, ELIZABETH	Health & Physical Educ PK-12 (4805)	8	HEALTH/PE	T10			
1420	WATKINS, RYAN	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9-12	HEALTH/PE	T10			
1478	WOODWORTH, SAMUEL	Health & Physical Educ PK-12 (4805)	9-12	HEALTH/PE	T10			
1493	YOST, LAUREN	Health & Physical Educ PK-12 (4805)	4	HEALTH/PE	T10			
1131	ROTH, DOUGLAS	Health & Physical Educ PK-12 (4805)	9-12	HEALTH/ PE	T10			
789	LITTLE, EDWARDS	Social Studies 7-12 (8875)	8	HISTORY	T10			
1228	SHULDE, BRIANNA	Social Studies 7-12 (8875)	9-12	HISTORY	T10			
154	BRADY, LAUREN	Elementary K-6 (2810) , Gifted PK-12 (1189)	4	HONORS ELA	T10			
852	MCCONNELL, KIMBERLY	Elementary K-6 (2810)	5	HONORS ELA	T10			
1311	STUCKEY, ELIZABETH	Elementary K-6 (2810)	3	HONORS MATH/SCI	T10			
475	FREDO, KATRINA	Biology 7-12 (8405) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860)	7	HONORS SCIENCE	T10			
1233	SIMCOX, JESSE	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10	HPE/DRIVERS ED	T10			
113	BILCHAK, SARAH	Elementary K-6 (2810)	2	INTERVENTIONIST	T10			
127	BOCCELLA, LORI	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	INTERVENTIONIST	T10			
242	CHUKOSKIE, EMILY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	2-3	INTERVENTIONIST	T10			
418	ESWORTHY, REBECCA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Library Science PK-12 (6420)	2	INTERVENTIONIST	T10			
450	FISHER, LORI	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	INTERVENTIONIST	T10			
494	GAISKI, JAMIE	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	INTERVENTIONIST	T10			
574	GWINN, CHRISTY	Elementary K-6 (2810)	1	INTERVENTIONIST	T10			
578	HAHN, AMANDA	Elementary K-6 (2810) , Special Education PK-12 (9225)	2	INTERVENTIONIST	T10			

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617	HICKS, CHRISTY	Elementary Education K-8 (12810) , Nursery/Kindergarten N-K (12833) , Elementary K-6 (2810)	1	INTERVENTIONIST	T10			
653	HOWARD, SPIRI	Elementary K-6 (2810)	3	INTERVENTIONIST	T10			
737	KOURSARI, MARIA	Grades PK-4 (2825)	3	INTERVENTIONIST	T10			
752	KURZEJEWSKI, MIRANDA	Nursery/Kindergarten N-K (12833) , Grades PK-4 (2825)	2-3	INTERVENTIONIST	T10			
816	MALORE, ROBIN	Instructional Coach PK-12 (1182) , Reading Specialist PK-12 (7650) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	INTERVENTIONIST	T10			
1077	RABBITT-WOODS, ANN	Elementary K-6 (2810)	3	INTERVENTIONIST	T10			
1100	RICHARDS, SARAH	Elementary K-6 (2810) , Spanish PK-12 (4490)	2	INTERVENTIONIST	T10			
1154	SALSAVAGE, KELSEY	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	1	INTERVENTIONIST	T10			
1417	WARREN, AMANDA	Grades PK-4 (2825)	K	INTERVENTIONIST	T10			
61	BANKS, MARIAH	Special Education PK-12 (9225) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	9-12	ITINERANT EMO SUPPT	T10			
67	BARRICK, JESSICA	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	ITINERANT EMO SUPPT	T10			
207	CAMPBELL, KIMBERLY	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT EMO SUPPT	T10			
230	CHIDESTER, ANIKA	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	ITINERANT EMO SUPPT	T10			
253	COATES, CRISTIN	Special Education 7-12 (9227) , Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	ITINERANT EMO SUPPT	T10			
331	DEGULIS, DANIELLE	English as a Second Language (ESL) PK-12 (4499) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Special Education PK-8 (9226)	6-8	ITINERANT EMO SUPPT	T10			
691	KACZANOWICZ, KAMI	All Instructional Areas PK-12 (-96) , Special Education PK-12 (9231)	9-12	ITINERANT EMO SUPPT	T10			
762	LARATONDA, DEVANY	Learning Disabled K-12 (19245) , Special Education PK-12 (9231) , Grades PK-4 (2825)	9-12	ITINERANT EMO SUPPT	T10			
823	MARCUS, SUZANNE	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499)	9-12	ITINERANT EMO SUPPT	T10			
876	MCMAHON, NICOLE	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	ITINERANT EMO SUPPT	T10			

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885	MENDICINO, VALERIE	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 5-6 (2826) , Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	ITINERANT EMO SUPPT	T10			
961	NEWHOUSE, MISTI	Elementary K-6 (2810) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	ITINERANT EMO SUPPT	T10			
1020	PAWLOWSKI, BROOKE	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT EMO SUPPT	T10			
1044	PIERCE, ERIN	Special Education PK-12 (9225)	9-12	ITINERANT EMO SUPPT	T10			
1061	PRESSLEY, AMBER	Special Education PK-12 (9231)	9-12	ITINERANT EMO SUPPT	T10			
1103	RISHCOFF, BRIDGET	Special Education PK-12 (9231)	9-12	ITINERANT EMO SUPPT	T10			
1152	SAGLIOCCO, PRIMO	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	ITINERANT EMO SUPPT	T10			
1282	STAUFFER, AMY	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	6-8	ITINERANT EMO SUPPT	T10			
1393	VITAL, MARK	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	ITINERANT EMO SUPPT	T10			
1507	ZINN, TODD	Elementary K-6 (2810)	K-5	ITINERANT EMO SUPPT	T10			
17	AMETRANO, EMILY	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	ITINERANT LRN SUPPT	T10			
36	ATIYEH, SARAH	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	7	ITINERANT LRN SUPPT	T10			
44	BACHMAN, JESSICA	All Instructional Areas PK-12 (-96)	9	ITINERANT LRN SUPPT	T10			
45	BACHRACH, SUZANNE	Ment and/or Phys Handicapped K-12 (9235) , Secondary Principal 7-12 (1105) , Superintendent PK-12 (1150)	9-12	ITINERANT LRN SUPPT	T10			
65	BAROSI, JESSICA	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	ITINERANT LRN SUPPT	T10			

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71	BARRY, DANA	Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
75	BASEL, JULIA	Social Studies 7-12 (8875)	9-12	ITINERANT LRN SUPPT	T10			
78	BAUER, AMANDA	Principal PK-12 (1115) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
83	BEATTY, KATHERINE	Grades PK-4 (2825) , Special Education PK-8 (9226) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	ITINERANT LRN SUPPT	T10			
102	BERDOMAS, GENEVIEVE	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LRN SUPPT	T10			
134	BONNELL, TIFFANY	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	ITINERANT LRN SUPPT	T10			
142	BOROSKY, JULIANNA	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	ITINERANT LRN SUPPT	T10			
158	BRANDEL, RENEE	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ITINERANT LRN SUPPT	T10			
190	BURMEISTER, AMANDA	Elementary K-6 (2810) , Special Education PK-12 (9225)	8	ITINERANT LRN SUPPT	T10			
193	BURR, LYNNEA	Grades PK-4 (2825)	2	ITINERANT LRN SUPPT	T10			
196	BUTLER, JOSEPH	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
221	CASS, MELISSA	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Elementary K-6 (2810) , Special Education PK-12 (9225)	1	ITINERANT LRN SUPPT	T10			
254	COLAIZZI, SAMANTHA	Special Education PK-12 (9231) , English 7-12 (3230)	9-12	ITINERANT LRN SUPPT	T10			
289	COYLE, ALEXANDRA	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	ITINERANT LRN SUPPT	T10			
293	CRIBARI, MEGAN	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ITINERANT LRN SUPPT	T10			
300	CRYTZER, BROOKE	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ITINERANT LRN SUPPT	T10			

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315	DALTON, JENNIFER	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
329	DEFLORIA, ERICA	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	K	ITINERANT LRN SUPPT	T10			
339	DEMME, MACKENZIE	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Special Education PK-8 (9226) , Autism PK-12 (1180)	9-12	ITINERANT LRN SUPPT	T10			
374	DREVENAK JR, ROBERT	Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
380	DRUCTOR, AMANDA	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	ITINERANT LRN SUPPT	T10			
393	EASTWOOD, LISA	Ment and/or Phys Handicapped K-12 (9235) , Social Studies 7-12 (8875)	9-12	ITINERANT LRN SUPPT	T10			
397	EGAL, COURTNEY	Ment and/or Phys Handicapped K-12 (9235)	6	ITINERANT LRN SUPPT	T10			
422	EVANS, REBECCA	Early Childhood N-3 (2840) , Ment and/or Phys Handicapped K-12 (9235) , English 7-12 (3230)	8	ITINERANT LRN SUPPT	T10			
431	FARRELL-MUMMERT, TERESA	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	7	ITINERANT LRN SUPPT	T10			
439	FENTON, KAITLYN	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	ITINERANT LRN SUPPT	T10			
456	FLATLEY, JENNIFER	Special Education Expansion 7-12 (9229) , Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education PK-8 (9226)	9-12	ITINERANT LRN SUPPT	T10			
473	FREDA, REBECCA	Special Education Expansion 7-12 (9229) , Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	ITINERANT LRN SUPPT	T10			
478	FREY, HEIDI	Grades PK-4 (2825) , Special Education PK-8 (9226) , English as a Second Language (ESL) PK-12 (4499)	6-8	ITINERANT LRN SUPPT	T10			
481	FRIEDMAN, JASON	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	ITINERANT LRN SUPPT	T10			
509	GAUGHAN, PATRICK	Special Education PK-12 (9225)	3	ITINERANT LRN SUPPT	T10			
518	GERBER, JESSICA	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LRN SUPPT	T10			
520	GERST, ERIN	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	ITINERANT LRN SUPPT	T10			

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538	GLIEM, JARED	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
554	GRASSO, JUNE	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LRN SUPPT	T10			
582	HAMMILL, TRICIA	Health & Physical Educ PK-12 (4805)	9-12	ITINERANT LRN SUPPT	T10			
586	HARDEN, EMILY	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ITINERANT LRN SUPPT	T10			
597	HAYES, MIYAH	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	ITINERANT LRN SUPPT	T10			
601	HELLEN, CAITLIN	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	ITINERANT LRN SUPPT	T10			
604	HENRY, ELIZABETH	Autism PK-12 (1180) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
625	HODDER, SHEA	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	ITINERANT LRN SUPPT	T10			
631	HOHMAN, AMBER	Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	9-12	ITINERANT LRN SUPPT	T10			
650	HOUSTON , BREA	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	ITINERANT LRN SUPPT	T10			
663	HUNTER, KIMBERLY	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	ITINERANT LRN SUPPT	T10			
715	KESSELL, DANIELLE	Elementary K-6 (2810) , Special Education PK-12 (9225)	5	ITINERANT LRN SUPPT	T10			
717	KIEHL, ALYSSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	ITINERANT LRN SUPPT	T10			
728	KNAUER, LEIGH ANNE	Special Education 7-12 (9227) , Grades PK-4 (2825) , Special Education PK-8 (9226)	7	ITINERANT LRN SUPPT	T10			
729	KNOCH, COURTNEY	Grades PK-4 (2825) , Special Education PK-8 (9226) , Soc and Emotionally Dist K-12 (19260)	9-12	ITINERANT LRN SUPPT	T10			
743	KRAUSE, SCOTT	Family-Consumer Sci PK-12 (5600) , Grades PK-4 (2825) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	ITINERANT LRN SUPPT	T10			
745	KREBS, ANGELA	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	6	ITINERANT LRN SUPPT	T10			

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747	KREVINAS, JESSICA	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
770	LAURENZI, MARIA	Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
776	LENTZ, BRADLEY	Grades PK-4 (2825) , Social Studies 7-12 (8875)	9-12	ITINERANT LRN SUPPT	T10			
784	LICHTENWALNER, ASHLEIGH	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	ITINERANT LRN SUPPT	T10			
795	LOEFFLAD, MONIKA	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINERANT LRN SUPPT	T10			
799	LUCAS, RACHEL	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LRN SUPPT	T10			
808	MAGUIRE, SHANNON	Grades PK-4 (2825) , Special Education PK-12 (9231)	6-8	ITINERANT LRN SUPPT	T10			
809	MAHER, EMILY	Music PK-12 (7205) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	ITINERANT LRN SUPPT	T10			
846	MATTOS, TIMMY	Soc and Emotionally Dist K-12 (19260) , Special Education PK-12 (9231)	9-12	ITINERANT LRN SUPPT	T10			
911	MILLER, TRACY	Elementary K-6 (2810) , Special Education PK-12 (9225) , Nursery/Kindergarten N-K (12833)	9-12	ITINERANT LRN SUPPT	T10			
933	MULHOLLAND, NICHOLAS	Soc and Emotionally Dist K-12 (19260)	9-12	ITINERANT LRN SUPPT	T10			
948	NADZAN, MELISSA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	6	ITINERANT LRN SUPPT	T10			
957	NESTICO, NICOLE	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	ITINERANT LRN SUPPT	T10			
973	NOSS, LEORA	Grades PK-4 (2825) , Special Education PK-12 (9231)	9-12	ITINERANT LRN SUPPT	T10			
978	O'BRIEN, MELISSA	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	ITINERANT LRN SUPPT	T10			
1008	PASKOVITCH, CAROL	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499)	9-12	ITINERANT LRN SUPPT	T10			
1016	PAVLIK, ASHLYN	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	ITINERANT LRN SUPPT	T10			
1024	PENROD, EMILY	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINERANT LRN SUPPT	T10			

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1043	PICCOLETTI, ALYSSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LRN SUPPT	T10			
1049	PLYLER, SHANNON	Reading Specialist PK-12 (7650) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	ITINERANT LRN SUPPT	T10			
1052	POLLACCI, KAYLA	Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education PK-8 (9226) , English as a Second Language (ESL) PK-12 (4499)	K	ITINERANT LRN SUPPT	T10			
1080	RADICO, LAUREN	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
1083	RAMP-OLIVER, CHRISTINE	Ment and/or Phys Handicapped K-12 (9235) , Supvr Special Education PK-12 (9215)	9-12	ITINERANT LRN SUPPT	T10			
1138	ROZELLE, DANIELLE	Elementary K-6 (2810) , Special Education PK-12 (9225) , Master's Equivalency - (1185)	9-12	ITINERANT LRN SUPPT	T10			
1149	RUVO, BRANDI	Elementary K-6 (2810) , Family-Consumer Sci PK-12 (5600) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	ITINERANT LRN SUPPT	T10			
1207	SHAFFER, SUSAN	Data Processing 7-12 (1625) , Elementary K-6 (2810) , Office Technologies 7-12 (1658) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
1209	SHAKER, TAVIA	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	ITINERANT LRN SUPPT	T10			
1241	SKILLMAN, BRITTANY	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINERANT LRN SUPPT	T10			
1251	SMITH, LAUREN	Special Education PK-12 (9225) , Elementary K-6 (2810)	9-12	ITINERANT LRN SUPPT	T10			
1255	SMITH, SCOTT	Social Studies 7-12 (8875)	9-12	ITINERANT LRN SUPPT	T10			
1256	SMITH, SHANE	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	ITINERANT LRN SUPPT	T10			
1261	SNYDER KOHLER, KIMBERLY	Elementary K-6 (2810) , Special Education PK-8 (9226)	3	ITINERANT LRN SUPPT	T10			
1270	SPAGER, FRANK	Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
1298	STEWART, CAROL	Special Education PK-12 (9225) , General Science 7-12 (8450) , Social Studies 7-12 (8875) , English 7-12 (3230)	7	ITINERANT LRN SUPPT	T10			

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1301	STINSON, AMANDA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	9-12	ITINERANT LRN SUPPT	T10			
1306	STOTZ, LAURIE	Ment and/or Phys Handicapped K-12 (9235) , English 7-12 (3230)	9-12	ITINERANT LRN SUPPT	T10			
1307	STRIEFSKY, ALESSANDRA	Supvr Special Education PK-12 (9215) , Special Education PK-12 (9225)	8	ITINERANT LRN SUPPT	T10			
1314	SUMMERSON, CHRISTINE	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	ITINERANT LRN SUPPT	T10			
1356	TONY, JILLIAN	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	ITINERANT LRN SUPPT	T10			
1357	TOPPER, CAROLINE	Ment and/or Phys Handicapped K-12 (9235)	7	ITINERANT LRN SUPPT	T10			
1370	TUFARO, LISA ANN	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	6	ITINERANT LRN SUPPT	T10			
1375	TYLER, JENNIFER	Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
1376	TYLER, RICHARD	Elementary Education K-8 (12810) , Learning Disabled K-12 (19245) , Soc and Emotionally Dist K-12 (19260) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
1382	VALENTINE, KATHERINE	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ITINERANT LRN SUPPT	T10			
1386	VARNADO, CHELSEA	Grades PK-4 (2825) , Special Education PK-8 (9226) , Technology Education PK-12 (6075)	9-12	ITINERANT LRN SUPPT	T10			
1392	VISAYA-LOUB, MARA	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	ITINERANT LRN SUPPT	T10			
1406	WALDMAN, JULIE	Special Education PK-12 (9231)	3	ITINERANT LRN SUPPT	T10			
1409	WALTER, JULIE	Elementary K-6 (2810)	5	ITINERANT LRN SUPPT	T10			
1413	WANG, HAYLEY	Soc and Emotionally Dist K-12 (19260) , Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6	ITINERANT LRN SUPPT	T10			
1425	WEAVER, CHELSEA	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	8	ITINERANT LRN SUPPT	T10			

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1440	WERTZ, JESSICA	Hearing Impaired PK-12 (9205) , English 7-12 (3230) , Special Education PK-12 (9231)	9-12	ITINERANT LRN SUPPT	T10			
1476	WOOD, DOROTHY	Special Education PK-12 (9225) , Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	ITINERANT LRN SUPPT	T10			
1484	WYLAND, ANNAMARIE	Elementary K-6 (2810) , Special Education PK-12 (9225) , General Science 7-12 (8450)	9-12	ITINERANT LRN SUPPT	T10			
1495	YOUNG, LAUREN	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	ITINERANT LRN SUPPT	T10			
1498	ZACCARIA, JUSTINE	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	ITINERANT LRN SUPPT	T10			
1499	ZACK, JOANNA	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINERANT LRN SUPPT	T10			
1506	ZIMMERMAN, TESSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	ITINERANT LRN SUPPT	T10			
1508	ZUVICH, LINDSEY	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	ITINERANT LRN SUPPT	T10			
825	MARKOWSKI, STEFANIE	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINERANT LRNING SUP	T10			
1079	RADEL, ISABEL	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	ITINTERANT LEARN SUP	T10			
39	AUGUSTIN, KATHLEEN	Special Education PK-12 (9225) , Elementary K-6 (2810)	8	ITINTERANT LRN SUPPT	T10			
257	COLE, BRITTANY	Special Education PK-8 (9226) , Grades PK-4 (2825)	8	ITINTERANT LRN SUPPT	T10			
1227	SHOWERS, LUKE	English as a Second Language (ESL) PK-12 (4499) , Grades PK-4 (2825) , Special Education PK-8 (9226)	7	ITINTERANT LRN SUPPT	T10			
779	LESTARI, PUTU KARTIKA	Japanese PK-12 (4440)	9-12	JAPANESE	T10			
484	FRIST, NANCY	Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	K/5	LANGUAGES	T10			
1174	SCHATZ, ANGELA	French PK-12 (4410) , English as a Second Language (ESL) PK-12 (4499)	3	LANGUAGES	T10			
1260	SNIVELY HULSTINE, JENNIFER	Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	3	LANGUAGES	T10			

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1299	STEWART, ELSIE	English 7-12 (3230) , French PK-12 (4410) , Latin PK-12 (4030) , Social Studies 7-12 (8875)	9-12	LATIN	T10			
26	APRONTI, YVONNE	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	LIFE SKILLS	T10			
80	BAUMGARTLE, JENNA	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	LIFE SKILLS	T10			
385	DUKE-OLESKY, SHELBY	Special Education PK-12 (9231)	9-12	LIFE SKILLS	T10			
1007	PASKAITIS, VANESSA	Bus-Computer-Info Tech PK-12 (1603)	9-12	MARKETING	T10			
9	ALBERTELLI FAHRINGER, LORI	Grades PK-4 (2825)	4	MATH	T10			
10	ALBRIGHT, ALYSSA	Elementary K-6 (2810)	5	MATH	T10			
16	AMBLER, MEGAN	Mathematics 7-12 (6800)	9-12	MATH	T10			
31	ARTLEY, MARK	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	MATH	T10			
66	BARR, CASSIE K	Elementary K-6 (2810)	5	MATH	T10			
74	BARTNIKIEWICZ, BRIAN	Elementary K-6 (2810)	4	MATH	T10			
79	BAUMGARDNER, BRYCE	Elementary K-6 (2810)	5	MATH	T10			
87	BEECHY, MEGAN	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Grades PK-4 (2825)	8	MATH	T10			
88	BEEGLE, ANDREW	English 7-12 (3230) , Mathematics 7-12 (6800) , Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	MATH	T10			
89	BEERMAN, AMY	Mathematics 7-12 (6800)	10	MATH	T10			
93	BEHNEY, ALLISON	Elementary K-6 (2810) , Grades PK-4 (2825)	4	MATH	T10			
106	BESNECKER, BREIGH-ANN	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Mathematics: Sec. Ed. 9-12 (16800)	6	MATH	T10			
114	BILLET, CORTNEY	Mathematics 7-12 (6800)	9	MATH	T10			
116	BITTING, ZACHARY	Special Education PK-8 (9226) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	MATH	T10			
119	BLACKMAN, DALTON	Social Studies 7-12 (8875)	9-12	MATH	T10			
155	BRADY, TRICIA	Safety Ed/Driver Ed 7-12 (5215) , Elementary K-6 (2810)	5	MATH	T10			
165	BRIODY, JEANETTE	Mathematics 7-12 (6800)	9	MATH	T10			
170	BROGNERI, KATIE	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	MATH	T10			
184	BURKE, JACQUELYN	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	MATH	T10			

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187	BURKHART, CRYSTAL	Mathematics 7-12 (6800)	9-12	MATH	T10			
206	CAMPBELL, DANIELLE	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	8	MATH	T10			
209	CAPRARI, HEATHER	Mathematics 7-12 (6800)	9-12	MATH	T10			
213	CARNES, ANDREW	Mathematics 7-12 (6800) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	9-12	MATH	T10			
218	CARRICK, SAMANTHA	All Instructional Areas PK-12 (-96) , Mathematics 7-12 (6800)	9-12	MATH	T10			
239	CHRISTY, RYAN	Mathematics: Sec. Ed. 9-12 (16800) , Mathematics 7-12 (6800)	10	MATH	T10			
244	CINGOLANI, TERESA	Grades PK-4 (2825)	4	MATH	T10			
255	COLARUSSO, EDWARD	Elementary K-6 (2810)	5	MATH	T10			
259	COLE, SARAH	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	5	MATH	T10			
261	COLLINS, KRISTI	Mathematics 7-12 (6800)	10	MATH	T10			
265	COMEGNA, PATRICIA	Mathematics 7-12 (6800)	9-12	MATH	T10			
271	CONNOLLY, LINDSAY	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825)	4	MATH	T10			
272	CONWAY, STEVEN	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	7	MATH	T10			
295	CRIST, JOSEPH	Social Studies 7-12 (8875) , Mathematics 7-12 (6800)	9-12	MATH	T10			
308	CUSH, ALIYA	Mathematics 7-12 (6800)	9-12	MATH	T10			
318	DARLING, SETH	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825)	5	MATH	T10			
335	DELLAPENTA, HILARY	Mathematics 7-12 (6800) , Bus-Computer-Info Tech PK-12 (1603)	9-12	MATH	T10			
346	DENTON, KIMBERLY	Grades PK-4 (2825)	4	MATH	T10			
348	DEROO, ELIZABETH	Elementary K-6 (2810)	5	MATH	T10			
361	DITMER, KAREN	Mathematics 7-12 (6800)	9-12	MATH	T10			
390	DZUREK, JESSICA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	MATH	T10			
398	EGYED, CAITLYN	Mathematics 7-12 (6800)	9-12	MATH	T10			
403	ELBERT, ALEXANDER	Mathematics Coach PK-12 (1183) , Elementary K-6 (2810) , Special Education PK-12 (9225)	5	MATH	T10			
404	ELBERT, LESLEY	Mathematics Coach PK-12 (1183) , Mathematics 7-12 (6800)	10	MATH	T10			

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405	ELLER, RICHARD	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	MATH	T10			
412	EPPLEY, SAMANTHA	Mathematics 7-12 (6800)	9-12	MATH	T10			
443	FERGUSON, KYLE	Mathematics 7-12 (6800)	9-12	MATH	T10			
451	FISHER, SARA	Mathematics 7-12 (6800)	8	MATH	T10			
453	FITZGERALD, BETH	Mathematics 7-12 (6800) , Mathematics: Sec. Ed. 9-12 (16800)	9-12	MATH	T10			
466	FOSTER, JESSICA	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	MATH	T10			
477	FREY, BRITTANY	Mathematics 7-12 (6800)	9	MATH	T10			
483	FRISCH, ABIGAIL	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	MATH	T10			
486	FULKROD, COLLIN	Mathematics 7-12 (6800)	9-12	MATH	T10			
493	GAISER, MEGHAN	Mathematics 7-12 (6800)	9-12	MATH	T10			
506	GARZEL, JILLIAN	Mathematics 7-12 (6800)	8	MATH	T10			
514	GEHMAN, ANDREW	Mathematics 7-12 (6800) , Physics 7-12 (8470)	9-12	MATH	T10			
516	GEORGE, BONNIE	Elementary K-6 (2810)	4	MATH	T10			
546	GORHAM, TINA	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	MATH	T10			
579	HAKES, SAMUEL	Mathematics 7-12 (6800)	9-12	MATH	T10			
580	HALEY, NATALIE	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	MATH	T10			
590	HARR, BRIAN	Elementary K-6 (2810)	5	MATH	T10			
593	HARTSOCK, LISA	Mathematics 7-12 (6800) , Principal PK-12 (1115)	10	MATH	T10			
599	HAZLETT, STACEY	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810)	6	MATH	T10			
600	HECKNAUER, ERIN	Mathematics 7-12 (6800)	9-12	MATH	T10			
605	HENRY, LAURIE	Mathematics 7-12 (6800)	9-12	MATH	T10			
609	HERBERT, SARAH	Mathematics 7-12 (6800)	9-12	MATH	T10			
634	HOLLICK, JEFF	Elementary K-6 (2810) , Mathematics 7-12 (6800)	9-12	MATH	T10			
659	HULSIZER, ASHLEIGH	Mathematics 7-12 (6800)	8	MATH	T10			
677	JAESKE, MARIBETH	Social Studies 7-12 (8875)	9-12	MATH	T10			
678	JAMES, ASHLEY	Mathematics 7-12 (6800)	9-12	MATH	T10			
694	KARABIN, MATTHEW	Mathematics 7-12 (6800)	9	MATH	T10			

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721	KIRWAN, MELISSA	Elementary K-6 (2810) , Special Education PK-12 (9225) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Mathematics 6-9 (2860) , Mid-Level English 6-9 (2850) , Mid-Level Science 6-9 (2880)	8	MATH	T10			
742	KRAUSE, ANNE	Mathematics 7-12 (6800)	8	MATH	T10			
751	KUMP, KAMI	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	5	MATH	T10			
761	LANDERS, AMY	Mathematics 7-12 (6800) , Physics 7-12 (8470)	9	MATH	T10			
764	LASTER, JOSHUA	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	MATH	T10			
769	LAUFF, MACKENZIE	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	MATH	T10			
781	LEWANDOWSKI, BRIAN	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	5	MATH	T10			
798	LONGO, ASHLEY	Grades PK-4 (2825)	4	MATH	T10			
804	LYONS, MOLLIE	Grades PK-4 (2825)	4	MATH	T10			
813	MALESKI, TARYN	Mathematics 7-12 (6800)	9-12	MATH	T10			
831	MARSULA, NICOLE	Mathematics 7-12 (6800)	9-12	MATH	T10			
833	MARTIN, JENNIFER	Elementary K-6 (2810)	5	MATH	T10			
854	MCCOULLUM JR, WILLIAM	Supvr Curriculum & Inst PK-12 (2915) , Mathematics 7-12 (6800) , Inst Technology Specialist PK-12 (1825)	9-12	MATH	T10			
862	MCDONALD, TIMOTHY	Mathematics 7-12 (6800)	9-12	MATH	T10			
863	MCDONOUGH, MICKALENA	Grades PK-4 (2825) , Elementary K-6 (2810)	4	MATH	T10			
870	MCHALE, ANGELA	Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades PK-4 (2825)	5	MATH	T10			
886	MENZOFF, KATELYN	Grades PK-4 (2825)	4	MATH	T10			
903	MILLER, CORINNE	Elementary K-6 (2810)	4	MATH	T10			
906	MILLER, JANNA	Mathematics 7-12 (6800)	7	MATH	T10			
907	MILLER, MICHAEL	Mathematics 7-12 (6800)	9-12	MATH	T10			
914	MILTON, MELANIE	Grades PK-4 (2825) , Grades 5-6 (2826)	6	MATH	T10			
924	MORGAN, MONICA	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	MATH	T10			
944	MYERS, AMANDA	Mathematics 7-12 (6800)	9-12	MATH	T10			
945	MYERS, MELISSA	Mathematics 7-12 (6800)	9-12	MATH	T10			

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951	NALESNIK, JACEN	Social Studies 7-12 (8875) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	MATH	T10			
955	NAYLOR, DANA	Principal PK-12 (1115) , Elementary K-6 (2810) , Mathematics 7-12 (6800) , Mid-Level Mathematics 6-9 (2860)	9	MATH	T10			
971	NORMIL, AMBER	Elementary K-6 (2810) , Library Science PK-12 (6420) , Mid-Level Mathematics 6-9 (2860) , Certificate of Preliminary Education - (10000)	6	MATH	T10			
977	O'BOYLE, KYLEIGH	Mathematics 7-12 (6800) , Special Education 7-12 (9227)	9-12	MATH	T10			
984	OLSON, CANDACE	Principal PK-12 (1115) , Mathematics 7-12 (6800)	9-12	MATH	T10			
985	OMETZ, TARA	Mathematics 7-12 (6800)	9	MATH	T10			
1015	PAULY, MELODY	Mathematics 7-12 (6800)	9-12	MATH	T10			
1019	PAWLOSKI, SARA	Grades 5-6 (2826) , Grades PK-4 (2825)	5	MATH	T10			
1029	PESAVENTO, JACQUELINE	Grades PK-4 (2825)	8	MATH	T10			
1036	PFEIFFER, SARAH	Mathematics 7-12 (6800)	8	MATH	T10			
1039	PHILLIPS, ERIN	English 7-12 (3230) , Mathematics 7-12 (6800) , Music PK-12 (7205)	10	MATH	T10			
1054	POLLNER, ANDREW	Bus-Computer-Info Tech PK-12 (1603) , Mid-Level Mathematics 6-9 (2860)	7	MATH	T10			
1055	POLLY, KEITH	Elementary K-6 (2810)	5	MATH	T10			
1056	POND, HEATHER	Mathematics 7-12 (6800) , Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	MATH	T10			
1070	PUFFENBERGER, BRITTANY	Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	5	MATH	T10			
1088	REGINA, CASEY	Mathematics 7-12 (6800) , Mid-Level Science 6-9 (2880) , Principal PK-12 (1115)	9-12	MATH	T10			
1092	REMAI, STEPHEN	Mathematics 7-12 (6800) , Mathematics: Sec. Ed. 9-12 (16800)	9-12	MATH	T10			
1097	RHOADS, RACHEL	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	MATH	T10			
1112	ROBERTS, TIMOTHY	Mathematics 7-12 (6800)	8	MATH	T10			
1121	ROMBERGER, AMY	Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Mid-Level Mathematics 6-9 (2860)	7	MATH	T10			

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1125	ROSS, WHITNEY	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	MATH	T10			
1126	ROSSINO, ANTHONY	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	MATH	T10			
1139	RUDOLF, JENNA	Mathematics 7-12 (6800)	9-12	MATH	T10			
1140	RUDY, MICHAEL	Mathematics 7-12 (6800)	9-12	MATH	T10			
1141	RUDY, SHAWN	Elementary K-6 (2810) , German PK-12 (4420) , Mathematics 7-12 (6800)	7	MATH	T10			
1147	RUSSELL, NICOLETTE	Mathematics 7-12 (6800)	9	MATH	T10			
1151	SABATINO, LARA	Mathematics 7-12 (6800) , Inst Technology Specialist PK-12 (1825)	9-12	MATH	T10			
1160	SASSAMAN, CODY	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	4	MATH	T10			
1182	SCHMIDT, ANDREW	Social Studies 7-12 (8875) , Mid-Level Mathematics 6-9 (2860)	6	MATH	T10			
1184	SCHMIDT, VALERIE	Mathematics Coach PK-12 (1183) , Principal PK-12 (1115) , Mathematics 7-12 (6800)	9-12	MATH	T10			
1190	SCHON, CRYSTAL	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	MATH	T10			
1195	SCOTT, NICOLE	Mathematics 7-12 (6800)	9-12	MATH	T10			
1197	SEKELIK, ANDREW	Mathematics 7-12 (6800)	9-12	MATH	T10			
1202	SERNIAK, MATTHEW	Elementary K-6 (2810)	4	MATH	T10			
1223	SHISSLER, ALYSSA	Mathematics 7-12 (6800)	9-12	MATH	T10			
1237	SIMPSON, CAITLIN	Mathematics 7-12 (6800)	9-12	MATH	T10			
1242	SKLARESKI, ALYSSA	Biology 7-12 (8405)	9-12	MATH	T10			
1243	SLACKER, MATTHEW	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	7	MATH	T10			
1246	SMALL, ANGELA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	MATH	T10			
1248	SMITH, DREW	Mathematics 7-12 (6800)	9-12	MATH	T10			
1264	SOKOLOSKI, PAUL	Mathematics 7-12 (6800)	9-12	MATH	T10			
1284	STEEL, MICHAEL	Mathematics 7-12 (6800) , Principal PK-12 (1115)	9-12	MATH	T10			
1293	STERN, HEIDI	General Science 7-12 (8450) , Mathematics 7-12 (6800) , Special Education 7-12 (9227) , Mid-Level Mathematics 6-9 (2860)	9-12	MATH	T10			

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1305	STORCH, RONALD	Elementary K-6 (2810) , Social Studies 7-12 (8875) , Art PK-12 (1405) , Mid-Level Mathematics 6-9 (2860)	7	MATH	T10			
1310	STRUNK, DANIELLE	Mathematics 7-12 (6800)	9-12	MATH	T10			
1324	SWENCKI, KELLY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	MATH	T10			
1325	SWENSON, DANIEL	Mathematics 7-12 (6800)	9-12	MATH	T10			
1326	SWENSON, TAMMY	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810)	6	MATH	T10			
1327	SWINGER, MICHAEL	Mathematics 7-12 (6800)	8	MATH	T10			
1351	TIBBS, CLAIRE	Mathematics 7-12 (6800) , Inst Technology Specialist PK-12 (1825)	10	MATH	T10			
1355	TOMAZIC, HEATHER	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Special Education 7-12 (9227)	7	MATH	T10			
1362	TRABERT, MELISSA	Elementary K-6 (2810)	4-5	MATH	T10			
1373	TURNSEK, CHRISTINA	Mathematics 7-12 (6800)	9-12	MATH	T10			
1374	TYLER, EMILY	Mathematics 7-12 (6800)	9-12	MATH	T10			
1379	UMBERGER, MATTHEW	Elementary K-6 (2810)	6	MATH	T10			
1415	WARGULA, LISA	Mathematics 7-12 (6800)	7	MATH	T10			
1448	WHITE, KELLY	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810) , Mathematics 7-12 (6800)	9-12	MATH	T10			
1461	WILLIAMS, RYAN	Elementary K-6 (2810)	6	MATH	T10			
1468	WOLFE, CHAD	Principal PK-12 (1115) , Mid-Level Mathematics 6-9 (2860) , Safety Ed/Driver Ed 7-12 (5215) , Special Education PK-12 (9225)	8	MATH	T10			
1471	WOLFORD, SARA	Mathematics 7-12 (6800) , Mathematics Coach PK-12 (1183)	9-12	MATH	T10			
1480	WRIGHT, ALLISON	Elementary K-6 (2810)	4	MATH	T10			
1485	WYLLIE, BRYAN	Elementary K-6 (2810)	6	MATH	T10			
1488	YEKEL, MEGAN	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	4	MATH	T10			
1491	YOKE, MARY	Mathematics 7-12 (6800)	9-12	MATH	T10			
1503	ZAVADA, TARA	Elementary Education K-8 (12810) , Elementary K-6 (2810)	5	MATH	T10			
1505	ZIEMBA, SAMANTHA	Art PK-12 (1405)	9-12	MATH	T10			

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812	MALAVÃ%, JENNA	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650)	5	MATH HONORS	T10			
910	MILLER, STACY	Elementary K-6 (2810)	4	MATH HONORS	T10			
1394	VOGT, JENNIFER	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6	MATH HONORS	T10			
100	BENNETT, CHRISTOPHER	Elementary K-6 (2810)	8	MATH INTERVENTIONIST	T10			
521	GETZ, JILLIAN	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	MATH INTERVENTIONIST	T10			
660	HUMMEL, APRIL	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	MATH INTERVENTIONIST	T10			
709	KELLY, GARRETT	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	MATH INTERVENTIONIST	T10			
802	LYNCH, ALISA	Elementary K-6 (2810)	6	MATH INTERVENTIONIST	T10			
1482	WRIGHT, RASHAA	Mathematics 7-12 (6800) , Special Education PK-12 (9225)	8	MATH INTERVENTIONIST	T10			
1404	WAGSTAFF, SUZANN	Mathematics 7-12 (6800) , Mathematics 7-12 (6800)	9-12	MATH/ALGEBRA	T10			
2	ABDA, SARAH	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	MATH/SCIENCE	T10			
46	BADALAMENTE, ERIN	Elementary K-6 (2810)	3	MATH/SCIENCE	T10			
50	BAIR, STACIE	Special Education PK-8 (9226) , English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	K	MATH/SCIENCE	T10			
90	BEERS, RUTH	Elementary K-6 (2810)	3	MATH/SCIENCE	T10			
159	BREEN, NICOLE	Elementary K-6 (2810)	4	MATH/SCIENCE	T10			
171	BROWN, JENNIFER	Elementary K-6 (2810)	2	MATH/SCIENCE	T10			
175	BRUCE, BRITTANY	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	K	MATH/SCIENCE	T10			
179	BUCKS, CRYSTAL	Grades PK-4 (2825)	2	MATH/SCIENCE	T10			
195	BUTLER, JESSICA	Grades PK-4 (2825)	1	MATH/SCIENCE	T10			
203	CAGLE, MEGAN	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	MATH/SCIENCE	T10			
220	CASEY, KIMBERLY	Grades PK-4 (2825)	1	MATH/SCIENCE	T10			
229	CHICHESTER, CORINNE	Grades PK-4 (2825)	1	MATH/SCIENCE	T10			
233	CHOPKO, CRAIG	Elementary K-6 (2810)	2	MATH/SCIENCE	T10			

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252	COASSOLO, ASHLEY	Early Childhood N-3 (2840)	1	MATH/SCIENCE	T10			
297	CROSS, HEIDI	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	MATH/SCIENCE	T10			
301	CUDDY, MIRIAM	Elementary K-6 (2810) , Grades PK-4 (2825)	K	MATH/SCIENCE	T10			
351	DEVARIE, ALEXANDRA	Grades PK-4 (2825)	3	MATH/SCIENCE	T10			
362	DOHERTY, DONNA	Grades PK-4 (2825)	1	MATH/SCIENCE	T10			
392	EASTBURN, REBECCA	Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	3	MATH/SCIENCE	T10			
425	FAGAN, BRITTANY	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	MATH/SCIENCE	T10			
426	FAHNESTOCK, KELLY LYN	Nursery/Kindergarten N-K (12833) , Elementary K-6 (2810)	3	MATH/SCIENCE	T10			
461	FOARD, GEORGE	Grades PK-4 (2825)	3	MATH/SCIENCE	T10			
470	FRANCE, RYENN	Grades 5-6 (2826) , Grades PK-4 (2825)	3	MATH/SCIENCE	T10			
482	FRIEDMAN, PATRICIA	Elementary K-6 (2810)	2	MATH/SCIENCE	T10			
551	GRAFTON, HEATHER	Elementary K-6 (2810)	K	MATH/SCIENCE	T10			
622	HIRSCH, SARAH	Elementary K-6 (2810) , Dance 7-12 (2200) , Communications 7-12 (3200)	2	MATH/SCIENCE	T10			
649	HOUK, WHITNEY	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	MATH/SCIENCE	T10			
662	HUNSBERGER, LANAE	Grades PK-4 (2825)	2	MATH/SCIENCE	T10			
674	JACKSON, SHERITA	Grades PK-4 (2825)	2	MATH/SCIENCE	T10			
675	JACOBS, REBECCA	Grades PK-4 (2825)	K	MATH/SCIENCE	T10			
698	KASZUBA, STEPHANIE	Grades PK-4 (2825)	2	MATH/SCIENCE	T10			
702	KEET, LINDSAY	Early Childhood N-3 (2840)	K	MATH/SCIENCE	T10			
718	KILLIAN, SHERRI	Grades PK-4 (2825)	2	MATH/SCIENCE	T10			
746	KREISER, VALERIE	Elementary K-6 (2810)	4	MATH/SCIENCE	T10			
749	KROUSE, HEATHER	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	MATH/SCIENCE	T10			
756	LAFFERTY, HALEY	Grades PK-4 (2825)	1	MATH/SCIENCE	T10			
775	LEINBERGER, KIMBERLY	Grades PK-4 (2825)	K	MATH/SCIENCE	T10			
801	LUNDY, BOBBI-JO	Grades PK-4 (2825)	2	MATH/SCIENCE	T10			
814	MALINGOWSKI, JENNA	Grades PK-4 (2825)	3	MATH/SCIENCE	T10			
828	MARSH, JAMES	Grades PK-4 (2825)	1	MATH/SCIENCE	T10			
849	MAZUR, ALANNAH	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	MATH/SCIENCE	T10			

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859	MCCUTCHEON, STEPHANIE	Elementary K-6 (2810)	1	MATH/SCIENCE	T10			
874	MCKNIGHT, MEGAN	Elementary K-6 (2810) , Special Education PK-12 (9225)	2	MATH/SCIENCE	T10			
881	MEAD, MEGAN	Elementary K-6 (2810)	3	MATH/SCIENCE	T10			
891	MESSNER, KATHERINE	Grades PK-4 (2825) , Special Education PK-8 (9226)	K	MATH/SCIENCE	T10			
894	MEYER, ASHLEY	Grades PK-4 (2825)	1	MATH/SCIENCE	T10			
913	MILLWARD, KIMBERLY	Grades PK-4 (2825)	2	MATH/SCIENCE	T10			
926	MORRISON, LAUREN	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	MATH/SCIENCE	T10			
964	NICKLER, SUZANNE	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810)	3	MATH/SCIENCE	T10			
967	NITTO, SUSAN	Elementary K-6 (2810)	2	MATH/SCIENCE	T10			
979	ODELL, SARAH	Early Childhood N-3 (2840)	K	MATH/SCIENCE	T10			
994	OSTROWSKI, CHERYL	Mid-Level English 6-9 (2850) , Elementary K-6 (2810)	1	MATH/SCIENCE	T10			
1001	PALMER, BRANDI	Elementary K-6 (2810)	3	MATH/SCIENCE	T10			
1011	PATLA, JENNIFER	Elementary K-6 (2810)	2	MATH/SCIENCE	T10			
1046	PIZANO, ALICIA	Grades PK-4 (2825)	1	MATH/SCIENCE	T10			
1066	PRIMUS, AIMEE	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	1	MATH/SCIENCE	T10			
1073	PURICH, MADISON	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	MATH/SCIENCE	T10			
1087	REFICE, LINDSEY	Grades PK-4 (2825)	1	MATH/SCIENCE	T10			
1110	ROBERTS, JENNIFER	Elementary K-6 (2810)	3	MATH/SCIENCE	T10			
1156	SANDERS, BRIDGET	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	MATH/SCIENCE	T10			
1168	SCAVO, JESSICA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	MATH/SCIENCE	T10			
1206	SHAFFER, BRITTANY	Elementary K-6 (2810)	2	MATH/SCIENCE	T10			
1208	SHAFFER, WHITNI	Grades PK-4 (2825) , Grades 5-6 (2826)	3	MATH/SCIENCE	T10			
1232	SILVERSTEIN, ASHLEY	Grades PK-4 (2825)	2	MATH/SCIENCE	T10			
1302	STOFFEL, TONYA	Grades PK-4 (2825)	K	MATH/SCIENCE	T10			
1319	SWARNER, LEEANNA	Grades PK-4 (2825)	K	MATH/SCIENCE	T10			
1335	TAYLOR, MEGAN	Elementary K-6 (2810)	2	MATH/SCIENCE	T10			

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1348	THOMPSON, CATHLEEN	Elementary K-6 (2810) , Inst Technology Specialist PK-12 (1825)	3	MATH/SCIENCE	T10			
1430	WEIN, JONATHAN	Elementary K-6 (2810) , Special Education PK-8 (9226)	4	MATH/SCIENCE	T10			
1432	WEISS, SARAH	Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , English as a Second Language (ESL) PK-12 (4499)	K	MATH/SCIENCE	T10			
1456	WILHIDE, KIMBERLY	Elementary K-6 (2810)	1	MATH/SCIENCE	T10			
1464	WILT, KENDRA	Grades 5-6 (2826) , Grades PK-4 (2825) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	K	MATH/SCIENCE	T10			
1481	WRIGHT, AMANDA	Elementary K-6 (2810)	1	MATH/SCIENCE	T10			
1492	YOM, GABRIELLE	Grades PK-4 (2825)	2	MATH/SCIENCE	T10			
1509	ZVOLENSKY , KAYLA	Grades PK-4 (2825)	2	MATH/SCIENCE	T10			
24	ANTHONY, MADISON	Music PK-12 (7205)	8	MUSIC	T10			
64	BARNES, LUKE	Music PK-12 (7205)	9-12	MUSIC	T10			
68	BARRICK, PHILLIP	Music PK-12 (7205)	7	MUSIC	T10			
131	BOLTON, CARINA	Music PK-12 (7205)	6	MUSIC	T10			
136	BOOTH, RACHEL	Grades PK-4 (2825) , Music PK-12 (7205)	7	MUSIC	T10			
150	BOYCE, MARK	Music PK-12 (7205)	4-5	MUSIC	T10			
182	BURDETT, LAURIE	Music PK-12 (7205)	2-3	MUSIC	T10			
217	CARRAHER, MEGAN	Music PK-12 (7205)	7	MUSIC	T10			
226	CESARATTO, ASHLEY	Music PK-12 (7205)	9-12	MUSIC	T10			
286	COSTELLO, AMY	Music PK-12 (7205)	4-5	MUSIC	T10			
347	DEPUE, JACQUELIN	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Music PK-12 (7205)	2	MUSIC	T10			
505	GARWOOD, MARANDA	Music PK-12 (7205)	K-1	MUSIC	T10			
558	GREENLEE, LISA	Music PK-12 (7205)	4-5	MUSIC	T10			
641	HONICKER, THOMAS	Music PK-12 (7205)	9-12	MUSIC	T10			
682	JOHNSON, KRISTINA	Music PK-12 (7205)	K-1	MUSIC	T10			
707	KELLY, ALLISON	Music PK-12 (7205) , Online Instruction Program PK-12 (1184)	K	MUSIC	T10			
712	KEPPLE, DANIELLE	Music PK-12 (7205)	7	MUSIC	T10			
720	KIRSCH, JULIE	Music PK-12 (7205)	8	MUSIC	T10			
732	KOHLLENBURG, KAITLIN	Music PK-12 (7205)	9-12	MUSIC	T10			
787	LINDBLADE, HOPE	Music PK-12 (7205)	6	MUSIC	T10			

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803	LYNCH, ZOE	Music PK-12 (7205)	4-5	MUSIC	T10			
822	MARCINKO, JULIA	Music PK-12 (7205)	8	MUSIC	T10			
845	MATTHEWS, BARBARA	Music PK-12 (7205)	9-12	MUSIC	T10			
850	MAZZA, VALERIE	Elementary K-6 (2810) , Music PK-12 (7205)	4-5	MUSIC	T10			
921	MORDAN, JAN	Elementary K-6 (2810) , Music PK-12 (7205) , English as a Second Language (ESL) PK-12 (4499)	2-3	MUSIC	T10			
1064	PRICE, ERIN	Music PK-12 (7205)	2-3	MUSIC	T10			
1072	PUGLIANO, JESSICA	Bus-Computer-Info Tech PK-12 (1603) , Music PK-12 (7205)	9-12	MUSIC	T10			
1095	RHAN, SARAH	Music PK-12 (7205)	6-8	MUSIC	T10			
1272	SPAGNOLA, LOUIS	Music PK-12 (7205)	9-12	MUSIC	T10			
1280	STAMM, LAUREN	Music PK-12 (7205) , English as a Second Language (ESL) PK-12 (4499) , Inst Technology Specialist PK-12 (1825) , Grades PK-4 (2825)	8	MUSIC	T10			
1336	TAYLOR, MICHELLE	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Music PK-12 (7205)	3	MUSIC	T10			
1454	WIESEMAN, TRACY	Music PK-12 (7205)	9-12	MUSIC	T10			
1460	WILLIAMS, ALISON	Music PK-12 (7205)	6	MUSIC	T10			
1463	WILSON, KAYLA	Music PK-12 (7205)	K-1	MUSIC	T10			
956	NEHRING, AMY	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	READING INTERVENTION	T10			
972	NORWOOD, JENNIFER	Reading Specialist PK-12 (7650) , English 7-12 (3230)	7	READING INTERVENTION	T10			
1172	SCHAEFFER, DANIELLE	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	6	READING INTERVENTION	T10			
1178	SCHIMELFENIG, CATHERINE	English 7-12 (3230)	8	READING INTERVENTION	T10			
1426	WEAVERLING, DANA	Reading Specialist PK-12 (7650) , Elementary K-6 (2810)	8	READING INTERVENTION	T10			
1	ABBEY, CHRISTINE	English 7-12 (3230) , General Science 7-12 (8450) , Principal PK-12 (1115)	8	SCIENCE	T10			
19	ANDERSON, ANGELA	Earth and Space Science 7-12 (8440)	10-11	SCIENCE	T10			
28	ARMSTRONG, MATTHEW	Chemistry 7-12 (8420)	9-12	SCIENCE	T10			
55	BALDWIN, CHRISTINA	Earth and Space Science 7-12 (8440) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450)	9-12	SCIENCE	T10			

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76	BASSETT, SADIE	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	T10			
92	BEGIS, MARSHA	Biology 7-12 (8405)	9	SCIENCE	T10			
96	BELL, LAUREN	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	7	SCIENCE	T10			
105	BERRY, THOMAS	Physics 7-12 (8470)	9-12	SCIENCE	T10			
111	BIEBER, PAULA	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	T10			
130	BOLSAR, ROSANNE	Elementary K-6 (2810)	6	SCIENCE	T10			
132	BOLTON, JUSTIN	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	7	SCIENCE	T10			
169	BRODSKY, JACQUELINE	Biology 7-12 (8405) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	8	SCIENCE	T10			
172	BROWN, JESSICA	Early Childhood N-3 (2840) , Elementary K-6 (2810)	6	SCIENCE	T10			
173	BROWN, LAURA	Grades PK-4 (2825) , Elementary K-6 (2810)	5	SCIENCE	T10			
181	BUCKWALTER, LAUREN	Biology 7-12 (8405) , General Science 7-12 (8450)	8	SCIENCE	T10			
227	CHEHOVICH, MICHAEL	Biology 7-12 (8405) , General Science 7-12 (8450)	9	SCIENCE	T10			
237	CHRISTIANSEN, ANNA	Biology 7-12 (8405)	10	SCIENCE	T10			
248	CLARK, CHRISTOPHER	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	SCIENCE	T10			
263	COLSON, STACY	Elementary K-6 (2810)	4	SCIENCE	T10			
276	COOL, AMIELIA	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	SCIENCE	T10			
284	CORNELL, KAYLEIGH	Grades 5-6 (2826) , Grades PK-4 (2825)	6	SCIENCE	T10			
285	CORRADO, KAITLYNN	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6	SCIENCE	T10			
302	CUEVAS, TIMOTHY	General Science 7-12 (8450) , Special Education PK-12 (9225)	8	SCIENCE	T10			
322	DAVIS, JOSEPH	Earth and Space Science 7-12 (8440)	10	SCIENCE	T10			
340	DEMMING, GEOFFREY	Biology 7-12 (8405)	9-12	SCIENCE	T10			
345	DENTON, JOSEPH	Elementary K-6 (2810)	6	SCIENCE	T10			
357	DINCHER, CASSANDRA	Biology 7-12 (8405)	9-12	SCIENCE	T10			
378	DROST, LAURA	Grades PK-4 (2825)	4	SCIENCE	T10			

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386	DURAN, CARMON	General Science 7-12 (8450) , Music PK-12 (7205)	8	SCIENCE	T10			
395	EDLING, DELIA	Mid-Level Citiz. Ed 6-9 (2870) , Elementary K-6 (2810) , English 7-12 (3230) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , General Science 7-12 (8450)	7	SCIENCE	T10			
416	ERLER, WILLIAM	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	8	SCIENCE	T10			
417	ERNYEI, KAREN	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	7	SCIENCE	T10			
458	FLETCHER, ALEXIS	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , General Science: Sec. Ed. 9-12 (18450) , General Science 7-12 (8450)	7	SCIENCE	T10			
465	FORTENBAUGH, PATRICIA	Biology 7-12 (8405)	9-12	SCIENCE	T10			
488	FURMAN, ELIZABETH	Biology 7-12 (8405) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450)	9	SCIENCE	T10			
489	GABANY, MICHAEL	Earth and Space Science 7-12 (8440)	10	SCIENCE	T10			
517	GEORGE, SUSAN	Biology 7-12 (8405) , Chemistry 7-12 (8420) , General Science 7-12 (8450)	9-12	SCIENCE	T10			
591	HARRIS, JEANNE	Biology 7-12 (8405)	6	SCIENCE	T10			
608	HENSEL, JENNIFER	Elementary K-6 (2810)	6	SCIENCE	T10			
616	HEWICK, KATHERINE	General Science 7-12 (8450)	8	SCIENCE	T10			
626	HODGSON, ROBERT	Chemistry 7-12 (8420) , General Science 7-12 (8450)	9	SCIENCE	T10			
630	HOGAN, KYLIE	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	T10			
644	HOPKINS, KEAIRRA	Biology 7-12 (8405)	9-12	SCIENCE	T10			
647	HORVAT, MEGAN	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	SCIENCE	T10			
652	HOWARD, KEITH	Biology 7-12 (8405) , General Science 7-12 (8450)	11	SCIENCE	T10			
695	KARMOL, TARA	Elementary K-6 (2810)	6	SCIENCE	T10			
713	KEPPLE, HEATHER	Health & Physical Educ PK-12 (4805) , General Science 7-12 (8450)	8	SCIENCE	T10			

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723	KLIMCHAK, VERONICA	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450)	10	SCIENCE	T10			
754	KUZMAK, COLLEEN	Elementary K-6 (2810)	4	SCIENCE	T10			
758	LAIRD, NANCY	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	T10			
767	LATOCHÉ, JESSICA	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	10	SCIENCE	T10			
794	LOEFFLAD, FREDERICK	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	SCIENCE	T10			
811	MAHOLICK, ELIZABETH	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Library Science PK-12 (6420)	8	SCIENCE	T10			
821	MARCI , LINDSEY	Biology 7-12 (8405)	7	SCIENCE	T10			
824	MARIANO, ROCCO	Biology 7-12 (8405)	9-12	SCIENCE	T10			
829	MARSH, MARY	Biology 7-12 (8405) , General Science 7-12 (8450)	10	SCIENCE	T10			
889	MESLENER, MARCUS	Social Studies 7-12 (8875)	9-12	SCIENCE	T10			
928	MOSER, DIANE	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Mid-Level Science 6-9 (2880) , Physics 7-12 (8470)	9-12	SCIENCE	T10			
936	MURPHY, KRYSTAL	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	T10			
946	MYERS, NATHAN	Master's Equivalency - (1185) , Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Physics 7-12 (8470)	9-12	SCIENCE	T10			
950	NALE, MICHAEL	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Non-Certified Educator PK-12 (20000)	5	SCIENCE	T10			
976	O'BLACK , SHANNON	Biology 7-12 (8405)	7	SCIENCE	T10			
1004	PAPPATERRI, KRISTINA	Biology 7-12 (8405)	9-12	SCIENCE	T10			
1006	PARRICELLI, KIERSTIN	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	SCIENCE	T10			
1018	PAWLIK, TREVOR	Chemistry 7-12 (8420)	9-12	SCIENCE	T10			
1021	PEDA, JOANN	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	7	SCIENCE	T10			
1042	PHILLIPS, WESTON	Biology 7-12 (8405)	7	SCIENCE	T10			
1045	PILARCIK, ASHLEEN	Elementary K-6 (2810)	6	SCIENCE	T10			

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1076	QUINN, MARK	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Special Education PK-8 (9226)	8	SCIENCE	T10			
1084	RAYMOND, KIRSTEN	Health PK-12 (4810) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Family-Consumer Sci PK-12 (5600) , Biology 7-12 (8405) , Earth and Space Science 7-12 (8440)	10	SCIENCE	T10			
1089	REICH, MICHELLE	Biology 7-12 (8405)	9	SCIENCE	T10			
1090	REID, KELLI	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	SCIENCE	T10			
1113	ROBINSON, JENNIFER	Elementary K-6 (2810)	6	SCIENCE	T10			
1119	ROLLAND, NICOLE	Biology 7-12 (8405) , Health PK-12 (4810)	9	SCIENCE	T10			
1133	ROTTET, BOAZ	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	SCIENCE	T10			
1134	ROTTET, THOMAS	Biology 7-12 (8405) , General Science 7-12 (8450)	7	SCIENCE	T10			
1143	RUNDALL, REBECCA	Elementary K-6 (2810) , Environmental Educ PK-12 (4820) , Mid-Level Science 6-9 (2880)	9-12	SCIENCE	T10			
1144	RUSCAK, CATHERINE	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	SCIENCE	T10			
1159	SARTORI, MARGARET	Biology 7-12 (8405) , Special Education PK-12 (9231)	8	SCIENCE	T10			
1179	SCHIRNHOFER, LINDSAY	Biology 7-12 (8405)	10	SCIENCE	T10			
1189	SCHOFIELD, DAVID	Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	SCIENCE	T10			
1205	SEYMOUR, JAMIE	Earth and Space Science 7-12 (8440) , Biology 7-12 (8405) , General Science 7-12 (8450)	6	SCIENCE	T10			
1210	SHANAHAN, PAUL	Earth and Space Science 7-12 (8440)	8	SCIENCE	T10			
1221	SHERLOCK, ADAM	Elementary K-6 (2810)	4	SCIENCE	T10			
1230	SHUMBRES, ERIN	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	9-12	SCIENCE	T10			
1266	SOMMER, KRISTA	Biology 7-12 (8405)	7	SCIENCE	T10			
1273	SPANGLER, JAMES	General Science 7-12 (8450) , Biology 7-12 (8405)	9	SCIENCE	T10			
1300	STEWART, NICOLE	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	5	SCIENCE	T10			
1312	STUMPF, SAMANTHA	Earth and Space Science 7-12 (8440)	9-12	SCIENCE	T10			

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1343	THOMAS, CHELSIE	Principal PK-12 (1115) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades PK-4 (2825) , Inst Technology Specialist PK-12 (1825)	6	SCIENCE	T10			
1365	TRESLAR, THEADORA	Biology 7-12 (8405)	9	SCIENCE	T10			
1368	TROXELL, ELIZABETH	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	6	SCIENCE	T10			
1369	TRUSKEY, CHRISTI	Biology 7-12 (8405) , General Science 7-12 (8450)	8	SCIENCE	T10			
1396	VOITEK, CAYCE	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	9-12	SCIENCE	T10			
1398	VOUGHT, BRANDON	Physics 7-12 (8470)	7	SCIENCE	T10			
1403	WAGNER, SABRINA	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	SCIENCE	T10			
1405	WAINE, MICHAEL	Biology 7-12 (8405)	8	SCIENCE	T10			
1407	WALKER, JENNIFER	Bus-Computer-Info Tech PK-12 (1603)	9-12	SCIENCE	T10			
1414	WARE, JULIE	Mathematics 7-12 (6800)	9-12	SCIENCE	T10			
1422	WATSON-FISHER, SHERRI	Biology 7-12 (8405)	9	SCIENCE	T10			
1431	WEISE, KIMBERLY	Elementary K-6 (2810)	5	SCIENCE	T10			
1436	WELSH, TARA	Mid-Level Science 6-9 (2880) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	7	SCIENCE	T10			
1472	WOLFSON, LINDSAY	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440)	10	SCIENCE	T10			
1496	YOUNG, SAMANTHA	Biology 7-12 (8405)	9-12	SCIENCE	T10			
1501	ZAGURSKY, ZACHARY	Physics 7-12 (8470)	9-12	SCIENCE	T10			
429	FARMER, DONITA	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Science 6-9 (2880)	6	SCIENCE HONORS	T10			
703	KELLACHOW, JENNIFER	Online Instruction Program PK-12 (1184) , English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	3	SCIENCE HONORS	T10			
765	LASZCZYK, WHITNEY	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Mid-Level Science 6-9 (2880)	8	SCIENCE HONORS	T10			
949	NAGLE, EMILY	Nursery/Kindergarten N-K (12833) , Elementary K-6 (2810)	4	SCIENCE HONORS	T10			

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1322	SWARTZENDRUBER, MEREDITH	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Elementary K-6 (2810)	5	SCIENCE HONORS	T10			
1459	WILKIE, ALEXIS	English as a Second Language (ESL) PK-12 (4499) , Biology 7-12 (8405)	7	SCIENCE HONORS	T10			
11	ALBRIGHT, ELIZABETH	Social Studies 7-12 (8875) , English as a Second Language (ESL) PK-12 (4499)	8	SOCIAL STUDIES	T10			
13	ALEXEICHIK, JENNIFER	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	T10			
33	ARUANNO, MICHAEL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
43	AZZOLINA, JOSEPH	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	6	SOCIAL STUDIES	T10			
54	BALCH, ANGELA	Social Studies 7-12 (8875) , Family-Consumer Sci PK-12 (5600) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Bus-Computer-Info Tech PK-12 (1603)	9-12	SOCIAL STUDIES	T10			
57	BALLIET, TAYLOR	Social Studies 7-12 (8875) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	9-12	SOCIAL STUDIES	T10			
60	BANAS, ERIN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
94	BEITER, MICAH	Citizenship 7-12 (8825) , Safety Ed/Driver Ed 7-12 (5215) , Social Studies 7-12 (8875) , English 7-12 (3230)	8	SOCIAL STUDIES	T10			
95	BELKO, KELSEY	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
104	BERMAN, ANDREW	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
107	BESNECKER, MICHAEL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
122	BLANKENBICKER, VICKI	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	T10			
124	BLICKLEY, THOMAS	Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875)	11	SOCIAL STUDIES	T10			
138	BORIS, JENNIFER	Grades PK-4 (2825) , Social Studies 7-12 (8875) , Special Education PK-8 (9226)	6	SOCIAL STUDIES	T10			
148	BOYAJIAN, PETER	Social Studies 7-12 (8875)	10	SOCIAL STUDIES	T10			
168	BRODISH, SARAH	Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	SOCIAL STUDIES	T10			
197	BUTZ, CAYLEIGH	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	SOCIAL STUDIES	T10			
212	CARNES, ALANNA	Social Studies 7-12 (8875)	10	SOCIAL STUDIES	T10			
216	CARR, JASON	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			

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223	CAVANAUGH, KEVIN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
234	CHORBA, BRANDON	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	9	SOCIAL STUDIES	T10			
245	CLAAR, MATTHEW	Elementary K-6 (2810)	4	SOCIAL STUDIES	T10			
250	CLINE, ALLYSON	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	T10			
268	CONIGLIARO, MICHAEL	Citizenship 7-12 (8825)	10	SOCIAL STUDIES	T10			
275	COOK, SARA	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
280	COPENHAVER, LUKE	Mathematics 7-12 (6800)	9-12	SOCIAL STUDIES	T10			
309	CUSHATT, TIMOTHY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
320	DAUM, ALLAN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
327	DEAN, ALEXANDER	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
330	DEGILO, NYSSA	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	T10			
337	DELSITE, RICHARD	English 7-12 (3230) , Grades PK-4 (2825)	4	SOCIAL STUDIES	T10			
349	DERR, ALICIA	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	T10			
370	DOWNS, WESLEY	Social Studies 7-12 (8875)	6	SOCIAL STUDIES	T10			
379	DROTAR, MICHAEL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
383	DUFFY, MATTHEW	Social Studies 7-12 (8875)	9	SOCIAL STUDIES	T10			
389	DUTTON, MICHAELA	Social Studies 7-12 (8875) , English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	SOCIAL STUDIES	T10			
419	EVANS, AMY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	SOCIAL STUDIES	T10			
421	EVANS, MELISSA	Social Studies 7-12 (8875) , Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	6	SOCIAL STUDIES	T10			
449	FISCHER, JESSE	English as a Second Language (ESL) PK-12 (4499) , Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
452	FITTS, STEVEN	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	T10			
455	FLANNERY, MICHAEL	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	8	SOCIAL STUDIES	T10			
468	FOWLER, NATHAN	Elementary K-6 (2810)	6	SOCIAL STUDIES	T10			
490	GABRIEL, LANDON	Elementary K-6 (2810)	5	SOCIAL STUDIES	T10			
496	GALLAGHER, ERIN	Citizenship 7-12 (8825)	9-12	SOCIAL STUDIES	T10			
498	GALLEY, WHITNEY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			

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510	GAUGHAN, WILLIAM	Citizenship 7-12 (8825) , English 7-12 (3230) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	SOCIAL STUDIES	T10			
512	GAYNOR, ANTHONY	Skills for Teacher Leaders PK-12 (1193) , Social Studies 7-12 (8875)	10-12	SOCIAL STUDIES	T10			
524	GIBBON III, JOHN	English 7-12 (3230) , Mid-Level Citiz. Ed 6-9 (2870)	6	SOCIAL STUDIES	T10			
527	GILGER, LIAM	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6	SOCIAL STUDIES	T10			
531	GINTHER, BRADLEY	Social Studies 7-12 (8875) , English 7-12 (3230)	9-12	SOCIAL STUDIES	T10			
542	GOLDEN, CHARLOTTE	Superintendent PK-12 (1150) , Principal PK-12 (1115) , Social Studies 7-12 (8875)	11	SOCIAL STUDIES	T10			
569	GUGINO, KAYLA	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Mathematics 6-9 (2860)	6	SOCIAL STUDIES	T10			
573	GUTSHALL, SAMANTHA	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
576	HAGER, LYNN	Family-Consumer Sci PK-12 (5600) , Social Studies 7-12 (8875) , English 7-12 (3230)	11	SOCIAL STUDIES	T10			
583	HAN, KATHERINE	Social Studies 7-12 (8875)	10	SOCIAL STUDIES	T10			
587	HARE, PATRICK	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	T10			
602	HEMING, PAUL	Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875) , English 7-12 (3230)	8	SOCIAL STUDIES	T10			
603	HEMMINGER, KAYLA	Bus-Computer-Info Tech PK-12 (1603)	9-12	SOCIAL STUDIES	T10			
621	HINKLEY, JACOB	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	T10			
629	HOFFMAN, SEAN	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
633	HOLENCIK, RACHEL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
639	HOMICH, NICOLE	Supvr Curriculum & Inst PK-12 (2915) , Principal PK-12 (1115) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
655	HUEGEL, JUSTIN	Social Studies 7-12 (8875) , English 7-12 (3230)	9-12	SOCIAL STUDIES	T10			
658	HULBERT, JEFFREY	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	9-12	SOCIAL STUDIES	T10			
661	HUMPHREYS, ANDREW	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	8	SOCIAL STUDIES	T10			
664	HUNTER, ZACHARY	English as a Second Language (ESL) PK-12 (4499) , Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
667	IMBODY, JILL	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			

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671	JACHOWICZ, JUSTIN	Citizenship 7-12 (8825)	8	SOCIAL STUDIES	T10			
687	JONES, BRIAN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
688	JONES, CHAD	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	T10			
690	JOSEPH, M PETER	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
701	KAZMIERCZAK, ERIN	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	8	SOCIAL STUDIES	T10			
719	KIMBLE, NATHAN	Social Studies 7-12 (8875)	9	SOCIAL STUDIES	T10			
788	LIPCHIK, JOHN	Social Studies 7-12 (8875) , Secondary Principal 7-12 (1105)	9-12	SOCIAL STUDIES	T10			
790	LITZKE, JEFFREY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
815	MALLOY, JENNIFER	Library Science PK-12 (6420) , Elementary K-6 (2810)	5	SOCIAL STUDIES	T10			
843	MATELJAN, KELLY	Grades PK-4 (2825)	4	SOCIAL STUDIES	T10			
847	MAUGER-RICKER, KRISTA	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
857	MCCUNE, MATTHEW	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
860	MCDEVITT, DANIEL	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
867	MCGOWAN, ELIZABETH	Principal PK-12 (1115) , Grades PK-4 (2825) , Grades 5-6 (2826)	5	SOCIAL STUDIES	T10			
887	MEROLA, LAUREN	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
890	MESSICK, HILARY	English 7-12 (3230) , Social Studies 7-12 (8875)	8	SOCIAL STUDIES	T10			
916	MONFILETTO, JOANNE	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
930	MOSS, JOSEPH	Social Studies 7-12 (8875)	9	SOCIAL STUDIES	T10			
937	MURPHY, MICHAEL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
954	NAUMAN, DANIEL	Social Studies 7-12 (8875)	8	SOCIAL STUDIES	T10			
995	O'TOOLE, KAITLYN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
1003	PALYO, TAMMY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
1023	PELO, ADRIENNE	Elementary K-6 (2810)	4	SOCIAL STUDIES	T10			
1038	PHILLIPS, ERIN	Social Studies 7-12 (8875)	10	SOCIAL STUDIES	T10			
1047	PLACE, ABIGAIL	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
1050	POLACHEK, KATHERINE	Social Studies 7-12 (8875)	6	SOCIAL STUDIES	T10			
1051	POLAHA, BRIAN	Elementary K-6 (2810)	6	SOCIAL STUDIES	T10			
1058	POTECHKO, ELIZABETH	Social Studies 7-12 (8875)	6	SOCIAL STUDIES	T10			
1078	RACO, ANTHONY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
1091	REINHEIMER, ZACHARY	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
1106	RITTER, PATRICK	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			

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1109	RIZZO, REBECCA	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
1115	ROER, JYNENE	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
1127	ROSSWOG, NATHAN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
1155	SAMUELSON, SAMANTHA	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	7	SOCIAL STUDIES	T10			
1170	SCENNA, GABRIELLA	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
1188	SCHOCK, JENNIFER	English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
1191	SCHREIBER, BRADLEY	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	T10			
1199	SELEKMAN, ZACHARY	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
1218	SHEMELUK, MICHAEL	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
1222	SHERWOOD, BRIAN	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
1224	SHIVELY, ANNMARIE	Marketing 7-12 (1640) , Office Technologies 7-12 (1658)	9-12	SOCIAL STUDIES	T10			
1253	SMITH, LINSEY	English 7-12 (3230) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	6	SOCIAL STUDIES	T10			
1262	SNYDER, DAVID	Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	8	SOCIAL STUDIES	T10			
1276	SPINDLER, JACOB	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
1277	SPRYS, HEATHER	Elementary K-6 (2810)	4	SOCIAL STUDIES	T10			
1285	STEELE, AMBER	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	T10			
1290	STEIGERWALD, VERONICA	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
1291	STEIS, EMILY	Citizenship 7-12 (8825) , Social Studies 7-12 (8875) , Family-Consumer Sci PK-12 (5600)	8	SOCIAL STUDIES	T10			
1308	STRITE, ELIZABETH	Art PK-12 (1405)	9-12	SOCIAL STUDIES	T10			
1330	TAICHER, CORINNE	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	T10			
1346	THOMAS, VICTORIA	Social Studies 7-12 (8875)	6	SOCIAL STUDIES	T10			
1371	TULLY, KRISTA	Elementary K-6 (2810)	6	SOCIAL STUDIES	T10			
1401	WAGNER, KIMBERLY	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115) , Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			
1428	WEIGEL, AUTUMN	Social Studies 7-12 (8875)	11	SOCIAL STUDIES	T10			
1437	WELTER, ZACHARY	Social Studies 7-12 (8875)	9	SOCIAL STUDIES	T10			
1445	WEYERS, JARED	Social Studies 7-12 (8875)	9-12	SOCIAL STUDIES	T10			

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1490	YOHE, CATHERINE	Social Studies 7-12 (8875)	9	SOCIAL STUDIES	T10			
1500	ZADZURA, STACY	Social Studies 7-12 (8875)	7	SOCIAL STUDIES	T10			
77	BASTIAN, LAURA	Spanish PK-12 (4490)	9-12	SPANISH	T10			
91	BEGEC, REBECCA	Spanish PK-12 (4490)	9-12	SPANISH	T10			
332	DEL SOL, JENNIFER	Spanish PK-12 (4490)	9-12	SPANISH	T10			
358	DINKO, GINA	Spanish PK-12 (4490)	9-12	SPANISH	T10			
560	GREJDA, LORI	Elementary K-6 (2810) , Spanish PK-12 (4490)	9-12	SPANISH	T10			
645	HOPP, PHYLLIS	Spanish PK-12 (4490)	9-12	SPANISH	T10			
892	METZ-CHERNE, EMILY	English 7-12 (3230) , Spanish PK-12 (4490)	9-12	SPANISH	T10			
1017	PAWELSKI, JULIET	Spanish PK-12 (4490)	9-12	SPANISH	T10			
1349	THOMPSON, KRISTIN	English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490)	9-12	SPANISH	T10			
1442	WESTRICK, VANESSA	Spanish PK-12 (4490)	9	SPANISH	T10			
1443	WESTWOOD-DENENBERG, SUSAN	Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	9	SPANISH	T10			
1410	WALTER, MELINDA	Ment and/or Phys Handicapped K-12 (9235)	K-12	SPECIAL EDUCATION	T10			
53	BAKER, JASON	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	SS	T10			
938	MURRAY, EMILY	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	5	SS	T10			
324	DAVIS, MELISSA	Mid-Level English 6-9 (2850) , Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875)	6	SS HONORS	T10			
359	DIPERSIO, KINSIE	Social Studies 7-12 (8875)	7	SS HONORS	T10			
1204	SEYMORE, DEBRA	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	3	SS HONORS	T10			
1384	VANFLEET, ALANNA	Inst Technology Specialist PK-12 (1825) , Elementary K-6 (2810) , Library Science PK-12 (6420) , Special Education PK-12 (9225)	5	SS HONORS	T10			
341	DEMSHICK, MEGHAN	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	4	SS/MTSS	T10			
1446	WHEELAND, CHARITY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	SS/MTSS LEAD	T10			
1213	SHARPE, JESSICA	Early Childhood N-3 (2840) , Special Education PK-12 (9225)	7	SUPP ELA LRN SUPPT	T10			

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97	BELL, NICOLE	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	SUPP LRN SUPPORT	T10			
402	EISENMAN, KIMBERLY	Special Education PK-12 (9231) , Special Education PK-12 (9231) , Elementary K-6 (2810)	9-12	SUPP LRN SUPPORT	T10			
1074	PUTNAM, JESSICA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPORT	T10			
7	ADAMS, KLAYTON	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	SUPP LRN SUPPT	T10			
32	ARTZ, CHELSEA	Elementary K-6 (2810) , Special Education PK-12 (9225)	8	SUPP LRN SUPPT	T10			
41	AUSTIN, BRITTANY	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
48	BAHORICH, KELLY	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	SUPP LRN SUPPT	T10			
58	BALOGH, LAUREN	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	4	SUPP LRN SUPPT	T10			
101	BERCHTOLD, KALEENA	Elementary K-6 (2810) , Special Education PK-8 (9226)	2	SUPP LRN SUPPT	T10			
121	BLANEY, COURTNEY	Master's Equivalency - (1185) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
143	BOSCO, MICHELLE	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9	SUPP LRN SUPPT	T10			
146	BOWER, NICOLE	Special Education PK-12 (9225)	6	SUPP LRN SUPPT	T10			
152	BOZART, CHRISTINE	Elementary K-6 (2810) , Special Education PK-12 (9225)	5	SUPP LRN SUPPT	T10			
156	BRAINARD, MEGAN	Mathematics 7-12 (6800) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
183	BURGER, ERICA	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	9-12	SUPP LRN SUPPT	T10			
247	CLARK, AMANDA	Grades 5-6 (2826) , Special Education PK-12 (9231) , Grades PK-4 (2825)	8	SUPP LRN SUPPT	T10			
249	CLARK, GABRIELLE	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	SUPP LRN SUPPT	T10			
262	COLOSIMO, CASSIE	Elementary K-6 (2810) , Special Education PK-8 (9226)	8	SUPP LRN SUPPT	T10			

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317	DAMESHEK, MITCHELL	Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6	SUPP LRN SUPPT	T10			
319	DAUBE, DANA	Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229) , Grades PK-4 (2825)	3	SUPP LRN SUPPT	T10			
333	DELFINO, CHERYL	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	SUPP LRN SUPPT	T10			
354	DIFIORE, NOELLE	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	8	SUPP LRN SUPPT	T10			
432	FASSL, PHILLIP	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
459	FLOYD, KELSEY	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	K	SUPP LRN SUPPT	T10			
460	FLYNN, MOLLY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	7	SUPP LRN SUPPT	T10			
471	FRANCE, SAMUEL	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	SUPP LRN SUPPT	T10			
495	GALL, MEGAN	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	SUPP LRN SUPPT	T10			
532	GINTZ, JOY	Early Childhood N-3 (2840) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
556	GREEN, KRISTIN	English 7-12 (3230) , Special Education PK-12 (9225)	6	SUPP LRN SUPPT	T10			
561	GRIEB, MACY	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	1	SUPP LRN SUPPT	T10			
565	GROFF, SHERI	Ment and/or Phys Handicapped K-12 (9235)	9-12	SUPP LRN SUPPT	T10			
566	GROSS, ELIZABETH	Special Education 7-12 (9227) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	SUPP LRN SUPPT	T10			
589	HARR, ADRIENNE	Elementary K-6 (2810) , Special Education PK-12 (9225)	6	SUPP LRN SUPPT	T10			
598	HAYWOOD, BRITTANY	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	SUPP LRN SUPPT	T10			
627	HOFFMAN, COLLEEN	Special Education PK-12 (9225)	1	SUPP LRN SUPPT	T10			
628	HOFFMAN, KRISTIN	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	SUPP LRN SUPPT	T10			
648	HOSLER-PATTON, CHRISTINE	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			

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679	JAMES, LAUREN	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	SUPP LRN SUPPT	T10			
697	KASTROLL, COLLEEN	English 7-12 (3230) , Library Science PK-12 (6420) , Special Education 7-12 (9227)	9-12	SUPP LRN SUPPT	T10			
710	KENDRA, ASHLEY	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	SUPP LRN SUPPT	T10			
711	KEPLER, AMBER	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
750	KRUPA, TIFFANY	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	7	SUPP LRN SUPPT	T10			
766	LATESS, ERICA	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	SUPP LRN SUPPT	T10			
842	MATECHAK, BRITTANY	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	SUPP LRN SUPPT	T10			
856	MCCULLOUGH, LEEANN	Biology 7-12 (8405) , Elementary K-6 (2810) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
873	MCKEON, JILL	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Special Education PK-12 (9225)	8	SUPP LRN SUPPT	T10			
915	MISTRETTA, LINDSAY	Special Education 7-12 (9227) , English 7-12 (3230)	9-12	SUPP LRN SUPPT	T10			
934	MULLINS, KRISTEN	Elementary K-6 (2810) , Special Education PK-12 (9225)	6	SUPP LRN SUPPT	T10			
940	MUSSER, DAVID	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499)	7	SUPP LRN SUPPT	T10			
942	MUSTO, SHARI	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9	SUPP LRN SUPPT	T10			
943	MUZIKA, RACHEL	Social Studies 7-12 (8875) , English 7-12 (3230) , Mid-Level Citiz. Ed 6-9 (2870) , Special Education PK-12 (9225)	9	SUPP LRN SUPPT	T10			

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991	OSBORNE, KAREN	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
1013	PAUL, KYLE	Grades PK-4 (2825) , Special Education PK-8 (9226) , Supvr Special Education PK-12 (9215)	5	SUPP LRN SUPPT	T10			
1014	PAULEY, COLLEEN	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	SUPP LRN SUPPT	T10			
1026	PERKINS, MICHAEL	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Special Education PK-8 (9226)	8	SUPP LRN SUPPT	T10			
1053	POLLITS, EMILY	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	6-8	SUPP LRN SUPPT	T10			
1081	RADLE, KAYLA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	SUPP LRN SUPPT	T10			
1086	REAHM, LAURA	Special Education PK-12 (9225)	8	SUPP LRN SUPPT	T10			
1096	RHOADES, TRACIE	Mid-Level English 6-9 (2850) , Ment and/or Phys Handicapped K-12 (9235)	9-12	SUPP LRN SUPPT	T10			
1101	RICHARDS, TIFFANY	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
1136	ROY, AMANDA	Supvr Special Education PK-12 (9215) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225) , Principal PK-12 (1115)	9-12	SUPP LRN SUPPT	T10			
1142	RULLO, LAUREN	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
1183	SCHMIDT, HEATHER	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	SUPP LRN SUPPT	T10			
1194	SCIALPI, TRACEY	English 7-12 (3230) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
1196	SCOTT, SAMANTHA	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	SUPP LRN SUPPT	T10			
1219	SHERIDAN, STEPHANIE	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	SUPP LRN SUPPT	T10			
1238	SIMYAN, KAITLYN	Grades PK-4 (2825) , Special Education PK-8 (9226) , Soc and Emotionally Dist K-12 (19260)	6	SUPP LRN SUPPT	T10			
1294	STETAR, ERICA	Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	SUPP LRN SUPPT	T10			

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
1318	SWANGER, KRISTY	Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	7	SUPP LRN SUPPT	T10			
1347	THOMAS-DERR, KRISTENE	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
1354	TIMKO, MICHELLE	Special Education PK-12 (9225)	9-12	SUPP LRN SUPPT	T10			
1358	TORPEY, KRISTA	Master's Equivalency - (1185) , English 7-12 (3230) , Special Education PK-12 (9225) , Social Studies 7-12 (8875)	9-12	SUPP LRN SUPPT	T10			
1360	TOTH, TARA	Elementary K-6 (2810) , Special Education PK-12 (9225)	8	SUPP LRN SUPPT	T10			
1381	VALENTI, ADAM	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9	SUPP LRN SUPPT	T10			
1395	VOIT, AMANDA	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	SUPP LRN SUPPT	T10			
1402	WAGNER, LAUREN	Grades PK-4 (2825) , English 7-12 (3230) , Special Education 7-12 (9227)	9-12	SUPP LRN SUPPT	T10			
1434	WELSFORD YOUNGBLOOD, ABIGAIL	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	SUPP LRN SUPPT	T10			
1441	WERTZ, TRICIA	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9	SUPP LRN SUPPT	T10			
1444	WETZEL, AMY	Elementary K-6 (2810) , Special Education PK-12 (9225)	7	SUPP LRN SUPPT	T10			
1449	WHITE, MELISSA	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	SUPP LRN SUPPT	T10			
1477	WOOD, HEATHER	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	SUPP LRN SUPPT	T10			
618	HIGGINS, MORGAN	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	SUPPL LEARNING SUPPT	T10			
879	MCMYNNNE, ROBYN	Ment and/or Phys Handicapped K-12 (9235)	9-12	SUPPL LRN SUPPT	T10			
919	MOORE, DEBRA	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	SUPPL LRN SUPPT	T10			
999	PAKSTIS, CARLA	Communications 7-12 (3200) , Elementary K-6 (2810) , English 7-12 (3230) , Safety Ed/Driver Ed 7-12 (5215) , Special Education PK-12 (9225)	9-12	SUPPL LRN SUPPT	T10			
1247	SMALL, MADISON	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	SUPPLEMENTAL LRN SUP	T10			
129	BOLLINGER, SYDNEY	Social Studies 7-12 (8875) , English 7-12 (3230)	6-8	TOA	T10			

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
299	CRUM, AMANDA	Grades PK-4 (2825) , Special Education PK-12 (9231)	K-12	TOA	T10			
313	DAGUE, VICTORIA	Grades PK-4 (2825)	K-5	TOA	T10			
344	DENTE, ALYCIA	Grades PK-4 (2825)	K-5	TOA	T10			
440	FEREK, MARTA	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	K-12	TOA	T10			
441	FERENCHICK, TYLER	Citizenship 7-12 (8825)	6-8	TOA	T10			
487	FUREY, NICOLE	All Instructional Areas PK-12 (-96) , Special Education PK-12 (9231)	K-12	TOA	T10			
507	GATES, AFTON	Grades PK-4 (2825) , Special Education PK-12 (9231)	K-12	TOA	T10			
683	JOHNSON, MIRANDA	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825) , Nursery/Kindergarten N-K (12833)	K-5	TOA	T10			
1031	PETERS, MELANIE	Elementary K-6 (2810) , English 7-12 (3230)	K-5	TOA	T10			
1129	ROTH, AMBER	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	6-8	TOA	T10			
1329	SZAFLARSKI, NATALIE	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	TOA	T10			
1438	WENDOLOWSKI, NICOLE	Elementary K-6 (2810)	K-5	TOA	T10			
1450	WHITMAN, DANA	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	K-5	TOA	T10			
294	CRINELLA, CHRISTIAN	Social Studies 7-12 (8875)	9-12	US HISTORY	T10			
726	KLINGEL, MELISSA	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600) , Social Studies 7-12 (8875)	0	SEARCH/RESCUE	T11			

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2023

Name of School COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

Address of School ONE INNOVATION WAY, HARRISBURG, PA 17110

CEO Signature 

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	134,054,155.53
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	57,198,406.02
1300	VOCATIONAL EDUCATION	2,198,725.28
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	743,327.99
1600	ADULT EDUCATION PROGRAMS	-
1700	HIGHER EDUCATION PROGRAMS	128,206.45
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	513,978.81
	2120 Guidance Services	25,026,409.98
	2130 Attendance Services	410,165.20
	2140 Psychological Services	4,178,835.01
	2150 Speech Pathology and Audiology Services	557,340.56
	2160 Social Work Services	406,805.03
	2170 Student Accounting Services	151,929.92
	2190 Other Pupil Personnel Services	497,912.30
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210 Supervision of Educational Media Services	390,280.96
	2220 Technology Support Services	
	2230 Educational Television Services	
	2240 Computer-Assisted Instruction Support Services	
	2250 School Library Services	216,929.89
	2260 Instruction and Curriculum Development Services	41,733,992.74
	2270 Instructional Staff Professional Development Services	1,511,767.83
	2280 Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
	2310 Board Services	35,819.35
	2320 Board Treasurer Services	
	2340 Staff Relations and Negotiations Services	
	2350 Legal Services	554,989.22

	2360	Office of the Superintendent (Executive Director) Services	3,487,253.99
	2370	Community Relations Services	12,346,095.46
	2380	Office of the Principal Services	9,344,101.04
	2390	Other Administration Services	820,998.50
2400		SUPPORT SERVICES - PUPIL HEALTH	339,600.02
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	2,184,488.29
	2520	Purchasing Services	4,693,311.15
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	808,048.75
	2620	Operation of Buildings Services	5,926,268.03
	2630	Care and Upkeep of Grounds Services	200,945.86
	2640	Care and Upkeep of Equipment Services	1,050.00
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	1,285,906.33
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	163,063.55
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	5,424,645.87
	2820	Information Services	606,209.49
	2830	Staff Services	1,677,332.22
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	231,146.16
	2860	Management Services	19,581.02
	2890	Other Support Services Central	13,393,536.83
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	2,058,651.47
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	709,855.68
	3250	School Sponsored Athletics	17,045.17
3300		COMMUNITY SERVICES	4,802,224.10

	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	12,566.09
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	3,870,000.00
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	4,298,827.42
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	62,248,774.70
4600		EXISTING BUILDING IMPROVEMENT SERVICES	3,762,152.29
5000		OTHER EXPENDITURES AND FINANCING USES	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200		FUND TRANSFERS	94,590,725.00
5300		TRANSFERS INVOLVING COMPONENT UNITS	
5400		INTRAFUND TRANSFERS OUT	
5800		SUSPENSE ACCOUNT	
5900		BUDGETARY RESERVE	
TOTAL EXPENDITURES			\$ 509,834,382.55

TOTAL REVENUES MINUS TOTAL EXPENDITURES = PRELIMINARY CURRENT FUND BALANCE AS OF JUNE 30, 2023

2,787,155.52

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2023

Name of School COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

Address of School ONE INNOVATION WAY, HARRISBURG, PA 17110

CEO Signature 

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	4,997,822.77
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	181,544.64
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	2,590.42
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	5,013,896.92
	6890	Other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	1,585,483.32
	6920	Contributions & Donations from Private Sources / Capital Contributions	1,451.00
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	

	6944	Receipts From Other LEAs in Pennsylvania - Education	388,988,451.48
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	102,280.28
	6999	Other Revenues Not Specified Above	77,582.95
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	291,253.55

7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	8,463,134.26
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	

	8680		Unassigned	
	8690		Other Restricted Federal Grants-in-Aid through the Commonwealth	
8700			ESSER FUNDING	7,779,233.29
8800			MEDICAL ASSISTANCE REIMBURSEMENTS	546,088.20
9000			OTHER FINANCING SOURCES	
9100			SALE OF BONDS	
	9110		Bond Issue Proceeds (Gross)	
	9120		Proceeds from Refunding of Bonds	
9200			PROCEEDS FROM EXTENDED TERM FINANCING	
9300			INTERFUND TRANSFERS	
	9310		General Fund Transfers	94,590,725.00
	9320		Special Revenue Fund Transfers	
	9330		Capital Projects Funds Transfers	
	9340		Debt Service Fund Transfers	
	9350		Enterprise Fund Transfers	
	9360		Internal Service Fund Transfers	
	9370		Trust and Agency Fund	
	9380		Activity Fund Transfers	
	9390		Permanent Fund Transfers	
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500			Unassigned	
9600			Unassigned	
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710		Transfers from Component Units	
	9720		Transfers from Primary Governments	
9800			INTRAFUND TRANSFERS IN	
	9810		General Fund Intrafund Transfers	
	9820		Special Revenue Intrafund Transfers	
	9840		Debt Service Intrafund Transfers	
	9850		Enterprise Intrafund Transfers	
	9860		Internal Service Intrafund Transfers	
	9870		Trust and Agency Intrafund Transfers	
	9880		Activity Interfund Transfers	
TOTAL REVENUES				\$ 512,621,538.08






2022-2023 Preliminary Stmt of Rev, Exp, and FB

Final Audit Report

2023-07-31

Created:	2023-07-31
By:	Regis Barwin (rbarwin@ccaeducate.me)
Status:	Signed
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***COMMONWEALTH CHARTER ACADEMY
CHARTER SCHOOL***

FINANCIAL AND COMPLIANCE REPORT

Year Ended June 30, 2022



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**INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR
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SCHEDULE OF FINDINGS AND QUESTIONED COSTS

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

INDEPENDENT AUDITOR'S REPORT

**To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of Commonwealth Charter Academy Charter School, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Commonwealth Charter Academy Charter School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Commonwealth Charter Academy Charter School, as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Commonwealth Charter Academy Charter School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle

As described in Note 1 to the financial statements, effective July 1, 2021, Commonwealth Charter Academy Charter School adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 87, *Leases*. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Commonwealth Charter Academy Charter School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Commonwealth Charter Academy Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Commonwealth Charter Academy Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison schedule for the general fund, and pension and other postemployment benefit information on pages 56 through 59 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated February 8, 2023, on our consideration of the Commonwealth Charter Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Commonwealth Charter Academy Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Commonwealth Charter Academy Charter School's internal control over financial reporting and compliance.

Herbein + Company, Inc.

**Reading, Pennsylvania
February 8, 2023**



**Commonwealth Charter Academy Charter School
Management's Discussion and Analysis
June 30, 2022**

The Management of Commonwealth Charter Academy Charter School (CCA or the School) has prepared this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2022. The information presented here should be read and considered in conjunction with the financial statements and the notes to the basic financial statements to enhance the reader's understanding of the School's financial performance as a whole.

Financial Highlights

For fiscal year 2021-22, CCA adopted a balanced general fund budget in the amount of \$216.8 million. Actual general fund revenues and other financing sources were \$397.4 million. Actual general fund expenditures were \$250.2 million and transfers to the capital projects fund totaled \$141.7 million. This resulted in a fund balance surplus in the general fund of \$5.6 million.

General fund revenues in 2021-22 increased approximately \$81.7 million over the prior year due to a variety of economic factors. The largest among these factors is the continued increase in student enrollments as a result of the COVID-19 global pandemic of 2020. Another known factor continuing to contribute to the increase in general fund revenues is due to the 2017-18 court decision which required school districts to use budgeted expenditures instead of actual expenditures for tuition payment calculations.

The School's general fund cash balance at June 30, 2022 was \$41.9 million which is an increase of approximately \$19.7 million. The increase was due to CCA's investment in capital projects to increase efforts of growing its presence in the state of Pennsylvania and to further develop its technology infrastructure. School receivables have increased by \$24.2 million due in large part to an increase in school district tuition receivables at year-end as a result of student growth. All other receivables remain consistent with the prior year due to routine year-end reconciliations.

Total general fund payables increased by \$38.2 million due primarily to an increase in interfund payables of \$31.3 million related to transfers to the capital projects fund for future building and technology development investments, including our in-house designed relationship management system, edio.

Government-wide net position increased by \$122.5 million in the current year, bringing the ending net position to \$305.1 million.

The School adopted Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions*, and Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date*, beginning in 2014-15, and is accordingly reporting its share of the June 30, 2022 total Public School Employees' Retirement System (PSERS) pension liability calculated to be \$163.7 million.

Effective July 1, 2017, the School adopted GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, to be in conformity with generally accepted accounting principles. Statement No. 75 establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferring inflows of resources, and expenditures in order to improve accounting and financial reporting by governments for postemployment benefits other than pensions (OPEB). The OPEB liability reflected on the government-wide statements relates to the PSERS Health Insurance Premium Assistance Program. At June 30, 2022, the School's share of this OPEB liability was \$9.5 million, which is reflected on the government-wide statements.

During the year ended June 30, 2022, the School adopted new accounting guidance, GASB Statement No. 87, retroactive to July 1, 2021. GASB Statement No. 87 was issued to recognize certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right-to-use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. As a result of this standard implementation, lease receivables were increased \$6.6 million with an offsetting deferred inflow for lease revenue and capital assets (including right-to-use lease assets) were increased \$9.9 million with an offsetting noncurrent liability of the same amount. There was no change to beginning fund balance or net position.

Overview of Financial Statements

This annual report consists of three parts: (1) management's discussion and analysis, (2) the basic financial statements, and (3) required supplementary information. The basic financial statements include two kinds of statements that present different views of the School. This report also contains supplementary information related to single audit reporting requirements.

This Management's Discussion and Analysis is intended to serve as an introduction to the School's basic financial statements. Government-Wide Financial Statements include a Statement of Net Position and Statement of Activities which are designed to provide readers with a short-term and long-term overview of the School's finances. The remaining Fund Financial Statements focus on a more detailed presentation of operations in the short-term. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

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

Figure 1 shows how the various parts of this annual report are arranged and related to one another.

Figure 1

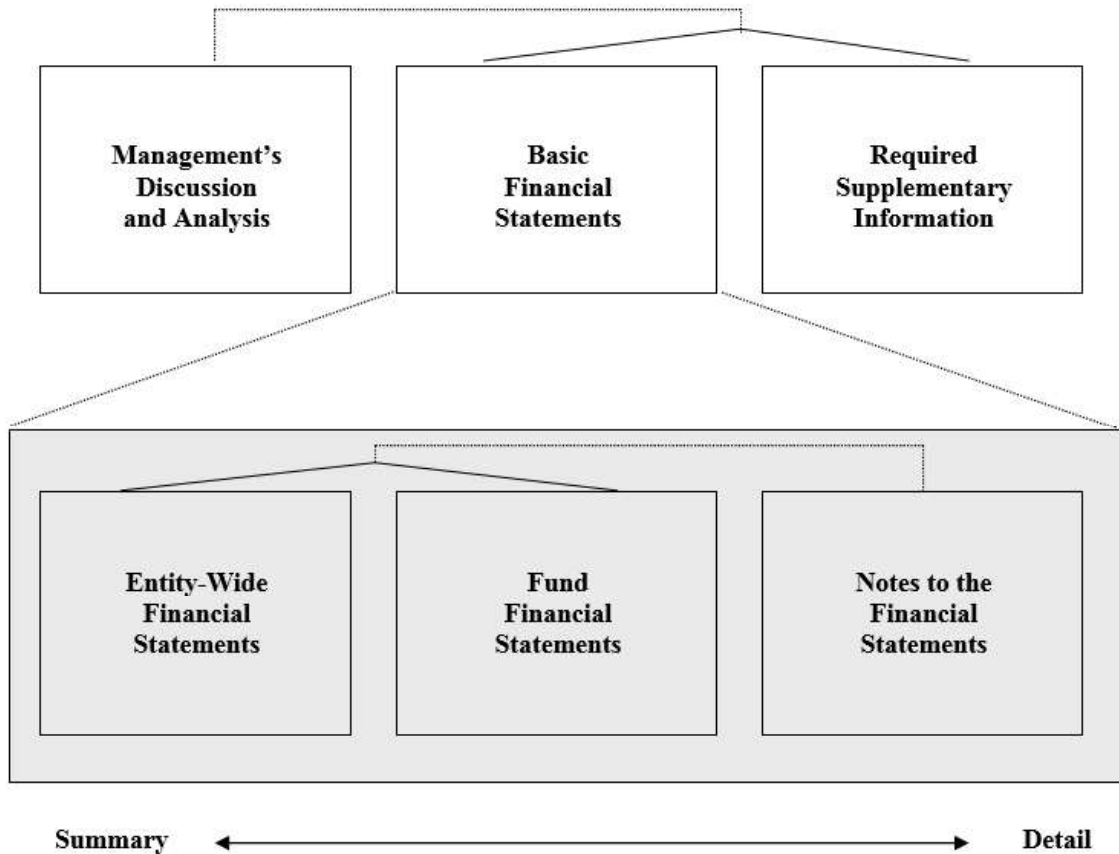


Figure 2 summarizes the major features of the School's financial statements, including the portion of School activity they cover and the types of information they contain. The remainder of this overview section of management's discussion and analysis highlights the structure and contents of each of the statements.

Figure 2

<u>Major Features of the Government-Wide and Fund Financial Statements</u>		
	District-Wide Statements	Fund Financial Statements
		Governmental Funds
Scope	Entire School (except fiduciary funds)	Activities of the School that are not proprietary or fiduciary, such as general operating and capital projects
Required financial statements	<ul style="list-style-type: none"> • Statement of net position • Statement of activities 	<ul style="list-style-type: none"> • Balance sheet • Statement of revenues, expenditures, and changes in fund balances
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial focus
Type of asset/liability information	All assets and liabilities, both financial and capital, current and noncurrent, and deferred inflows and outflows of resources	Generally, assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets or noncurrent liabilities included
Type of inflow/outflow information	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and the related liability is due and payable

Government-Wide Statements

The government-wide statements report information about the School as a whole using accounting methods similar to those used by private-sector companies, referred to as the accrual basis of accounting.

The Statement of Net Position presents all of the School's assets and liabilities, deferred inflows and outflows of resources with the difference reported as "net position." Over time, increases and decreases in net position measure whether the School's financial condition is improving or deteriorating.

The Statement of Activities presents information showing how the School's net position changed during the year. All changes in net position are reported as soon as the underlying events giving rise to the change occur, regardless of the timing of related cash flows. Therefore, revenues and expenses are reported in these statements for some events that will result in cash flows in future periods.

The School currently only has governmental activities reported on these statements.

- Governmental activities - contain the basic services of the School, such as regular and special education and operation and maintenance of plant services, as well as the tuition revenue and federal and state grants which generally finance these programs.

Fund Financial Statements

The fund financial statements provide more detailed information about the major individual funds of the School. A fund is a fiscal and accounting entity with a self-balancing set of accounts used to keep track of specific sources of funding and spending for particular programs. The School currently has only governmental funds.

- Governmental Funds - Most of the School's basic services are included in governmental funds that focus on how money flows into and out of these funds and the balances left at the year-end for future spending. The governmental fund financial statements provide a detailed short-term view of the general operations and the basic services provided and provide some direction as to whether there will be more or fewer resources that can be spent in the near future to finance the School's programs.

Government-Wide Financial Analysis

The Statement of Net Position contains information about the School's assets, liabilities, deferred inflows and outflows of resources, and net position. Management has adopted Governmental Accounting Standards Board (GASB) Statement No. 34 which requires a comparative analysis of current and prior periods. Figure 3 shows a comparative summary of the School's net position for the years ended June 30, 2022 and 2021.

Figure 3		
Comparative Statement of Net Position Summary	<u>2022</u>	<u>2021</u>
Capital assets	\$ 182,893,970	\$ 139,562,359
Other assets	<u>275,613,686</u>	<u>156,601,988</u>
Total assets	458,507,656	296,164,347
Deferred outflows of resources	<u>100,993,285</u>	<u>42,853,493</u>
Total assets and deferred outflows	<u>\$ 559,500,941</u>	<u>\$ 339,017,840</u>
Current liabilities	\$ 39,197,597	\$ 23,011,832
Noncurrent liabilities	<u>181,015,094</u>	<u>130,142,000</u>
Total liabilities	220,212,691	153,153,832
Deferred pension and other post-employment benefit inflows	34,200,578	3,289,000
Net invested in capital assets	163,047,754	129,649,302
Restricted for Capital	203,501,814	120,101,670
Unrestricted (deficit)	<u>(61,461,896)</u>	<u>(67,175,964)</u>
Total net position	<u>305,087,672</u>	<u>182,575,008</u>
Total liabilities, deferred inflows, and net position	<u>\$ 559,500,941</u>	<u>\$ 339,017,840</u>

The increase in total assets, besides excess revenues over expenses in operations, is due in part to continued investments in edio, the School's relationship management system. Also, the increase is from additions to and reserves in the capital projects fund for planned purchases of buildings at strategic locations throughout the state, building improvements to existing and future locations, and software development for enhanced educational experiences. The increase is also due to the implementation of GASB 87, effective July 1, 2021, thus reporting a lease receivable.

The increase in liabilities is due in part to higher payroll liabilities from increased staffing levels during the school year as a result of increased enrollments. It is also a result of higher payables related to operations as well as a higher pension and other postemployment benefit liability at year end. The higher pension and other postemployment benefit amounts are provided by PSERS. Deferred inflows and outflows relate to both the pension and other postemployment benefit plans offered through PSERS. These amounts fluctuate from year-to-year based on plan experiences. The increase is also due to the implementation of GASB 87, effective July 1, 2021, thus reporting a lease payable.

The results of operations for the fiscal year ended June 30, 2022 as a whole are reported in the Statement of Activities. Figure 4 is a comparative summary of changes in net position for the years ending June 30, 2022 and 2021.

Revenues are defined as either program or general revenues. Program revenues are generated by the services themselves or provided externally for use in a particular function and are categorized as charges for services, operating grants and contributions, or capital grants and contributions. General revenues include investment earnings and other revenue that does not meet the criteria for program revenue. Expenses are categorized by function - instruction, support services, and non-instructional services.

Figure 4	<u>2022</u>	<u>2021</u>
Comparative Statement of Activities Summary		
Revenues		
Program Revenues		
Local educational agency assistance	\$ 343,206,317	\$ 285,843,312
Operating grants & contributions	53,489,940	28,832,885
General revenues	<u>794,894</u>	<u>785,292</u>
Total revenues	397,491,151	315,461,489
Expenditures		
Instruction	162,307,267	113,035,470
Support services	92,792,349	74,969,731
Non-instructional services	4,590,282	3,132,414
Interest on long-term debt	369,296	-
Unallocated depreciation and amortization	<u>14,919,293</u>	<u>12,701,400</u>
Total expenditures	<u>274,978,487</u>	<u>203,839,015</u>
Change in net position	122,512,664	111,622,474
Net position, beginning	<u>182,575,008</u>	<u>70,952,534</u>
Net position, ending	<u>\$ 305,087,672</u>	<u>\$ 182,575,008</u>

The School's revenues remain predominately local school district tuition funds based on student enrollment. For the year ended June 30, 2022, the School's total revenues of \$397.5 million exceeded expenditures of \$275 million by \$122.5 million, positively impacting the net position at the end of the school year.

Figure 5 Net Cost (Income) of Governmental Activities Fiscal Year Ended June 20, 2022	Total Cost Of Services	Net Cost (Income) Of Services
Instruction	\$ 162,307,267	\$(100,654,381)
Instructional student support	49,621,919	(16,009,669)
Administrative and financial support services	36,632,090	(11,986,813)
Operation and maintenance of plant services	6,263,896	(4,499,568)
Unallocated depreciation and amortization	14,919,293	14,919,293
Pupil transportation	274,444	(104,660)
Student activities	680,278	(253,362)
Community services	3,910,004	(3,497,906)
Interest on debt	<u>369,296</u>	<u>369,296</u>
Total	\$ 274,978,487	\$(121,717,770)

Governmental Funds Financial Analysis

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

The School's governmental funds reported an ending fund balance of \$232.5 million. Of the ending fund balance, \$20 million is non-spendable, \$201.9 million is restricted for capital projects and technology investments, and \$10 million is assigned for various purposes as outlined on the balance sheet of the governmental funds. The remaining unassigned fund balance is \$0.5 million.

Budget Variations - General Fund

The actual revenues exceeded budgeted amounts by \$180.5 million, largely due to increased tuition from sending school districts related to their per student expenditure calculations, increased student enrollments during the school year, and an increase in federal funding.

Actual expenditures, excluding other financing uses, exceeded budgeted expenditures by \$53.6 million due to increased personnel for various instructional and support positions needed as a result of the increased enrollments. These increased enrollments also caused increased costs for instructional materials, curriculum, and hardware necessary for instruction.

Capital Assets

As of June 30, 2022, the School's investment in capital assets and right-to-use lease assets for its governmental activities totaled \$181,893,970 (net of accumulated depreciation and accumulated amortization, respectively). This investment in capital assets includes equipment, furniture, technology, software, buildings and building improvements. It also represents the financial value of leased locations as determined by GASB 87.

The School continued to invest in building improvements, software development, and furniture and equipment during 2021-22. Capital additions were \$59.2 million. Fixed assets costing \$1,445,409 with accumulated depreciation of \$1,092,016 were disposed of during the year ended June 30, 2022. Additional information on the School's capital assets can be found in Note 7 of this report.

Economic Factors and Next Year's Budget and Activities

The School's primary source of revenue, tuitions received from local school districts, are anticipated to keep pace with the growth in student enrollments during the 2022-23 school year. Economic factors affecting next year's budget and activities will include consistent enrollment increases resulting from the global pandemic of 2020, salaries and benefits costs of staffing to our enrollment levels, the continual increase of PSERS contribution rates, the cost of health insurance premiums, and potential State budget cuts. Additional future events that could impact the School financially include fluctuations in the student enrollments and corresponding staffing changes to meet the demand.

During 2022-23 school year forward, the School will maintain its investment strategy to finance curriculum and learning management system enhancements. It is anticipated the School will also continue its current investment strategy of capital purchases and improvements. These projects will require additional resources over the next several years to enhance the quality of our family service centers for the benefit of families and staff.

During the 2022-23 school year, CCA acquired a property adjacent to our Johnstown office, the parking garage adjacent to our Waterfront office, property in Shippensburg, as well as buildings in Monongahela, Blue Bell, and Scranton. This is part of a continued effort to grow our presence in the state.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the President and CEO, Commonwealth Charter Academy Charter School, One Innovation Way, Harrisburg, PA 17110.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATEMENT OF NET POSITION

June 30, 2022

	Governmental Activities
ASSETS	
Cash	\$ 187,441,570
Intergovernmental receivables	62,953,819
Other receivables	181,696
Lease receivable, current	604,097
Prepaid expenses	20,023,986
Noncurrent assets	
Lease receivable	5,408,518
Capital assets not being depreciated	66,316,256
Capital assets, net of accumulated depreciation	107,205,482
Right-to-use lease assets, net of accumulated amortization	8,372,232
TOTAL ASSETS	458,507,656
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows of resources for pension	95,782,449
Deferred outflows of resources for other postemployment benefits	5,210,836
TOTAL DEFERRED OUTFLOWS OF RESOURCES	100,993,285
LIABILITIES	
Accounts payable	18,245,467
Accrued salaries, benefits, and withholdings	19,806,995
Accrued interest	29,745
Unearned revenue	188,086
Other liabilities	60,209
Noncurrent liabilities due within one year	867,095
Noncurrent liabilities:	
Lease payable	7,763,094
Net pension liability	163,734,000
Net other postemployment benefit liability	9,518,000
TOTAL LIABILITIES	220,212,691
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows of resources for lease revenue	5,848,578
Deferred inflows of resources for pension	28,214,000
Deferred inflows of resources for other postemployment benefits	138,000
TOTAL DEFERRED INFLOWS OF RESOURCES	34,200,578
NET POSITION	
Net investment in capital assets	163,047,754
Restricted for capital projects	203,501,814
Unrestricted (deficit)	(61,461,896)
TOTAL NET POSITION	\$ 305,087,672

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2022

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenue</u>		<u>Net (Expense) Revenue and Changes in Net Position Governmental Activities</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	
Governmental Activities				
Instruction	\$ 162,307,267	\$ 212,864,007	\$ 50,097,641	\$ 100,654,381
Instructional student support	49,621,919	65,064,647	566,941	16,009,669
Administrative and financial support services	36,632,090	48,287,863	331,040	11,986,813
Operation and maintenance of plant services	6,263,896	10,763,464	-	4,499,568
Pupil transportation	274,444	375,024	4,080	104,660
Student activities	680,278	928,638	5,002	253,362
Community services	3,910,004	4,922,674	2,485,236	3,497,906
Interest on long-term debt	369,296	-	-	(369,296)
Unallocated depreciation/ amortization expense	14,919,293	-	-	(14,919,293)
Total Governmental Activities	<u>\$ 274,978,487</u>	<u>\$ 343,206,317</u>	<u>\$ 53,489,940</u>	121,717,770
General Revenues				
Investment earnings				390,570
Miscellaneous revenue				404,324
Total General Revenues				<u>794,894</u>
Change in Net Position				122,512,664
Net Position - Beginning of Year				<u>182,575,008</u>
Net Position - End of Year				<u>\$ 305,087,672</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

BALANCE SHEET - GOVERNMENTAL FUNDS

June 30, 2022

	General	Capital Projects	Total Governmental Funds
ASSETS			
Cash	\$ 41,881,762	\$ 145,559,808	\$ 187,441,570
Interfund receivable	-	66,560,579	66,560,579
Intergovernmental receivables	62,953,819	-	62,953,819
Other receivables	181,696	-	181,696
Lease receivable	6,012,615	-	6,012,615
Prepaid expenditures	18,426,532	1,597,454	20,023,986
	TOTAL ASSETS	TOTAL ASSETS	TOTAL ASSETS
	<u>\$ 129,456,424</u>	<u>\$ 213,717,841</u>	<u>\$ 343,174,265</u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES			
LIABILITIES			
Interfund payable	\$ 66,560,579	\$ -	\$ 66,560,579
Accounts payable	8,029,440	10,216,027	18,245,467
Accrued salaries, benefits, and withholdings	19,806,995	-	19,806,995
Unearned revenue	188,086	-	188,086
Other liabilities	60,209	-	60,209
	TOTAL LIABILITIES	TOTAL LIABILITIES	TOTAL LIABILITIES
	94,645,309	10,216,027	104,861,336
DEFERRED INFLOWS OF RESOURCES			
Lease revenue	5,848,578	-	5,848,578
FUND BALANCES			
Nonspendable:			
Prepaid expenditures	18,426,532	1,597,454	20,023,986
Restricted	-	201,904,360	201,904,360
Assigned:			
Technology investments	5,000,000	-	5,000,000
Learning Management System and curriculum development	3,500,000	-	3,500,000
Future health insurance claims	1,500,000	-	1,500,000
Unassigned	536,005	-	536,005
	TOTAL FUND BALANCES	TOTAL FUND BALANCES	TOTAL FUND BALANCES
	<u>28,962,537</u>	<u>203,501,814</u>	<u>232,464,351</u>
	TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES	TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES	TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES
	<u>\$ 129,456,424</u>	<u>\$ 213,717,841</u>	<u>\$ 343,174,265</u>

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

RECONCILIATION OF GOVERNMENTAL FUNDS BALANCE SHEET TO THE
GOVERNMENT-WIDE STATEMENT OF NET POSITION

June 30, 2022

Amounts reported for governmental activities on the statement of net position are different because:

TOTAL FUND BALANCES - GOVERNMENTAL FUND		\$ 232,464,351
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$222,565,324 and the accumulated depreciation/amortization is \$40,671,354.		181,893,970
Long-term liabilities, including leases payable, are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year end consist of leases payable.		
Leases payable	(8,630,189)	
Accrued interest	<u>(29,745)</u>	(8,659,934)
The net pension liability and related deferred outflows and inflows of resources for pensions are not reflected on the fund financial statements.		(96,165,551)
The net other postemployment benefit liability and related deferred outflows and inflows of resources for other postemployment benefits are not reflected on the fund financial statements.		<u>(4,445,164)</u>
TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES		<u><u>\$ 305,087,672</u></u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -
GOVERNMENTAL FUNDS**

For the Year Ended June 30, 2022

	General	Capital Projects	Total Governmental Funds
REVENUES			
Local sources	\$ 348,642,093	\$ 106,541	\$ 348,748,634
State sources	435,987	-	435,987
Federal sources	48,287,366	-	48,287,366
TOTAL REVENUES	397,365,446	106,541	397,471,987
EXPENDITURES			
Current:			
Instructional services	155,773,232	388,705	156,161,937
Support services	88,503,518	18,663,280	107,166,798
Operation of noninstructional services	4,282,014	-	4,282,014
Capital outlay	-	39,345,987	39,345,987
Debt service			
Principal	1,289,275	-	1,289,275
Interest	339,551	-	339,551
Refund of prior year revenue	1,493	-	1,493
TOTAL EXPENDITURES	250,189,083	58,397,972	308,587,055
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	147,176,363	(58,291,431)	88,884,932
OTHER FINANCING SOURCES (USES)			
Proceeds from issuance of leases	6,407	-	6,407
Sale of capital assets	50,635	-	50,635
Insurance recoveries	19,164	-	19,164
Transfers in	-	141,691,575	141,691,575
Transfers out	(141,691,575)	-	(141,691,575)
TOTAL OTHER FINANCING SOURCES (USES)	(141,615,369)	141,691,575	76,206
NET CHANGE IN FUND BALANCES	5,560,994	83,400,144	88,961,138
FUND BALANCES - BEGINNING OF YEAR	23,401,543	120,101,670	143,503,213
FUND BALANCES - END OF YEAR	\$ 28,962,537	\$ 203,501,814	\$ 232,464,351

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

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

For the Year Ended June 30, 2022

Amounts reported for governmental activities in the statement of activities are different because:

NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS \$ 88,961,138

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation or amortization expense.

Capital outlays	\$ 59,151,529	
Less: Depreciation/amortization expense	(16,466,525)	
Less: Loss on disposal of capital assets	<u>(353,393)</u>	42,331,611

Issuance of long-term debt (e.g., leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds.

Issuance of leases	(6,407)	
Repayment of lease principal	<u>1,289,275</u>	1,282,868

Interest expense incurred on long-term debt in the statement of activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due, and thus requires the use of current financial resources. (29,745)

Some expenses reported in the statement of activities do not require the use of current financial resources and are not reported as expenditures in governmental funds. The difference in the amount incurred and amount paid of these activities is:

Net pension liability and related deferred outflows and inflows	(9,439,184)	
Net OPEB liability and related deferred outflows and inflows	<u>(594,024)</u>	<u>(10,033,208)</u>

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES \$ 122,512,664

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

Commonwealth Charter Academy Charter School (the “Charter School” or “School”) is a nonprofit corporation established pursuant to the Pennsylvania Nonprofit Corporation Law of 1988. The Charter School is chartered directly through the Pennsylvania Department of Education. The current charter expired June 30, 2016; the renewal is currently being processed by the Pennsylvania Department of Education.

The Charter School is located in Harrisburg, Pennsylvania, and was established to leverage technology on behalf of students who need a more personalized approach to education to maximize their potential and meet the highest performance standards. The Charter School is a provider of high-quality, highly accountable virtual schooling for learners in grades K-12. The Charter School gives learners the flexibility to learn at home with a curriculum that meets rigorous State education standards. Through individualized service, instruction, and dedication to achievement, the Charter School provides an opportunity for all learners to competently meet personal and community goals, overcome challenges, and share their passion for success with future generations.

The Charter School is governed by a board of trustees. The number of trustees shall be determined by the Board from time to time. At least three trustees shall be chosen from and shall represent one of the following constituencies: (1) the parent of one or more student(s) who is/are enrolled in the School; (2) a generally recognized community leader in the area served by the School, as determined at the discretion of the Board; and (3) an individual currently employed as either a teacher, college instructor in the area of education, or an individual who has served in those capacities or who otherwise has expertise in education, as determined at the discretion of the Board.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Commonwealth Charter Academy Charter School have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the authoritative standard-setting body for the establishment of governmental accounting and financial reporting principles. The more significant of these accounting principles are as follows:

A. Reporting Entity

As required by generally accepted accounting principles, the financial statements of the reporting entity include those of the Charter School and its component units.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

A. Reporting Entity - continued

The Charter School used guidance contained in generally accepted accounting principles to evaluate the possible inclusion of related entities (authorities, boards, councils, fiduciary activities, etc.) within its reporting entity. Accounting principles generally accepted in the United States of America require that the reporting entity consists of the primary government and legally separate entities for which the primary government is financially accountable. In addition, the primary government may determine, through the exercise of management's professional judgment, that the inclusion of a legally separate entity that does not meet the financial accountability criteria is necessary in order to prevent the reporting entity's financial statements from being misleading. In such instances, that legally separate entity should be included as a component unit if the nature and significance of their relationship with the primary government or other component units are such that the exclusion from the financial reporting entity would render the financial reporting entity's financial statements incomplete or misleading. In evaluating how to define the reporting entity, management has considered all potential component units.

Based on the foregoing criteria, Commonwealth Charter Academy Charter School has determined it has no component units.

B. Basis of Presentation - Government-Wide Financial Statements

Government-wide financial statements (i.e., the statement of net position and the statement of activities) display information about the reporting entity, except for its fiduciary activities. All fiduciary activities are reported only in the fund financial statements. The government-wide statements include separate columns for the governmental and business-type activities of the primary government, as well as any discretely presented component units. Governmental activities, which normally are supported by intergovernmental revenues and other nonexchange transactions, are reported separately from business-type activities which rely to a significant extent on fees and charges for support. Likewise, the primary government is reported separately from the legally separate component units for which the primary government is financially accountable. The Charter School presently only has governmental activities.

The statement of activities demonstrates the degree to which the direct expenses of a given function to the Charter School are offset by the program revenues related to that function. Direct expenses are those that are directly related to and clearly identified with a function. Program revenues include 1) charges to customers or others who purchase, use or directly benefit from services or goods provided by a given function, or 2) grants and contributions that are restricted to meet the operational or capital requirements of a function. Other items properly not included in program revenues are reported as general revenues.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

C. Basis of Presentation - Fund Financial Statements

The fund financial statements provide information about the government's funds, including its fiduciary funds. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds.

The Charter School Reports the Following Major Governmental Funds:

General Fund: The general fund is the general operating fund of the Charter School. This fund is charged with all costs of operating the Charter School for which a separate fund has not been established.

Capital Projects Fund: The capital projects fund accounts for expenditures related to facilities acquisitions and improvements as well as office furniture and equipment costs located within School facilities, and proprietary software development and enhancements.

The Charter School does not currently have any enterprise or fiduciary funds.

During the course of operations, the government has activity between funds for various purposes. Any residual balances outstanding at year end are reported as interfund receivables and payables. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

Further, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements, these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

D. Measurement Focus and Basis of Accounting

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

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

The governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Charter School considers revenues to be available if they are collected by October 31, 2022. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met. If time eligibility requirements are not met, deferred inflows of resources would be recorded. All other revenue items are considered to be measurable and available only when cash is received by the Charter School.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, and claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under leases are reported as other financing sources.

E. Budgetary Information

Budgetary Basis of Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for the general fund. All annual appropriations, except unexpended grant appropriations and encumbrances, lapse at fiscal year end. The Charter School's 2021-2022 budget was prepared and approved by the board of trustees prior to submitting the budget to the Pennsylvania Department of Education.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position

1. Cash and Cash Equivalents

The Charter School’s reporting entity considers all highly-liquid investments with a maturity of three months or less when purchased to be cash equivalents.

2. Investments

Investments are valued at fair value in accordance with Governmental Accounting Standards Board Statement No. 72, *Fair Value Measurement and Application*, except for investments in external investment pools, which are valued at amortized costs if required criteria are met as outlined in Governmental Accounting Standards Board Statement No. 79, *Certain External Investment Pools and Pool Participants*.

The Charter School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

3. Interfund Transactions

Activity between funds that is representative of lending/borrowing arrangements outstanding at the end of the year are referred to as “interfund receivables/payables.”

4. Receivables

The intergovernmental receivables are amounts due from local school districts, the Pennsylvania Department of Education (PDE), and other governmental entities.

5. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The costs of prepaid items are recorded as expenditures/expenses when consumed rather than when purchased. At June 30, 2022, prepaid expenditures/expenses consist of the following:

	General Fund	Capital Fund
Curriculum and licenses	\$ 6,084,637	\$ 1,305,654
Rent and utilities	111,062	-
Security and property purchase deposits	40,790	291,800
Technology	8,146,500	-
Contracted services	3,200,676	-
Other	842,867	-
Total	<u>\$ 18,426,532</u>	<u>\$ 1,597,454</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

6. Capital Assets, Depreciation, and Amortization

The Charter School's capital assets with useful lives of more than one year are stated at historical cost and comprehensively reported in the government-wide financial statements. The reported value excludes normal maintenance and repairs, which are essentially amounts spent in relation to capital assets that do not increase the capacity or efficiency of the item or extend its useful life beyond the original estimate. Donated capital assets are recorded at the acquisition value of the item at the date of donation. Right-to-use lease assets are reported when a qualifying lease liability is incurred.

The Charter School generally capitalizes assets with a cost of \$10,000 or more as purchase and construction outlays occur, with the exception of laptops. Assets purchased or constructed with long-term debt may be capitalized regardless of the threshold established. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Construction in progress is stated at cost and consists primarily of costs incurred on construction projects. No provision for depreciation is made on construction in progress until the assets are complete and placed into service. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

Estimated useful lives for depreciable assets are as follows:

<u>Assets</u>	<u>Years</u>
Building and improvements	6 - 27.5
Software	10
Furniture and equipment	3 - 7
Right-to-use lease assets	2 - 33

7. Valuation of Long-Lived Assets

Long-lived assets to be held and used are required to be reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. In general, any long-lived assets to be disposed of are reported at the lower of carrying amount or fair value less cost to sell. The Charter School periodically evaluates the recoverability of its long-lived assets, including real estate and improvements and deferred costs, using objective methodologies. Such methodologies include evaluations based on cash flows generated by the underlying assets or other determinants of fair value. None of the Charter School's long-lived assets were considered to be impaired as of June 30, 2022.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

8. Unearned Revenues

Revenues that are received but not earned are reported as unearned revenues in the government-wide and governmental fund financial statements. Unearned revenues arise when resources are received prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the Charter School has legal claim to the resources, the liability for unearned revenue is removed from the respective financial statements and revenue is recognized.

9. Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental or business-type activity columns in the statement of net position. This same treatment also applies to proprietary fund financial statements. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. Bonds payable are reported net of the applicable bond premium or discount. Other bond issuance costs are expensed at the time the debt is issued.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued and original issue discounts or premiums are reported as other financing sources and uses. Issuance costs and underwriter's discount, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

10. Leases

Lessor

Commonwealth Charter Academy Charter School is a lessor for noncancellable leases of building space. The Charter School recognizes a lease receivable and a deferred inflow of resources in the government-wide and governmental fund financial statements.

At the commencement of a lease, Commonwealth Charter Academy Charter School initially measures the lease receivable at the present value of payments expected to be received during the lease term. Subsequently, the lease receivable is reduced by the principal portion of lease payments received. The deferred inflow of resources is initially measured as the initial amount of the lease receivable, adjusted for lease payments received at or before the lease commencement date. Subsequently, the deferred inflow of resources is recognized as revenue over the life of the lease term.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

10. Leases - continued

Lessor - continued

Key estimates and judgments include how the Charter School determines (1) the discount rate it uses to discount the expected lease receipts to present value, (2) lease term, and (3) lease receipts.

- Commonwealth Charter Academy Charter School uses its estimated incremental borrowing rate as the discount rate for the lease.
- The lease term includes the noncancellable period of the lease. Also included within the lease term are qualifying lease renewals or early termination options that the Charter School is reasonably certain to exercise or not. Lease receipts included in the measurement of the lease receivable is composed of fixed payments from the lessee.

The Charter School monitors changes in circumstances that would require a remeasurement of its lease, and will remeasure the lease receivable and deferred inflows of resources if certain changes occur that are expected to significantly affect the amount of the lease receivable.

Lessee

Commonwealth Charter Academy Charter School is a lessee for noncancellable leases of equipment and building space. The Charter School recognizes a lease liability and an intangible right-to-use lease asset (lease asset) in the government-wide financial statements. Commonwealth Charter Academy Charter School recognizes lease liabilities with an initial, individual value of \$10,000 or more.

At the commencement of a lease, the Charter School initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the initial amount of the lease liability, adjusted for lease payments made at or before the lease commencement date, plus certain initial direct costs. Subsequently, the lease asset is amortized on a straight-line basis over its useful life.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

10. Leases - continued

Lessee - continued

Key estimates and judgments related to leases include how the Charter School determines (1) the discount rate it uses to discount the expected lease payments to present value, (2) lease term, and (3) lease payments.

- The Charter School uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the Charter School generally uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancellable period of the lease. Also included within the lease term are any qualifying lease renewals or early termination options that the Charter School is reasonably certain to exercise or not exercise. Lease payments included in the measurement of the lease liability are composed of fixed payments and purchase option price that the Charter School is reasonably certain to exercise.

The Charter School monitors changes in circumstances that would require a remeasurement of its lease and will remeasure the lease asset and liability if certain changes occur that are expected to significantly affect the amount of the lease liability.

Lease assets are reported with other capital assets as right-to-use lease assets and lease liabilities are reported with noncurrent liabilities on the statement of net position.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

11. Pension

The Charter School contributes to the Public School Employees Retirement System (PSERS), a cost-sharing multiple-employer defined benefit pension plan. The Charter School accounts for the plan under the provisions of GASB Statement No. 68, which establishes standards for the measurement, recognition, and display of pension expense and related liabilities, deferred outflows and deferred inflows of resources related to pension, certain required supplementary information, and note disclosures.

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

12. Other Postemployment Benefits (OPEB)

The Charter School's other postemployment benefit plan is accounted for under the provisions of GASB Statement No. 75, which establishes standards for the measurement, recognition, and display of other postemployment benefit expense and related liabilities, deferred outflows and deferred inflows of resources related to other postemployment benefits, certain required supplementary information, and note disclosures. The Charter School provides OPEB under the following plan:

PSERS OPEB Plan

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

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

13. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expenses) until then. The Charter School has two items that qualify for reporting in this category:

Deferred outflows of resources for pension relate to the Charter School's net pension liability and pension expense and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the pension plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred outflow. Also included are contributions made to the pension plan subsequent to the measurement date and prior to the Charter School's year end. The contributions will be recognized as a reduction in net pension liability in the following year.

Deferred outflows of resources for other postemployment benefit liabilities relate to the Charter School's liability for postemployment benefits other than pensions and related expenses and arise from the changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred outflow. Also included are contributions or benefit payments made subsequent to the measurement date and prior to the Charter School's year end. These payments will be recognized as a reduction to the net other postemployment benefit liability in the following year.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

13. Deferred Outflows/Inflows of Resources - continued

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The Charter School has four types of items that qualify for reporting in this category:

Unavailable revenue arises only under a modified accrual basis of accounting and is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues from tuition. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. There was no unavailable revenue as of June 30, 2022.

Deferred inflows of resources for lease revenue relate to lessor agreements the Charter School has for its facilities with third parties. The deferred inflows of resources are recorded at the initiation of the lease in an amount equal to the initial recording of the lease receivable. The deferred inflows of resources are amortized on a straight-line basis over the term of the lease.

Deferred inflows of resources for pensions relate to the Charter School's net pension liability and pension expense and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the pension plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred inflow.

Deferred inflows of resources for other postemployment benefit liabilities relate to the Charter School's liability for postemployment benefits other than pensions and related expenses and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred inflow.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

14. Net Position

Net position represents the difference between assets and deferred outflows of resources less liabilities and deferred inflows of resources. Net investment in the capital assets component of net position is comprised of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. In addition, any deferred outflows of resources and/or deferred inflows of resources related to such capital assets or liabilities associated with the capital assets should also be added to or deducted from the overall net investment in capital assets. The restricted component of net position is used when there are limitations imposed on their use either through the enabling legislation adopted by a higher governmental authority or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The remaining component of net position is unrestricted.

The Charter School applies restricted resources first when an expense is incurred for purposes for which both the restricted and unrestricted components of net position are available.

15. Fund Balance Policies and Flow Assumptions

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The Charter School itself can establish limitations on the use of resources through either a commitment (committed fund balance) or an assignment (assigned fund balance).

The restricted fund balance classification represents funds that are limited in use due to constraints for a specific purpose through restrictions by external parties, grant agreements, or enabling legislation.

The committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the Charter School's highest level of decision-making authority. The board of trustees is the highest level of decision-making authority for the Charter School that can, by adoption of a resolution prior to the end of the fiscal year, commit fund balance. Once adopted, the limitation imposed by the resolution remains in place until a similar action is taken (the adoption of another resolution) to remove or revise the limitation.

Amounts in the assigned fund balance classification are intended to be used by the government for specific purposes but do not meet the criteria to be classified as committed. The board has delegated authority to assign fund balance to the President and Chief Executive Officer and Executive Vice President of Finance and Administration. Unlike commitments, assignments generally only exist temporarily. In other words, an additional action does not normally have to be taken for the removal of an assignment. Conversely, as discussed above, an additional action is essential to either remove or revise a commitment.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

15. Fund Balance Policies and Flow Assumptions - continued

Sometimes the government will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. The Charter School's policy states in circumstances where an expenditure is made for a purpose for which amounts are available in multiple fund balance classifications, the order in which resources will be expensed is as follows: restricted fund balance, followed by committed fund balance, assigned fund balance and unassigned fund balance.

The Charter School does not have a minimum fund balance policy.

G. Use of Estimates

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

H. Adoption of Accounting Standards

During the year ended June 30, 2022 the Charter adopted new accounting guidance, GASB Statement No. 87, retroactive to July 1, 2021. GASB Statement No. 87 was issued to recognize certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right-to-use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. As a result of this standard implementation, lease receivables were increased \$6,595,226 with an offsetting deferred inflow for lease revenue and capital assets (including right-to-use lease assets) were increased \$9,913,057 with an offsetting noncurrent liability of the same amount. There was no change to beginning fund balance or net position.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 2 - STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

A. Compliance with Finance Related Legal and Contractual Provisions

The Charter School had no material violations of finance related legal and contractual provisions.

B. Deficit Fund Balance or Net Position of Individual Funds

For the year ended June 30, 2022, no individual fund had a deficit fund balance or net position.

NOTE 3 - CASH

The deposit and investment policy of the Charter School adheres to state statutes. There were no deposits or investment transactions during the year that were in violation of either the state statutes or the policy of the Charter School.

Deposits

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Charter School does not have a policy for custodial credit risk. As of June 30, 2022, the carrying amount of the Charter School's deposits was \$187,441,570 and the bank balance was \$194,011,805. The School participates in an insured cash sweep savings account which spreads savings funds through a variety of banks with allocated funds at each bank being under the FDIC limit. Therefore, \$43,920,814 of the bank balance was covered by federal depository insurance and \$150,090,991 was exposed to custodial credit risk but covered by collateralization requirements in accordance with Act 72 of the 1971 Session of the Pennsylvania General Assembly.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 4 - INTERGOVERNMENTAL RECEIVABLES AND UNAVAILABLE REVENUE

The intergovernmental receivables are due from local school districts, the Pennsylvania Department of Education (PDE), and other governmental agencies. Deferred inflows of resources are reported for all receivables not collected within the period of availability (by October 31, 2022). Thus, no allowance has been deemed necessary or recorded in the accompanying financial statements. The intergovernmental receivables balance consists of the following as of June 30, 2022:

Local Education Agencies	\$ 27,534,755
Pennsylvania Department of Education:	
Title I Grants to Local Educational Agencies	1,220,977
Supporting Effective Instruction State Grant	499,168
Student Support and Academic Enrichment Program	83,103
COVID-19 Education Stabilization Fund	32,094,448
Pennsylvania Department of Human Services - Medical Assistance	118,582
Intermediate Unit 13 - Special Education Grants to States	50,000
Capital Area Intermediate Unit - Special Education Grants to States	<u>1,352,786</u>
Total Intergovernmental Receivables	<u>\$ 62,953,819</u>

All receivables were collected within the Charter School's period of availability, and therefore no unavailable revenue is reported at June 30, 2022.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 5 - INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS

The following is a summary of interfund receivables and payables at June 30, 2022:

	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
General Fund	\$ -	\$ 66,560,579
Capital Projects Fund	<u>66,560,579</u>	<u>-</u>
	<u>\$ 66,560,579</u>	<u>\$ 66,560,579</u>

Interfund receivables and payables exist as a result of a time lag between dates when payments between funds are made to fund current and future capital purchases. All will be paid within one year.

Interfund transfers are summarized as follows at June 30, 2022:

	<u>Transfers In</u>	<u>Transfers Out</u>
General Fund	\$ -	\$ 141,691,575
Capital Projects Fund	<u>141,691,575</u>	<u>-</u>
	<u>\$ 141,691,575</u>	<u>\$ 141,691,575</u>

Transfers are made to fund current and future capital projects.

NOTE 6 - LEASE RECEIVABLE/DEFERRED INFLOWS OF RESOURCES

The Charter School has entered into various leases as lessor for the use of Charter School facilities. An initial lease receivable was recorded in the amount of \$6,595,226 as of July 1, 2021. As of June 30, 2022, the value of the lease receivable is \$6,012,615 with a related deferred inflow of \$5,848,578. The lessees are required to make monthly payments of principal and interest. The leases have an interest rate of 4.0%. The Charter School recognized lease revenue of \$997,580 during the year ended June 30, 2022, including interest revenue of \$250,932.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 7 - CHANGES IN CAPITAL ASSETS

Capital assets balances and activity for the year ended June 30, 2022, were as follows:

	Beginning Balance (Restated)	Increase	Decrease/ Transfers	Ending Balance
Governmental Activities				
Capital assets not being depreciated:				
Land	\$ 171,105	\$ -	\$ -	\$ 171,105
Construction in progress	18,871,521	49,260,872	(1,987,242)	66,145,151
Total assets not being depreciated	19,042,626	49,260,872	(1,987,242)	66,316,256
Capital assets being depreciated:				
Building and improvements	77,125,840	444,903	1,169,192	78,739,935
Software	23,853,177	7,224,488	-	31,077,665
Furniture and equipment	34,924,504	2,214,859	(627,359)	36,512,004
Total assets being depreciated	135,903,521	9,884,250	541,833	146,329,604
Less accumulated depreciation/amortization for:				
Building and improvements	6,983,625	3,608,836	-	10,592,461
Software	4,711,512	3,107,767	-	7,819,279
Furniture and equipment	13,601,708	8,202,690	(1,092,016)	20,712,382
Total accumulated depreciation/amortization	25,296,845	14,919,293	(1,092,016)	39,124,122
Total capital assets being depreciated/amortized, net	110,606,676	(5,035,043)	1,633,849	107,205,482
Right-to-use lease assets being amortized:				
Buildings	8,522,180	-	-	8,522,180
Equipment	1,390,877	6,407	-	1,397,284
Totals being amortized	9,913,057	6,407	-	9,919,464
Less accumulated amortization for:				
Buildings	-	1,392,968	-	1,392,968
Equipment	-	154,264	-	154,264
Total accumulated amortization	-	1,547,232	-	1,547,232
Total right-to-use lease assets being amortized, net	9,913,057	(1,540,825)	-	8,372,232
GOVERNMENTAL ACTIVITIES, CAPITAL ASSETS, NET	\$ 139,562,359	\$ 42,685,004	\$ (353,393)	\$ 181,893,970

Depreciation and amortization expense was charged to functions/programs of the governmental activities of the primary government as follows:

Operation and maintenance of plant services	\$ 1,547,232
Unallocated	14,919,293
Total	\$ 16,466,525

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 - LINE OF CREDIT

On June 27, 2014, the Charter School obtained a \$5,000,000 line of credit to fund short-term asset purchases and fund accounts receivable. Interest on the line is payable at LIBOR plus 2.85%. The interest rate at June 30, 2022 was 4.4631%. The line is subject to certain financial covenants and all assets of the Charter School are pledged as collateral. There was no balance on the line and no activity for the year ended June 30, 2022.

NOTE 9 - LONG-TERM LIABILITIES

Lease Payable

The Charter School has entered into lease agreements for equipment and building space. The leases have varying termination dates through January 2054. The leases include monthly or quarterly payments of principal and interest at a rate of 4.0%. The leases are secured by the related equipment.

Future lease maturities as of June 30 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023	\$ 867,095	\$ 324,525	\$ 1,191,620
2024	535,000	299,812	834,812
2025	438,527	280,754	719,281
2026	464,604	264,159	728,763
2027	489,796	246,581	736,377
2028 - 2032	2,963,144	879,008	3,842,152
2033 - 2037	1,948,889	390,326	2,339,215
2038 - 2042	212,669	161,942	374,611
2043 - 2047	266,028	116,956	382,984
2048 - 2052	326,646	57,854	384,500
2053 - 2057	117,791	3,965	121,756
Total	<u>\$ 8,630,189</u>	<u>\$ 3,025,882</u>	<u>\$ 11,656,071</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 9 - LONG-TERM LIABILITIES - CONTINUED

Long-term liability balances and activity for the year ended June 30, 2022, are as follows:

	Beginning Balance (Restated)	Additions	Reductions	Ending Balance	Due Within One Year
Governmental Activities:					
Lease payable	\$ 9,913,057	\$ 6,407	\$ 1,289,275	\$ 8,630,189	\$ 867,095
Net pension liability	124,673,000	58,956,925	19,895,925	163,734,000	-
Net other postemployment benefit liabilities	5,469,000	4,535,860	486,860	9,518,000	-
Total Governmental Long-Term Liabilities	<u>\$ 140,055,057</u>	<u>\$ 63,499,192</u>	<u>\$ 21,672,060</u>	<u>\$ 181,882,189</u>	<u>\$ 867,095</u>

Payments for leases payable are made by the general fund. Total interest paid during the year ended June 30, 2022, was \$339,551. The net pension and OPEB liability will be liquidated through future contributions to PSERS at the statutory rates; contributions will be made from the general fund.

NOTE 10 - EMPLOYEE RETIREMENT PLANS

Employee Defined Benefit Pension Plan

General Information About the Pension Plan

Plan Description

PSERS is a governmental, cost-sharing, multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania under Title 24, Part IV of the Pennsylvania General Assembly. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.pa.gov.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

General Information About the Pension Plan - continued

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2.0% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of 5 years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after 10 years of service.

Act 5 of 2017 (Act 5) introduced a hybrid benefit plan with two membership classes and a separate defined contribution plan for individuals who become new members on or after July 1, 2019. Act 5 created two new hybrid membership classes, Membership class T-G (Class T-G) and Membership Class T-H (Class T-H) and the separate defined contribution membership class, Membership Class DC (Class DC).

Class T-G and Class T-H members who qualify for a defined benefit normal retirement benefit must work until age 67 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 97 with a minimum 35 years of service.

Defined benefits for T-G and T-H are 1.25% or 1.00%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. A member's right to a defined benefit is vested in 10 years.

Participants are eligible for disability retirement benefits after completion of 5 years of credited service. Such benefits are generally equal to 2.0% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

Death benefits are payable upon the death of an active member who has reached age 62 with at least 1 year of credited service (age 65 with at least 3 years of credited service for Class T-E and Class T-F members) or who has at least 5 years of credited service (10 years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

General Information About the Pension Plan - continued

Contributions

The contribution policy is set by state statute and requires contributions by active members and employers. The contribution rates based on qualified member compensation for virtually all members is presented below:

Member Contribution Rates				
Membership Class	Continuous Employment Since	Defined Benefit (DB) Contribution Rate	DC Contribution Rate	Total Contribution Rate
T-C	Prior to July 22, 1983	5.25%	N/A	5.25%
				6.25%
T-C	On or after July 22, 1983	6.25%	N/A	6.25%
T-D	Prior to July 22, 1983	6.50%	N/A	6.50%
T-D	On or after July 22, 1983	7.50%	N/A	7.50%
T-E	On or after July 1, 2011	7.50% base rate with shared risk provision	N/A	7.50%
T-F	On or after July 1, 2011	10.30% base rate with shared risk provision	N/A	10.30%
T-G	On or after July 1, 2019	5.50% base rate with shared risk provision	2.75%	8.25%
T-H	On or after July 1, 2019	4.50% base rate with shared risk provision	3.00%	7.50%
DC	On or after July 1, 2019	N/A	7.50%	7.50%

Shared Risk Program Summary				
Membership Class	Defined Benefit (DB) Base Rate	Shared Risk Increment	Minimum	Maximum
T-E	7.50%	+/- 0.50%	5.50%	9.50%
T-F	10.30%	+/- 0.50%	8.30%	12.50%
T-G	5.50%	+/- 0.75%	2.50%	8.50%
T-H	4.50%	+/- 0.75%	1.50%	7.50%

Employer Contributions:

The Charter School's contractually required contribution rate for the fiscal year ended June 30, 2022, was 33.99% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the Charter School were \$26,930,117 for the year ended June 30, 2022. In addition, the Charter School's contribution to the defined contribution plan was \$118,844 for the year ended June 30, 2022.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

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

At June 30, 2022, the Charter School reported a liability of \$163,734,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System’s total pension liability as of June 30, 2020 to June 30, 2021. The Charter School’s proportion of the net pension liability was calculated utilizing the employer’s one-year reported contributions as it relates to the total one-year reported contributions. At June 30, 2022, the Charter School’s proportion was 0.3988%, which was an increase of 0.1456% from its proportion measured as of June 30, 2021.

For the year ended June 30, 2022, the Charter School recognized pension expense of \$36,369,301. At June 30, 2022, the Charter School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
	<u> </u>	<u> </u>
Net difference between projected and actual investment earnings	\$ -	\$ 26,063,000
Difference between expected and actual experience	121,000	2,151,000
Changes in proportions - plan level	59,909,000	-
Changes of assumptions	7,942,000	-
Difference between employer contributions and proportionate share of total contributions	880,332	-
Contributions subsequent to the measurement date	26,930,117	-
	<u>\$ 95,782,449</u>	<u>\$ 28,214,000</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

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

The \$26,930,117 reported as deferred outflows of resources resulting from the Charter School pension contributions made subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows for the years ending June 30:

2023	\$ 17,169,999
2024	17,151,276
2025	14,547,030
2026	<u>(8,229,973)</u>
	<u>\$ 40,638,332</u>

Actuarial Assumptions

The total pension liability at June 30, 2021, was determined by rolling forward the System's total pension liability at June 30, 2020 to June 30, 2021, using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 7.00%, includes inflation at 2.50%.
- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 improvement scale.

The actuarial assumptions used in the June 30, 2021 valuation were based on the results of an actuarial experience study that was performed for the five year period ended June 30, 2020.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

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

Actuarial Assumptions - continued

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

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

The PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2021, is:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global public equity	27.0%	5.2%
Private equity	12.0%	7.3%
Fixed income	35.0%	1.8%
Commodities	10.0%	2.0%
Absolute return	8.0%	3.1%
Infrastructure/MLPs	8.0%	5.1%
Real estate	10.0%	4.7%
Cash	3.0%	0.1%
Leverage	(13.0%)	0.1%
	<u>100.0%</u>	

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

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

Discount Rate

The discount rate used to measure the total pension liability was 7.00%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

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

The following presents the net pension liability calculated using the discount rate of 7.00%, as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage point lower (6.00%) or one-percentage point higher (8.00%) than the current rate:

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
Charter School's proportionate share of the net pension liability	\$ 214,907,000	\$ 163,734,000	\$ 120,567,000

Pension Plan Fiduciary Net Position

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

Payables to the Pension Plan

At June 30, 2022, the Charter School had an accrued balance due to PSERS, including contributions related to pension and OPEB, of \$7,655,154. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2022 through June 2022.

403(b) Tax Shelter Plan

The Charter School has established a 403(b) tax shelter plan permitting the establishment of accounts for school employees to voluntarily set aside monies to supplement their retirement income. All school employees are eligible, but not required to participate from their initial date of employment. All contributions to the Plan by the employee are discretionary through elective salary reduction.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN

Employee Defined Benefit Other Postemployment Benefits Plan

The Charter School has other postemployment benefits (OPEB) under a cost-sharing, multiple employer, employee defined benefit other postemployment benefits plan administered through PSERS (PSERS OPEB Plan).

PSERS OPEB Plan

General Information About the PSERS OPEB Plan

Health Insurance Premium Assistance Program

PSERS provides Premium Assistance which is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002, under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program (HOP). As of June 30, 2021 there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

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

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

Pension Plan Description

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

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

General Information About the PSERS OPEB Plan - continued

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2021, there were no assumed future benefit increases to participating eligible retirees.

Contributions

The contribution policy is set by state statute. A portion of each employer's contribution is set aside for premium assistance. The Charter School's contractually required contribution rate for the fiscal year ended June 30, 2022, was 0.80% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the Charter School were \$633,836 for the year ended June 30, 2022.

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB

At June 30, 2022, the Charter School reported a liability of \$9,518,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2021, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2020 to June 30, 2021. The Charter School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2022, the Charter School's proportion was 0.4016%, which was an increase of 0.1485% from its proportion measured as of June 30, 2021.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

For the year ended June 30, 2022, the Charter School recognized OPEB expense of \$1,227,860. At June 30, 2022, the Charter School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ 19,000	\$ -
Difference between expected and actual experience	89,000	-
Changes of assumptions	1,014,000	127,000
Changes in proportion	3,455,000	11,000
Contributions made subsequent to the measurement date	633,836	-
	\$ 5,210,836	\$ 138,000

The \$633,836 reported as deferred outflows of resources related to OPEB resulting from Charter School contributions made subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows for the years ending June 30:

2023	\$ 796,000
2024	795,000
2025	862,000
2026	751,000
2027	663,000
Thereafter	572,000
	\$ 4,439,000

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Actuarial Assumptions

The total OPEB liability as of June 30, 2021, was determined by rolling forward the System's total OPEB liability as of June 30, 2020 to June 30, 2021 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 2.18% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Premium Assistance reimbursement is capped at \$1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.
- Participation rate:
 - Eligible retirees will elect to participate Pre-age 65 at 50%
 - Eligible retirees will elect to participate Post-age 65 at 70%

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

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2019 determined the employer contribution rate for fiscal year 2021.
- Cost Method: Amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method: Market Value.
- Participation rate: 63% of eligible retirees are assumed to elect premium assistance.
- Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Actuarial Assumptions - continued

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

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

The PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2021, is:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Cash	79.8%	0.1%
US Core Fixed Income	17.5%	0.7%
Non-US Developed Fixed	2.7%	(0.3%)
	<u>100.0%</u>	

Discount Rate

The discount rate used to measure the total OPEB liability was 2.18%. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments, therefore the plan is considered a "pay-as-you-go" plan. A discount rate of 2.18% which represents the S&P 20-year Municipal Bond Rate at June 30, 2021, was applied to all projected benefit payments to measure the total OPEB liability.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Sensitivity of the Charter School's Proportionate Share of the Net OPEB Liability to Changes in Healthcare Cost Trend Rates

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2021, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2021, 93,392 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2021, 611 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

The following presents the Charter School's proportionate share of the net OPEB liability for the June 30, 2021 measurement date, calculated using current Healthcare cost trends as well as what the Charter School's proportionate share of the net OPEB liability would be if the health cost trends were one-percentage point lower or one-percentage point higher than the current rate:

	<u>1% Decrease</u>	<u>Current Trend Rate</u>	<u>1% Increase</u>
Charter School's proportionate share of the net OPEB liability	\$ 9,517,000	\$ 9,518,000	\$ 9,519,000

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

The following presents the net OPEB liability, calculated using the discount rate of 2.18%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one-percentage point lower (1.18%) or one-percentage-point higher (3.18%) than the current rate:

	<u>1% Decrease 1.18%</u>	<u>Current Discount Rate 2.18%</u>	<u>1% Increase 3.18%</u>
Charter School's proportionate share of the net OPEB liability	\$ 10,923,000	\$ 9,518,000	\$ 8,360,000

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

OPEB Plan Fiduciary Net Position

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

Payables Related to the Plan

At June 30, 2022, the Charter School had an accrued balance due to PSERS of \$7,655,154, including balances related to pension and OPEB. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2022 through June 2022.

NOTE 12 - RISK MANAGEMENT

The Charter School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; error and omissions; injuries to employees; and natural disasters. Significant losses are covered by commercial insurance for all major programs except for health and vision, for which the Charter School retains risk of loss, as described below. For insured programs, there were no significant reductions in insurance coverages for the 2021-2022 school year. Settlement amounts have not exceeded insurance coverage for the current year or the three prior fiscal years.

Currently, the Charter School is self-insured for medical, dental, drug and vision insurance for current employees and their dependents. No retired individuals are participating in the plan. The Charter School uses a third party administrator to provide consulting and administrative services to process claims. During the year ended June 30, 2022, the Charter School had stop-loss coverage for individual claims exceeding \$250,000 per year per participant with exceptions.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 12 - RISK MANAGEMENT - CONTINUED

The following table presents the components of the plan's benefit liability and the related changes in the plan's benefit liabilities. Claims payable are reported within accrued salaries, benefits, and withholdings.

Benefit liabilities at June 30:

	<u>2022</u>	<u>2021</u>
Claims payable	<u>\$ 2,353,803</u>	<u>\$ 1,906,126</u>

Changes in benefit liabilities are as follows for the years ended June 30:

	<u>2022</u>	<u>2021</u>
Claims payable, beginning of year	\$ 1,906,126	\$ 650,933
Benefits earned	15,360,454	12,931,969
Claims paid	<u>(14,912,777)</u>	<u>(11,676,776)</u>
Claims payable, end of year	<u>\$ 2,353,803</u>	<u>\$ 1,906,126</u>

NOTE 13 - CONTINGENT LIABILITIES

The Charter School receives federal, state, and local funding through a number of programs. Payments made by these sources under contractual agreements are provisional and subject to redetermination based on filing reports and audits of those reports. Final settlements due from or to these sources are recorded in the year in which the related services are performed. Any adjustments resulting from subsequent examinations are recognized in the year in which the results of such examinations become known. Charter School officials do not expect any significant adjustments as a result of these examinations.

The Charter School is involved in various lawsuits that arise in the normal course of business. Although the outcome of these lawsuits is not presently determinable, in the opinion of the Charter School's legal counsel, the resolution of these matters will not have a material adverse effect on the financial condition of the Charter School.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 14 - COMMITMENTS

The Charter School has entered into various contracts for construction and renovations at the Charter School's facilities. Contract amounts and outstanding commitments at June 30, 2022 are:

<u>Project</u>	<u>Contract Amount</u>	<u>Commitment Outstanding</u>
Malvern renovations	\$ 16,291,701	\$ 6,759,226
Johnstown renovations	6,835,588	549,631
Mount Pocono renovations	499,540	481,887
York renovations	733,640	649,425
Carlisle renovations	515,000	449,605
Wyomissing renovations	449,980	381,202
State College renovations	411,394	279,223
Cranberry renovations	431,100	117,364
Total	<u>\$ 26,167,943</u>	<u>\$ 9,667,563</u>

Subsequent to year-end, the Charter School purchased the following properties:

<u>Location</u>	<u>Purchase Price</u>
Blue Bell	\$ 5,250,000
Monongahela	525,000
Montage	17,788,381
Shippensburg	2,375,000
Parking - Waterfront	2,000,000
Johnstown	33,000
Total	<u>\$ 27,971,381</u>

Additionally, subsequent to year end, the Charter School awarded contracts totaling \$14,788,094 for renovations at various properties.

The Charter School intends to satisfy these commitments with available capital projects funds.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2022

NOTE 15 - FUND BALANCES

Details of the Charter School's governmental fund balance reporting and policy can be found in Note 1, *Summary of Significant Accounting Policies*. Fund balance classifications for the year ended June 30, 2022, were as follows:

General Fund

The general fund has nonspendable funds of \$18,426,532 related to prepaid expenditures; assigned funds of \$5,000,000 for technology investments, \$3,500,000 for learning management software and curriculum development, and \$1,500,000 for future health insurance claims; and unassigned funds totaling \$536,005.

Capital Projects Fund

The capital projects fund has nonspendable funds of \$1,597,454 and restricted funds of \$201,904,360 comprised of surplus monies transferred from the general fund for the acquisition or construction of capital facilities and qualifying capital assets.

NOTE 16 - NEW ACCOUNTING PRONOUNCEMENTS

The Governmental Accounting Standards Board (GASB) has issued the following standards which have not yet been implemented:

- Statement No. 96, *Subscription-Based IT Arrangements* - This statement establishes guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users. This statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset - an intangible asset - and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. This statement is effective for the Charter School's fiscal year ending June 30, 2023.
- Statement No. 100, *Accounting Changes and Error Corrections - an Amendment of Statement No. 62* - The primary objective of this statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability. The statement is effective for the Charter School's fiscal year ending June 30, 2024.
- Statement No. 101, *Compensated Absences* - The primary objective of this statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures. The requirements of this statement are effective for the Charter School's fiscal year ending June 30, 2025.

The Charter School has not yet completed the analysis necessary to determine the actual financial statement impact of these new pronouncements.

REQUIRED SUPPLEMENTARY INFORMATION

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

BUDGETARY COMPARISON SCHEDULE FOR THE
GENERAL FUND

For the Year Ended June 30, 2022

	Original Budget	Final Budget	Actual	Variance
REVENUES				
Local sources	\$ 210,781,500	\$ 210,781,500	\$ 348,642,093	\$ 137,860,593
State sources	424,130	424,130	435,987	11,857
Federal sources	5,675,310	5,675,310	48,287,366	42,612,056
TOTAL REVENUES	216,880,940	216,880,940	397,365,446	180,484,506
EXPENDITURES				
INSTRUCTIONAL SERVICES:				
Regular programs - elementary/secondary	70,772,600	70,772,600	110,279,675	(39,507,075)
Special programs - elementary/secondary	35,414,420	35,414,420	42,924,865	(7,510,445)
Vocational education programs	1,571,800	1,571,800	1,702,489	(130,689)
Other instructional programs - elementary/secondary	674,260	674,260	776,890	(102,630)
Higher education programs for secondary students	24,750	24,750	89,313	(64,563)
TOTAL INSTRUCTIONAL SERVICES	108,457,830	108,457,830	155,773,232	(47,315,402)
SUPPORT SERVICES:				
Students	20,556,830	20,556,830	26,353,245	(5,796,415)
Instructional staff	24,543,170	24,543,170	21,013,812	3,529,358
Administration	20,182,350	20,182,350	21,961,191	(1,778,841)
Pupil health	307,040	307,040	247,510	59,530
Business	1,401,910	1,401,910	2,143,529	(741,619)
Operation and maintenance of plant	5,245,940	5,245,940	5,337,888	(91,948)
Student transportation	367,000	367,000	274,444	92,556
Central	10,120,010	10,120,010	9,745,704	374,306
Other	230,510	230,510	1,426,195	(1,195,685)
TOTAL SUPPORT SERVICES	82,954,760	82,954,760	88,503,518	(5,548,758)
OPERATION OF NONINSTRUCTIONAL SERVICES:				
Student activities	407,240	407,240	679,581	(272,341)
Community services	3,090,600	3,090,600	3,602,433	(511,833)
TOTAL OPERATION OF NONINSTRUCTIONAL SERVICES	3,497,840	3,497,840	4,282,014	(784,174)
DEBT SERVICE	-	-	1,628,826	(1,628,826)
REFUND OF PRIOR YEAR REVENUE	-	-	1,493	(1,493)
TOTAL EXPENDITURES	194,910,430	194,910,430	250,189,083	(53,649,827)
EXCESS OF REVENUES OVER EXPENDITURES	21,970,510	21,970,510	147,176,363	125,205,853
OTHER FINANCING SOURCES (USES)				
Proceeds from issuance of leases	-	-	6,407	6,407
Sale of capital assets	-	-	50,635	50,635
Insurance recoveries	-	-	19,164	19,164
Transfers out	(20,970,510)	(20,970,510)	(141,691,575)	(120,721,065)
Budgetary reserve	(1,000,000)	(1,000,000)	-	1,000,000
TOTAL OTHER FINANCING SOURCES (USES)	(21,970,510)	(21,970,510)	(141,615,369)	(119,644,859)
REVENUES AND OTHER FINANCING SOURCES OVER EXPENDITURES AND OTHER FINANCING USES	\$ -	\$ -	5,560,994	\$ 5,560,994
FUND BALANCE - BEGINNING OF YEAR			23,401,543	
FUND BALANCE - END OF YEAR			\$ 28,962,537	

See note to required supplementary information.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTE TO REQUIRED SUPPLEMENTARY INFORMATION

June 30, 2022

BUDGETARY DATA

The budget for the general fund is adopted on the modified accrual basis of accounting which is consistent with generally accepted accounting principles.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts in the PDE 2028 when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all 2021-2022 budget transfers. There were no budget transfers for the year ended June 30, 2022.

Excess of Expenditures Over Appropriations in Individual Funds

For the year ended June 30, 2022, the General Fund had an excess of expenditures over appropriations of \$53,649,827. The Charter School used revenue in excess of budget to satisfy the excess expenditures.

Budgetary Compliance

The Charter School's only legally adopted budget is for the general fund. All budgetary transfers, if applicable, were made within the last nine months of the fiscal year. The Charter School cancels all purchase orders open at year end; therefore, it does not have any outstanding encumbrances at June 30, 2022. In addition, the Charter School includes a portion of the prior year's fund balance represented by unappropriated liquid assets remaining in the fund as budgeted revenue in the succeeding year. The results of operations on a GAAP basis do not recognize the fund balance allocation as revenue as it represents prior period's excess of revenues over expenditures.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF THE CHARTER SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY AND RELATED RATIOS - PENSION PLAN

	LAST TEN FISCAL YEARS									
	2022	2021	2020	2019	2018	2017	2016	2015	2014	
Charter School's proportion of the collective net pension liability	0.3988%	0.2532%	0.2316%	0.2130%	0.1869%	0.1887%	0.1759%	0.1646%	0.1322%	
Charter School's proportionate share of the collective net pension liability	\$ 163,734,000	\$ 124,673,000	\$ 108,349,000	\$ 102,251,000	\$ 92,307,000	\$ 93,514,000	\$ 76,192,000	\$ 65,150,000	\$ 54,177,000	
Charter School's covered payroll	\$ 56,928,109	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497	\$ 21,008,594	\$ 16,966,671	
Charter School's proportionate share of the net pension liability as a percentage of its covered payroll	287.62%	351.01%	339.25%	356.51%	370.89%	382.62%	336.62%	310.11%	319.31%	
Plan fiduciary net position as a percentage of the total pension liability	63.67%	54.32%	55.66%	54.00%	51.84%	50.14%	54.36%	57.24%	54.50%	

The Charter School's covered payroll noted above is as of the measurement date of the net pension liability, which is one year prior to the fiscal year end.

NOTES TO SCHEDULE

Changes in benefit terms

With the passage of Act 5 on June 12, 2017, class T-E & T-F members are now permitted to elect a lump sum payment of member contributions upon retirement.

Changes in assumptions used in measurement of the Total Pension Liability beginning June 30, 2021

- The Discount Rate decreased from 7.25% to 7.00%. The inflation assumption was decreased from 2.75% to 2.50%. Payroll growth assumption decreased from 3.50% to 3.25%.
- Salary growth changed from an effective average of 5.00%, which was comprised of inflation of 2.75%, real wage growth and for merit or seniority increases of 2.25%, to an effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2014 Mortality Tables for Males and Females to a blended table based on 50% PubT-2010 Employee (Total Teacher dataset) and 50% PubG-2010 (Total General Employees data), adjusted to reflect PSERS' experience and projected using a modified version MP-2020.
- For disabled annuitants the rates were modified from the RP-2014 Mortality Tables for Males and Females to Pub-2010 Disability Mortality Non-Safety Headcount Weighted table, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020.

Changes in assumptions used in measurement of the Total Pension Liability beginning June 30, 2016

- The Investment Rate of Return was adjusted from 7.50% to 7.25%. The inflation assumption was decreased from 3.00% to 2.75%.
- Salary growth changed from an effective average of 5.50%, which was comprised of inflation of 3.00%, real wage growth and for merit or seniority increases of 2.50%, to an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2000 Combined Healthy Annuitant Tables (male and female) with age set back 3 years for both males and females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. For disabled annuitants the RP-2000 Combined Disabled Tables (male and female) with age set back 7 years for males and 3 years for females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PENSION PLAN

	LAST TEN FISCAL YEARS									
	2022	2021	2020	2019	2018	2017	2016	2015		
Contractually required contribution	\$ 26,930,117	\$ 19,895,925	\$ 11,871,686	\$ 10,548,230	\$ 9,171,607	\$ 7,281,614	\$ 6,090,359	\$ 4,559,412		
Contributions in relation to the contractually required contribution	26,930,117	19,895,925	11,871,686	10,548,230	9,171,607	7,281,614	6,090,359	4,559,412		
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Charter School's covered payroll	\$ 77,303,040	\$ 56,928,109	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497		
Contributions as a percentage of covered payroll	34.84%	34.95%	33.42%	33.03%	31.98%	29.26%	24.92%	20.14%		

NOTE: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF THE CHARTER SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY AND RELATED RATIOS - PSERS OPEB PLAN

LAST TEN FISCAL YEARS

	2022	2021	2020	2019	2018	2017
Charter School's proportion of the collective net PSERS OPEB liability	0.4016%	0.2531%	0.2316%	0.2130%	0.1869%	0.1887%
Charter School's proportionate share of the collective net PSERS OPEB liability	\$ 9,518,000	\$ 5,469,000	\$ 4,926,000	\$ 4,441,000	\$ 3,808,000	\$ 4,065,000
Charter School's covered payroll	\$ 56,928,109	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167
Charter School's proportionate share of the net PSERS OPEB liability as a percentage of its covered payroll	16.72%	15.40%	15.42%	15.48%	15.30%	16.63%
Plan fiduciary net position as a percentage of the total PSERS OPEB liability	5.30%	5.69%	5.56%	5.56%	5.73%	5.47%

The Charter School's covered payroll noted above is as of the measurement date of the net PSERS OPEB liability, which is one year prior to the fiscal year end.

NOTES TO SCHEDULE

Changes in benefit terms

None.

Changes in assumptions used in measurement of the Total OPEB Liability beginning June 30, 2021

- The Discount Rate decreased from 2.66% to 2.18%. The inflation assumption was decreased from 2.75% to 2.50%. Payroll growth assumption decreased from 3.50% to 3.25%.
- Salary growth changed from an effective average of 5.00%, which was comprised of inflation of 2.75%, real wage growth and for merit or seniority increases of 2.25%, to an effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2014 Mortality Tables for Males and Females to a blended table based on 50% PubT-2010 Employee (Total Teacher dataset) and 50% PubG-2010 (Total General Employees data), adjusted to reflect PSERS' experience and projected using a modified version MP-2020.
- For disabled annuitants the rates were modified from the RP-2014 Mortality Tables for Males and Females to Pub-2010 Disability Mortality Non-Safety Headcount Weighted table, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020.

Changes in assumptions used in measurement of the Total OPEB liability beginning June 30, 2016

- Salary growth changed from an effective average of 5.50%, which was comprised of inflation of 3.00%, real wage growth and for merit or seniority increases of 2.50%, to an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2000 Combined Healthy Annuitant Tables (male and female) with age set back 3 years for both males and females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. For disabled annuitants the RP-2000 Combined Disabled Tables (male and female) with age set back 7 years for males and 3 years for females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

For each year presented, the discount rate is updated using the S&P 20-year Municipal Bond Rate.

This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
 SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PSERS OPEB PLAN

	LAST TEN FISCAL YEARS									
	2022	2021	2020	2019	2018	2017	2016	2015		
Contractually required contribution	\$ 633,836	\$ 486,860	\$ 298,957	\$ 268,559	\$ 239,837	\$ 206,977	\$ 204,636	\$ 200,169		
Contributions in relation to the contractually required contribution	633,836	486,860	298,957	268,559	239,837	206,977	204,636	200,169		
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Charter School's covered payroll	\$ 77,303,040	\$ 56,928,109	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497		
Contributions as a percentage of covered payroll	0.82%	0.86%	0.84%	0.84%	0.84%	0.83%	0.84%	0.88%		

NOTE: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

SUPPLEMENTARY INFORMATION

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

June 30, 2022

Federal Grantor/Pass-Through Grantor/Program Title	Source Code	Assistance Listing Number (ALIN)	Pass-Through Grantor's Number	Grant Period Beginning/Ending Dates	Program or Award Amount	Receipts for the Year	Accrued/ (Unearned) Revenue at June 30, 2021	Revenue Recognized/ Expenditures	Accrued/ (Unearned) Revenue at June 30, 2022
U.S. DEPARTMENT OF EDUCATION									
Passed through the Commonwealth of Pennsylvania Department of Education:									
Title I - Grants to Local Educational Agencies	I	84.010	013-21-1037	07/01/20-09/30/21	\$ 5,512,411	\$ 1,977,596	\$ 1,977,596	\$ -	\$ -
Title I - Program Improvement Set Aside	I	84.010	042-20-1037	03/19/21-09/30/21	395,640	395,640	395,640	-	-
Title I - Grants to Local Educational Agencies	I	84.010	013-22-1037	07/01/21-09/30/22	6,793,306	5,572,329	-	6,793,306	1,220,977
Title I - Program Improvement Set Aside	I	84.010	042-21-1037	09/21/21-09/30/22	509,205	509,205	-	509,205	-
Subtotal - ALIN 84.010					8,454,770	8,454,770	2,373,236	7,302,511	1,220,977
Supporting Effective Instruction State Grant	I	84.367	020-21-1037	07/01/20-09/30/21	640,209	539,209	539,209	-	-
Supporting Effective Instruction State Grant	I	84.367	020-22-1037	07/01/21-09/30/22	712,000	212,832	-	712,000	499,168
Subtotal - ALIN 84.367					712,000	752,041	539,209	712,000	499,168
Passed through the Capital Area Intermediate Unit:									
English Language Acquisition State Grants	I	84.365	N/A	07/01/21-09/30/22	57,024	30,935	-	21,935	(9,000)
Passed through the Commonwealth of Pennsylvania Department of Education:									
Student Support and Academic Enrichment Program	I	84.424	144-22-1037	07/01/21-09/30/22	414,540	331,437	-	414,540	83,103
Education Stabilization Fund									
COVID-19 - Education Stabilization Fund	I	84.425D	200-21-1037	03/13/20-09/30/23	20,355,618	19,749,350	15,418,685	4,330,665	-
COVID-19 - Education Stabilization Fund	I	84.425U	223-21-1037	03/13/20-09/30/24	41,173,525	2,994,438	-	35,088,886	32,094,448
COVID-19 - Education Stabilization Fund	I	84.425U	225-21-1037	03/13/20-09/30/24	2,285,791	124,679	-	2,157	(122,522)
COVID-19 - Education Stabilization Fund	I	84.425U	225-21-1037	03/13/20-09/30/24	457,158	24,936	-	-	(24,936)
COVID-19 - Education Stabilization Fund	I	84.425U	225-21-1037	03/13/20-09/30/24	457,158	24,936	-	-	(24,936)
Subtotal - ALIN 84.425U					130,490	3,168,989	-	35,091,043	31,922,054
COVID-19 - Education Stabilization Fund	I	84.425W	181-21-2096	07/01/21-09/30/24	130,490	6,692	-	-	(6,692)
Subtotal - ALIN 84.425 and Education Stabilization Fund					22,925,031	22,925,031	15,418,685	39,421,708	31,915,362
Special Education Cluster (IDEA)									
COVID-19 - Special Education - Grants to States	I	84.027	252-20-1037	07/01/20-09/30/21	29,330	19,553	19,553	-	-
Passed through Intermediate Unit 13:									
Special Education - Grants to States	I	84.027	N/A	07/01/21-06/30/22	50,000	-	-	50,000	50,000
Passed through the Capital Area Intermediate Unit:									
Special Education - Grants to States	I	84.027	H027A210093	07/01/21-09/30/22	3,920,720	3,358,953	-	3,920,720	561,767
COVID-19 - Special Education - Grants to States	I	84.027X	H027X210093	07/01/21-09/30/22	972,734	-	-	791,019	791,019
Subtotal - ALIN 84.027					3,360	3,378,506	19,553	4,761,739	1,402,786
Special Education - Preschool Grants	I	84.173	H173A200090	07/01/20-06/30/21	3,360	3,360	3,360	-	-
Total Special Education Cluster (IDEA)					3,360	3,381,866	22,913	4,761,739	1,402,786
TOTAL U.S. DEPARTMENT OF EDUCATION									
					35,876,080	35,876,080	18,354,043	52,634,433	35,112,396

See notes to schedule of expenditures of federal awards.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

June 30, 2022

Federal Grantor/Pass-Through Grantor/Program Title	Source Code	Assistance Listing Number (ALN)	Pass-Through Grantor's Number	Grant Period Beginning/Ending Dates	Program or Award Amount	Receipts for the Year	Accrued/ (Unearned) Revenue at June 30, 2021	Revenue Recognized/ Expenditures	Accrued/ (Unearned) Revenue at June 30, 2022
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES									
Medicaid Cluster									
Passed through the Pennsylvania Department of Human Services:									
Medical Assistance Program	I	93.778	N/A	07/01/20-06/30/21	106,350	93,221	93,221	-	-
Medical Assistance Program	I	93.778	N/A	07/01/21-06/30/22	141,343	22,761	-	141,343	118,582
TOTAL MEDICAID CLUSTER AND U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES						<u>115,982</u>	<u>93,221</u>	<u>141,343</u>	<u>118,582</u>
TOTAL FEDERAL AWARDS						<u>\$ 35,992,062</u>	<u>\$ 18,447,264</u>	<u>\$ 52,775,776</u>	<u>\$ 35,230,978</u>

Source Code: I = Indirect source of funding

NOTE: No funds were passed through to subrecipients in the year ended June 30, 2022.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2022

NOTE 1 - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal awards activity of Commonwealth Charter Academy Charter School under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Commonwealth Charter Academy Charter School, it is not intended to and does not present the financial position, changes in net position, or cash flows of Commonwealth Charter Academy Charter School.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING PRINCIPLES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to the reimbursement. Negative amounts shown on the Schedule represent adjustment or credits made in the normal course of business to amounts reported as expenditures in prior years.

NOTE 3 - DE MINIMIS RATE FOR INDIRECT COSTS

The Charter School did not elect to use the De Minimis rate for indirect costs.

NOTE 4 - ACCESS PROGRAM

The Charter School participates in the ACCESS Program which is a medical assistance program that reimburses local educational agencies for direct eligible health-related services provided to enrolled special needs students. Reimbursements are federal source revenues but are classified as fee-for-service and are not considered federal financial assistance. The amount of ACCESS funding classified as fee-for-service and recognized for the year ended June 30, 2022 was \$273,330.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

**To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Commonwealth Charter Academy Charter School as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Commonwealth Charter Academy Charter School's basic financial statements, and have issued our report thereon dated February 8, 2023.

Report on Internal Control Over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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

Purpose of this Report

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

Herbein + Company, Inc.

Reading, Pennsylvania
February 8, 2023

**INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE UNIFORM GUIDANCE**

**To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Commonwealth Charter Academy Charter School’s compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Commonwealth Charter Academy Charter School’s major federal programs for the year ended June 30, 2022. Commonwealth Charter Academy Charter School’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

In our opinion, Commonwealth Charter Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Commonwealth Charter Academy Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Commonwealth Charter Academy Charter School’s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Commonwealth Charter Academy Charter School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Commonwealth Charter Academy Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Commonwealth Charter Academy Charter School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Commonwealth Charter Academy Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Commonwealth Charter Academy Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Commonwealth Charter Academy Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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

Herbein + Company, Inc.

Reading, Pennsylvania
February 8, 2023

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2022

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified
Internal control over financial reporting:
Material weakness(es) identified? yes X no
Significant deficiency(ies) identified not considered to be
material weaknesses? yes X none reported
Noncompliance material to financial statements noted? yes X no

Federal Awards

Internal control over major programs:
Material weakness(es) identified? yes X no
Significant deficiency(ies) identified not considered to be
material weaknesses? yes X none reported

Type of auditor's report issued on compliance for
major programs: Unmodified

Any audit findings disclosed that are required to be
reported in accordance with 2 CFR Section 200.516(a)? yes X no

Identification of major programs:

<u>Assistance Listing Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.425	COVID-19 - Education Stabilization Fund

	<u>Special Education Cluster</u>
84.027	Special Education - Grants to States
84.173	Special Education - Preschool Grants

Dollar threshold used to distinguish between Type A and Type B programs: \$1,583,273

Auditee qualified as low-risk auditee? X yes no

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2022

Section II - Financial Statement Findings

There were no financial statement findings.

Section III - Federal Awards Findings and Questioned Costs

There were no federal awards findings or questioned costs reported.



COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2022

Section II - Financial Statement Findings

There were no financial statement findings for the year ended June 30, 2021.

Section III - Federal Awards Findings and Questioned Costs

There were no federal awards findings or questioned costs reported for the year ended June 30, 2021.

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

Division of Federal Programs
Consolidated Program Review

2022-2023 School Year

Commonwealth Charter Academy CS
One Innovation Way
Harrisburg, PA 17110

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Thomas Longenecker	717-710-3300 ext 11165	<input type="checkbox"/>
Business Manager:	Regis Barwin	717-710-3300 ext 11609	<input checked="" type="checkbox"/>
Federal Program Coordinator:	Shannon Foley	717-710-3300 ext 11731	<input checked="" type="checkbox"/>
Parent/Family Member:			<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer(s): Dr. Adam Kenz Dr. Helen Gross

Program Review Date: 03/31/2023

Title IA: Fiscal

Component I: General Fiscal Requirements/Uniform Grants Guidance

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Audits</p> <p>The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months. Uniform Grants Guidance Section 200.501</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Two most recent audit reports	<p>District Comments</p> <p>3/8/2023 10:38:26 AM Assistant Business Manager Regis Barwin Proof of no findings are on last two pages of both documents</p> <p>Monitor Comments</p> <p>4/17/2023 11:25:35 AM State Monitor Helen Gross Proof of no findings are on last two pages of both documents</p>
<p>Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".</p>						<p>20-21 Single Audit.pdf 21-22 Single Audit.pdf</p>
<p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log of items purchased with Title I A.	
<p>Documentation must be uploaded for all LEAs</p>						<p>Title I Current Rolling Inventory Log.pdf</p>
	<p>2. LEA conducts a physical inventory of all items every two years</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years	
<p>Documentation must be uploaded for all LEAs</p>						<p>Title I Physical Inventory Signed.pdf</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved/submit date (List approval/submit date in comment section).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Title 1 expenditures, showing very 1st expense using current year's funds.					
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						Title I Expenditures 22-23.pdf				
4. Time Documentation UGG Section 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications					
Documentation must be uploaded for all LEAs						Title I Time Documentation.pdf				
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/21/2023 3:58:54 PM Assistant Business Manager Regis Barwin Have reached out to our representative Lynn Calvello for a copy of this letter and was told it does not apply.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/17/2023 11:26:54 AM State Monitor Helen Gross Documentation shared from Lynn Calvello, PDE/DFP stating it does not apply.</td> </tr> </tbody> </table>	District Comments	3/21/2023 3:58:54 PM Assistant Business Manager Regis Barwin Have reached out to our representative Lynn Calvello for a copy of this letter and was told it does not apply.	Monitor Comments	4/17/2023 11:26:54 AM State Monitor Helen Gross Documentation shared from Lynn Calvello, PDE/DFP stating it does not apply.
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3/21/2023 3:58:54 PM Assistant Business Manager Regis Barwin Have reached out to our representative Lynn Calvello for a copy of this letter and was told it does not apply.										
Monitor Comments										
4/17/2023 11:26:54 AM State Monitor Helen Gross Documentation shared from Lynn Calvello, PDE/DFP stating it does not apply.										
Documentation must be uploaded for all LEAs						Single Funding Certification Letter 22-23 - Commonwealth Charter Academy .pdf				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/8/2023 10:37:59 AM Assistant Business Manager Regis Barwin CCA employees do not work on multiple cost objectives</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/17/2023 11:27:28 AM State Monitor Helen Gross CCA employees do not work on multiple cost objectives</td> </tr> </tbody> </table>	District Comments	3/8/2023 10:37:59 AM Assistant Business Manager Regis Barwin CCA employees do not work on multiple cost objectives	Monitor Comments	4/17/2023 11:27:28 AM State Monitor Helen Gross CCA employees do not work on multiple cost objectives
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4/17/2023 11:27:28 AM State Monitor Helen Gross CCA employees do not work on multiple cost objectives										
Documentation must be uploaded for all LEAs										
5. Time and Effort Procedures	1. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be established to ensure effective internal control over the federal awards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written Procedure for Time and Effort (do not need board approval)					
Documentation must be uploaded for all LEAs Title 1 - CCA Time and Effort Procedures.docx										
6. 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 type="checkbox"/> Federal Program document(s) (i.e. invoices paid from federal funds) from up to 7 years ago <input checked="" type="checkbox"/> Screenshot of files/records <input type="checkbox"/> Photo of files/records					
Documentation must be uploaded for all LEAs Records Retention Screenshots.pdf										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report, for the prior year, for Title IA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IA	
Documentation must be uploaded for all LEAs						Performance Goal Reporting.pdf
	2. Backup documentation exists for the performance goal report from the prior year 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 summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	
Documentation must be uploaded for all LEAs						Performance Goal Reporting.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>8. Conflict of Interest Policy</p> <p>UGG Sec 200.112</p>	<p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none"> • Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) • Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) • Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) • Mandatory Disclosure- (potential conflict disclosed in writing) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board Approved policy - LEA must highlight all four bullets in policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest - <i>The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.</i></p>	
<p>Documentation must be uploaded for all LEAs</p>					<p>Board Policy 827 - Federal Programs Conflicts of Interest 2018.pdf</p>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>9. Allowability of Costs Procedures</p> <p>UGG Sec 200.43</p>	<p>1. Allowability of Costs Requirement - Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles:</p> <ul style="list-style-type: none"> • Necessary, reasonable and allocable • Conform with federal law and grant terms • Consistent with state and local policies • Adequately documented 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items. LEA must highlight the four required bullets in their evidence.</p>	
Documentation must be uploaded for all LEAs		Board Policy 626 Att. 1 - Allowability of Cost.pdf				
<p>10. Procurement Procedures</p> <p>UGG Sec 200.320, 100.67, 200.88</p>	<p>1. Procurement the LEA maintains purchasing procedures</p> <ul style="list-style-type: none"> • Micro-purchases (purchase up to \$10,000) • Small Purchase (between \$10,000-\$250,000) • Sealed Bids (purchases over \$250,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels - LEA must highlight the required bullets in their evidence.</p>	
Documentation must be uploaded for all LEAs		Board Policy 626 Att. 3 - Procurement.pdf				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>11. Cash Management Procedures</p> <p>UGG Sec 200.305</p>	<p>1. Cash Management - the LEA must maintain written procedures to implement the following cash management requirements:</p> <ul style="list-style-type: none"> • Reimbursements - explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds • Advances - explain what happens if the LEA receives advance payments of federal grant funds • Interest - explain how the LEA will manage interest earned on federal grant awards 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Cash Management Procedures are available that address the three components. LEA must highlight the required bullets in their evidence.</p>	
Documentation must be uploaded for all LEAs		Board Policy 626 Att. 2 - Cash Management.pdf				
<p>12. Travel Reimbursement Policy</p> <p>UGG Sec 200.474</p>	<p>1. Travel the LEA must have written travel policies for travel costs to be allowable</p> <ul style="list-style-type: none"> • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board approved policy - LEA must highlight the required bullets in their evidence. Policy does not have to be specific to federal funds.</p>	
Documentation must be uploaded for all LEAs		Board Policy 626.1 - Federal Programs Travel Reimbursement - 5.8.17.pdf Travel Reimbursement Guidelines.pdf				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>13. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) Out of State Travel for workshops/conferences (200.474) Entertainment Costs (200.438) Equipment (200.439) Student Activity Costs Memberships, subscriptions, and Professional Activities (200.454) 	☑	☐	☐	<p>☑ Items were included in approved consolidated application budgets and/or narratives</p> <p>☐ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>					
<p>Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".</p>										
<p>14. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>	☐	☐	☑	<p>☐ Waiver request and Carryover Waiver Approval Letter, if over 15%.</p>	<table border="1"> <thead> <tr> <th data-bbox="1684 812 2045 857" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1684 857 2045 1107"> <p>3/8/2023 10:45:00 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not do carryover.</p> </td> </tr> <tr> <th data-bbox="1684 1107 2045 1153" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1684 1153 2045 1364"> <p>4/17/2023 11:27:59 AM State Monitor Helen Gross Commonwealth Charter Academy does not do carryover.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/8/2023 10:45:00 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not do carryover.</p>	Monitor Comments	<p>4/17/2023 11:27:59 AM State Monitor Helen Gross Commonwealth Charter Academy does not do carryover.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>15. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113</p>	<p>1. LEA appropriately distributed funds to all Title I buildings</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Title I allocation for each Title I building from LEA budget and a copy of the Title I application within the Consolidated Application to verify amounts spent by building</p>	<table border="1"> <thead> <tr> <th data-bbox="1686 131 2043 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1686 180 2043 423"> <p>3/8/2023 10:45:25 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is only one school.</p> </td> </tr> <tr> <th data-bbox="1686 423 2043 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1686 472 2043 683"> <p>4/17/2023 11:28:46 AM State Monitor Helen Gross Commonwealth Charter Academy is a single school entity.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/8/2023 10:45:25 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is only one school.</p>	Monitor Comments	<p>4/17/2023 11:28:46 AM State Monitor Helen Gross Commonwealth Charter Academy is a single school entity.</p>
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	<p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. If an LEA has a building over 75%, this cannot be marked N/A</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> List of schools served, building level budgets aligned with Consolidated Application</p>	<table border="1"> <thead> <tr> <th data-bbox="1686 824 2043 873">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1686 873 2043 1117"> <p>3/8/2023 10:46:17 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is only one school.</p> </td> </tr> <tr> <th data-bbox="1686 1117 2043 1166">Monitor Comments</th> </tr> <tr> <td data-bbox="1686 1166 2043 1377"> <p>4/17/2023 11:29:08 AM State Monitor Helen Gross Commonwealth Charter Academy is a single school entity.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/8/2023 10:46:17 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is only one school.</p>	Monitor Comments	<p>4/17/2023 11:29:08 AM State Monitor Helen Gross Commonwealth Charter Academy is a single school entity.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. 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 <input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts	<div data-bbox="1682 131 2049 175" style="background-color: #cccccc; text-align: center;">District Comments</div> <div data-bbox="1682 183 2049 423"> <p>3/8/2023 10:46:35 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is only one school.</p> </div> <div data-bbox="1682 431 2049 475" style="background-color: #cccccc; text-align: center;">Monitor Comments</div> <div data-bbox="1682 483 2049 678"> <p>4/17/2023 11:29:29 AM State Monitor Helen Gross Commonwealth Charter Academy is a single school entity.</p> </div>
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						
16. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113(c)(3), 42 U.S.C 11432 Sec. 1116(a)(3)	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 checked="" type="checkbox"/> Consolidated Application Reservation of Funds page and statement of expenditures for Homeless students	
Documentation must be uploaded for all LEAs						Reservation of Funds Page.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. 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. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Foster	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> <p>3/8/2023 10:49:11 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not reserve funds for foster students.</p> <div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> <p>4/17/2023 11:29:54 AM State Monitor Helen Gross Commonwealth Charter Academy does not reserve funds for foster students.</p>
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						
	3. 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. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Spreadsheet demonstrating calculations	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> <p>3/8/2023 10:50:30 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not reserve funds</p> <div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> <p>4/17/2023 11:30:34 AM State Monitor Helen Gross Commonwealth Charter Academy does not reserve funds</p>
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	4. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Title I budget and expenditures	<table border="1"> <thead> <tr> <th data-bbox="1675 123 2062 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 178 2062 425">3/8/2023 10:51:30 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not reserve funds</td> </tr> <tr> <th data-bbox="1675 425 2062 480">Monitor Comments</th> </tr> <tr> <td data-bbox="1675 480 2062 691">4/17/2023 11:31:19 AM State Monitor Helen Gross Commonwealth Charter Academy does not reserve funds</td> </tr> </tbody> </table>	District Comments	3/8/2023 10:51:30 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not reserve funds	Monitor Comments	4/17/2023 11:31:19 AM State Monitor Helen Gross Commonwealth Charter Academy does not reserve funds
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<p>Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".</p>										
	5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Neglected Institution	<table border="1"> <thead> <tr> <th data-bbox="1675 818 2062 873">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 873 2062 1120">3/8/2023 10:52:01 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not reserve funds</td> </tr> <tr> <th data-bbox="1675 1120 2062 1175">Monitor Comments</th> </tr> <tr> <td data-bbox="1675 1175 2062 1386">4/17/2023 11:30:59 AM State Monitor Helen Gross Commonwealth Charter Academy does not reserve funds</td> </tr> </tbody> </table>	District Comments	3/8/2023 10:52:01 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not reserve funds	Monitor Comments	4/17/2023 11:30:59 AM State Monitor Helen Gross Commonwealth Charter Academy does not reserve funds
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
17. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Expenditures aligned to transferred into subprogram <input checked="" type="checkbox"/> Consolidated Application, Transferability page	
Documentation must be uploaded for all LEAs						Transferability Page.pdf
18. Comparability The LEA complies with the comparability provisions of Title I Sec. 1118(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 checked="" type="checkbox"/> Assurance page for those LEAs that are exempt	
Documentation must be uploaded for all LEAs						22-23 Comparability Assurance Report - signed.pdf
If you have additional comments to make about this section, enter them here:						

Component II: Community Eligibility Provision (CEP) 7 CFR 245.9(f)97) (iii)

The Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) offers LEAs an alternative to collecting household applications in the National School Lunch and National School Breakfast Programs, which eliminates unnecessary paperwork previously required by the Richard B. Russell National School Lunch Act. The CEP is a reimbursement option for eligible LEAs and schools that wish to offer free meals to all children in high-poverty schools.

If the LEA does not use the Community Eligibility Provision (CEP), this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 2021-22 SY?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools	
Documentation must be uploaded for all LEAs, as applicable					
2. 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 type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools	
Documentation must be uploaded for all LEAs, as applicable					
If you have additional comments to make about this section, enter them here:					

Comments

Thank you for uploading all the necessary materials and providing evidence to show that the requirements have been met.

Title IIA: Fiscal

Requirements

If the LEA transferred all of Title IIA funds, please check here.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p>	<p>1. Title II - the LEA approved budget and records of expenditures of Title II funds match</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Title II budgets</p> <p><input type="checkbox"/> LEA budget</p> <p><input checked="" type="checkbox"/> Statement of Expenditures for Title II</p>	
<p>Documentation must be uploaded for all LEAs</p>						<p>Title II Expenditures 22-23.pdf</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
2. Time Documentation UGG 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1669 131 2049 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1669 180 2049 496"> 3/8/2023 10:57:12 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy uses Title 2 funds for professional development and not salaries. </td> </tr> <tr> <th data-bbox="1669 496 2049 545" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1669 545 2049 821"> 4/17/2023 11:43:29 AM State Monitor Helen Gross Commonwealth Charter Academy uses Title II funds for professional development and not salaries. </td> </tr> </tbody> </table>	District Comments	3/8/2023 10:57:12 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy uses Title 2 funds for professional development and not salaries.	Monitor Comments	4/17/2023 11:43:29 AM State Monitor Helen Gross Commonwealth Charter Academy uses Title II funds for professional development and not salaries.
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Documentation must be uploaded for all LEAs										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1667 131 2049 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1667 180 2049 496"> 3/8/2023 10:57:25 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy uses Title 2 funds for professional development and not salaries. </td> </tr> <tr> <th data-bbox="1667 496 2049 545" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1667 545 2049 821"> 4/17/2023 11:43:41 AM State Monitor Helen Gross Commonwealth Charter Academy uses Title II funds for professional development and not salaries </td> </tr> </tbody> </table>	District Comments	3/8/2023 10:57:25 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy uses Title 2 funds for professional development and not salaries.	Monitor Comments	4/17/2023 11:43:41 AM State Monitor Helen Gross Commonwealth Charter Academy uses Title II funds for professional development and not salaries
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/8/2023 10:57:31 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy uses Title 2 funds for professional development and not salaries.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/17/2023 11:43:55 AM State Monitor Helen Gross Commonwealth Charter Academy uses Title II funds for professional development and not salaries.</td> </tr> </tbody> </table>	District Comments	3/8/2023 10:57:31 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy uses Title 2 funds for professional development and not salaries.	Monitor Comments	4/17/2023 11:43:55 AM State Monitor Helen Gross Commonwealth Charter Academy uses Title II funds for professional development and not salaries.
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Documentation must be uploaded for all LEAs										
3. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the 21-22 Performance Goal Output Report for Title II by the due date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.					
Documentation must be uploaded for all LEAs						Title II Performance Report.pdf				
	2. Backup documentation exists for the performance goal report from the prior year 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 summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.					
Documentation must be uploaded for all LEAs						Title II Performance Goal Narrative.pdf				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
4. Performance Goals	1. Baseline data has been collected for 22-23 performance goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports, attendance sign-in sheets or other tool as identified in performance goal	<table border="1"> <thead> <tr> <th data-bbox="1671 123 2043 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 180 2043 459">3/8/2023 11:02:12 AM Assistant Business Manager Regis Barwin Latest Sign-In Sheet for Professional UDL Development & Monthly list of attendees</td> </tr> <tr> <th data-bbox="1671 459 2043 516">Monitor Comments</th> </tr> <tr> <td data-bbox="1671 516 2043 690">4/17/2023 11:44:23 AM State Monitor Helen Gross Documentation was provided as requested.</td> </tr> </tbody> </table>	District Comments	3/8/2023 11:02:12 AM Assistant Business Manager Regis Barwin Latest Sign-In Sheet for Professional UDL Development & Monthly list of attendees	Monitor Comments	4/17/2023 11:44:23 AM State Monitor Helen Gross Documentation was provided as requested.
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Documentation must be uploaded for all LEAs

[UDL January 30 23 Attendance List.pdf](#)
[UDL TrainingByMonth.pdf](#)

5. Equipment and Related Property UGG 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant equipment inventory list of items purchased with Title IIA, for current and all prior years, and/or any additional photo evidence or documentation	<table border="1"> <thead> <tr> <th data-bbox="1671 792 2043 849">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1671 849 2043 1128">3/8/2023 11:01:25 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy did not purchase equipment using Title II funds</td> </tr> <tr> <th data-bbox="1671 1128 2043 1185">Monitor Comments</th> </tr> <tr> <td data-bbox="1671 1185 2043 1425">4/17/2023 11:44:44 AM State Monitor Helen Gross Commonwealth Charter Academy did not purchase equipment using Title II funds</td> </tr> </tbody> </table>	District Comments	3/8/2023 11:01:25 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy did not purchase equipment using Title II funds	Monitor Comments	4/17/2023 11:44:44 AM State Monitor Helen Gross Commonwealth Charter Academy did not purchase equipment using Title II funds
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3/8/2023 11:01:25 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy did not purchase equipment using Title II funds										
Monitor Comments										
4/17/2023 11:44:44 AM State Monitor Helen Gross Commonwealth Charter Academy did not purchase equipment using Title II funds										

Documentation must be uploaded for all LEAs

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

Comments

Thank you for uploading all the necessary materials and providing evidence to show that the requirements have been met.

Title IVA: Fiscal

Requirements

If the LEA transferred all of Title IVA funds, please check here.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. Supplement/Supplant Sec. 1118(b)	1. The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IV budget from the Consolidated Application and Statement of Expenditures for Title IV			
Documentation must be uploaded for all LEAs						Title IV Expenditures 22-23.pdf Title IV Consolidated App Budget.pdf		
2. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title IV by the due date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IV.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>4/17/2023 11:33:33 AM State Monitor Helen Gross Documentation was submitted in a timely manner and backup documentation ws provided.</td> </tr> </tbody> </table>	Monitor Comments	4/17/2023 11:33:33 AM State Monitor Helen Gross Documentation was submitted in a timely manner and backup documentation ws provided.
Monitor Comments								
4/17/2023 11:33:33 AM State Monitor Helen Gross Documentation was submitted in a timely manner and backup documentation ws provided.								
Documentation must be uploaded for all LEAs						Title IV Performance Report.pdf		
	2. Backup documentation exists for the performance goal report from the prior year 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 summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.			
Documentation must be uploaded for all LEAs						Title IV Performance Report.pdf		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
3. Time Documentation UGG 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications					
Documentation must be uploaded for all LEAs						Title IV TimeCerts.pdf				
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	<table border="1"> <thead> <tr> <th data-bbox="1650 428 2049 480">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 480 2049 764">3/21/2023 4:14:14 PM Assistant Business Manager Regis Barwin Have reached out to our representative Lynn Calvello for a copy of this letter and was told it does not apply.</td> </tr> <tr> <th data-bbox="1650 764 2049 816">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 816 2049 1057">4/17/2023 11:34:40 AM State Monitor Helen Gross the LEA reached out to Lynn Calvello, PDE/DFP for a copy of this letter and was told it does not apply.</td> </tr> </tbody> </table>	District Comments	3/21/2023 4:14:14 PM Assistant Business Manager Regis Barwin Have reached out to our representative Lynn Calvello for a copy of this letter and was told it does not apply.	Monitor Comments	4/17/2023 11:34:40 AM State Monitor Helen Gross the LEA reached out to Lynn Calvello, PDE/DFP for a copy of this letter and was told it does not apply.
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4/17/2023 11:34:40 AM State Monitor Helen Gross the LEA reached out to Lynn Calvello, PDE/DFP for a copy of this letter and was told it does not apply.										
Documentation must be uploaded for all LEAs						Single Funding Certification Letter 22-23 - Commonwealth Charter Academy .pdf				

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<p style="text-align: center;">District Comments</p> <p>3/8/2023 11:04:16 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives</p> <p style="text-align: center;">Monitor Comments</p> <p>4/17/2023 11:35:00 AM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives</p>

Documentation must be uploaded for all LEAs

4. Equipment and Related Property UGG 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory list of items purchased with Title IV, for current and all prior years	<p style="text-align: center;">District Comments</p> <p>3/8/2023 11:04:35 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy did not purchase equipment using Title IV funds</p> <p style="text-align: center;">Monitor Comments</p> <p>4/17/2023 11:35:28 AM State Monitor Helen Gross To date, Commonwealth Charter Academy did not purchase equipment using Title IV funds</p>
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Documentation must be uploaded for all LEAs

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

Comments

Thank you for uploading all the necessary materials and providing evidence to show that the requirements have been met.

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2022-2023 School Year
Commonwealth Charter Academy CS**

Commonwealth Charter Academy

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Dana Moreno (Vice Provost of Elementary Education) _____	<input checked="" type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Dr. Adam Kenz Dr. Helen Gross Visit Date: 3/31/2023

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. Time Documentation UGG Sec. 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications					
Documentation must be uploaded for all LEAs					Component I Semi-Annual Time Certs.pdf					
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	<table border="1"> <thead> <tr> <th style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td>3/21/2023 4:15:03 PM Assistant Business Manager Regis Barwin Have reached out to our representative Lynn Calvello for a copy of this letter and was told it does not apply.</td> </tr> <tr> <th style="text-align: center;">Monitor Comments</th> </tr> <tr> <td>4/17/2023 11:37:06 AM State Monitor Helen Gross The LEA reached out to Lynn Calvello, PDE/DFP for a copy of this letter and was told it does not apply.</td> </tr> </tbody> </table>	District Comments	3/21/2023 4:15:03 PM Assistant Business Manager Regis Barwin Have reached out to our representative Lynn Calvello for a copy of this letter and was told it does not apply.	Monitor Comments	4/17/2023 11:37:06 AM State Monitor Helen Gross The LEA reached out to Lynn Calvello, PDE/DFP for a copy of this letter and was told it does not apply.
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Documentation must be uploaded for all LEAs					Single Funding Certification Letter 22-23 - Commonwealth Charter Academy .pdf					

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Monitor Comments										
4/17/2023 11:37:23 AM State Monitor Helen Gross Commonwealth Charter Academy does not have staff that work on multiple cost objectives										
Documentation must be uploaded for all LEAs										
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting ALL 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					
Documentation must be uploaded for all LEAs					Prior Written Approval - Title I Consolidated Application Portion.pdf					
If you have additional comments to make about this section, enter them here:										

Comments

Thank you for uploading all the necessary materials and providing evidence to show that the requirements have been met.



pennsylvania

DEPARTMENT OF EDUCATION

Tuesday, February 14, 2023

Tom Longenecker
CEO
Commonwealth Charter Academy CS
One Innovation Way
Harrisburg, PA 17110

Dear Tom Longenecker:

Our records indicate that your LEA will receive a 2022-2023 Every Student Succeeds Act (ESSA) Consolidated Monitoring virtual review. The Division of Federal Programs has selected Helen Gross, harieg@msn.com, a trained program reviewer/monitor, to conduct the reviews, which will occur between February and May 2023.

Your assigned monitor will contact you within the next few weeks to select a mutually agreeable date(s) for the onsite monitoring to take place. To assist with planning, please work with your monitor to set up an agenda for the visit.

The Review Instrument is located online at https://www.leaderservices.com/_fedmonitor.

You will access the 2022-23 ESSA Program Monitoring Tool and the 2022-23 ESSA Fiscal Monitoring Tool, complete the various sections, and upload the required documentation. If you have difficulty accessing Fedmonitor or your review instruments, contact Emily Johnson at emilyjohns@pa.gov or Erin Derr at jder@pa.gov. The review will focus on your LEA's programs and the monitor will look at documentation that reflects your most recent approved budget.

During the virtual review the individual(s) responsible for each of your LEA's federal programs should be available to speak with your monitor. As you know, it is the responsibility of each LEA to ensure the fidelity of the federal program. If you provide services to Nonpublic students, please have the Nonpublic representative available to discuss the program, as applicable. Also, since all visits are virtual, it is up to the LEA to include parents as part of the team to the interviewed.

Please complete the self-assessment/review instrument and upload all documentation (in the Fed Monitor online system) **at least two weeks prior** to your monitor's virtual visit. (Please have one person enter all the information into the instrument). Do not forget to complete the **Assessment Details** section.

Please note in the **Title I section** of the review instrument, there are certain areas that can be "skipped" if it is not applicable to your LEA, (such as **Schoolwide Programs, Targeted Assistance, and Nonpublic Schools**). You must click on each one of these sections and enter a checkmark in the box (at the top of the page) for any that do not apply to your LEA (be sure to click the "Save Changes" button at bottom of page). This will allow you to skip that entire section. If you enter a checkmark in a section that states your LEA is exempt you do NOT need to complete the section. Do not forget to complete the Assessment Details section.

Your monitor will complete and submit an official copy of the instruments following the review. After division approval, this copy may be accessed online.

As a reminder it is very important to comply with all monitoring requirements to ensure a seamless monitoring. Lastly, if you have questions pertaining to the review process, please contact Erin Derr at 717-787-7815 or via email at jder@pa.gov.

Thank you very much for your assistance and cooperation.

Sincerely,

A handwritten signature in black ink, appearing to be 'ERIN DERR', written in a cursive style.

Erin Derr
Division of Federal Programs

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

Division of Federal Programs
Consolidated Program Review

2022-2023 School Year

Commonwealth Charter Academy CS
One Innovation Way
Harrisburg, PA 17110

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Thomas Longenecker	717-710-3300 ext 11165	<input type="checkbox"/>
Business Manager:	Regis Barwin	717-710-3300 ext 11609	<input checked="" type="checkbox"/>
Federal Program Coordinator:	Shannon Foley	717-710-3300 ext 11731	<input checked="" type="checkbox"/>
Parent/Family Member:	_____	_____	<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer(s): Dr. Helen Gross Dr. Adam KENZ

Program Review Date: 03/31/2023

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. Teachers working in a Title I program are appropriately state certified. Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met. If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified. If you are a Charter School, please submit entire roster.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> list of staff, highlighting those on emergency permits	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1507 451 2062 508" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1507 508 2062 792"> 3/15/2023 3:18:01 PM Assistant Business Manager Regis Barwin All Title I Staff are appropriately state certified. Attached is also PDE 414 showing entire roster that includes staff not paid by Title I. </td> </tr> <tr> <th data-bbox="1507 792 2062 841" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1507 841 2062 1091"> 3/26/2023 9:59:43 AM State Monitor Helen Gross Documentation was provided (PDE 414) was provided as requested. The number of certified staff appears to exceed the 75/25 threshold. </td> </tr> </tbody> </table>	District Comments	3/15/2023 3:18:01 PM Assistant Business Manager Regis Barwin All Title I Staff are appropriately state certified. Attached is also PDE 414 showing entire roster that includes staff not paid by Title I.	Monitor Comments	3/26/2023 9:59:43 AM State Monitor Helen Gross Documentation was provided (PDE 414) was provided as requested. The number of certified staff appears to exceed the 75/25 threshold.
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<p>Documentation must be uploaded for all LEAs</p>					<p>Title I Teachers.pdf CCA PDE 414 2022-2023.pdf</p>				
<p>If you have additional comments to make about this section, enter them here:</p>									

Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Updated Equity Plan, with dated agenda and sign-in sheet	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1304 375 2060 431" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1304 431 2060 719"> 3/26/2023 10:02:13 AM State Monitor Helen Gross An updated Equity Plan, with a sign-in sheet, was provided. However, no dated agenda was provided as required. It was unclear who attended the work meeting and what their role is with the school. However, additional requested information was provided. </td> </tr> </tbody> </table>	Monitor Comments	3/26/2023 10:02:13 AM State Monitor Helen Gross An updated Equity Plan, with a sign-in sheet, was provided. However, no dated agenda was provided as required. It was unclear who attended the work meeting and what their role is with the school. However, additional requested information was provided.
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Documentation must be uploaded for all LEAs					2022-2023 Equity Plan.pdf Equity Plan Sign-In Sheet 22-23.pdf		
If you have additional comments to make about this section, enter them here:							

Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed and signed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures with signatures	<table border="1"> <thead> <tr> <th data-bbox="1333 375 2062 431">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1333 431 2062 607"> 3/8/2023 9:51:56 AM Assistant Business Manager Regis Barwin Note: N/A - Commonwealth Charter School does not provide transportation as a cyber charter school. </td> </tr> <tr> <th data-bbox="1333 607 2062 654">Monitor Comments</th> </tr> <tr> <td data-bbox="1333 654 2062 837"> 3/26/2023 10:03:57 AM State Monitor Helen Gross As a cyber charter school, Commonwealth Charter School does not provide transportation. </td> </tr> </tbody> </table>	District Comments	3/8/2023 9:51:56 AM Assistant Business Manager Regis Barwin Note: N/A - Commonwealth Charter School does not provide transportation as a cyber charter school.	Monitor Comments	3/26/2023 10:03:57 AM State Monitor Helen Gross As a cyber charter school, Commonwealth Charter School does not provide transportation.
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Documentation must be uploaded for all LEAs									
If you have additional comments to make about this section, enter them here:									

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> MOU, with signatures, uploaded to eGrants. MOU must be dated to demonstrate it was reviewed this year</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1417 381 2043 430" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1417 430 2043 641"> <p>3/8/2023 9:52:19 AM Assistant Business Manager Regis Barwin Note: N/A - Commonwealth Charter School is exempt from this requirement as a cyber charter school.</p> </td> </tr> <tr> <th data-bbox="1417 641 2043 690" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1417 690 2043 937"> <p>3/30/2023 9:07:53 AM State Monitor Helen Gross Commonwealth Charter School has indicated that it is exempt from this requirement as a cyber charter school. Provided documentation supports this.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/8/2023 9:52:19 AM Assistant Business Manager Regis Barwin Note: N/A - Commonwealth Charter School is exempt from this requirement as a cyber charter school.</p>	Monitor Comments	<p>3/30/2023 9:07:53 AM State Monitor Helen Gross Commonwealth Charter School has indicated that it is exempt from this requirement as a cyber charter school. Provided documentation supports this.</p>
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<p>If you have additional comments to make about this section, enter them here:</p>									

Component V: Transition

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

Section 1112(b)(8)
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application - Transition and Coordination section and a list of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1304 446 2060 500" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1304 500 2060 860"> 4/13/2023 2:04:32 PM State Monitor Helen Gross Transition and Coordination section and a list of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education Both students and their families are noted as part of this process. </td> </tr> </tbody> </table>	Monitor Comments	4/13/2023 2:04:32 PM State Monitor Helen Gross Transition and Coordination section and a list of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education Both students and their families are noted as part of this process.
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Documentation must be uploaded for all LEAs					Transition.pdf		
If you have additional comments to make about this section, enter them here:							

Component VI: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy with review/revision date. Dated parent meeting agenda and sign in sheet and evidence of distribution, examples website posting, handbook, mailing, etc.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>3/8/2023 9:54:35 AM Assistant Business Manager Regis Barwin For Evidence of distribution note. It is under CCA's public website Board of Trustees - Board Policies - 900 Community: https://ccawebiste.azureedge.net/production/Themes/CCA/Assets/docs/Policies/Board%20Policy%20917%20-%20Parent%20%20Family%20Engagement%20for%20Board%20Approval.pdf</p> </td> </tr> <tr> <th style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td> <p>3/30/2023 10:25:56 AM State Monitor Helen Gross While the policy is available on the web, the actual document (2018) does not include updated review dates and the agenda attached to the sign-in sheet does not mention review/input. Per the policy, "For parents and family members unable to attend the parent meeting, the policy & compact will be posted and sent for continuous feedback" Additional information was provided as requested. However, moving forward, note the review date on the actual document update the 2019 date on the policy.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/8/2023 9:54:35 AM Assistant Business Manager Regis Barwin For Evidence of distribution note. It is under CCA's public website Board of Trustees - Board Policies - 900 Community: https://ccawebiste.azureedge.net/production/Themes/CCA/Assets/docs/Policies/Board%20Policy%20917%20-%20Parent%20%20Family%20Engagement%20for%20Board%20Approval.pdf</p>	Monitor Comments	<p>3/30/2023 10:25:56 AM State Monitor Helen Gross While the policy is available on the web, the actual document (2018) does not include updated review dates and the agenda attached to the sign-in sheet does not mention review/input. Per the policy, "For parents and family members unable to attend the parent meeting, the policy & compact will be posted and sent for continuous feedback" Additional information was provided as requested. However, moving forward, note the review date on the actual document update the 2019 date on the policy.</p>
District Comments									
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Monitor Comments									
<p>3/30/2023 10:25:56 AM State Monitor Helen Gross While the policy is available on the web, the actual document (2018) does not include updated review dates and the agenda attached to the sign-in sheet does not mention review/input. Per the policy, "For parents and family members unable to attend the parent meeting, the policy & compact will be posted and sent for continuous feedback" Additional information was provided as requested. However, moving forward, note the review date on the actual document update the 2019 date on the policy.</p>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ barriers to greater participation in activities, ○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers ○ strategies to support successful school and family interactions • description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> description of involvement of parents in the activities of the Title I schools. 							
Documentation must be uploaded for all LEAs					ParentFamilyEngagementBoardPolicy917 - 2018.pdf Parent and Family Engagement Sign-in Sheets 2022.pdf Parent and Family Engagement Plan 2022.pdf		
2. 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="903 513 2053 565" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 565 2053 912"> <p>3/26/2023 10:12:08 AM State Monitor Helen Gross Dated sign-in sheets indicate that this meeting took place after the submission/approval (7/1/22) of the grant and the attached agenda does not specifically address reserved funds and decisions regarding how funds (including preliminary allocations) will be specifically allotted. Additional documentation noting a pre-July meeting does not clearly reflect how parents are given the opportunity to participate in the decision making process -- how parent representatives across the state "get the word out and encourage involvement in the decision making process."</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>3/26/2023 10:12:08 AM State Monitor Helen Gross Dated sign-in sheets indicate that this meeting took place after the submission/approval (7/1/22) of the grant and the attached agenda does not specifically address reserved funds and decisions regarding how funds (including preliminary allocations) will be specifically allotted. Additional documentation noting a pre-July meeting does not clearly reflect how parents are given the opportunity to participate in the decision making process -- how parent representatives across the state "get the word out and encourage involvement in the decision making process."</p>
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Documentation must be uploaded for all LEAs					Parent and Family Engagement Sign-in Sheets 2022.pdf		
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>3. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following:</p> <ul style="list-style-type: none"> •supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. •supporting programs that reach parents and family members at home, in the community, and at school 				<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy that includes at least one of the five bullets , parent meeting agenda and sign in sheet	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> •disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members •collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement •engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.) 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Documentation must be uploaded for all LEAs					ParentFamilyEngagementBoardPolicy917 - 2018.pdf		
4. 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"/> Dated agenda and sign in sheets from meeting with parents to discuss the evaluation <input type="checkbox"/> Surveys and collated results to demonstrate evaluation process	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="903 280 2053 336">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 336 2053 509"> 3/30/2023 10:38:06 AM State Monitor Helen Gross The LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy. The dated agenda must specifically address this. </td> </tr> </tbody> </table>	Monitor Comments	3/30/2023 10:38:06 AM State Monitor Helen Gross The LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy. The dated agenda must specifically address this.
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Documentation must be uploaded for all LEAs					Parent and Family Engagement Sign-in Sheets 2022.pdf		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
5. 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 if 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"/> LEA level budget (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities			
Documentation must be uploaded for all LEAs					Parent and Family Engagement 5. Budget 1% .png		
6. For those LEAs that received \$500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than \$500,000 in Title I can mark N/A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Building Level budgets demonstrating 90% was allocated to schools and a list of allowable parent and family engagement expenditures to date. If current year expenditures are not available, provide a list of prior year expenditures.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="905 709 1596 760" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="905 760 1596 899"> 4/13/2023 2:18:13 PM State Monitor Helen Gross Additional information, as requested, was provided. </td> </tr> </tbody> </table>	Monitor Comments	4/13/2023 2:18:13 PM State Monitor Helen Gross Additional information, as requested, was provided.
Monitor Comments							
4/13/2023 2:18:13 PM State Monitor Helen Gross Additional information, as requested, was provided.							
Documentation must be uploaded for all LEAs					Parent and Family Engagement 5. Budget 1% .png Parent Family Engagement Title I Expenditures.pdf Title IA Program Parent Fam Engage 6. Expenditures.pdf		

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

Component VII: Consolidation of Federal Administrative Funds

A local educational agency (LEA) that consolidates administrative funds for any fiscal year (FY) shall not use any other funds under the programs included in the consolidation for administration for that FY (Every Student Succeeds Act [ESSA] Section 8203). Indirect costs are a part of costs of administration; thus, indirect costs pertaining to programs included in the consolidation may only be paid out of the funds available for the administrative cost pool. For example, if a program must budget and expend at least 85 percent on direct services to students, then the total allowable for administration (e.g., program administration plus indirect costs) cannot exceed 15 percent.

Programs that may be included in the consolidation of administrative funds are:

- Title I, Part A (Basic)
- Title I, Part C (Migrant Education)
- Title I, Part D (Delinquent)
- Title II, Part A (Supporting Effective Instruction)
- Title III (Immigrant Students)
- Title III (English Learner Students)
- Title IV, Part A (Student Support and Academic Enrichment)

The consolidated funds may be used for the administration of the programs included in the consolidation and for uses, at the school district and school levels, designed to enhance the effective and coordinated use of funds under those programs.

ESSA Section 8203

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA is consolidating, Federal Administrative funds. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval letter from Regional Coordinator including the above information	<div style="text-align: center;">District Comments</div> <p>3/8/2023 9:58:15 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not consolidate Federal Administrative Funds</p> <div style="text-align: center;">Monitor Comments</div> <p>3/26/2023 10:14:08 AM State Monitor Helen Gross Commonwealth Charter Academy does not consolidate Federal Administrative Funds</p>
Documentation must be uploaded for all LEAs					

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

Component VIII: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400
 2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title I application. Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component IX: Nonpublic Schools

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

Sections 1117, 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

If the LEA does not serve Nonpublic Schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA's Nonpublic Procedures	
Documentation must be uploaded for all LEAs					
2. Initial Consultation has occurred between the LEA and nonpublic official(s) prior to submitting LEA's Consolidated Application and the start of the services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Intent to participate <input type="checkbox"/> Copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
3. Consultation is ongoing between LEA and nonpublic officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed Affirmation of Consultation form uploaded to eGrants	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Visitation log <input type="checkbox"/> Emails <input type="checkbox"/> Virtual visit/meeting	
Documentation must be uploaded for all LEAs					
6. 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	
Documentation must be uploaded for all LEAs					
7. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Carryover section of eGrants <input type="checkbox"/> Dated copies of letters, e-mails <input type="checkbox"/> Agenda <input type="checkbox"/> Meeting sign-in sheets between LEA and nonpublic officials	
Documentation must be uploaded for all LEAs					
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. If equipment was not purchased for Nonpublic schools, select N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory equipment log dated and signed by LEA to ensure physical inventory is conducted annually at the end of the school year	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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; <ul style="list-style-type: none"> • Breakdown of instructional costs, • Type of services to be delivered, • Administrative costs for nonpublic schools • Multi-year contracts DO NOT exceed three years • An exit clause. 	
Documentation must be uploaded for all LEAs					
10. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
Documentation must be uploaded for all LEAs					
11. LEA has performance goal detailing use of equitable share as discussed and agreed upon during consultation with NP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing nonpublic student's measurable goals	
Documentation must be uploaded for all LEAs					
12. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Informal quotes or RFPs	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
13. LEA has Title I Nonpublic complaint procedures available for nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, i.e. <ul style="list-style-type: none"> • Agenda listing review/receipt of Complaint Procedures • Mail receipt • Email to nonpublic official(s) including URL link to LEA's Complaint Procedures 	
Documentation must be uploaded for all LEAs					
14. 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"/> Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants	
Documentation must be uploaded for all LEAs					
15. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nonpublic data used to determine the number of income eligible (low-income) students (Title I specific), AND eGrants Title I <input type="checkbox"/> Section: Nonpublic Organizations Summary	
Documentation must be uploaded for all LEAs					
16. Evidence that LEA budgets appropriate Nonpublic Equitable Share	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I budget AND Budget Summary section of eGrants	
Documentation must be uploaded for all LEAs					
17. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. (Complete only if transfer) Evidence of Nonpublic school consultation to discuss transferred amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect nonpublic consultation occurred prior to the transfer of funds.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Documentation must be uploaded for all LEAs, as applicable					
<div style="display: flex; border: 1px solid black; padding: 5px;"> <div style="width: 48%; padding-right: 10px;">If you have additional comments to make about this section, enter them here:</div> <div style="width: 52%;"></div> </div>					

Comments

<p>The LEA participants were asked what they are most proud of with regard to their school wide Title I programs. They indicated that their enrollment continues to grow, an extensive family support program, mentoring, academic options and opportunities, and academic variance in lessons.</p>

Title II A: Program

Component I:

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.

If the LEA transferred all of Title IIA funds only answer question, #3. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers <input type="checkbox"/> Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application	District Comments
					3/8/2023 10:00:44 AM Assistant Business Manager Regis Barwin Mark as N/A - Commonwealth Charter Academy uses Title II funds for district-wide professional development.
					Monitor Comments
					3/30/2023 10:48:20 AM State Monitor Helen Gross Commonwealth Charter Academy has budgeted Title II funds for district-wide professional development.
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title II activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools (note: will be effective 23-24 schoolyear)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	<div data-bbox="1409 123 2062 180" style="background-color: #cccccc; text-align: center;">District Comments</div> <div data-bbox="1409 180 2062 391"> <p>3/8/2023 10:01:34 AM Assistant Business Manager Regis Barwin Not required until 23-24 school years, Commonwealth Charter Academy only has one school.</p> </div> <div data-bbox="1409 391 2062 448" style="background-color: #cccccc; text-align: center;">Monitor Comments</div> <div data-bbox="1409 448 2062 621"> <p>3/30/2023 10:50:17 AM State Monitor Helen Gross At this time, evidence is not required until the 23-24 school year.</p> </div>
Documentation must be uploaded for all LEAs					
3. The LEA provides evidence of stakeholder engagement in the development of Title II activities (including transfer discussions) e.g. parents, community members, schools staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for meetings that took place prior to the writing of the grant	<div data-bbox="1409 691 2062 748" style="background-color: #cccccc; text-align: center;">Monitor Comments</div> <div data-bbox="1409 748 2062 1141"> <p>3/26/2023 10:23:25 AM State Monitor Helen Gross There does not appear to be mention of specific Title II planning prior to grant submission -- information provided appears vague. It is unclear who the members of the School Improvement Team are and if parents are part of the group. If parents are part of the the group, how do they include additional parents/stakeholders in this process?</p> </div>
Documentation must be uploaded for all LEAs					

[School Improvement Team Agenda Sign-In Sheet 21-22.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>4. The LEA provides evidence that Title II activities are evidence-based and expected to improve student achievement. Please note: for the 2023-24 monitoring, LEAs will be required to provide evidence that the Title II activities meets one of the 4 ESSA tiers of evidence. Please add a comment to indicate how your LEAs' Title II activities meets one of the four tiers of evidence and are evidence based. This requirement cannot be marked Not Met.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1413 126 2053 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1413 180 2053 321"> <p>3/8/2023 10:02:27 AM Assistant Business Manager Regis Barwin Not required until 2023-2024 school year.</p> </td> </tr> <tr> <th data-bbox="1413 321 2053 375" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1413 375 2053 761"> <p>3/30/2023 10:55:20 AM State Monitor Helen Gross While adherence to meeting one of the 4 ESSA tiers of evidence is not required until 23/24, the LEA must provide evidence that Title II activities are evidence-based and expected to improve student achievement. This information was not provided prior to the formal review. Additional evidence, though vague, was provided.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/8/2023 10:02:27 AM Assistant Business Manager Regis Barwin Not required until 2023-2024 school year.</p>	Monitor Comments	<p>3/30/2023 10:55:20 AM State Monitor Helen Gross While adherence to meeting one of the 4 ESSA tiers of evidence is not required until 23/24, the LEA must provide evidence that Title II activities are evidence-based and expected to improve student achievement. This information was not provided prior to the formal review. Additional evidence, though vague, was provided.</p>
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Component II: Program Accuracy Verification

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34 CFR 76.400
 2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title II application. Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
If you have additional comments to make about this section, enter them here:				

Title IVA: Program

Component I:

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

Questions #1, #2, and # 3 must be answered despite transferring funds and if the LEA received \$30,000 in Title IV funds. If the LEA received less than \$30,000 and is transferring all funds, answer question #1 and #2 and mark N/A for question #3.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for meetings that took place prior to writing the grant.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/8/2023 10:04:17 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy's School Improvement Team consists of local stakeholders and addresses all federal and title activities. </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td> 3/26/2023 10:24:36 AM State Monitor Helen Gross There does not appear to be mention of specific Federal Programs Title IV planning prior to grant submission -- information provided appears vague and budget amounts are not noted as being shared. It is unclear who the members of the School Improvement Team are and if parents are part of the group. If parents are part of the the group, how do they include additional parents/stakeholders in this process? </td> </tr> </tbody> </table>	District Comments	3/8/2023 10:04:17 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy's School Improvement Team consists of local stakeholders and addresses all federal and title activities.	Monitor Comments	3/26/2023 10:24:36 AM State Monitor Helen Gross There does not appear to be mention of specific Federal Programs Title IV planning prior to grant submission -- information provided appears vague and budget amounts are not noted as being shared. It is unclear who the members of the School Improvement Team are and if parents are part of the group. If parents are part of the the group, how do they include additional parents/stakeholders in this process?
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Documentation must be uploaded for all LEAs

[School Improvement Team Agenda Sign-In Sheet 21-22.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for consultation that took place during the implementation of the grant	<div style="text-align: center; background-color: #cccccc; padding: 2px;">District Comments</div> <p>3/8/2023 10:04:21 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy's School Improvement Team consists of local stakeholders and addresses all federal and title activities.</p> <div style="text-align: center; background-color: #cccccc; padding: 2px;">Monitor Comments</div> <p>3/26/2023 10:26:19 AM State Monitor Helen Gross Dated agendas and sign-in sheets for consultation that took place during the implementation of the grant were not provided prior to this review.</p>
Documentation must be uploaded for all LEAs				School Improvement Team Agenda Sign in Sheets 22-23.pdf	
3. If LEA receives more than \$30,000, the activities supported by Title IV are aligned with the needs of the district/schools. (Evidence: Needs Assessment Data that is less than 3 years old)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated needs Assessment	<div style="text-align: center; background-color: #cccccc; padding: 2px;">Monitor Comments</div> <p>3/30/2023 11:04:20 AM State Monitor Helen Gross Additional information was provided as requested. However, moving forward for 23/24, the information needs to be more specific. Additional information was also referenced by this monitor from the LEA's current Comprehensive / Schoolwide Plan.</p>
Documentation must be uploaded for all LEAs				2022-2023 Consolidated Contract Commonwealth Charter Academy CS.pdf	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>4. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools</p> <p><input type="checkbox"/> If LEA has schools designated CSI and A-TSI, list of schools receiving funds</p>	<table border="1"> <thead> <tr> <th data-bbox="1373 128 2049 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1373 180 2049 355"> <p>3/8/2023 10:05:13 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is only one school.</p> </td> </tr> <tr> <th data-bbox="1373 355 2049 407" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1373 407 2049 583"> <p>3/30/2023 11:15:50 AM State Monitor Helen Gross Commonwealth Charter Academy is a single school entity.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/8/2023 10:05:13 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is only one school.</p>	Monitor Comments	<p>3/30/2023 11:15:50 AM State Monitor Helen Gross Commonwealth Charter Academy is a single school entity.</p>
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Monitor Comments									
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Documentation must be uploaded for all LEAs									
<p>5. LEA has only budgeted a maximum of 15% of the total amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section AND a statement of expenditures demonstrating funds are allowable and included in the approved application</p>	<table border="1"> <thead> <tr> <th data-bbox="1373 659 2049 711" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1373 711 2049 886"> <p>3/21/2023 3:50:58 PM Assistant Business Manager Regis Barwin No current expenditures to date in technology for 22-23. Predicted expenditures in spring.</p> </td> </tr> <tr> <th data-bbox="1373 886 2049 938" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1373 938 2049 1252"> <p>3/30/2023 11:26:36 AM State Monitor Helen Gross There appear to be no current expenditures to date in technology for 22-23 - Title IV. The school's predicts that it will make the allowable expenditures in the spring. At this time we are unable to determine if the approved budget actively supports upcoming technology expenditures.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/21/2023 3:50:58 PM Assistant Business Manager Regis Barwin No current expenditures to date in technology for 22-23. Predicted expenditures in spring.</p>	Monitor Comments	<p>3/30/2023 11:26:36 AM State Monitor Helen Gross There appear to be no current expenditures to date in technology for 22-23 - Title IV. The school's predicts that it will make the allowable expenditures in the spring. At this time we are unable to determine if the approved budget actively supports upcoming technology expenditures.</p>
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Documentation must be uploaded for all LEAs									

[Component I - TechnologyConsolidatedApp.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Well-Rounded Educational activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Well-Rounded narrative completed, funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application <input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section	
Documentation must be uploaded for all LEAs					Component I - WellRoundedConsolidatedApp.pdf Title IV - WellRounded Expenditures 22-23.pdf
7. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Safe and Healthy activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Safe and Healthy narrative completed, funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application	
Documentation must be uploaded for all LEAs					Title IV - SafeHealthy Expenditures.pdf Component I - SafeHealthyConsolidatedApp.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Effective Use of Technology narrative completed funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1377 131 2043 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1377 180 2043 354"> 3/21/2023 3:51:20 PM Assistant Business Manager Regis Barwin No current expenditures to date for in technology 22-23. Predicted expenditures in spring. </td> </tr> <tr> <th data-bbox="1377 354 2043 402" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1377 402 2043 719"> 3/30/2023 11:54:03 AM State Monitor Helen Gross There appear to be no current expenditures to date in technology for 22-23 - Title IV. The school's predicts that it will make the allowable expenditures in the spring. At this time we are unable to determine if the approved budget actively supports upcoming technology expenditures. </td> </tr> </tbody> </table>	District Comments	3/21/2023 3:51:20 PM Assistant Business Manager Regis Barwin No current expenditures to date for in technology 22-23. Predicted expenditures in spring.	Monitor Comments	3/30/2023 11:54:03 AM State Monitor Helen Gross There appear to be no current expenditures to date in technology for 22-23 - Title IV. The school's predicts that it will make the allowable expenditures in the spring. At this time we are unable to determine if the approved budget actively supports upcoming technology expenditures.
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Documentation must be uploaded for all LEAs					Component I - TechnologyConsolidatedApp.pdf				
If you have additional comments to make about this section, enter them here:									

Component II: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400

2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title IV application. Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
If you have additional comments to make about this section, enter them here:				

Title VIII: (Title IIA, IIIA, and IVA): Non-Public Equitable Services

Requirements

The LEA provides Title services to eligible children attending non-public schools. The equitable services requirements that apply to those programs are contained in ESEA section 8501. Title VIII Programs Covered Under the Division of Federal Programs purview:

Title II, Part A Supporting effective instruction state grants

Title III, Part A English language acquisition, language enhancement, and academic achievement

Title IV, Part A Student support and academic enrichment grants

Secs. 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Initial Consultation has occurred between the LEA and nonpublic official(s) prior to submitting LEA's Consolidated Application and the start of the services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Intent to participate <input type="checkbox"/> Copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
2. Consultation is ongoing between the LEA and Nonpublic school official regarding the provision of services, whether to pool funds, and the transfer of funds* if applicable. *Title III funds may not be transferred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Dated meeting agendas and sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
3. The results of agreement following consultation have been transmitted to the equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed Affirmation of Consultation form uploaded to eGrants	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The LEA is serving schools located within their geographical boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Participation list and eGrants - list of nonpublic schools obtained by the LEA entered in the Non-Public Allocation Breakout area of Equitable Non-Public Share section. Participation list and schools listed in eGrants must match, or back up documentation to verify inaccuracy is required. <input type="checkbox"/> Title III only: The participation list of schools should be used to determine Title III NP eligibility, NOT the enrollment counts. Total school enrollment counts are used for Title IIA and Title IV equitable share but NOT for Title III.	
Documentation must be uploaded for all LEAs					
5. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Informal quotes or RFPs	
Documentation must be uploaded for all LEAs					
6. LEA has accurately determined the amount required for equitable services to NP schoolteachers and other educational personnel now based on the LEA's total allocation for Titles IIA, III and IVA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> eGrants - Calculation/equitable share in Equitable Nonpublic Share section and LEA budget listing the NP equitable share	
Documentation must be uploaded for all LEAs					
7. LEA has budgeted expenditures for nonpublic services based on the NP share calculated in eGrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA budget detailing NP expenditures	
Documentation must be uploaded for all LEAs					
8. LEA has procedures for provision of services to eligible NP School Students, Teachers, and Other Educational Personnel (Title VIII). Please note: for the 2022-23 SY LEAs will be required to have documented procedures detailing the provision of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA's Nonpublic Procedures	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. LEA has performance goal detailing use of equitable share as discussed and agreed upon during consultation with NP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing measurable goal(s)	
Documentation must be uploaded for all LEAs					
10. 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. If equipment was not purchased for Nonpublic schools, select N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory equipment log dated and signed by LEA to ensure physical inventory is conducted annually at the end of the school year	
Documentation must be uploaded for all LEAs					
If you have additional comments to make about this section, enter them here:					

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Commonwealth Charter Academy CS	3/31/2023	Christine Hakes	Executive VP of Finance Administration
Commonwealth Charter Academy CS	3/31/2023	Dana Moreno	Vice Provost of Elementary Education
Commonwealth Charter Academy CS	3/31/2023	Faith Russo	Senior Director of Accounting Operations
Commonwealth Charter Academy CS	3/31/2023	Sara Bingaman	Family Involvement Manager

**Division of Federal Program
Consolidated Program Review
2022-2023 School Year
Commonwealth Charter Academy CS**

Commonwealth Charter Academy

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Dana Moreno (Vice Provost of Elementary Education) _____	<input checked="" type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Dr. Helen Gross Dr. Adam Visit Date: 3/27/2023
Kenz

School Level Monitoring

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. All instructional paraprofessionals working in a Title I program are appropriately certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>4/13/2023 2:37:47 PM State Monitor Helen Gross Complete documentation was provided by the LEA/school.</td> </tr> </tbody> </table>	Monitor Comments	4/13/2023 2:37:47 PM State Monitor Helen Gross Complete documentation was provided by the LEA/school.
Monitor Comments							
4/13/2023 2:37:47 PM State Monitor Helen Gross Complete documentation was provided by the LEA/school.							
Documentation must be uploaded for all LEAs					Paraprofessional list 22-23.pdf		
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/30/2023 12:00:56 PM State Monitor Helen Gross Documentation was provided as required.</td> </tr> </tbody> </table>	Monitor Comments	3/30/2023 12:00:56 PM State Monitor Helen Gross Documentation was provided as required.
Monitor Comments							
3/30/2023 12:00:56 PM State Monitor Helen Gross Documentation was provided as required.							
Documentation must be uploaded for all LEAs					Appropriately State Certified - Right To Know Letter.pdf		
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 AND evidence of distribution date with signature, if distributed	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>3/30/2023 12:01:08 PM State Monitor Helen Gross Documentation was provided as required.</td> </tr> </tbody> </table>	Monitor Comments	3/30/2023 12:01:08 PM State Monitor Helen Gross Documentation was provided as required.
Monitor Comments							
3/30/2023 12:01:08 PM State Monitor Helen Gross Documentation was provided as required.							
Documentation must be uploaded for all LEAs					NonCertifiedTeacherLetter.pdf		
If you have additional comments to make about this section, enter them here:							

Component II: Parent and Family Engagement

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

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>All the following are Required components:</p> <ul style="list-style-type: none"> •Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. 	☑	☐	☐	<p>☑ School Parent and Family Engagement policy, (that includes all required components), with review/revision date, dated parent meeting, dated agenda & sign-in sheets, and method of distribution</p>	<div style="text-align: center; background-color: #cccccc; padding: 2px;">District Comments</div> <p>3/8/2023 10:22:20 AM Assistant Business Manager Regis Barwin For Evidence of distribution note. It is under CCA's public website Board of Trustees - Board Policies - 900 Community: https://ccawebsite.azureedge.net/production/Themes/CCA/Assets/docs/Policies/Board%20Policy%20917%20-%20Parent%20%20Family%20Engagement%20for%20Board%20Approval.pdf</p> <div style="text-align: center; background-color: #cccccc; padding: 2px;">Monitor Comments</div> <p>3/30/2023 12:04:13 PM State Monitor Helen Gross For the school-based component of Parent and Family Engagement, what are the unique programs, direction, trainings for 22/23? Additional information was provided as requested but there appears to be no real changes on the 2019 document. (see uploads) Moving forward, more clarity in the School Parent and Family Engagement Policy as it relates to the multiple required components listed in FedMonitor need to be addressed and reviewed.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> •Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement •Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. •Provide Title I parents 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ◦Timely information about Title I programs ◦A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards ◦If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>◦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).</p> <p>◦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.</p>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ◦Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ◦States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ◦Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. ◦States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ◦States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. ◦States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Documentation must be uploaded for all LEAs					ParentFamilyEngagementBoardPolicy917 - 2018.pdf Parent and Family Engagement Sign-in Sheets 2022.pdf Parent and Family Engagement Plan 2022.pdf		
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated Title I meeting agenda & sign-in sheets			
Documentation must be uploaded for all LEAs					Parent and Family Engagement Sign-in Sheets 2022.pdf		
3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School-parent compact with review/revision date, dated agenda, sign-in sheets and method of distribution	<table border="1" data-bbox="727 935 3052 1151"> <thead> <tr> <th data-bbox="727 935 3052 983">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="727 983 3052 1151"> 3/30/2023 12:09:52 PM State Monitor Helen Gross The Compact should have Title I - Schoolwide Program noted somewhere on the document as well as the revision date. The 2019 date on the bottom of the review plan should also be updated. </td> </tr> </tbody> </table>	Monitor Comments	3/30/2023 12:09:52 PM State Monitor Helen Gross The Compact should have Title I - Schoolwide Program noted somewhere on the document as well as the revision date. The 2019 date on the bottom of the review plan should also be updated.
Monitor Comments							
3/30/2023 12:09:52 PM State Monitor Helen Gross The Compact should have Title I - Schoolwide Program noted somewhere on the document as well as the revision date. The 2019 date on the bottom of the review plan should also be updated.							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand. 					
<p>Documentation must be uploaded for all LEAs</p>					<p>Parent and Family Engagement School-Parent Compact 2022.pdf</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
					Parent and Family Engagement Sign-in Sheets 2022.pdf Parent and Family Engagement Plan 2022.pdf		
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	☑	☐	☐	<input type="checkbox"/> Dated Title I meeting agenda & sign-in sheets that indicate topics of discussion <input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets			
Documentation must be uploaded for all LEAs					Parent and Family Engagement Sign-in Sheets 2022.pdf		
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's 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"/> Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events <input type="checkbox"/> Submit only one example of workshops with copies of dated agendas and sign-in sheets.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1765 949 2023 979" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="733 999 3058 1151"> 3/30/2023 12:18:08 PM State Monitor Helen Gross A "Test Taking Tips" PP was provided. --- an excellent document. However, no date was provided to indicate when the item was shared or posted on the school website for parents/students. Evaluations, agendas & sign-in sheets, or calendar of events was not included. More information was requested and provided. </td> </tr> </tbody> </table>	Monitor Comments	3/30/2023 12:18:08 PM State Monitor Helen Gross A "Test Taking Tips" PP was provided. --- an excellent document. However, no date was provided to indicate when the item was shared or posted on the school website for parents/students. Evaluations, agendas & sign-in sheets, or calendar of events was not included. More information was requested and provided.
Monitor Comments							
3/30/2023 12:18:08 PM State Monitor Helen Gross A "Test Taking Tips" PP was provided. --- an excellent document. However, no date was provided to indicate when the item was shared or posted on the school website for parents/students. Evaluations, agendas & sign-in sheets, or calendar of events was not included. More information was requested and provided.							
Documentation must be uploaded for all LEAs					Parent and Family - Training Material.pdf		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. ALL schools' teachers and staff shall annually be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated staff meeting agendas and sign-in sheets <input type="checkbox"/> SPAC skits and staff agendas and sign in sheets <input type="checkbox"/> Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	District Comments
					3/8/2023 10:29:01 AM Assistant Business Manager Regis Barwin About how to properly communicate with parents and caregivers through the web, with emphasis on de-escalation techniques, active listening, and appropriately tailoring communications, and other best practices.
					Monitor Comments
					3/30/2023 12:22:13 PM State Monitor Helen Gross Please indicate which segment on the chart directly supports training on how staff can better communicate with, or work with, parents as equal partners based on parent feedback. Additional requested information was provided but had no content. Moving forward, this training needs to be specific and notably based on documented parent needs/requests/feedback. SPAC skits may also be used to meet this requirement. SPAC.k12.pa.us
Documentation must be uploaded for all LEAs					Parent and Family - Attendance.pdf Parent and Family - Agenda.pdf
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	Monitor Comments
					3/30/2023 12:25:06 PM State Monitor Helen Gross As in the LEA's e-grant narrative, parent participation should be noted at all levels of the formalized Transition Plan.
Documentation must be uploaded for all LEAs					CCA 2223 Transition Plan.docx
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	Monitor Comments
					3/30/2023 12:26:24 PM State Monitor Helen Gross Documentation (Spanish) was provided as requested.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Documentation must be uploaded for all LEAs					Parent and Family - Translated Document.pdf
If you have additional comments to make about this section, enter them here:					

Component III: Schoolwide Programs

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

Sec. 1114

If the school does not operate a Schoolwide Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. An approved Schoolwide Plan is present in the FRCPP.</p> <p>ESEA §1114(b)(6) requires that the schoolwide 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. Additionally §1114(b)(7) the schoolwide plan needs to include 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 §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"/> Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	
<p>Documentation must be uploaded for all LEAs</p>					CCA-FRCPP.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan.</p> <p>ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.</p>	☑	☐	☐	<p>☑ Agendas and sign-in sheets demonstrating plan was developed in the year prior to initial implementation for newly identified schoolwide program schools</p> <p>☐ Agendas and sign-in sheets demonstrating plan was updated within a year of the monitoring visit.</p>	<p style="text-align: center;">Monitor Comments</p> <p>3/30/2023 12:29:59 PM State Monitor Helen Gross Additional information regarding the FRCPP submission is required specific work on the plan.</p>
<p>Documentation must be uploaded for all LEAs 2022-2023 Consolidated Contract Commonwealth Charter Academy CS.pdf School Improvement Team Agenda Sign-In Sheet 21-22.pdf</p>					
<p>3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plans action plan. Please note: Schoolwide plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.</p> <p>(b) Evidence exists that data has been collected in line with the schoolwide plans goals targeted timeframes.</p> <p>ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.</p>	☐	☑	☐	<p>☑ Agendas and sign-in sheets of meetings</p> <p>☐ Copies of data reports</p>	<p style="text-align: center;">Monitor Comments</p> <p>3/30/2023 12:33:20 PM State Monitor Helen Gross Evidence exists of ongoing review and revisions, as necessary, of the specific schoolwide plans action plan - - Quarter 1 and Quarter 2 reporting have been completed.</p>
<p>Documentation must be uploaded for all LEAs School Improvement Team Agenda Sign-In Sheet 21-22.pdf</p>					
<p>Note: If the school does not have an approved 2022-23 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</p>					

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

Component IV: Targeted Assistance Programs

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

Sec. 1113

If the school does not operate a Targeted Assistance Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria and student roster with test scores that includes rank order listing.	
Documentation must be uploaded for all LEAs					
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	
Documentation must be uploaded for all LEAs					
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	
Documentation must be uploaded for all LEAs					
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, dated agenda, sign-in sheets, and minutes	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	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, dated agendas, and sign in sheets	
Documentation must be uploaded for all LEAs					
If you have additional comments to make about this section, enter them here:					



Executive Summary BSE Compliance Monitoring Review of the Commonwealth Charter Academy CS

PART I SUMMARY OF FINDINGS

A. Review Process

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

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

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

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

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

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

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

2. FILE REVIEW (Student case studies)

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

The status of compliance of the Commonwealth Charter Academy CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	73	13	74
Evaluation/Reevaluation: Process and Content	230	9	541
Individualized Education Program: Process and Content	490	43	267
Procedural Safeguards: Process and Content	74	10	36
TOTALS	867	75	918

3. TEACHER AND PARENT INTERVIEWS

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

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	197	42	65
Program Implementation: Special Ed Teacher Interviews	291	26	141
Program Implementation: Parent Interviews	169	29	100
TOTALS	657	97	306

4. CLASSROOM OBSERVATIONS

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

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

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review		X

PART II CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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

Special Education Timeline Procedure

Friday, June 26, 2020 2:24 PM

Scope:

All federal timelines for Child Find, Oral Request for an Evaluation, Evaluation, Individual Education Plan, Oral Request for Reevaluation by Parent, Reevaluation, NOREP, Mediation, and Due Process must be following by all school administrators and staff.

Responsibilities:

The Associate Vice President of Special Education should ensure the public notice for Child Find is posted annually. The Psychologists should ensure all Oral Requests for Evaluation and Oral Requests for Reevaluation are responded within the timeline with a request form.

The Psychologists should ensure that all Evaluations and Reevaluations are completed with the specific timelines. Special Education Case Managers should ensure that Individual Education Plans and NOREPs are completed within the specific timeline.

Procedure:

1. Child Find
 - a. Public notice describing special education programs and how to request an evaluation should be completed on an annual basis.

2. Oral Request for an Evaluation
 - a. When an oral request is made to any school administrator or professional, the school entity must provide the Permission to Evaluate- Evaluation Request to the parents within **10 calendar days**.

3. Written Request for an Evaluation
 - a. When a written request (signed letter or detailed email listing the parent's concerns is received by a school administrator or school professional, the school entity must provide the Permission to Evaluate- Consent Form or NOREP to the parent within a reasonable amount of time (**10 calendar days**).

4. Evaluation
 - a. After the LEA receives written parental consent, the initial evaluation must be completed and a copy of the Evaluation Report presented to the parent within 60 calendar days (excluding the summer break).
 - b. There are several exceptions to the 60 calendar day timeline requirement. This timeline does not apply if:
 - i. The parent repeatedly fails or refuses to produce the child for evaluation.
 - ii. A child enrolls in a school of another public agency after the evaluation has begun, but prior to a determination of the child's eligibility by the previous public agency. This exception applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed.
 - iii. A request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures. In this case, the evaluation must be conducted in an expedited manner.
 - iv. When evaluating a child for specific learning disability only, the child's parents and a group of qualified professionals can mutually agree in writing to an extended time frame if, prior to a referral, the

child has not made adequate progress after an appropriate period of time when provided appropriate instruction in reading or math, and whenever referred for an evaluation.

c. The Evaluation Report must be provided to the parent at least **10 school days** prior an IEP meeting. This can be waived if the parent agrees and signs the 10 day waiver located on the IEP.

5. Individual Education Plan (IEP)

a. The local educational agency (LEA) must provide advance notice to the parent when scheduling an Individualized Education Program (IEP) meeting.

b. The LEA must convene the IEP meeting within **30 calendar days** after the completion of an Evaluation Report (ER) or Reevaluation Report (RR).

c. An initial IEP for a student will be implemented as soon as possible (no later than **10 school days**) after receiving parental consent for initial services.

d. For any IEP completed after an initial IEP, the IEP must be implemented no later than **10 school days**.

e. The IEP should be reviewed annually at a minimum. If the LEA knows or should know that a child has an inappropriate IEP, then it must be corrected immediately.

6. Oral Request for Reevaluation by a Parent

a. When an oral request is made to any school professional or administrator, the school entity must provide the Permission to Reevaluate-Reevaluation Request Form to the parent within **10 calendar days**.

7. Written Request for Reevaluation by a Parent

a. When a written request (signed letter or detailed email listing parent's concerns) is received by a school professional or administrator, the school entity must provide the Permission to Reevaluate-Consent Form or NOREP to the parent within a reasonable amount of time (10 calendar days).

8. Reevaluation

a. All students except those identified with an Intellectual Disability must be reevaluated at least once every 3 years. This can be waived if the LEA and parent agree in writing.

b. Students identified with an Intellectual Disability must be reevaluated at least once every 2 years. There is not an option to waive this requirement.

c. As a result of the review of data, if additional data are required to determine continued eligibility and need for special education services, the LEA must issue the Permission to Reevaluate-Consent form.

d. After the LEA receives written parental consent, the reevaluation must be completed and a copy of the Reevaluation Report presented to the parent within **60 calendar days**.

e. The parent must receive a copy of the Reevaluation Report at least **10 school days** prior to the Individualized Education Program (IEP) Meeting (unless a waiver is signed).

9. Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)

a. An LEA must await a parent's written approval on the NOREP/PWN before proceeding with the initial provision of services (newly identified students).

b. The "10 day rule" applies for all other special education students in regards to the NOREP (not newly identified students).

- o If the parent does not sign and return the NOREP/PWN within 10 calendar days of the date of issue, the NOREP/PWN takes effect on the 11th calendar day regardless of the receipt of the NOREP.

- o If the parent does not indicate their intentions on a a NOREP/PWN which has been returned to the LEA, then the NOREP/PWN takes effect on the 11th calendar day.

- If the parent does return the NOREP/PWN and indicates their intention to seek mediation or a due process hearing but does not contact the Office of Dispute Resolution (ODR), the NOREP/PWN takes effect on the 11th calendar day.

10. Due Process or Mediation

- a. Parents have the right to seek Mediation or Due Process within **10 calendar days** of receipts of the NOREP/PWN recommending a change in the student's placement. The student must then remain in the current educational program unless the parent and LEA agree otherwise. Pending placement takes effect (stay put status).
- b. Parents can seek Mediation or Due Process after the **10 calendar days** of receipt of the NOREP/PWN recommending a change in the student's placement but the LEA is under no obligation to implement the previous program and placement while Mediation and/or Due Process proceedings take place.
- c. The resolution session must be available to parents after the local educational agency (LEA) receives the parents' notice of due process complaint and prior to the initiation of a due process hearing within **15 calendar days**.

11. Student Discipline

- a. When the LEA makes a determination to change the placement of a student with a disability for disciplinary purposes, a manifestation determination review must be completed within **10 school days** from the date of the decision to change the placement.
- b. After a student with a disability has been removed from the student's current placement for 10 school days, and for any subsequent days of removal during the current year, the LEA must provide services.
- c. The maximum length of placement in an interim alternative educational setting for special circumstances (weapon, drugs, serious bodily injury) is **45 school days**.

(See section on Timeline Checklist under resources)

Updated April 6, 2021



COMMONWEALTH CHARTER ACADEMY

ONE INNOVATION WAY • HARRISBURG, PA 17110
717-710-3300 • FAX: 717-236-2309

CCA's Special Education Department

Training: Autism Training – One Size Doesn't Fit All

Date: 4/25/2023

Intended Audience: Special Education Teachers

AGENDA

- Identify what **Autism Spectrum Disorder (ASD)** is
- Review the **DSM-5 ASD Criteria**
- Review and analyze potential characteristics of learners with **ASD**
- Become familiar with **ASD** can impact individual learners in an instructional setting
- Conclude that **ASD** manifests itself differently in individual learners
- Discuss Special Education Placement here at CCA
- Collaborate on ways to better recognize and maximize the strengths of learners with **ASD**
- Identify ways to support learners with **ASD** when they exhibit challenges in the virtual setting here at CCA



Name (Original Name)	User Email	Join Time	Leave Time	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Giovana Augustine	gaugustine@ccaeducate.me	4/6/2023 9:16	4/6/2023 11:43	147	No		No
Jenn Adams	jadams@ccaeducate.me	4/6/2023 9:21	4/6/2023 9:22	1	No		Yes
Jenn Adams	jadams@ccaeducate.me	4/6/2023 9:22	4/6/2023 11:43	141	No		No
Lindsey Stevenson	lstevenson@ccaeducate.me	4/6/2023 9:25	4/6/2023 9:31	6	No		Yes
Trinna Delia	tdelia@ccaeducate.me	4/6/2023 9:25	4/6/2023 9:31	6	No		Yes
Holliann Musgrove	hmusgrove@ccaeducate.me	4/6/2023 9:26	4/6/2023 9:31	6	No		Yes
Shelby Duke-Olesky	sdukeolesky@ccaeducate.me	4/6/2023 9:26	4/6/2023 9:31	6	No		Yes
Melinda Walter	mwalter@ccaeducate.me	4/6/2023 9:27	4/6/2023 9:32	5	No		Yes
Julie Duffy	jduffy@ccaeducate.me	4/6/2023 9:27	4/6/2023 9:31	5	No		Yes
Jamie Nguyen	jnguyen@ccaeducate.me	4/6/2023 9:28	4/6/2023 9:31	4	No		Yes
Amanda Beck	abeck@ccaeducate.me	4/6/2023 9:28	4/6/2023 9:31	4	No		Yes
Renee Thornton	rthornton@ccaeducate.me	4/6/2023 9:28	4/6/2023 9:31	4	No		Yes
Yvonne Apronti	yapronti@ccaeducate.me	4/6/2023 9:28	4/6/2023 9:31	4	No		Yes
Natalie Guerriero	nguerriero@ccaeducate.me	4/6/2023 9:28	4/6/2023 9:31	4	No		Yes
Renee Aubele		4/6/2023 9:28	4/6/2023 9:31	4	Yes		Yes
Jill Gleason	jgleason@ccaeducate.me	4/6/2023 9:28	4/6/2023 9:31	4	No		Yes
Amanda Deng	adeng@ccaeducate.me	4/6/2023 9:29	4/6/2023 9:29	1	No		Yes
Ms. B	jbaumgartle@ccaeducate.me	4/6/2023 9:29	4/6/2023 9:31	3	No		Yes
Natalie Travaglia	ntravaglia@ccaeducate.me	4/6/2023 9:29	4/6/2023 9:31	3	No		Yes
Alesia Barron	abarron@ccaeducate.me	4/6/2023 9:29	4/6/2023 9:31	3	No		Yes
Lauren Stroup	lstroup@ccaeducate.me	4/6/2023 9:29	4/6/2023 9:31	3	No		Yes
Lindsay Cordisco	lcordisco@ccaeducate.me	4/6/2023 9:29	4/6/2023 9:31	3	No		Yes
Shawna Kopa	skopa@ccaeducate.me	4/6/2023 9:30	4/6/2023 9:31	2	No		Yes
Marianne Davis	madavis@ccaeducate.me	4/6/2023 9:30	4/6/2023 9:31	2	No		Yes
Amanda Deng	adeng@ccaeducate.me	4/6/2023 9:30	4/6/2023 9:31	2	No		Yes
Christina Ketterman	cketterman@ccaeducate.me	4/6/2023 9:30	4/6/2023 9:31	2	No		Yes
Jillian Scally	jscally@ccaeducate.me	4/6/2023 9:30	4/6/2023 9:31	2	No		Yes
Ms. Boyce	aboyce@ccaeducate.me	4/6/2023 9:30	4/6/2023 9:31	2	No		Yes
Lindsay Phillips	lphillips@ccaeducate.me	4/6/2023 9:30	4/6/2023 9:31	2	No		Yes
Caterina Potts	cpotts@ccaeducate.me	4/6/2023 9:30	4/6/2023 9:31	1	No		Yes
Matthew Nordenhold		4/6/2023 9:30	4/6/2023 9:31	2	Yes		Yes
Katie Orzel	korzel@ccaeducate.me	4/6/2023 9:30	4/6/2023 9:31	2	No		Yes
Jonathan Willig	jwillig@ccaeducate.me	4/6/2023 9:31	4/6/2023 9:31	1	No		Yes
Melissa Dalessandri-Fetterman	mdalessandri@ccaeducate.me	4/6/2023 9:31	4/6/2023 9:31	1	No		Yes
Caterina Potts	cpotts@ccaeducate.me	4/6/2023 9:31	4/6/2023 9:32	1	No		Yes
Lindsay Cordisco	lcordisco@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Alesia Barron	abarron@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No

Name (Original Name)	User Email	Join Time	Leave Time	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Amanda Beck	abeck@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Renee Thornton	rthornton@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:40	129	No		No
Lindsay Phillips	lphillips@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Jenna Baumgartle (Ms. B)	jbaumgartle@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Renee Aubele		4/6/2023 9:31	4/6/2023 11:26	115	Yes	Yes	No
Lindsey Stevenson	lstevenson@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Amanda Deng	adeng@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Katie Orzel	korzel@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Jillian Scally	jscally@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Melissa Dalessandri-Fetterman	mdalessandri@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Jonathan Willig	jwillig@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Amy Boyce (Ms. Boyce)	aboyce@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Holliann Musgrove	hmusgrove@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Natalie Travaglia	ntravaglia@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Shawna Kopa	skopa@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Lauren Stroup	lstroup@ccaeducate.me	4/6/2023 9:31	4/6/2023 10:10	39	No		No
Jamie Nguyen	jnguyen@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Trinna Delia	tdelia@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Yvonne Apronti	yapronti@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Natalie Guerriero	nguerriero@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:26	115	No		No
Marianne Davis	madavis@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Shelby Duke-Olesky	sdukeolesky@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Christina Ketterman	cketterman@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Julie Duffy	jduffy@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Jill Gleason	jgleason@ccaeducate.me	4/6/2023 9:31	4/6/2023 11:36	125	No		No
Melinda Walter	mwalter@ccaeducate.me	4/6/2023 9:32	4/6/2023 11:36	125	No		No
Caterina Potts	cpotts@ccaeducate.me	4/6/2023 9:32	4/6/2023 11:36	125	No		No
Matthew Nordenhold		4/6/2023 9:32	4/6/2023 9:32	1	Yes		Yes
Melissa Presutti	mpresutti@ccaeducate.me	4/6/2023 9:32	4/6/2023 9:32	1	No		Yes
Matthew Nordenhold		4/6/2023 9:32	4/6/2023 11:35	124	Yes	Yes	No
Melissa Presutti	mpresutti@ccaeducate.me	4/6/2023 9:32	4/6/2023 11:36	125	No		No
Keri Blood	kblood@ccaeducate.me	4/6/2023 9:32	4/6/2023 9:32	1	No		Yes
Keri Blood	kblood@ccaeducate.me	4/6/2023 9:32	4/6/2023 11:36	124	No		No
Gina Meglio	gmeglio@ccaeducate.me	4/6/2023 9:33	4/6/2023 9:34	1	No		Yes
Kristin Musher	kmusher@ccaeducate.me	4/6/2023 9:33	4/6/2023 9:34	1	No		Yes
Gina Meglio	gmeglio@ccaeducate.me	4/6/2023 9:34	4/6/2023 11:36	123	No		No
Kristin Musher	kmusher@ccaeducate.me	4/6/2023 9:34	4/6/2023 11:36	123	No		No

Name (Original Name)	User Email	Join Time	Leave Time	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Raechel Poydence	rpoydence@ccaeducate.me	4/6/2023 9:34	4/6/2023 9:34	1	No		Yes
Raechel Poydence	rpoydence@ccaeducate.me	4/6/2023 9:34	4/6/2023 11:36	122	No		No
tfried		4/6/2023 9:35	4/6/2023 9:35	1	Yes		Yes
tfried		4/6/2023 9:35	4/6/2023 11:36	121	Yes	Yes	No
Lauren Stroup	lstroup@ccaeducate.me	4/6/2023 10:40	4/6/2023 10:40	1	No		Yes
Lauren Stroup	lstroup@ccaeducate.me	4/6/2023 10:40	4/6/2023 10:56	16	No		No
Lauren Stroup	lstroup@ccaeducate.me	4/6/2023 11:12	4/6/2023 11:12	1	No		Yes
Lauren Stroup	lstroup@ccaeducate.me	4/6/2023 11:12	4/6/2023 11:36	24	No		No



COMMONWEALTH CHARTER ACADEMY

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CCA's Special Education Department

Training: Guidance for Completing Effective FBAs and PBSPs

Date: November 22, 2022

Intended Audience: Teachers

AGENDA

- Become familiar with new FBA format
- Learn the components of a PBSP
- Painlessly create PBSPs from FBAs
- Decrease PBSP anxiety



Name (Original Name)

Allison Vasinko	Robert Drevenak Jr.	Chelsea Smith	Amber Kepler
Jillian Luckasavage	Noelle DiFiore	Kim Hunter	
Laurie Stotz	Megan Gall	Cassie Colosimo	
Tiffany Bonnell	Tracie Rhoades	Kayla Nitka	
Tammy Chrin	Maria Laurenzi	Erica Latess	
Christa Oister	Nicole Nestico	Colleen Pauley	
Emily Maher	David Musser	Kimberly Eisenman	
Annamarie Wyland	Ms. Susan Shaffer	Samantha Colaizzi	
Courtney Knoch	Tiffany Krupa	Kami Kaczanowicz	
Colleen Kastroll	Nicole Bower	Rachel Lucas	
Brittany Austin	Brittany Cole	Valerie Ackerman	
Elizabeth Gross	Gabrielle Clark	Amber Dawn Hohman	
Carol Paskovitch	Brieana Gladfelter	Brittany Matechak	
Genevieve Berdomas	Kenesta Mack	Cheryl Delfino	
Lindsey Stevenson	Jessica Wertz	Marissa Sunick	
Emily Pollits	Luke Showers	Heather Schmidt	
Ashley Wilhite	Timmy Mattos	Lauren Balogh	
Michelle Timko	Priscilla Altorfer	Grace Gustafson	
Shane Smith	Kimberly Kohler	Tricia Hammill	
June Grasso	Shari Musto	Jennifer Culp	
leastwood	Mara Visaya-Loub	Lindsey Zuvich	
Tavia Shaker	Alexandra Coyle	Erin Gerst	
Jessica Gerber	Jennifer Tyler	Kaitlyn Fenton	
Carol Steward	Isabel Radel	Danielle Rozelle	
Amanda Bauer	Amanda Gibson	Shannon Maguire	
Christine Ramp-Oliver	Nicole McMahon	Renee Brandel	
Julie Cordier	Afton Gates	Dotti Wood	
Lili Crum	Hannah Snyder	Jess Barosi	
Amy Wetzal	Courtney Egal	Rebecca Knox	
Lauren Domencic	Renee Thornton	Melissa Dalessandri-Fetterman	
Katherine Beatty	Patrick Gaughan	Richard Tyler	
Scott Smith	Alyssa Kiehl	Samantha Scott	
Scott Krause	Danielle DeGulis	Teresa Farrell-Mummert	
Jessica Krevinas	Tara Toth	Erin Pierce	
Adrienne Harr	Nick Mulholland	Kristin Green	
Emilie Wanko	Chelsea Varnado	Wendy Lucas	
Tracey Scialpi	Suzanne Marcus	Caroline Topper	
Angela Krebs	Devany Laratonda (Ms. L)	Heather Holt	
Misti Newhouse	Erica Burger	Krista Torpey	
Julia Borek	Rebecca Evans	Ashley Blauch	
Katie Orzel	Yvonne Apronti	Erica Cook	
Kaitlyn Simyan	Michael Perkins	Leora Noss	
Katherine Valentine	Jennifer Dalton	Shannon Plyler	
Rebecca (Becky) Freda	Lynnea Burr	Jessica Tunis	
Jill McKeon	Laura Reahm	Jenna Baumgartle	
Rebecca Orsinger	Brooke Crytzer	Emily Penrod	



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CCA's Special Education Department

Training: Success Coach Working with the IEP Case Manager & Progress Monitoring 101

Training

Date: 9/1/2022

Intended Audience: Special Education Success Coaches

AGENDA

Working with the Case Manager

- Tips for successful communication with case managers
- Responsibilities involving communication

Progress Monitoring

- Definition
- Session tips
- Documentation
- Examples
- What happens with the PM data?



Name (Original Name)	
Christy Nau	Jazmine Grundy
Peggy Spangler	Kimberly Marchesini
Vera Murphy	amazutis
Heather Solt	Giovana Augustine
Lindsay Kleman	
Waynette Kemble	
Tammy Chrin	
Ashley Moser	
eliana estremera	
Christa Oister	
Carrie Lingle	
Kristina Stahl	
Jacqueline Bixler	
Jessica Newcomer	
Lisa Androski	
Melissa Leistner	
Brittany Giamber	
Kellyann Hennessey-Caffrey	
Rosemarie Laudato	
Mrs. Michaela Wargula	
Madison Michak	
Kelley Clark	
Sarah Neidig	
Devan Mallas	
Chrystal Bixler	
Courtney Petrillak	
Megan Young	
K. Jenny Darling	
Ruth Craigle	
Dana Wenger	
John Hash	
Paige Trutt	
Alex Klukaszewski	
Crystal Very	
Jason Hazel	
Sandra Domonkos	
Amanda Werts	
Jessica Windeknecht	
Kristin Perez	
Matia Rosentel	
Ashley Helman	
Erin Madison	
Sara Pressley	
Linda Beck	
Jacqueline Rabender	
Noah Melchior	



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CCA's Special Education Department

Training: The ABCs of Literacy Part A: Research Based Instruction for Reading and Writing

Date: 2/7/2023

Intended Audience: Special Education Teachers

AGENDA

- What is Literacy?
- Why is it so Important?
- Key Literacy Terms
- Scarborough's Reading Rope
- How are Reading and Writing Connected?
- Joan Sedita's Writing Rope
- Resources
- Questions



Meeting ID	Topic	Start Time	End Time	User Email	Duration (Minutes)	Participants
7491951788	Christa Oister's Personal Meeting Room	2/7/2023 14:30	2/7/2023 16:15	coister@ccaeducate.me	106	138
Name (Original Name)	User Email	Total Duration (Minutes)	Guest			
Christa Oister	coister@ccaeducate.me	106	No			
Giovana Augustine	gaugustine@ccaeducate.me	92	No			
Ms. Susan Shaffer	sshaffer@ccaeducate.me	62	No			
Heidi Reid	hreid@ccaeducate.me	57	No			
Tammy Chrin	tchrin@ccaeducate.me	56	No			
Tiffany Bonnell	tbonnell@ccaeducate.me	55	No			
Brooke Pawlowski	bpawlowski@ccaeducate.me	54	No			
Timmy Mattos	tmattos@ccaeducate.me	39	No			
Laurie Stotz	lstotz@ccaeducate.me	54	No			
Emily Pollits	epollits@ccaeducate.me	53	No			
Julianna Borosky	jborosky@ccaeducate.me	53	No			
Wendy Lucas	welucas@ccaeducate.me	53	No			
Lili Crum	lcrum@ccaeducate.me	53	No			
Dotti Wood	dwood@ccaeducate.me	53	No			
Caitlin Hellen	chellen@ccaeducate.me	53	No			
Jessica Sharpe	jsharpe@ccaeducate.me	53	No			
Gabriele Chylak	gchylak@ccaeducate.me	53	No			
Christine Ramp-Oliver	crampoliver@ccaeducate.me	53	No			
Danielle DeGulis	ddegulis@ccaeducate.me	52	No			
Megan Brainard	mbrainard@ccaeducate.me	51	No			
Lauren Domencic	ldomencic@ccaeducate.me	52	No			
Katherine Valentine	kvalentine@ccaeducate.me	52	No			
Lauren Young	lyoung@ccaeducate.me	52	No			
Nicole Nestico	nnestico@ccaeducate.me	52	No			
Rebecca Evans	revans@ccaeducate.me	52	No			
Jennifer Dalton	jdalton@ccaeducate.me	37	No			
Stephanie Sheridan	ssheridan@ccaeducate.me	51	No			
Tavia Shaker	tshaker@ccaeducate.me	51	No			
Jessica Krevinas	jkrevinas@ccaeducate.me	51	No			
Marta Ferek (Mrs. F)	mferek@ccaeducate.me	51	No			
Rebecca Knox	rknox@ccaeducate.me	51	No			
Julia Borek	jborek@ccaeducate.me	48	No			
Tracey Scialpi	tscialpi@ccaeducate.me	46	No			

Meeting ID	Topic	Start Time	End Time	User Email	Duration (Minutes)	Participants
7491951788	Christa Oister's Personal Meeting Room	2/7/2023 14:30	2/7/2023 16:15	coister@ccaeducate.me	106	138
Name (Original Name)	User Email	Total Duration (Minutes)	Guest			
Misti Newhouse	mnewhouse@ccaeducate.me	51	No			
David Musser	dmusser@ccaeducate.me	51	No			
Brittany Cole	brcole@ccaeducate.me	51	No			
Noelle DiFiore	ndifiore@ccaeducate.me	51	No			
Scott Krause	skrause@ccaeducate.me	51	No			
Tracy Miller	tmiller@ccaeducate.me	51	No			
Primo Sagliocco	psagliocco@ccaeducate.me	50	No			
Amy Stauffer	astauffer@ccaeducate.me	76	No			
Tara Toth	ttoth@ccaeducate.me	50	No			
Amanda Bauer	ambauer@ccaeducate.me	50	No			
Morgan Higgins	mhiggins@ccaeducate.me	50	No			
Katie Augustin	kaugustin@ccaeducate.me	50	No			
Cheryl Delfino	cdelfino@ccaeducate.me	50	No			
Jill McKeon	jmckeon@ccaeducate.me	50	No			
Shane Smith	shsmith@ccaeducate.me	50	No			
Kaitlyn Fenton	kfenton@ccaeducate.me	50	No			
Rebecca (Becky) Freda	rfreda@ccaeducate.me	50	No			
Julie Cordier	jcordier@ccaeducate.me	50	No			
Lauren Balogh	lbalogh@ccaeducate.me	35	No			
Brittany Austin	baustin@ccaeducate.me	50	No			
Krista Kioalicas	krkioalicas@ccaeducate.me	50	No			
Luke Showers	lshowers@ccaeducate.me	49	No			
Alessandra Striefsky	astriefsky@ccaeducate.me	50	No			
Megan Gall	mgall@ccaeducate.me	49	No			
Lindsay Mistretta	lmistretta@ccaeducate.me	50	No			
Mara Visaya-Loub	mvisayaloub@ccaeducate.me	50	No			
Scott Smith	scsmith@ccaeducate.me	50	No			
Kolby Stellar	kstellar@ccaeducate.me	50	No			
Mrs. Lauren Rullo	lrullo@ccaeducate.me	50	No			
Melissa O'Brien	mobrien@ccaeducate.me	50	No			
Adrienne Harr	aharr@ccaeducate.me	15	No			
Carla Pakstis		51	Yes			
Nick Mulholland	nmulholland@ccaeducate.me	50	No			

Meeting ID	Topic	Start Time	End Time	User Email	Duration (Minutes)	Participants
7491951788	Christa Oister's Personal Meeting Room	2/7/2023 14:30	2/7/2023 16:15	coister@ccaeducate.me	106	138
Name (Original Name)	User Email	Total Duration (Minutes)	Guest			
Jessica Wertz	jwertz@ccaeducate.me	50	No			
Tricia Wertz	twertz@ccaeducate.me	50	No			
Christina Ketterman	cketterman@ccaeducate.me	50	No			
Elizabeth Gross	egross@ccaeducate.me	50	No			
Jillian Tony	jtony@ccaeducate.me	50	No			
Teresa Farrell-Mummert	tfarrellmummert@ccaeducate.me	50	No			
Ashley Wilhite	awilhite@ccaeducate.me	10	No			
Samuel France	sfrance@ccaeducate.me	49	No			
Amanda Burmeister	aburmeister@ccaeducate.me	49	No			
Rachel Lucas	rlucas@ccaeducate.me	49	No			
Alexandra Coyle	acoyle@ccaeducate.me	49	No			
Jenn Adams	jadams@ccaeducate.me	41	No			
Amber Kepler	akepler@ccaeducate.me	28	No			
Cassie Colosimo	ccolosimo@ccaeducate.me	49	No			
Lisa Ann Tufaro	ltufaro@ccaeducate.me	49	No			
Tricia Hammill	thammill@ccaeducate.me	49	No			
LeeAnn McCullough	lmccullough@ccaeducate.me	49	No			
Emily Maher	emaher@ccaeducate.me	49	No			
Robert Drevenak Jr.	rdrevenak@ccaeducate.me	49	No			
Mackenzie Demme	mdemme@ccaeducate.me	49	No			
Shannon Plyler	splyler@ccaeducate.me	49	No			
Erica Burger	eburger@ccaeducate.me	49	No			
Gabrielle Clark	gclark@ccaeducate.me	49	No			
Jillian Scally	jscally@ccaeducate.me	49	No			
Lindsey Zuvich	lzuvich@ccaeducate.me	49	No			
Julia Tielman	jtielman@ccaeducate.me	49	No			
Chelsea Smith	chsmith@ccaeducate.me	49	No			
Jason Friedman	jfriedman@ccaeducate.me	48	No			
Kim Hunter	khunter@ccaeducate.me	49	No			
Carol Steward	csteward@ccaeducate.me	49	No			
Afton Gates	agates@ccaeducate.me	48	No			
Brittany Haywood	bhaywood@ccaeducate.me	48	No			
Heather Schmidt	hschmidt@ccaeducate.me	48	No			

Meeting ID	Topic	Start Time	End Time	User Email	Duration (Minutes)	Participants
7491951788	Christa Oister's Personal Meeting Room	2/7/2023 14:30	2/7/2023 16:15	coister@ccaeducate.me	106	138
Name (Original Name)	User Email	Total Duration (Minutes)	Guest			
Kimberly Kohler	kkohler@ccaeducate.me	48	No			
Colleen Pauley	cpauley@ccaeducate.me	48	No			
Genevieve Berdomas	gberdomas@ccaeducate.me	48	No			
Amber Pressley	apressley@ccaeducate.me	48	No			
Renee Brandel	rbrandel@ccaeducate.me	48	No			
Sheri Groff	sgroff@ccaeducate.me	48	No			
Hannah Snyder	hsnyder@ccaeducate.me	48	No			
Samantha Scott	sscott@ccaeducate.me	48	No			
Amanda Clark	aclark@ccaeducate.me	47	No			
Erin Gerst	egerst@ccaeducate.me	47	No			
Brittany Matechak	bmatechak@ccaeducate.me	47	No			
Jessica Tunis	jtunis@ccaeducate.me	47	No			
Shari Musto	smusto@ccaeducate.me	47	No			
Gina Meglio	gmeglio@ccaeducate.me	47	No			
Dana Daube	ddaube@ccaeducate.me	9	No			
Tiffany Krupa	tkrupa@ccaeducate.me	47	No			
Debra Moore	dmoore@ccaeducate.me	47	No			
Michael Perkins	mperkins@ccaeducate.me	26	No			
Annamarie Wyland	awyland@ccaeducate.me	46	No			
Heather Holt	hholt@ccaeducate.me	46	No			
Shea Hodder	shodder@ccaeducate.me	45	No			
Courtney Egal	cegal@ccaeducate.me	45	No			
Valerie Ackerman	vackerman@ccaeducate.me	45	No			
June Grasso	jgrasso@ccaeducate.me	45	No			
Heather Solt	hsolt@ccaeducate.me	26	No			
Nicole Bower	nbower@ccaeducate.me	15	No			
Mitchell Dameshek	mdameshek@ccaeducate.me	41	No			
Laura Reahm	lream@ccaeducate.me	44	No			
Heather Wood	hwood@ccaeducate.me	43	No			
Samantha Colaizzi	scolaizzi@ccaeducate.me	42	No			
Jess Barosi	jbarosi@ccaeducate.me	39	No			
Katherine Beatty		38	Yes			
Deborah Petersen	dpetersen@ccaeducate.me	10	No			

Meeting ID	Topic	Start Time	End Time	User Email	Duration (Minutes)	Participants
7491951788	Christa Oister's Personal Meeting Room	2/7/2023 14:30	2/7/2023 16:15	coister@ccaeducate.me	106	138
Name (Original Name)	User Email	Total Duration (Minutes)	Guest			
Ms. Waldman	jwaldman@ccaeducate.me	36	No			
Jessica Bachman	jbachman@ccaeducate.me	35	No			
Courtney Knoch	cknoch@ccaeducate.me	4	No			
Amber Dawn Hohman	ahohman@ccaeducate.me	31	No			



COMMONWEALTH CHARTER ACADEMY

ONE INNOVATION WAY • HARRISBURG, PA 17110
717-710-3300 • FAX: 717-236-2309

CCA's Special Education Department

Training: The ABC's of Literacy Part B: Exploring the Lower Reading Rope

Date: 2/28/2023

Intended Audience: Special Education Teachers

AGENDA

- Review the overview of Scarborough's Reading Rope
- Analyze the "lower rope" from Scarborough's Reading Rope, also referred to as word recognition
- Preview Session C where we will analyze the "upper rope" from Scarborough's reading rope, also referred to as language comprehension



Name (Original Name)		
Christa Oister	ETHANIEL PENA	Lili Crum
Giovana Augustine	Kimberly Marchesini	June Grasso
Kim Hunter	Robert Drevenak Jr.	Heather Holt
Maddy Hensch	Alessandra Striefsky	Erica Stetar
Jennifer Flatley	Carol Steward	Samuel France
Lisa Ann Tufaro	Dotti Wood	Samantha Scott
Amy Stauffer	Katie Augustin	Rebecca Knox
Laurie Stotz	Afton Gates	Amber Kepler
Julianna Borosky	Lindsey Stevenson	Kolby Stellar
Brittany Austin	Shari Musto	Chelsea Varnado
Tavia Shaker	Annamarie Wyland	Amanda Burmeister
Amanda Gibson	Amber Dawn Hohman	Kimberly Eisenman
Tammy Chrin	Brittany Cole	Jason Friedman
Christine Ramp-Oliver	Hannah Snyder	Cheryl Delfino
Emily Penrod	Cristin Coates	Carol Paskovitch
Katherine Beatty	Tessa Zimmerman	Julia Tielman
Rebecca Evans	Emily Maher	Joseph
Gabriele Chylak	Brooke Pawlowski	Scott Smith
Suzanne Bachrach	Erica Burger	Deb Moore
Scott Krause	Alexandra Coyle	Shea Hodder
Christy Nau	Melissa O'Brien	Lindsey Zuvich
Jessica Bachman	Nick Mulholland	David Musser
Susan Smithmyer	Rebecca (Becky) Freda	Colleen Pauley
Carla Pakstis	Shannon Plyler	Emily Pollits
Wendy Lucas (Pirate Thrower)	Noelle DiFiore	Julia Borek
Patrick Gaughan	Amber Pressley	Erica Latess
Danielle DeGulis	Gabrielle Clark	Melissa Dalessandri-Fetterman
Tracey Scialpi	Lindsay Phillips	Stephanie Sheridan
Sheri Groff	Nicole Nestico	Erica Cook
Lauren Domencic	Bridget Rishcoff	Tricia Wertz
Christine Summerson	Rachel Lucas	Tracie Rhoades
Caitlin Hellen	Heather Wood	Erin Gerst
Tiffany Bonnell	Chelsea Smith	Jason Friedman
Kimberly Kohler	Megan Gall	Jamie McGee
Mrs. Lauren Rullo	Gina Meglio	Courtney Egal
Jessica Krevinas	Cassie Colosimo	Shannon Maguire
Ms. Susan Shaffer	Lauren Stroup	Timmy Mattos
Mackenzie Demme	Brittany Matechak	Nicole Bower
Elizabeth Gross	Teresa Farrell-Mummert	
Julie Cordier	Amanda Clark	
Jessica Tunis	Shane Smith	
Misti Newhouse	Krista Kioalicas	
Kristene Thomas-Derr	Jill McKeon	
Tracy Miller	Laura Reahm	
Tara Toth	Mara Visaya-Loub	
Marta Ferek (Mrs. F)	Christina Ketterman	



COMMONWEALTH CHARTER ACADEMY

ONE INNOVATION WAY • HARRISBURG, PA 17110
717-710-3300 • FAX: 717-236-2309

CCA's Special Education Department

Training: The ABC's of Literacy Part C: Exploring the Upper Reading Rope

Date: 3/7/2023

Intended Audience: Special Education Teachers

AGENDA

- Review the overview of Scarborough's reading rope
- Analyze the "upper rope" from Scarborough's reading rope, also referred to as language comprehension
- Preview Session D where we will analyze Joan Sedita's writing rope



Meeting ID	Topic	Start Time	End Time	User Email	Duration (Minutes)	Participants
7491951788	Christa Oister's Personal Meeting Room	3/7/2023 14:43	3/7/2023 16:12	coister@ccaeducate.me	90	115
Name (Original Name)	User Email	Total Duration (Minutes)	Guest			
Christa Oister	coister@ccaeducate.me	90	No			
Giovana Augustine	gaugustine@ccaeducate.me	89	No			
Maddy Hensch	mhensch@ccaeducate.me	14	No			
Mara Visaya-Loub	mvisayaloub@ccaeducate.me	59	No			
Annamarie Wyland	awyland@ccaeducate.me	56	No			
Wendy Lucas	welucas@ccaeducate.me	55	No			
Megan Brainard	mbrainard@ccaeducate.me	54	No			
Laurie Stotz	lstotz@ccaeducate.me	53	No			
Isabel Radel	iradel@ccaeducate.me	42	No			
Mackenzie Demme	mdemme@ccaeducate.me	53	No			
Emily Pollits	epollits@ccaeducate.me	53	No			
Christine Ramp-Oliver	crampoliver@ccaeducate.me	53	No			
Carol Steward	csteward@ccaeducate.me	53	No			
Rebecca Knox	rknox@ccaeducate.me	52	No			
Jessica Krevinas	jkrevinas@ccaeducate.me	52	No			
Julianna Borosky	jborosky@ccaeducate.me	52	No			
Caitlin Hellen	chellen@ccaeducate.me	52	No			
Tavia Shaker	tshaker@ccaeducate.me	52	No			
Teresa Farrell-Mummert	tfarrellmummert@ccaeducate.me	51	No			
Rebecca Evans	revans@ccaeducate.me	51	No			
Gina Meglio	gmeglio@ccaeducate.me	51	No			
Kim Hunter	khunter@ccaeducate.me	51	No			
Erica Stetar	estetar@ccaeducate.me	52	No			
LeeAnn McCullough	lmccullough@ccaeducate.me	51	No			
Lauren Domencic	ldomencic@ccaeducate.me	51	No			
Rebecca (Becky) Freda	rfreda@ccaeducate.me	51	No			
Krista Kioalicas	krkioalicas@ccaeducate.me	35	No			
Jillian Tony	jtony@ccaeducate.me	51	No			
Maria Laurenzi	m Laurenzi@ccaeducate.me	51	No			

Meeting ID	Topic	Start Time	End Time	User Email	Duration (Minutes)	Participants
7491951788	Christa Oister's Personal Meeting Room	3/7/2023 14:43	3/7/2023 16:12	coister@ccaeducate.me	90	115
Name (Original Name)	User Email	Total Duration (Minutes)	Guest			
Kimberly Kohler	kkohler@ccaeducate.me	51	No			
Dotti Wood	dwood@ccaeducate.me	51	No			
Stephanie Sheridan	ssheridan@ccaeducate.me	29	No			
Shannon Plyler	splyler@ccaeducate.me	50	No			
David Musser	dmusser@ccaeducate.me	50	No			
Timmy Mattos	tmattos@ccaeducate.me	50	No			
Julie Cordier	jcordier@ccaeducate.me	50	No			
Gabriele Chylak	gchylak@ccaeducate.me	50	No			
Tessa Zimmerman	tzimmerman@ccaeducate.me	50	No			
Laura Reahm	lreahm@ccaeducate.me	50	No			
Ms. Susan Shaffer	sshaffer@ccaeducate.me	58	No			
Brooke Pawlowski	bpawlowski@ccaeducate.me	50	No			
Mrs. Lauren Rullo	lrullo@ccaeducate.me	50	No			
Carla Pakstis	cpakstis@ccaeducate.me	50	No			
Tara Toth	ttoth@ccaeducate.me	50	No			
Jason Friedman	jfriedman@ccaeducate.me	50	No			
Kelly Bahorich	kbahorich@ccaeducate.me	50	No			
Shane Smith	shsmith@ccaeducate.me	40	No			
Kristene Thomas-Derr	kthomasderr@ccaeducate.me	50	No			
Danielle DeGulis	ddegulis@ccaeducate.me	49	No			
Brieana Gladfelter	bgladfelter@ccaeducate.me	36	No			
Kimberly Eisenman	keisenman@ccaeducate.me	49	No			
Lindsay Phillips	lphillips@ccaeducate.me	49	No			
Amy Wetzal	awetzal@ccaeducate.me	46	No			
Patrick Gaughan	pgaughan@ccaeducate.me	49	No			
Robert Drevenak Jr.	rdrevenak@ccaeducate.me	49	No			
Shari Musto	smusto@ccaeducate.me	49	No			
Amy Stauffer	astauffer@ccaeducate.me	49	No			
Erica Burger	eburger@ccaeducate.me	49	No			

Meeting ID	Topic	Start Time	End Time	User Email	Duration (Minutes)	Participants
7491951788	Christa Oister's Personal Meeting Room	3/7/2023 14:43	3/7/2023 16:12	coister@ccaeducate.me	90	115
Name (Original Name)	User Email	Total Duration (Minutes)	Guest			
Scott Krause	skrause@ccaeducate.me	49	No			
Tracie Rhoades	trhoades@ccaeducate.me	4	No			
Lisa Ann Tufaro	ltufaro@ccaeducate.me	49	No			
Chelsea Smith	chsmith@ccaeducate.me	29	No			
Megan Gall	mgall@ccaeducate.me	46	No			
Brittany Cole	brcole@ccaeducate.me	48	No			
Amanda Burmeister	aburmeister@ccaeducate.me	48	No			
Jessica Gerber	jgerber@ccaeducate.me	48	No			
Rachel Lucas	rlucas@ccaeducate.me	48	No			
Emily Maher	emaher@ccaeducate.me	48	No			
Melissa Dalessandri-Fetterman	mdalessandri@ccaeducate.me	48	No			
Brittany Matechak	bmatechak@ccaeducate.me	48	No			
Samuel France	sfrance@ccaeducate.me	48	No			
Nick Mulholland	nmulholland@ccaeducate.me	47	No			
Kolby Stellar	kstellar@ccaeducate.me	49	No			
Primo Sagliocco	psagliocco@ccaeducate.me	48	No			
Nicole Nestico	nnestico@ccaeducate.me	19	No			
Noelle DiFiore	ndifiore@ccaeducate.me	48	No			
Lindsey Zuvich	lzuvich@ccaeducate.me	48	No			
Samantha Scott	sscott@ccaeducate.me	48	No			
Jennifer Culp		48	Yes			
Brittany Austin	baustin@ccaeducate.me	45	No			
Lili Crum	lcrum@ccaeducate.me	48	No			
Samantha Colaizzi	scolaizzi@ccaeducate.me	48	No			
Jill McKeon	jmckeon@ccaeducate.me	48	No			
Alessandra Striefsky	astriefsky@ccaeducate.me	29	No			
Julia Tielman	jtielman@ccaeducate.me	48	No			
Michael Perkins	mperkins@ccaeducate.me	47	No			
Amber Pressley	apressley@ccaeducate.me	47	No			

Meeting ID	Topic	Start Time	End Time	User Email	Duration (Minutes)	Participants
7491951788	Christa Oister's Personal Meeting Room	3/7/2023 14:43	3/7/2023 16:12	coister@ccaeducate.me	90	115
Name (Original Name)	User Email	Total Duration (Minutes)	Guest			
Erin Gerst	egerst@ccaeducate.me	47	No			
Shondra Jackson-Harts	sjacksonharts@ccaeducate.me	47	No			
Heather Holt	hholt@ccaeducate.me	47	No			
Lisa Crowe	lcrowe@ccaeducate.me	47	No			
Elizabeth Henry	ehenry@ccaeducate.me	14	No			
Cassie Colosimo	ccolosimo@ccaeducate.me	47	No			
Katie Augustin	kaugustin@ccaeducate.me	30	No			
Hannah Snyder	hsnyder@ccaeducate.me	47	No			
Marissa Sunick	msunick@ccaeducate.me	47	No			
Joseph Butler	jobutler@ccaeducate.me	46	No			
Cristin Coates	ccoates@ccaeducate.me	46	No			
Amanda Clark	aclark@ccaeducate.me	46	No			
Julia Borek	jborek@ccaeducate.me	28	No			
Erica Latess	elatess@ccaeducate.me	46	No			
Genevieve Berdomas	gberdomas@ccaeducate.me	6	No			
Lauren Stroup	lstroup@ccaeducate.me	46	No			
Jessica Sharpe	jsharpe@ccaeducate.me	45	No			
Christy Nau	cnau@ccaeducate.me	45	No			
Elizabeth Gross	egross@ccaeducate.me	44	No			
Heather Schmidt	hschmidt@ccaeducate.me	40	No			
Tracy Miller	tmiller@ccaeducate.me	31	No			
June Grasso	jgrasso@ccaeducate.me	39	No			
Amy Boyce	aboyce@ccaeducate.me	36	No			
Kenesta Mack	kmack@ccaeducate.me	35	No			
Lauren Young	lyoung@ccaeducate.me	34	No			
Jahneva Bame	jbame@ccaeducate.me	31	No			
Lindsey Stevenson	lstevenson@ccaeducate.me	27	No			



COMMONWEALTH CHARTER ACADEMY

ONE INNOVATION WAY • HARRISBURG, PA 17110
717-710-3300 • FAX: 717-236-2309

CCA's Special Education Department

Training: The ABC's of Literacy Part D: Exploring Written Expression

Date: 3/21/2023

Intended Audience: Special Education Teachers

AGENDA

- Review the overview of Scarborough's Reading Rope
- Analyze Joan Sedita's writing rope
- Connect written expression and reading instruction

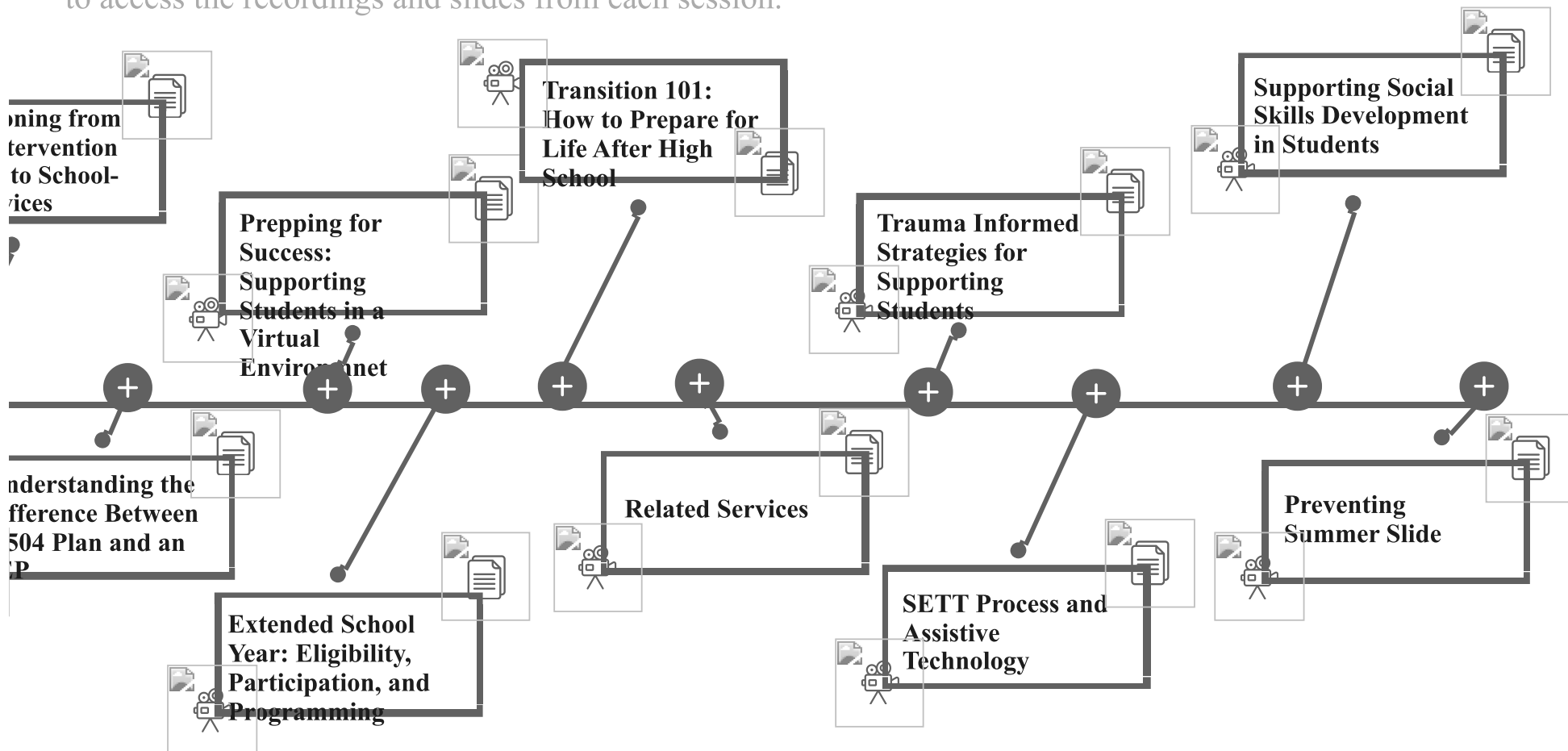


Name (Original Name)		
Christa Oister	Julia Tielman	Brittany Matechak
Giovana Augustine	Samuel France	Amanda Clark
Danielle DeGulis	Lindsey Stevenson	Courtney Egal
Tavia Shaker	Dotti Wood	Tiffany Krupa
Nicole Nestico	Jennifer Dalton	Heather Schmidt
Amy Stauffer	Elizabeth Henry	Sheri Groff
Kaitlyn Fenton	Mara Visaya-Loub	Chelsea Smith
Lisa Ann Tufaro	Alyssa Rutkowski	Mark Fortelka
Jessica Krevinas	Carla Pakstis	Tracy Miller
Heidi Reid	Ms. Susan Shaffer	Heather Holt
Tabitha Knause	Alisha Piligno	Shari Musto
Mark Vital	Katie Augustin	Amber Pressley
Julianna Borosky	Alexandra Coyle	Erin Gerst
Renee Brandel	Alessandra Striefsky	Kolby Stellar
Rebecca Evans	Tammy Chrin	Jessica Sharpe
Lauren Domencic	Shannon Plyler	
Caitlin Hellen	Julia Borek	
Misti Newhouse	Stephanie Sheridan	
David Musser	Lindsey Zuvich	
Courtney Knoch	Robert Drevenak Jr.	
Lauren Stroup	Patrick Gaughan	
Shane Smith	Tara Toth	
Mackenzie Demme	Joseph Butler	
Brittany Austin	Gabrielle Clark	
Laurie Stotz	Mrs. Lauren Rullo	
Carol Steward	Laura Reahm	
Amanda Gibson	Primo Sagliocco	
Kim Hunter	Wendy Lucas	
Gabriele Chylak	Ms. Waldman	
Noelle DiFiore	Nick Mulholland	
Hannah Snyder	Brittany Cole	
Kimberly Kohler	Heather Wood	
Luke Showers	Rachel Lucas	
Christy Nau	Cassie Colosimo	
Julie Cordier	Erica Burger	
Lili Crum	June Grasso	
Katherine Beatty	Gina Meglio	
Tessa Zimmerman	LeeAnn McCullough	
Jessica Gerber	Christina Ketterman	
Scott Smith	Tracey Scialpi	
Brooke Pawlowski	Erica Latess	
Rebecca Knox	Melissa Dalessandri-Fetterman	
Timmy Mattos	Rebecca (Becky) Freda	
Priscilla Altorfer	Jennifer Culp	
Amanda Bauer	Jill McKeon	
Afton Gates	Krista Kioalicas	



CCA Parent Trainings

Each month CCA's Special Education Department offers parent training sessions. Click below to access the recordings and slides from each session.



Name (Original Name)	User Email	Guest	Recording Consent	In Waiting Room
Tammy Chrin	tchrin@ccaeducate.me	No		No
Trinna Delia	tdelia@ccaeducate.me	No		Yes
Trinna Delia	tdelia@ccaeducate.me	No		No
Carla Swartz	cswartz@ccaeducate.me	No		Yes
Carla Swartz	cswartz@ccaeducate.me	No		No
Rebecca Orsinger	rorsinger@ccaeducate.me	No		Yes
Rebecca Orsinger	rorsinger@ccaeducate.me	No		No
Kenesta Mack		Yes		Yes
Kenesta Mack		Yes	Yes	No
mnordenhold		Yes		Yes
mnordenhold		Yes	Yes	No
Brianna Everitt		Yes		Yes
Brianna Everitt		Yes	Yes	No
9.27.2022				

Name (Original Name)	User Email	Guest	Recording Consent	In Waiting Room
Tammy Chrin	tchrin@ccaeducate.me	No		No
Lonnie Fletcher	lfletcher@ccaeducate.me	No		Yes
Lonnie Fletcher	lfletcher@ccaeducate.me	No		No
Anthony Perrotto	aperrotto@ccaeducate.me	No		Yes
Anthony Perrotto	aperrotto@ccaeducate.me	No		No
Katie Gillenson (she/her)	kgillenson@ccaeducate.me	No		Yes
Katie Gillenson (she/her)	kgillenson@ccaeducate.me	No		No
Thorann Novalis		Yes		Yes
Thorann Novalis		Yes	Yes	No
10.11.2022				

Name (Original Name)	User Email	Guest	Recording Consent	In Waiting Room
Tammy Chrin	tchrin@ccaeducate.me	No		No
Jennifer Harrison		Yes		Yes
FM-Jennifer Harrison (Jennifer Harrison)		Yes	Yes	No
Alexis Onwuzuruike		Yes		Yes
FM- Alexis Onwuzuruike (Alexis Onwuzuruike)		Yes	Yes	No
Samantha Hannah	shannah@ccaeducate.me	No		Yes
Christy Nau	cnau@ccaeducate.me	No		Yes
Samantha Hannah	shannah@ccaeducate.me	No		No
Christy Nau	cnau@ccaeducate.me	No		No
Giovana Augustine	gaugustine@ccaeducate.me	No		Yes
Giovana Augustine	gaugustine@ccaeducate.me	No		No
Monique Uttecht	muttecht@ccaeducate.me	No		Yes
Monique Uttecht	muttecht@ccaeducate.me	No		No
Carla Swartz	cswartz@ccaeducate.me	No		Yes
Carla Swartz	cswartz@ccaeducate.me	No		No
Christa Oister	coister@ccaeducate.me	No		Yes
Christa Oister	coister@ccaeducate.me	No		No
Heather Solt	hsolt@ccaeducate.me	No		Yes
Heather Solt	hsolt@ccaeducate.me	No		No
Kimberly Marchesini	kmarchesini@ccaeducate.me	No		Yes
Kimberly Marchesini	kmarchesini@ccaeducate.me	No		No
Kenesta Mack	kmack@ccaeducate.me	No		Yes
Kenesta Mack	kmack@ccaeducate.me	No		No
Kenesta Mack	kmack@ccaeducate.me	No		No
11.1.2022				

Name (Original Name)	User Email	Guest	Recording Consent	In Waiting Room
Tammy Chrin	tchrin@ccaeducate.me	No		No
Giovana Augustine	gaugustine@ccaeducate.me	No		Yes
Giovana Augustine	gaugustine@ccaeducate.me	No		No
Christa Oister	coister@ccaeducate.me	No		Yes
Christa Oister	coister@ccaeducate.me	No		No
توفيق		Yes		Yes
Heather Solt	hsolt@ccaeducate.me	No		Yes
Pulliam Kingery		Yes		Yes
Kimberly Marchesini	kmarchesini@ccaeducate.me	No		Yes
Christy Nau	cnau@ccaeducate.me	No		Yes
Christy Nau	cnau@ccaeducate.me	No		No
Heather Solt	hsolt@ccaeducate.me	No		No
Kimberly Marchesini	kmarchesini@ccaeducate.me	No		No
Lonnie Fletcher	lfletcher@ccaeducate.me	No		Yes
Lonnie Fletcher	lfletcher@ccaeducate.me	No		No
Rebecca Orsinger	rorsinger@ccaeducate.me	No		Yes
Monique Uttecht	muttecht@ccaeducate.me	No		Yes
Monique Uttecht	muttecht@ccaeducate.me	No		No
Rebecca Orsinger	rorsinger@ccaeducate.me	No		No
Joshua Daley		Yes		Yes
Cece Wahrenberger		Yes		Yes
Joshua Daley		Yes	Yes	No
توفيق		Yes	Yes	No
Pulliam Kingery		Yes	Yes	No
Cece Wahrenberger		Yes	Yes	No
STEPHEN BRAUNER	braun839@ccastudents.me	No		Yes
STEPHEN BRAUNER	braun839@ccastudents.me	No		No
Angelica Rinker		Yes		Yes
Betty Arrington		Yes		Yes
Angelica Rinker		Yes	Yes	No
Betty Arrington		Yes	Yes	No
Giovana Augustine	gaugustine@ccaeducate.me	No		Yes
Giovana Augustine	gaugustine@ccaeducate.me	No		No
11.15.2022				

Name (Original Name)	User Email	Guest	Recording Consent	In Waiting Room
Tammy Chrin	tchrin@ccaeducate.me	No		No
ccrone		Yes		Yes
Kimberly Marchesini	kmarchesini@ccaeducate.me	No		Yes
tyler fichthorn		Yes		Yes
Kimberly Marchesini	kmarchesini@ccaeducate.me	No		No
Scott Dadowski	sdadowski@ccaeducate.me	No		Yes
Scott Dadowski	sdadowski@ccaeducate.me	No		No
Julia		Yes		Yes
Kenesta Mack	kmack@ccaeducate.me	No		Yes
Kenesta Mack	kmack@ccaeducate.me	No		No
Alexis T.		Yes		Yes
Vincenza's iPhone		Yes		Yes
Jennifer H		Yes		Yes
Shelby Solomon	ssolomon@ccaeducate.me	No		Yes
melissa lewis		Yes		Yes
Andrea Dzmura		Yes		Yes
Vincenza's iPhone		Yes		Yes
Kimi		Yes		Yes
Rebecca Orsinger	rorsinger@ccaeducate.me	No		Yes
tree		Yes		Yes
ccrone		Yes		Yes
Kimi		Yes		No
Julia		Yes	Yes	No
melissa lewis		Yes		No
ccrone		Yes	Yes	No
Rebecca Orsinger	rorsinger@ccaeducate.me	No		No
Jennifer H		Yes	Yes	No
Shelby Solomon	ssolomon@ccaeducate.me	No		No
tree		Yes	Yes	No
Alexis T.		Yes	Yes	No
Andrea Dzmura		Yes	Yes	No
tyler fichthorn		Yes	Yes	No
Vincenza's iPhone		Yes		Yes
Vincenza's iPhone		Yes	Yes	No
Missy Sepos		Yes		Yes
Missy Sepos		Yes	Yes	No
Jennifer H		Yes		Yes
Jennifer H		Yes		No
12.13.2022				

Name (Original Name)	User Email	Guest	Recording Consent	In Waiting Room
Tammy Chrin	tchrin@ccaeducate.me	No		No
B Kline		Yes		Yes
B Kline		Yes		Yes
Linda Barila		Yes		Yes
Crystal Otto		Yes		Yes
Cindy		Yes		Yes
Amy's iPhone		Yes		Yes
Rosibel Vinas		Yes		Yes
Sara Schwartz	sschwartz@ccaeducate.me	No		Yes
Tanya Holstay	tholstay2@ccaeducate.me	No		Yes
Tanya Holstay	tholstay2@ccaeducate.me	No		No
Kayla Nitka	knitka@ccaeducate.me	No		Yes
Maya Coleman		Yes		Yes
B Kline		Yes	Yes	No
Maya Coleman		Yes	Yes	No
Sara Schwartz	sschwartz@ccaeducate.me	No		No
Rebecca Orsinger	rorsinger@ccaeducate.me	No		Yes
Lonnie Fletcher	lfletcher@ccaeducate.me	No		Yes
Amy's iPhone		Yes	Yes	No
Monique Uttecht	muttecht@ccaeducate.me	No		Yes
Carla Swartz	cswartz@ccaeducate.me	No		Yes
Carla Swartz	cswartz@ccaeducate.me	No		No
Rebecca Orsinger	rorsinger@ccaeducate.me	No		No
Karen		Yes		Yes
Monique Uttecht	muttecht@ccaeducate.me	No		No
Lonnie Fletcher	lfletcher@ccaeducate.me	No		No
Carly Wolf		Yes		Yes
Amy Cortes		Yes		Yes
Kenesta Mack	kmack@ccaeducate.me	No		Yes
Kenesta Mack	kmack@ccaeducate.me	No		No
Cindy		Yes		Yes
Tony Kozak - Wagner		Yes		Yes
Kayla Nitka	knitka@ccaeducate.me	No		No
Kimi		Yes		Yes
Kimi		Yes		No
Linda Barila		Yes	Yes	No
Carly Wolf		Yes		No
Tony Kozak - Wagner		Yes	Yes	No
Amy Cortes		Yes	Yes	No
Crystal Otto		Yes	Yes	No
Rosibel Vinas		Yes	Yes	No
Cindy		Yes		Yes
Cindy		Yes	Yes	No
Karen		Yes		Yes
Karen		Yes	Yes	No
Amy Flick		Yes		Yes

Name (Original Name)	User Email	Guest	Recording Consent	In Waiting Room
Amy Flick		Yes	Yes	No
Amy Flick		Yes		Yes
Amy Flick		Yes		No
1.10.2023				

Name (Original Name)	User Email	Guest	In Waiting Room
Tammy Chrin	tchrin@ccaeducate.me	No	No
Lisa Crowe	lcrowe@ccaeducate.me	No	Yes
Lisa Crowe	lcrowe@ccaeducate.me	No	No
Kimi		Yes	Yes
Kimi		Yes	No
2.21.2023			

Name (Original Name)	User Email	Guest	Recording Consent	In Waiting Room
Tammy Chrin	tchrin@ccaeducate.me	No		No
Kelly Salmon	ksalmon@ccaeducate.me	No		Yes
Kelly Salmon	ksalmon@ccaeducate.me	No		No
Carla Swartz	cswartz@ccaeducate.me	No		Yes
Carla Swartz	cswartz@ccaeducate.me	No		No
Rebecca Orsinger	rorsinger@ccaeducate.me	No		Yes
Rebecca Orsinger	rorsinger@ccaeducate.me	No		No
Jameelah		Yes		Yes
Kenesta Mack	kmack@ccaeducate.me	No		Yes
Kenesta Mack	kmack@ccaeducate.me	No		No
006fiona		Yes		Yes
Mark Fortelka	mfortelka@ccaeducate.me	No		Yes
Mark Fortelka	mfortelka@ccaeducate.me	No		No
Jameelah		Yes	Yes	No
006fiona		Yes	Yes	No
Lonnie Fletcher	lfletcher@ccaeducate.me	No		Yes
Lonnie Fletcher	lfletcher@ccaeducate.me	No		No
Michelle Orcutt	morcutt@ccaeducate.me	No		Yes
Michelle Orcutt	morcutt@ccaeducate.me	No		No
3.14.2023				

Name (Original Name)	User Email	Guest	Recording Consent	In Waiting Room
Tammy Chrin	tchrin@ccaeducate.me	No		No
iPhone		Yes		Yes
Giovana Augustine	gaugustine@ccaeducate.me	No		Yes
Christa Oister	coister@ccaeducate.me	No		Yes
Christa Oister	coister@ccaeducate.me	No		No
Giovana Augustine	gaugustine@ccaeducate.me	No		No
Lara Gadomski		Yes		Yes
Carla Swartz	cswartz@ccaeducate.me	No		Yes
Carla Swartz	cswartz@ccaeducate.me	No		No
Jo's iPhone		Yes		Yes
nathan		Yes		Yes
Jennifer		Yes		Yes
iPhone		Yes	Yes	No
Jo's iPhone		Yes	Yes	No
Lara Gadomski		Yes		No
Jennifer		Yes	Yes	No
Angel love Hunter		Yes		Yes
Angel love Hunter		Yes	Yes	No
nathan		Yes		Yes
nathan		Yes	Yes	No
lisandra rodriguez		Yes		Yes
lisandra rodriguez		Yes	Yes	No
Michelle		Yes		Yes
Michelle		Yes		No
4.18.2023				

Name (Original Name)	User Email	Guest	Recording Consent	In Waiting Room
Tammy Chrin	tchrin@ccaeducate.me	No		No
Christa Oister	coister@ccaeducate.me	No		Yes
Heather Solt	hsolt@ccaeducate.me	No		Yes
Heather Solt	hsolt@ccaeducate.me	No		No
Christa Oister	coister@ccaeducate.me	No		No
Giovana Augustine	gaugustine@ccaeducate.me	No		Yes
Giovana Augustine	gaugustine@ccaeducate.me	No		No
Christy Nau	cnau@ccaeducate.me	No		Yes
Christy Nau	cnau@ccaeducate.me	No		No
Angela Geyer	ageyer@ccaeducate.me	No		Yes
Angela Geyer	ageyer@ccaeducate.me	No		No
kwolfe		Yes		Yes
kwolfe		Yes	Yes	No
Debbie Reynolds# Director of TechWorks	dreynolds@ccaeducate.me	No		Yes
Debbie Reynolds# Director of TechWorks	dreynolds@ccaeducate.me	No		No
Lonnie Fletcher	lfletcher@ccaeducate.me	No		Yes
Kenesta Mack	kmack@ccaeducate.me	No		Yes
Lonnie Fletcher	lfletcher@ccaeducate.me	No		No
Kenesta Mack	kmack@ccaeducate.me	No		No
Kimberly Marchesini	kmarchesini@ccaeducate.me	No		Yes
Kimberly Marchesini	kmarchesini@ccaeducate.me	No		No
Rebecca Orsinger	rorsinger@ccaeducate.me	No		Yes
Rebecca Orsinger	rorsinger@ccaeducate.me	No		No
Monique Uttecht	muttecht@ccaeducate.me	No		Yes
Monique Uttecht	muttecht@ccaeducate.me	No		No
5.16.2023				



COMMONWEALTH CHARTER ACADEMY

ONE INNOVATION WAY • HARRISBURG, PA 17110
717-710-3300 • FAX: 717-236-2309

CCA's Special Education Department

Training: Progress Monitoring for IEP Goals

Date: 8/30/2022

Intended Audience: Special Education Teachers and Staff

AGENDA

- Progress Monitoring Basics
- When to Revise
- How to Support
- Examples
- Progress Reports
- Success Coach



Name (Original Name)							
Michelle Orcutt	David Herring	Grace Gustafson	Madison Michak	LeeAnn McCullough	Laurie Stotz	Christina Traub	Cheryl Delfino
Christy Nau	Maria Laurenzi	Candice Yeckel	Emily Pollits	Kaleena Berchtold	Renee Brandel	Danielle Kessell	Lisa Androski
Carol Paskovitch	Ashley Moser	Kaitlyn Fenton	Marisa Ritchie	Amanda Clark	Meghan Schneider	Kaitlyn Fenton	Brittany Cole
Christy Nau	Sandra Domonkos	Nicole Nestico	Trinna Delia	Kristin Hoffman	Amanda Pepsis	Stephanie Sheridan	Nicole Bower
Trinna Delia	Leigh Anne Knauer	Elizabeth Gross	Jessica Windeknecht	Amanda Roy	Brittany Austin	Hayley Wang	Amanda Pepsis
amazutis	Kimberly Campbell	Kaleena Berchtold	Brittany Giamber	K. Jenny Darling	Karen Osborne	Monique Uttecht	Jacqueline Rabender
Maureen Ross-MacCormack	Chrystal Bixler	Kelsey Floyd	Megan Cribari	Kyle Paul	Colleen Pauley	Emilie Wanko	Klayton Adams
Lauren Domencic	Tammy Chrin	Megan Young	Erica Latess	Jahneva Bame	John Hash	Tiffany Richards	Christine Bozart
Valerie Ackerman	Michaela Wargula	Natalie Williams	Christa Oister	Nick Mulholland	Sheri Groff	Katherine Beatty	Ashley Kendra
Erica DeFloria	Matia Rosentel	Megan Gall	Ashley Moser	Danielle DeGulis	Brittany Cole	Jared Gliem	Melissa Cass
Alexandra Noll	Angela Krebs	Mara Visaya-Loub	Ruth Craigle	Jared Gliem	Alyssa Kiehl	Alyssa Rutkowski	Alyssa Kiehl
Brea Houston	Linda Beck	Carol Paskovitch	Suzanne Marcus	Katherine Beatty	Klayton Adams	Linda Meadows	Katherine Valentine
Colleen Kastroll	David Musser	Alexandra Noll	Colleen Kastroll	Tiffany Bonnell	Lisa Androski	Allison Vasinko	Kristin Perez
Christine Summerson	Deborah Petersen	Danielle Good	Heather Price	Noelle DiFiore	Jacqueline Rabender	Isabel Radel	Jason Friedman
Julie Cordier	Lindsay Kleman	Carol Steward	Lindsay Kleman	Dana Wenger	Christine Bozart	Pamela Westbrook	Rebecca (Becky) Chavan
Kelsey Floyd	Julianna Borosky	Alyssia Wechsler	Sara Schwartz	Isabel Radel	Cheryl Delfino	Mary Montanya	Gabrielle Clark
Megan Gall	Samuel France	Stefanie Fuchs	Amanda Bauer	Heather Wood	Melissa Cass	June Grasso	Brooke Crytzer
Stefanie Fuchs	Teresa Farrell-Mummert	Sarah Neidig	Samuel France	Colleen Hoffman	Brooke Crytzer	Jessica Wertz	Karen Osborne
Tammy Chrin	Mary Montanya	Lauren Domencic	Jennifer Bytheway	Alyssa Rutkowski	Brittany Hollister	Heather Schmidt	Jenna Bayne SLP
Danielle Good	Jennifer Bytheway	Ashley Wilhite	Dana Williams	Christina Traub	Jason Friedman	Michelle Bosco	Brittany Maurizi
Megan Young	Marisa Ritchie	Julie Cordier	Linda Beck	Mrs. Lauren Rullo	Katherine Valentine	Lindsay Mistretta	Amanda Voit
Ms. Vanessa Fernandez	Giovana Augustine	Ms. Vanessa Fernandez	Krista Torpey	Allison Vasinko	Jill McKeon	Macy Grieb	Jenna Bayne SLP
Renee Aubele	Heather Price	Renee Aubele	Devan Mallas	Julie Walter	Nicole Bower	Bridget Rishcoff	Megan Cribari
Renee Aubele	Jacqueline Bixler	Valerie Ackerman	Dana Wenger	Courtney Blaney	Christine Hosler-Patton	Robert Drevenak	Scott Smith
Danielle DeGulis	David Borosky	Misti Newhouse	Rachel Lucas	Jessica Wertz	Brittany Matechak	Jessica Korba	Peggy Spangler
Erica Stetar	Carla Swartz	Maureen Ross-MacCormack	Ashleigh Lichtenwalner	Tracie Rhoades	Patrick Gaughan	Kristen Mullins	Rita Romero
Natalie Williams	Krista Torpey	Lindsay Cordisco	Mrs. Melissa Nadzan	Heather Schmidt	Danielle Rozelle	Tracie Rhoades	Rebecca (Becky) Chavan
Mara Visaya-Loub	Rachel Muzika	Maria Laurenzi	Candice Yeckel	Kaitlyn Simyan	Courtney Egal	Christina Vento	Elizabeth Gross
Carol Steward	June Grasso	Cassie Colosimo	Tracey Scialpi	Emily Ametrano	Anika Chidester	Emily Ametrano	Brittany Dzuka
Alyssia Wechsler	Sara Schwartz	amazutis	Julianna Borosky	Kimberly Marchesini	Gabrielle Clark	Jennifer Dalton	Kristin Hoffman
Madison Michak	Samantha Scott	Amy Wetzel	Mrs. Lauren Rullo	Christine Ramp-Oliver	Angela Geyer	Alex Klukaszewski	Sarah Wittle
Lindsay Cordisco	Suzanne Marcus	Brea Houston	Rita Romero	Michael Cole	Joy Gintz	Christine Ramp-Oliver	Scott Smith
Erica Latess	David Borosky	Tara Toth	Tiffany Bonnell	Lauren Ford	Alexis Hensel	John Hash	Michael Perkins
Amy Wetzel	Ashleigh Lichtenwalner	Michaela Wargula	Timmy Mattos	Ashley Kendra	Kristin Perez	Nicole Nestico	Brittany Maurizi
Emily Pollits	Pamela Westbrook	David Herring	Nicole Bell	Jennifer Dalton	Katie Augustin	Michael Cole	Shari Musto
Casie Young	Phillip Fassel	Christine Summerson	Heather Wood	Heather Solt	Noah Melchior	Lisa Ann Tufaro	Amanda Voit
Mrs. Lauren James	Jessica Newcomer	Carla Swartz	LeeAnn McCullough	Macy Grieb	Molly Flynn	Lauren Balogh	Kelly Salmon
Misti Newhouse	Lauren Wagner	Casie Young	Kayla Radle	Robert Drevenak	Shea Hodder	Julie Walter	Megan Brainard
Ashley Wilhite	Danielle Kessell	Mrs. Lauren James	Melissa Leistner	Jessica Korba	Matthew Nordenhold	Lauren Ford	Amanda Werts
Ruth Craigle	Linda Meadows	Danielle DeGulis	Colleen Hoffman	Michelle Bosco	Jacqueline Bixler	Laurie Stotz	Joanna Zack
Sarah Neidig	Emilie Wanko	Leigh Anne Knauer	Courtney Blaney	Kristen Mullins	Teresa Farrell-Mummert	Meghan Schneider	Sarah Wittle
Adam Valenti	Stephanie Sheridan	Chrystal Bixler	Heather Solt	Lauren Balogh	Giovana Augustine	Jill McKeon	Sara Pressley
Jessica Windeknecht	Kayla Radle	Sandra Domonkos	Brittany Hollister	Courtney Knoch	Rachel Muzika	Kaitlyn Simyan	Brittany Dzuka
Dana Williams	Devan Mallas	Adam Valenti	Katie Augustin	Timmy Mattos	Deb Petersen (Deborah Petersen)	Christine Hosler-Patton	Michael Perkins
Hayley Wang	Monique Uttecht	Erica DeFloria	Alexis Hensel	Lindsay Mistretta	David Musser	Patrick Gaughan	Amanda Clark
Brittany Giamber	Rachel Lucas	Lauren Wagner	Joy Gintz	Melissa Leistner	Noelle DiFiore	Brittany Austin	Amanda Werts
Christa Oister	Mrs. Melissa Nadzan	Matia Rosentel	Noah Melchior	Alex Klukaszewski	Angela Krebs	Kimberly Marchesini	Joanna Zack
Tara Toth	Tiffany Richards	Phillip Fassel	Shea Hodder	Christina Vento	Grace Gustafson	Brittany Matechak	Megan Brainard
Cassie Colosimo	Tracey Scialpi	Erica Stetar	Kelly Salmon	Bridget Rishcoff	Samantha Scott	Colleen Pauley	Hannah Snyder
Amanda Bauer	Nicole Bell	Kimberly Campbell	Shari Musto	Lisa Ann Tufaro	Jessica Newcomer	Renee Brandel	Hannah Snyder

Mitchell Dameshek	Tricia Hammill	Bradley Lentz	Lindsey Zuvich (she/her)
Ashley Helman	Elizabeth Henry	Chelsea Artz (Miss Artz)	Lauren Young
Kristin Green	Erin Pierce	Frank Spager	Helena Schneider-Sable
Kristin Green	Richard Tyler	Shane Smith	Lindsey Zuvich (she/her)
Courtney Knoch	Kyle Paul	Jessica Putnam	Erica Cook
Anika Chidester	Kim Hunter	Jessica Putnam	Erica Cook
Matthew Nordenhold	Jennifer Tyler	Amy Stauffer	Rosemarie Laudato
Danielle Rozelle	Nick Mulholland	Amy Stauffer	Rosemarie Laudato
Sheri Groff	Nicole Pero	Caroline Topper	Lisa Androski
Molly Flynn	Keri Blood	Lauren Gray	Lisa Androski
Angela Geyer	Paige Trutt	Caroline Topper	Jason Hazel
Courtney Egal	Jennifer Culp	Lauren Gray	Jason Hazel
Peggy Spangler	Vera Murphy	Kristina Stahl	Heather Holt
Kimberly Eisenman	Julia Tielman	Priscilla Altorfer	Heather Holt
Mitchell Dameshek	Monika Loefflad	Samantha Sallade	Brittany Haywood
Kayla Pollacci	Tricia Hammill	Ms. Susan Shaffer	Rosemarie Laudato
Amber Dawn Hohman	Paige Trutt	Kristina Stahl	Carrie Lingle
Abigail Welsford Youngblood	Elizabeth Henry	Jessica Tunis	Brittany Haywood
Tricia Wertz	Jessica Gerber	Priscilla Altorfer	Carrie Lingle
Kimberly Eisenman	Keri Blood	Ms. Susan Shaffer	Scott Dadowski
Kayla Pollacci	Jahneva Bame	Samantha Sallade	Scott Dadowski
Sara Pressley	Miyah Pliska	Jessica Tunis	eliana estremera
Jess Barosi	Jessica Gerber	Jamie McGee	eliana estremera
Nicole McMahan	Vera Murphy	Luke Showers	Kellyann Hennessey-Caffrey
Crystal Very	Jennifer Culp	Jamie McGee	Julie Waldman
Abigail Welsford Youngblood	Emily Penrod	Luke Showers	Julie Waldman
Amber Dawn Hohman	Monika Loefflad	Devany Laratonda	Kellyann Hennessey-Caffrey
Alessandra Striefsky	Dana Barry	Genevieve Berdomas	Emily Harden
Ashley Helman	Julia Tielman	Jason Haskins	Emily Harden
Rebecca Knox	Amber Kepler	Erin Madison	Lisa Crowe
Tricia Wertz	Lynnea Burr	Shannon Plyler	Lisa Crowe
Leora Noss	Mariah Banks	Brandi Ruvo	Waynette Kemble
Nicole McMahan	Dana Barry	Devany Laratonda	Waynette Kemble
John Mooney	Emily Penrod	Jason Haskins	Erica DeFloria
Jess Barosi	Miyah Pliska	Shannon Plyler	Erica DeFloria
Madison Hensch	Tiffany Krupa	Genevieve Berdomas	K. Jenny Darling
Alessandra Striefsky	Amber Kepler	Erin Madison	K. Jenny Darling
Melissa White	Tracy Miller	Brandi Ruvo	Kim Hunter
Rebecca Knox	Bradley Lentz	Kelley Clark	
Madison Hensch	Miss Artz	Kelley Clark	
Amanda Roy	Lynnea Burr	Lauren Young	
Leora Noss	Mariah Banks	Michelle Timko	
John Mooney	Kristy Swanger	Suzanne Bachrach	
Jennifer Tyler	Samantha Colaizzi	Brooke Pawlowski	
Richard Tyler	Frank Spager	Jazmine Grundy	
Erin Pierce	Shane Smith	Helena Schneider-Sable	
Melissa White	Samantha Colaizzi	Jazmine Grundy	
Nicole Pero	Tiffany Krupa	Suzanne Bachrach	
K. Jenny Darling	Tracy Miller	Brooke Pawlowski	
Crystal Very	Kristy Swanger	Michelle Timko	



COMMONWEALTH CHARTER ACADEMY

ONE INNOVATION WAY • HARRISBURG, PA 17110
717-710-3300 • FAX: 717-236-2309

CCA's Special Education Department

Training: IEP Writing

Date: 9/06/2022

Intended Audience: Special Education Teachers and Staff

AGENDA

- Home/Special Considerations
- Present Levels of Academic Performance
- Present Levels of Functional Performance
- Transition
- Parent Input
- Strengths/Needs
- Transition Grid
- State and Local Testing
- Measurable Annual Goals
- SDI/Collaboration
- Related Services
- Extended School Year
- Team Questions
- Extent/Penn Data
- Revisions



Name (Original Name)							
Adam Valenti	Suzanne Marcus	Linda Beck	Kimberly Campbell	Hannah Snyder	Mariah Banks	Katie Orzel	Matthew Nordenhold
Angela Geyer	Erica Stetar	Matia Rosentel	Sarah Wittle	Erin Pierce	Mara Visaya-Loub	Melinda Walter	Trinna Delia
Jahneva Bame	Robert Drevenak Jr.	Megan Cribari	Klayton Adams	Michael Cole	Deborah Petersen	Afton Gates	
Lisa Crowe	Elizabeth Henry	Michaela Wargula	Melissa Cass	Heather Schmidt	Kristy Swanger	Stephanie Sheridan	
Julianna Borosky	Caterina Potts	Abigail Welsford Youngblood	Brittany Matechak	Heather Wood	Noah Melchior	Keri Blood	
Amanda Clark	Giovana Augustine	Dana Barry	Kyle Paul	Tricia Hammill	Mrs. Lauren James	Mitchell Dameshek	
Brea Houston	amazutis	Tracey Scialpi	Gabrielle Clark	Angela Krebs	Marisa Ritchie	Maureen Ross-MacCormack	
Kelly Salmon	Casie Young	Cassie Colosimo	Nick Mulholland	Brooke Crytzer	Kayla Radle	Danielle DeGulis	
Natalie Williams	Megan Gall	Karen Osborne	Christine Hosler-Patton	Nicole Bower	Isabel Radel	Bradley Lentz	
Jason Friedman	Madison Hensch	Christine Summerson	Joanna Zack	Lauren Ford	Shari Musto	Ashley Kendra	
Javier Borrás-Yanez	Annamarie Wyland	Sarah Neidig	Leigh Anne Knauer	Amanda Werts	Rosemarie Laudato	Megan Brainard	
Carla Swartz	Lisa Androski	Pamela Westbrook	Brandi Ruvo	Anika Chidester	Crystal Very	Kelsey Floyd	
Mary Montanya	Heather Price	Suzanne Bachrach	Carol Paskovitch	Emily Pollits	Jennifer Bytheway	Nicole Nestico	
Michelle Orcutt	Amanda Bauer	Tara Toth	Lauren Young	Molly Flynn	Shelby Duke-Olesky	Joy Gintz	
Kenesta Mack	Miyah Pliska	Kellyann Hennessey-Caffrey	Lauren Wagner	Melissa Presutti	Danielle Kessell	Macy Grieb	
Ashleigh Lichtenwalner	Brittany Giamber	Scott Smith	Katherine Valentine	Amy Wetzel	Alyssa Rutkowski	Courtney Egal	
Kristin Green	Carrie Lingle	Jennifer Dalton	Jessica Windeknecht	Lisa Ann Tufaro	Tricia Wertz	Michael Perkins	
Kelly Bahorich	Helena Schneider-Sable	Jared Gliem	Genevieve Berdomas	Shannon Plyler	Jessica Gerber	Lauren Balogh	
Richard Tyler	Amy Stauffer	Adrienne Harr	Maria Laurenzi	Madison Michak	Jennifer Culp	Kristen Mullins	
Julia Tielman	Kelley Clark	Jenna Baumgartle	Melissa White	Julie Duffy	Priscilla Altorfer	Kaitlyn Fenton	
Kiely Martin	Jacqueline Bixler	June Grasso	Lonnie Fletcher	Leora Noss	Raechel Poydence	Ashley Wilhite	
Erica DeFloria	Rebecca Knox	Brittany Cole	Sheri Groff	Christine Ramp-Oliver	Alessandra Striefsky	Krista Torpey	
Christa Oister	Miss Brandel	Ms. Susan Shaffer	Jill McKeon	Carol Steward	Brittany Hollister	Kayla Pollacci	
Lindsay Kleman	Jennifer Tyler	Lindsay Cordisco	Jason Haskins	Lynn Shoemaker	LeeAnn McCullough	Katie Augustin	
Lili Crum	Brooke Pawlowski	DevanY Laratonda	Tracy Miller	Brittany Haywood	Kristin Perez	Danielle Good	
Renee Thornton	Erica Latess	Samuel France	Kaitlyn Simyan	Alexis Hensel	Brittany Maurizi	Courtney Petrilak	
Holliann Musgrove	Meghan Schneider	Amanda Roy	Ashley Moser	Dana Williams	Emilie Wanko	Jacqueline Rabender	
Tammy Chrin	David Herring	Timmy Mattos	Ruth Craigle	Jessica Newcomer	Rachel Lucas	Shea Hodder	
Monique Uttecht	Gina Meglio	Danielle Rozelle	Amanda Voit	Lynnea Burr	Christine Bozart	Lindsey Zuvich (she/her)	
Candice Yeckel	Jessica Putnam	Courtney Knoch	Mrs. Melissa Nadzan	Laurie Stotz	Ashley Helman	Courtney Blaney	
Christy Nau	Allison Vasinko	Nicole Bell	Nicole Furey	Patrick Gaughan	Julie Waldman	Amy Buck	
Michelle Timko	Erin Gerst	Lauren Gray	Amanda Deng	Jamie McGee	Erin Madison	Tracie Rhoades	
Peggy Spangler	Mrs. Lauren Rullo	Sandra Domonkos	Hayley Wang	Michelle Bosco	Luke Showers	Emily Harden	
Waynette Kemble	Kim Hunter	Vera Murphy	Misti Newhouse	Lindsey Stevenson	Kimberly Eisenman	Rita Romero	
Frank Spager	Nicole McMahon	Caroline Topper	Jessica Korba	Miranda Groover	Jill Gleason	Miss Artz	
Ms. Vanessa Fernandez	Alexandra Noll	Phillip Fassl	John Hash	Samantha Scott	Monika Loefflad	Angela Pushman	
Heather Solt	Brittany Dzuka	John Mooney	Tiffany Richards	Grace Gustafson	Nicole Pero	Samantha Colaizzi	
Tiffany Bonnell	Dana Wenger	Julie Walter	Teresa Farrell-Mummert	K. Jenny Darling	Jenn Adams	Deb Petersen (Deborah Petersen)	
Emily Ametrano	Elizabeth Gross	Colleen Hoffman	Alex Klukaszewski	Marianne Davis	Rachel Muzika	Amber Dawn Hohman	
Kimberly Marchesini	Sara Schwartz	Katherine Beatty	Chrystal Bixler	Yvonne Apronti	Amy Boyce	Erica Cook	

Name (Original Name)

Valerie Ackerman	David Musser	Noelle DiFiore	Alyssia Wechsler	Kaleena Berchtold	Amber Kepler	Jillian Luckasavage	
Devan Mallas	Tiffany Krupa	Melissa Leistner	Jessica Wertz	Ashley Blauch	Lindsay Phillips	Jessica Tunis	
Julie Cordier	Jason Hazel	Kristina Stahl	Lindsay Mistretta	Paige Trutt	Christina Traub	Lauren Domencic	
Stefanie Fuchs	Lisa Style	Rebecca (Becky) Chavan	Amanda Pepsis	David Borosky	Colleen Pauley	Scott Dadowski	
Colleen Kastroll	Kim Kohler	Heather Holt	Bridget Rishcoff	Emily Penrod	Alyssa Kiehl	Shane Smith	
Amanda Beck	Renee Brandel	Jess Barosi	Cheryl Delfino	Linda Meadows	Jenna Bayne SLP	Megan Young	



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Wilkes-Barre Township Police Department

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

1/31/2022

(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):

~~Wilkes-Barre Township Police Department~~
150 Watson Street
Wilkes-Barre Township, PA 18702

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

Commonwealth Charter Academy
Arena Commons
264 Highland Park Blvd
Wilkes-Barre, PA 18702

- 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 Office¹ – 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.

¹ 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)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- 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]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

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



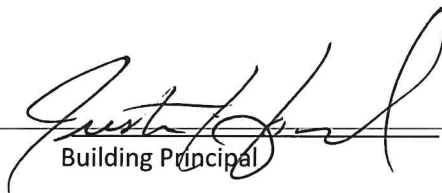
Chief Law Enforcement Authority

Commonwealth Charter Academy

School Entity

**Wilkes-Barre Township
Police Department
150 Watson Street
Wilkes-Barre PA 18702**

Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Wilkes-Barre

School Building

Updated, February 1, 2019



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Homestead Borough Police Department

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

06/13/2022

(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):

Homestead Borough Police Department
221 East 7th Avenue
Homestead, PA 15120

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

Commonwealth Charter Academy
162 East Bridge Street
Homestead, PA 15120

- 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 Office¹ – 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.

¹ 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 charges may be made in consultation with school administrators.

A. Mandatory Notification

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

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

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

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

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- 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]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

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

Commonwealth Charter Academy

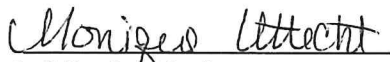
School Entity



Chief Law Enforcement Authority
ACTING CHIEF / SERGEANT
JOHN RACHBUREL



LAW ENFORCEMENT AUTHORITY



Building Principal

Commonwealth Charter Academy Homestead

School Building

Updated, February 1, 2019



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

West Penn Township Police Department

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

02/25/2022

(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):

**West Penn Township Police Department
27 Municipal Rd.
New Ringgold, PA 17960**

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

**Commonwealth Charter Academy
195 Cold Spring Rd
Andreas, PA 18211**

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 Office¹ – 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.

¹ 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)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- 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]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

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

Commonwealth Charter Academy

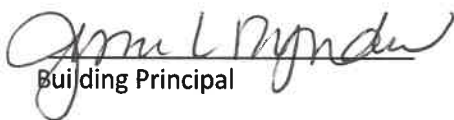
School Entity



Chief Law Enforcement Authority

West Penn Township

Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Andreas

School Building



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Allentown Police Department

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

1/24/2022

(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):

Allentown Police Department
425 Hamilton Street
Allentown, PA 18101

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

Commonwealth Charter Academy
1501 Lehigh Street Suite 103
Allentown, PA 18103

- 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 Office¹ – 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.

¹ 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)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- 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 that 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 indicate data, the following shall occur:

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

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

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 one year of the date of its original execution and every year 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

Commonwealth Charter Academy

School Entity



Chief Law Enforcement Authority

ALLENTOWN POLICE DEPARTMENT

Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Allentown

School Building

Updated, February 1, 2019



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Harrisburg Bureau of Police

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

1/26/2022

(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):

**Harrisburg Bureau of Police
123 Walnut Street
Harrisburg, PA 17101**

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

**Commonwealth Charter Academy
One Innovation Way
Harrisburg, PA 17110**

- 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 Office¹ – 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.

¹ 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 charges may be made in consultation with school administrators.

A. Mandatory Notification

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

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

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

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

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- 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]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

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

Commonwealth Charter Academy

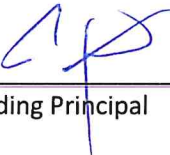
School Entity



Chief Law Enforcement Authority



Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Capital Campus

School Building

Updated, February 1, 2019



**Edccelerated to Success Program
Commonwealth Charter Academy (CCA) & Central Penn College (CPC)**

This shall serve as an amendment to the Memorandum of Understanding (MOU) between Commonwealth Charter Academy Charter School (CCA), a K-12th grade public cyber charter school operating in Pennsylvania, and Central Penn College, a private, for-profit college in Pennsylvania, entered into in March 2022 and effective July 1, 2022, through June 30, 2024. This amendment shall be effective beginning July 1, 2022, through June 30, 2024. To the extent any of the terms in this amendment conflict with the terms of the MOU, the terms of the MOU shall prevail except when clearly indicated otherwise.

The Edccelerated Program will enable CCA high school students to enroll in the “Edccelerated to Success Program Pathways” offered through Central Penn College (Program).

This Program provides qualified CCA students with the opportunity to complete coursework through Central Penn College during their junior and/or senior year of study at CCA, with an innovative, asynchronous, online professional certificate program for up to six certificates. Qualified students may also directly transfer into an allied health pathway for a hybrid Diploma and Applied Associates degree within one year of graduation.

Eligible students would begin programming in the fall of their junior year at CCA for the certificate pathway and the fall of their senior year for the Diploma and Applied Associates pathway. Students will enroll in 1-2 courses per term for the fall, winter, and spring over the course of their junior and senior years of high school. Eligible students will complete the program of choice in their second spring term for the certificate pathways and the allied health pathways, and will transfer to Central Penn College in the Fall.

CPC will allow CCA to review a course syllabus to ensure that the course is appropriate to recommend and/or provide concurrent-enrollment credit for its students. Courses that may be purchased under this MOU are subject to approval by CCA’s President and CEO or designee and CPC’s President or designee.

Students who enroll in courses outside of CCA’s internal approval are subject to CCA’s and CPC’s academic and financial policies.

CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and CPC. CPC staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other students enrolled in CPC courses. Courses purchased by CCA under this MOU shall also be

subject to the requirements of CPC concurrent-enrollment courses as offered to students at other schools.

Enrollment for 2022- 2023 School Year

Central Penn College

- Students will enter the program of choice as a cohort in the fall semester of their junior year/ senior year depending on the pathway chosen.
- Students will take one to two courses at a time, as indicated on the roadmaps, over Central Penn College's Fall, Winter and Spring terms with a 15-week break over summer.
- Courses will follow a streamlined programmatic structure.
- The certificate courses will be offered in 11-week asynchronous online format and the diploma and Applied Associates Program will be offered as a hybrid (both asynchronous online and in person).
- Faculty will have weekly office hours that they can meet one on one with students virtually or in person.
- To ensure course availability, students must follow the designated course rotations. Time off from the program is not allotted for Schedule Gap or Leave of Absences. If an issue arises, the student must contact the Dean of Continuing Education to discuss options.
- Students enrolled in the Certificate pathway may only transfer three earned CPC credits that is designated on the existing articulation of dual enrollment for an 18-credit certificate program.
- Students enrolled in the Diploma pathway may only transfer nine earned CPC credits that is designated on the existing articulation of dual enrollment for a diploma program.

Commonwealth Charter Academy

- Interested students will apply through a specialized online application provided to their high school representative.
- Students will receive approval from their high school representative to attend the program.
- Courses will be evaluated by CCA to determine high school course replacement.
- Interested students will apply through a specialized online application provided to their high school representative.

Professional Certificate Program Cost:

Courses will be purchased by CCA on a per-seat basis, with a seat consisting of one student in one course. CCA will be charged \$350 for a 3-credit course and \$450 for a 3-credit course with a 1-credit lab, with an additional charge for books. Book prices will be made available at least 30 days before the start of the CPC class term. CPC shall notify CCA of any changes in these fees at least 90 days before the change and submit an updated addendum to CCA formalizing the new agreed upon price.

Once students transfer to CPC, credit prices change to the current catalog price per credit.

Drop Policy:

- Students that choose to halt their attendance in the program cannot rejoin and must revert to standard dual enrollment course options.
- Students who withdraw from the program prior to completion will be responsible for the cost of their current course in progress.
- Any student dropping or withdrawing from a course will follow Central Penn College's refund policy found [here](#) on pages 39-40 of the college catalog.

Professional Certificates to choose from:

- Bookkeeping
- Entrepreneurship and Small Business
- Homeland Security Management
- Human Resource Management
- Marketing Management
- Medical Billing and Coding

Details on all of these professional certificates can be found [here](#):

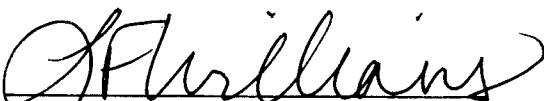
All credits earned through the Edccelerated to Success Pathways will 100% transfer into a Bachelor's degree at Central Penn College. Courses are offered asynchronous and online.

Length of the Agreement:


Upon approval by each institution, this amendment commences and continues in force; until either party desires termination. The amendment may be terminated, by either party, through written notification allowing for a ninety-day notice of termination. Both parties agree to review curricular content annually. Parties have agreed to install addenda related to additional programs and developments in the amendment.

Program Implementation and Continuation:

This agreement is entered into on this 15th day of August, 2022.

Signed: 
Representative of Central Penn College

Date: 8-15-2022

Signed: 
Representative of Commonwealth Charter Academy

Date: 8/10/2022

**Course Enrollment Agreement between
Cheyney University of Pennsylvania
and
Commonwealth Charter Academy Charter School**

Preface

Cheyney University of Pennsylvania (Cheyney University or Cheyney or University) and Commonwealth Charter Academy Charter School (CCA) enter into this Course Enrollment Agreement (Agreement) to provide CCA students in their junior and senior years of high school an opportunity to participate in an early college experience through Cheyney University Dual Enrollment Program.

Pennsylvania public schools, including cyber charter schools, are encouraged to offer college and career readiness programs. Rigorous courses of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, concurrent-enrollment courses, and concentrated Career and Technical Education programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education’s collection of student progress measures related to school and student success. CCA specializes in providing an online, personalized learning experience to students in grades K-12 in Pennsylvania in order to prepare them for college, career, and life.

Cheyney University offers an Aquaculture Research and Education Laboratory (AREL) program that provides an academic and professional specialization in the culture of growing aquatic animals and plants in controlled environments. CCA operates its AgWorks at CCA program, which provides exploratory and educational experiences for students in the fields of aquaculture and controlled environment agriculture to students in grades K-12. In order to expand the learning opportunities for its student’s CCA desires to partner with Cheyney University to offer learning experiences in the University’s AREL program to CCA students.

The Pennsylvania Department of Education recognizes that charter schools and cyber charter schools can purchase courses from post-secondary institutions and offer them as part of their own curriculum, with the post-secondary institution making independent determinations to award credit to students successfully completing the courses. This Agreement facilitates CCA’s purchase of courses from Cheyney University consistent with this guidance, on a per-seat basis, with a seat consisting of one student in one course. These courses may be in the AREL program or in such other programs as CCA and Cheyney University may from time to time agree. The courses under this Agreement will be included in exhibits appended hereto.

The Cheyney University

Cheyney University provides high school students with early admission to the University and a jump start on earning college credits in general education courses that are required for Bachelor’s degree programs.

**MEMORANDUM OF AGREEMENT
COLLEGE IN HIGH SCHOOL PROGRAMS**

This MEMORANDUM OF AGREEMENT (hereinafter “Agreement”) is made and entered into by and between the Community College of Allegheny County, with a principal business office located at 800 Allegheny Avenue, Pittsburgh, Pennsylvania 15233 (hereinafter referred to as “CCAC” or “the College”), and Commonwealth Charter Academy Charter School (hereinafter referred to as the “School”). The effective date of this Agreement is August 1, 2023.

WHEREAS, CCAC has developed certain educational programs through which it is able to make courses available to secondary schools and other educational organizations and their students; and

WHEREAS, School desires to make CCAC’s courses available to its students on the terms set forth in this Agreement.

NOW, THEREFORE, in exchange for the promises and mutual covenants set forth herein, and intending to be legally bound, CCAC and School agree as follows:

1. CCAC College in High School (CIHS) Programs.

CCAC will make college in high school courses, courses taught by CCAC faculty regardless of location, available to the School’s students (hereinafter “CIHS Courses”).

- A. All CIHS Courses will be credit hour courses that meet CCAC’s academic standards and approved curriculum.
- B. In order to be eligible to enroll in a CIHS course, students must:
 - (1) Have their parents or legal guardians sign the CCAC application forms and related enrollment documents available on-line; and
 - (2) Meet all pre-requisites, placement and admission requirements established by CCAC for the course.
- C. Credit hours and grades earned in CIHS courses will become part of the enrolled student’s official academic record at CCAC, and will be recognized in the same manner and to the same extent as credits earned by other students enrolled at CCAC. Although CCAC maintains articulation agreements with a number of four-year, degree-granting colleges and universities, CCAC cannot guarantee that credits earned in the CIHS program will be accepted for transfer by all colleges, universities or institutions.

2. General Duties and Responsibilities of the School.
 - A. Identify students for potential enrollment in CIHS Courses and direct and assist such students to complete CCAC's on-line Application for Admission and applicable registration forms.
 - B. Work cooperatively with CCAC to provide interested students with information regarding the transferability of credits earned in CIHS Courses, and how to obtain confirmation of transferability from the specific institutions in which the student has interest.
 - C. Permit credit hours earned by students in CIHS Courses to be counted towards the School's graduation requirements and/or other appropriate designations.

3. Duties and Responsibilities of the School for CIHS Courses Taught in School's Facilities.
 - A. With respect to CIHS Courses taught in the School's facilities by teachers employed by the School, "Concurrent Enrollment Classes", the School, in addition to the responsibilities described in Paragraph 2 above, will also be responsible for the following:
 1. Provide students with information regarding the availability of Concurrent Enrollment Classes, and facilitate enrollment in such classes as part of its students' schedule and schedule-building process.
 2. Ensure that under no circumstances will students who are not enrolled in the subject CCAC course be allowed to sit in, participate, observe, and/or be present in the same classroom for which instruction is being delivered for CCAC credit.
 3. Work cooperatively with CCAC to process paper and/or on-line course registrations, and review and confirm enrollments in each offered course.
 4. Provide, at no cost to CCAC, separate, dedicated and adequate classroom and/or lab space in its buildings and facilities to teach each Concurrent Enrollment Classes.
 5. Provide necessary instructional equipment and technology for each Concurrent Enrollment Class, as applicable and as reasonably specified by CCAC, in accordance with CCAC's course and curriculum requirements.
 6. Identify and recommend qualified teachers (as defined in Paragraph 9(D) below) employed by the School who are interested in serving as instructors for Concurrent Enrollment Classes.
 7. Identify School staff who will serve in other defined roles relating to program coordination and implementation, including but not limited to designating the specific class schedule, arranging for facilities, and completing the admissions and registration processes.

8. Promptly notify CCAC in the event that it receives notice that a short-term or long-term substitute teacher will need to be retained to replace a previously approved instructor of a Concurrent Enrollment Course, and provide qualifications of the proposed substitute instructor to CCAC for review and approval.
 9. Receive and process requests for and provide necessary accommodations to students with disabilities enrolled in each Concurrent Enrollment Class, in accordance with applicable law, and provide the instructor with appropriate notice of the accommodations to be implemented.
 10. Supervise behavior and conduct of students enrolled in each Concurrent Enrollment Class, as applicable, implement appropriate disciplinary action in accordance with the School's policies and procedures, and ensure that all instructors assigned to teach Concurrent Enrollment Classes receive notice of School procedures for reporting student conduct or behavioral issues.
 11. Provide time for students enrolled in Concurrent Enrollment Classes to either visit CCAC or attend an informational session at the School regarding CCAC's educational programs and activities, the admission and financial aid process and career opportunities.
- B. In the event that the CIHS Course is to be taught in the School's facilities by a faculty member employed by CCAC, then the School, in addition to the duties and responsibilities set forth in Section A above, shall have the following additional responsibilities:
1. Provide instruction and written notice to CCAC instructors regarding the School's attendance, behavior and conduct policies, and the process and procedures for reporting student attendance, conduct and/or behavioral issues.
- C. Provide notice and training to CCAC instructors regarding the School's emergency response, safety, evacuation and closing policies and procedures. Communicate directly with the CCAC instructor about the progress of enrolled students and relay this information, as deemed appropriate by School staff, to the parents of the enrolled students.
- D. Provide local phone service, internet access, dedicated parking areas, access to photocopying equipment and related support services for CCAC instructors at each School facility at which the CIHS Course(s) will be taught.

4. General Duties and Responsibilities of CCAC.
 - A. Register School students for CIHS Courses who complete CCAC's on-line Application for Admission and registration processes.
 - B. Provide enrolled students with access to services generally available to other CCAC students, including a CCAC student identification card and access to and usage of CCAC's academic support services and Student Life sponsored programs.
 - C. Provide student progress reports in the manner and form agreed upon by CCAC and the School.
 - D. Provide enrolled students with a grade for each CIHS Course completed and maintain such grade as part of the student's official CCAC academic record.
 - E. Provide official CCAC transcripts, upon a student's request and payment of the applicable fee, to other colleges and universities.
 - F. Provide the School with informational literature and pricing information for CIHS Courses.
 - G. Assist students to identify and make application for scholarship or sponsorship programs that may pay for or offset the costs of tuition for CIHS Courses.
 - H. Identify CCAC staff who will assist in the coordination and implementation of CIHS Courses, including but not limited to arranging for any required placement testing, completing the admissions process, and academic advising.
 - I. Verify and confirm to the School that CCAC employees who are assigned to teach DE Courses have obtained all criminal record and child abuse clearances required under applicable law, including as required by the Pennsylvania Child Protective Services Law, 23 PA. C.S.A. § 5344(a.1)(2), and that all individuals assigned to such classes are not precluded from serving in such assignment under applicable law based on the results of such background checks and clearances.

5. Duties and Responsibilities of CCAC for CIHS Courses Taught in the School’s Facilities.

With respect to CIHS Courses taught in the School’s buildings and facilities, CCAC will further be responsible for the following:

- A. Select School employees who meet the requirements set forth in Paragraph 9(D) below to serve as instructors for Concurrent Enrollment Classes, including any short-term or long-term substitutes who may be required to replace a previously approved instructor.
- B. Provide necessary training, as determined in CCAC’s discretion, to School employees who are selected to serve as instructors for Concurrent Enrollment Classes.
- C. Provide and/or review course curriculum, course outlines, unit tests, mid-term and/or final exams for Concurrent Enrollment Classes.
- D. Monitor and supervise Concurrent Enrollment Classes to ensure conformance to CCAC-approved curriculum and applicable accreditation standards.
- E. In the event that an enrolled student moves out of the School’s service area prior to the conclusion of a Concurrent Enrollment class, withdraw the student from the course and provide a “W” grade on the student’s transcript and academic record.
- F. If a CIHS Course will be taught in the School’s facilities by a CCAC faculty member, identify and assign a qualified CCAC faculty member to teach the course in accordance with CCAC approved curriculum and applicable state standards.

6. Primary Contacts for CIHS Courses.

Primary contacts for each of the parties hereunder are as follows:

For CCAC

Provost
800 Allegheny Avenue
Pittsburgh, PA 15233
(412) 237-8182

For School

Roberto T. Datorre
Executive Vice President of Operations
Commonwealth Charter Academy
1 Innovation Way
Harrisburg, PA 17110
(717)710-3300 ext 11323

Unless otherwise designated in writing between the parties as provided herein, the parties' designated primary contacts shall also be designated to receive notices required by this Agreement, which will be deemed given when sent by registered or certified mail, postage prepaid and return receipt requested, to the addresses set forth above.

7. Tuition and Fees.

- A. Tuition and fees for CIHS Courses will be established and assessed on an annual basis.
- B. Unless otherwise provided under Section D below, CCAC will invoice and bill enrolled students directly for all tuition and fees due hereunder.
- C. Withdrawals and tuition refunds will be subject to and governed by CCAC's established policies and procedures. The School will reasonably assist CCAC to distribute and provide notice to students regarding CCAC's withdrawal and refund policies and procedures.
- D. The School may elect to pay the tuition required hereunder on behalf of its students. In such event, CCAC will invoice the School directly for such payments, based on the number of students enrolled and number of credit hours for which such students are registered. In the event that the School elects this option, the School will complete a Third Party Billing Form, as may be required by CCAC, and submit the form to the Student Accounts Office of the CCAC campus that is providing the course.

8. Textbooks.

CCAC reserves the right to determine and select textbooks and other instructional materials that will be required for all CIHS Courses. Required textbooks and instructional materials will be available for purchase from CCAC's retail bookstore locations and online bookstore. CCAC and School will work together in good faith to facilitate the purchase and distribution of textbooks to students who are enrolled in Concurrent Enrollment Classes. Schools can advance their books and materials for review by the College for the class(es), which can be used for Concurrent Enrollment Classes if the College's Department deems them appropriate.

9. Requirements for Instructors of Concurrent Enrollment Classes.

- A. It is acknowledged and understood that, unless otherwise agreed between the parties, members of the School's professional staff will serve as instructors for Concurrent Enrollment Classes. The instructor selected to teach a Concurrent Enrollment Class must meet the criteria set forth in subsection (D) below and agree to attend annual training and orientation sessions as may be reasonably required by CCAC. The School agrees to cooperate with CCAC to facilitate instructor attendance at necessary training, including through the provision of

release time or providing dedicated time during scheduled staff in-service or professional development days.

B. School employees who serve as instructors hereunder will be responsible for and required to comply with each of the following:

- (1) Attending scheduled orientation and training sessions;
- (2) Following the CCAC-provided curriculum and syllabus for each course to be taught;
- (3) Verifying class rosters and reporting student attendance and progress to CCAC in accordance with CCAC policies and procedures;
- (4) Utilizing and administering instructional materials, tests, exams and other assessment tools provided or approved by CCAC;
- (5) Assessing, evaluating and issuing grades for each enrolled student in accordance with CCAC's grading scale, processes and guidelines;
- (6) Permitting CCAC personnel to monitor and observe Concurrent Enrollment Classes; and
- (7) Participating in CCAC's instructor and course evaluation procedures.

C. All School employees assigned to teach Concurrent Enrollment Classes will be employed solely by the School, and the School will be responsible for the payment of all wages and compensation due to its employees, subject to the following:

- (1) School employees that teach a Concurrent Enrollment Class that is scheduled during the School's normal instructional or teacher work day and/or year will be compensated according to the School's normal procedures and contractual requirements. Any additional compensation that the School elects to or is required to pay to its employees by virtue of such assignment shall be the sole responsibility of the School, and shall not be eligible for reimbursement from or payment by CCAC.
- (2) In the event that the School and CCAC agree to schedule a Concurrent Enrollment Class outside of the School's normal instructional or teacher work day or year, the School may obtain reimbursement from CCAC for additional compensation that it elects or is required to pay to its employee to teach such course, provided that the maximum amount of reimbursement available from CCAC will not exceed CCAC's established adjunct faculty pay rate, as then in effect.

D. The School employee selected to serve as an instructor for a Concurrent Enrollment Course must meet or exceed the same minimum hiring criteria which are applicable to adjunct faculty employed by the College in the academic department in which the Concurrent Enrollment Course(s) is to be taught.

10. Term; Termination.

This Agreement will commence as of the date executed by each of the parties and will continue until terminated as provided herein. Either party may terminate this Agreement at any time, with or without cause, upon forty-five (45) days written notice to the other party; provided, however, that such termination will not take effect until after any CIHS Courses that are already in progress have been completed.

A. CCAC and School each reserve the right to cancel any individual course or class section in the event of low or inadequate enrollment, provided that such determination is made prior to the first scheduled meeting date for the course or section.

11. Relationship of the Parties.

The relationship of the parties is that of independent contractors, and no tenancy, partnership, joint venture, agency, fiduciary, employment or other relationship is created by this Agreement or shall be deemed or construed to exist by reason thereof. Neither party shall have the authority to contract for or bind the other in any manner, other than as may be strictly delineated within this Agreement.

12. Compliance with Laws.

Each party represents and warrants to the other that it shall at all times comply with all applicable federal, state and local statutes, ordinances, rules and regulations in connection with its performance of this Agreement, including but not limited to the Family Educational Rights and Privacy Act (FERPA) and all federal, state and local laws prohibiting discrimination in connection with the provision of educational programs and services.

13. Indemnification and Hold Harmless.

Subject to and with full reservation of any immunities and/or limitation of liability afforded by applicable law, each party agrees to defend, indemnify and hold harmless the other from and against any and all claims, damages, costs, and expenses, including reasonable attorney's fees, arising out of the performance of this Agreement, but only to the extent caused by the negligent acts or omissions of the party from whom indemnification is sought hereunder. To the fullest extent permitted by law, each party, for itself, its agents and employees, expressly waives any and all immunity or damage limitation provisions available under any workers compensation acts, disability benefit acts or other employee benefit acts, to the extent such statutory or case law otherwise would bar or limit the amount recoverable by the other party, or its agents and employees, under this indemnity provision.

14. Damages; Force Majeure.

Neither party shall be liable to the other for any consequential, special or incidental damages arising out of a breach of or failure to perform this Agreement. Neither party shall be liable for delay in performance of any obligation under this Agreement to the extent caused by any act of God, act of governmental authority, failure of transportation facilities, strikes or work stoppages, fires, floods, riots, acts of war or terrorism, or any similar extreme causes beyond the reasonable control of such party.

15. Ownership of Materials.

Curriculum taught in the CIHS Courses shall not be used, copied or distributed by School without the prior written permission of CCAC.

16. Governing Law.

This Agreement shall be governed by and interpreted in accordance with the substantive law of the Commonwealth of Pennsylvania, without regard to its choice of law provisions.

17. Entire Agreement; Non-Assignment.

This Agreement represents the entire understanding between the parties with respect to the subject matter hereof, and supersedes all prior or contemporaneous oral or written understandings, agreements or promises between the parties with respect thereto. Neither party may assign, subcontract, or sublet this Agreement or its performance hereunder, in whole or in part, without the prior written consent of the other party. In the event of any conflict between the terms of this Agreement and any exhibit or attachment incorporated herein, the terms of this Agreement shall govern. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. **This Agreement supersedes any and all other dual enrollment and CIHS agreements between the parties.**

18. Modification; Counterparts.

This Agreement may not be amended, revised or modified except in a writing duly executed by each of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective authorized representatives as of the date written below.

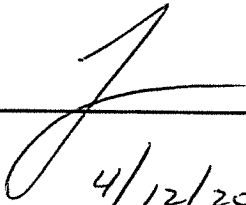
COMMONWEALTH CHARTER ACADEMY

PRESIDENT/CEO

THOMAS D. LONGENECKER

SIGNATURE:

DATE:



4/12/2023

COMMUNITY COLLEGE OF ALLEGHENY COUNTY

COLLEGE PRESIDENT OR DESIGNEE:

SIGNATURE:

DATE:



BUSINESS AND INDUSTRY MEMORANDUM OF AGREEMENT

This Agreement is made between the **Community College of Allegheny County** (hereinafter "College") and the **Commonwealth Charter Academy** for the purpose of providing custom designed educational training to a specific group of trainees/participants identified by the **Company/Agency**. In consideration for the training provided by the College, the Company/Agency agrees to pay the College the sum of **\$100 per registered student** for the development, consultation and delivery of Python coding classes according to the following terms and conditions.

Description of Training: Python Coding Language

Location of Training: Online

Start Date of Training: January 16, 2023

Expected Completion Date: December 21, 2023

Days of Week/Times of Training: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Number of Participants: Unlimited

Total Hours of Training per Participant: 135 hours for the average student

Investment in Training: \$100 per student registered

Payment Due Date*: (To be invoiced by CCAC) 30 days from the class start date

*It is fully understood that payment is due on this day, regardless of whether training has actually been completed by this date.

Materials and Tools Required: All materials will be provided.

Handouts: All handouts and instructional materials will be provided by CCAC

Instructor: Justin Starr

Company/Agency Information:

Name of Company:		
Street Address:	State: PA	Zip:
Billing Address: same	State:	Zip:
Contact's Name:	Contact's Phone No:	
Contact's Fax No.:	Contact's E-Mail:	

College B & I Contact Information:

Name: Jeannine Westlock	Phone No.: 412.788.7538	Reviewed by: JW Initials / B & I Director
Fax No.: 412.788.2194		
College Address: 1000 McKee Rd.	Oakdale, PA 15071	

College rules and regulations applicable to CCAC students will apply to all trainees/participants who register for classes under the auspices of this agreement.

Information protected under the Student Privacy Act will not be released to the Company/Agency unless the trainee/participant authorizes the release in writing.

The Company/Agency may cancel this agreement without incurring the full "Investment in Training" if written cancellation notice is received by the College five working days or more prior to the "Start Date of Training". However, the Company/Agency will be liable for non-refundable expenses incurred by the College through the date of cancellation.

The College reserves the right to cancel this agreement at any time.

The College makes no expressed or implied warranties whatsoever regarding the results achieved from the subject training to Company/Agency or the trainees/participants.

The Company/Agency and the College both certify that they provide applicable statutory Workers Compensation Insurance for all persons employed by the Company/Agency and the College respectively.

This agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania.

This agreement must be signed and returned to the College before training can be implemented. By signing this Agreement, Company/Agency furthermore gives permission for the College to include the Company/Agency on its representative list of clients.

With both signatures, this document shall serve as the entire agreement between both parties.

Company/Agency Signature	Printed Name	Title	Date
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Jeannine Westlock Account Executive

Company/Agency Signature	Printed Name	Title	Date
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For this Agreement, CCA students can participate and remain actively enrolled on the condition that they:

- a) Are in good academic and behavioral standing at their current high school;
- b) Are recommended by a teacher, guidance counselor or principal from their high school;
- c) Complete a Cheyney University Course Enrollment Intent form at the time of admission to Cheyney University;
- d) Maintain satisfactory grades in University courses taken during the program under the Agreement; and
- e) Are not subject to any student conduct sanctions at Cheyney while participating in the program.

In addition, students who choose to matriculate with Cheyney after high school graduation shall:

- f) Enroll at Cheyney within one year of high school graduation;
- g) Satisfy all other regular Cheyney admissions requirements.

Students shall be subject to the respective policies of the institution that they are attending. In addition, CCA students shall be subject to all Cheyney policies upon enrollment in the program.

Obligations of Cheyney University:

To facilitate the enrollment of CCA students to Cheyney, Cheyney's obligations under this Agreement shall be:

1. To provide early college opportunity programs through this Agreement that help students get a head start in Cheyney credits required for degree completion at Cheyney and that could be transferrable to other colleges.
2. To send a Cheyney letter of admission to all participants who complete a Cheyney University Dual Enrollment Program Admissions Intent form and who meet the conditions set forth in this Agreement. Course enrollments for the fall semester must be confirmed by July 15. Course enrollments for the spring semester must be confirmed by December 1. All regular University admissions requirements must be satisfied. Students will be governed by the Cheyney degree requirements in effect at the time of admission to Cheyney.
3. To invite students to an informational meeting with Cheyney faculty and staff once each semester at Cheyney to learn and explore different academic disciplines at Cheyney.
4. To offer freshman and sophomore level general education courses in a flexible delivery format to CCA students that may be used for dual or replacement credit, as determined by CCA students prior to high school graduation.
5. To provide residential summer experiences where students continue to earn college credits, are exposed to co-curricular, cultural and civic experiences that provide an early transition to university life.
6. To ensure that students will be provided with Cheyney financial aid information and receive full consideration for Cheyney financial aid upon matriculation at Cheyney by at least their participation in the final summer residence experience.
7. To encourage CCA graduates to matriculate to Cheyney after completion of the Cheyney University Dual Enrollment Program and upon high school graduation, Cheyney agrees to the following:

- To waive the admissions application fee for students who matriculate at Cheyney pursuant to this Agreement.
- To defer the advanced registration deposit for students who enroll at Cheyney by May 1st for fall semester and November 1st for spring semester.
- To award academic scholarships on a first-come, first-serve basis to qualified CCA graduates who enroll full-time (12 or more credits a semester) at Cheyney, are Pennsylvania residents and who graduate from CCA with a final high school GPA between 3.0 to 4.0. Scholarships are based on available funding.
- Students may be eligible for admission into the Honors Academy and receive a Keystone scholarship covering tuition, fees, room and board, based on the condition that they complete their Cheyney University admissions and financial aid process, and confirm their intention to attend Cheyney by the advertised deadline set by the Enrollment Management division. Applications submitted after these dates will be considered only if vacancies in the Honors Academy still exist.
- All CCA graduates must complete the FAFSA and the Cheyney University Financial Aid process. The Keystone scholarship is calculated as a last dollar award and is applied to a student's account after all other forms of grants and scholarships are applied. Regardless of the amount of financial aid a student receives (through Pell or PHEAA), the Keystone scholarship will cover any remaining costs to attend the University, as outlined above. The package is the same for all students. However, the scholarship award varies based on a student's financial aid.

Obligations of CCA

To facilitate the enrollment of CCA students to Cheyney, CCA's obligations under this agreement shall be:

1. To publicize this Agreement to CCA students in its literature and as part of its regular college preparation functions, and to inform students qualified to participate in the Cheyney University Dual Enrollment Program of the opportunity for admission to Cheyney under the terms of this Agreement.
2. To provide Cheyney University with names and high school transcripts of prospective participants in each cohort so that Cheyney may invite their interest and intention to Cheyney University Dual Enrollment Program upon completion of their high school sophomore year. The letter will include an invitation to a meeting to discuss this opportunity.
3. To secure the written permission of CCA students for the sharing of academic records between CCA and Cheyney in order for Cheyney to assess the academic standing of CCA students upon request for admission. This permission shall meet all of the obligations under the Family Educational Rights and Privacy Act (FERPA).
4. To provide a shared space to facilitate learning at a CCA location that can accommodate the flexible delivery format of college courses during a fall and spring semesters.
5. CCA will pay Cheyney University the sum of **\$175 per credit hour** for each student successfully enrolled in a Cheyney University class, and **\$25 per student per class for eBooks and other materials**. Payment shall be made within 30 days of the receipt of any invoice which is not in dispute.

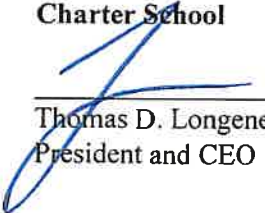
Joint Obligations

1. This Agreement will last for 5 years from the date of the final signature below. Either party may terminate this Agreement with 90 days' notice. Should either party terminate the Agreement prior to the completion of a semester/term, students will have the opportunity to complete their semester. In the event of a substantial breach, either party may terminate this Agreement.
2. Nondiscrimination. The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act. Students are protected by Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act (ADA) of 1990. CCA agrees to cooperate with Cheyney in its investigation of claims of discrimination or harassment.
3. Reporting of Sexual Violence and Sexual Harassment. Both institutions agree that either will report to each other any incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment. Cheyney's Title IX Coordinator: Robin Coward, rcoward@cheyney.edu, (610) 399-2430. CCA Title IX Coordinator: Jennifer Clarke, jclarke@ccaeducate.me, (717)710-3300.
4. The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
5. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
6. Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or Cheyney University.
7. This Agreement shall only be modified in writing with the same formality as the original Agreement.
8. The parties agree that students of the Dual Enrollment Program are students of both institutions and will be subject to Cheyney University's Student Code of Conduct as well as CCA's Learner Code of Conduct.
9. During the residential experience, if applicable, students who live in Cheyney's On Campus Residence Halls will be required to execute and abide by the terms and conditions of the Cheyney University Student Housing Contract Terms and Policies.
10. Each institution shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) and shall release no information absent written

consent of the student and/or other legally authorized person unless required to do so by law or as dictated by the terms of this Agreement.

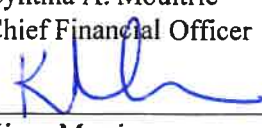
11. Pennsylvania Public School Code and Human Services Code Background Checks. CCA is subject to certain requirements in the Pennsylvania Public School Code and Human Services Code relating to employee and contractor background checks and reporting of suspected abuse recognition and reporting. CCA's Board of Trustees has adopted Board Policy 818 to address these requirements for independent contractors. Cheyney hereby agrees to comply with the applicable requirements of the Public-School Code and Human Services Code and CCA Board Policy 818. Cheyney will submit background check authorizations for background clearance of any of its employees and contractors who provide direct or virtual services to CCA students where such background clearances or clearance check authorizations are required to abide by the laws and ensure the safety of students. Cheyney may request a waiver from this requirement if it can demonstrate that Cheyney, and Cheyney's employees or contractors have completed a comparable background check that complies with State and Federal law.
12. This Agreement shall only be modified in writing with the same formality as the original Agreement. This Agreement represents the entire understanding between the parties. No other oral understandings or promises exist in regards to this relationship. In witness whereof, and intending to be legally bound hereby, the undersigned representatives of the parties, Commonwealth Charter Academy and Cheyney University of the Pennsylvania have executed this Agreement on the dates indicated:

**Commonwealth Charter Academy
Charter School**

 6/16/2021
Thomas D. Longenecker Date
President and CEO

Cheyney University

Cynthia A. Moultrie Date
Chief Financial Officer

 6/17/2021
Kizzy Morris Date
Provost & Chief Academic Officer

University Legal Counsel Date



Memorandum of Understanding Between Commonwealth Charter Academy and Grand Canyon University

This Memorandum of Understanding (MOU) establishes an agreed-upon plan whereby eligible students from Commonwealth Charter Academy Charter School (CCA), a K-12th grade public cyber charter school operating in Pennsylvania, will take courses purchased by CCA from Grand Canyon University (GCU), a private, non-profit university in Arizona offering in-person and online courses. This MOU shall be effective beginning September 1, 2019 through June 30, 2022.

Background

Pennsylvania public schools, including cyber charter schools, are encouraged to offer college and career readiness programs. Rigorous courses of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual-credit courses, and concentrated Career and Technical Education programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education's collection of student progress measures related to school and student success. CCA specializes in providing an online, personalized learning experience to students in grades K-12 in Pennsylvania in order to prepare them for college, career, and life. The Pennsylvania Department of Education recognizes that charter schools and cyber charter schools can purchase courses from post-secondary institutions and offer them as part of the own curriculum, with the post-secondary institution making independent determinations to award credit to students successfully completing the courses.

GCU is a private, nonprofit university with over 20,000 students attending classes at its Phoenix campus and over 70,000 enrolled in online courses. GCU is accredited by the Higher Learning Commission and holds membership in the North Central Association of Colleges and Schools, one of six regional accreditation organizations recognized by the U.S. Department of Education. Various bachelors and masters programs at GCU are also accredited by associations specific for those educational areas. Arizona and Pennsylvania are both members of the State Authorization Reciprocity Agreement (SARA), which allows post-secondary institutions approved in one state to offer distance education courses and programs to students in other states without the need for additional approvals from the second state. This allows GCU to offer distance education courses to students in Pennsylvania. ([https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-\(SARA\).aspx](https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-(SARA).aspx)).

GCU offers a dual-enrollment program for high school sophomores, juniors, and seniors. Over 44 courses are offered online; each course consists of 4 college credits; most courses are 7 weeks in length, with a select number of courses being 15 weeks in length. Courses begin at various times throughout the year – CCA school year and summer.

Course Offerings, Enrollment, Fees, and Payment

Pursuant to this MOU, CCA will purchase courses from GCU offered as dual-enrollment courses. The courses will be taught by GCU staff and available to CCA students asynchronously according to the schedule established by GCU. These college courses are offered with the intent of providing instruction for CCA high school students and will be applied to meet high school graduation requirements. A student will receive college credit from GCU for successfully completing courses as determined by GCU; four college credits will be awarded to a student for each dual-enrollment course successfully completed.



GCU will allow CCA to review a course syllabus to ensure that the course is appropriate to recommend and/or provide dual credit for its students. Students who enroll in courses outside of CCA's internal approval are subject to CCA's and GCU's academic and financial policies.

Courses will be purchased by CCA on a per-seat basis, with a seat consisting of one student in one course. CCA will be charged the fee customarily charged by GCU for its dual enrollment courses - \$315 for a four-credit course with books (\$52.50 per-credit fee, \$105 for books). GCU shall notify CCA of any changes in these fees at least 90 days before the change.

CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and GCU. GCU staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other high school students enrolled in GCU dual-enrollment courses. Courses purchased by CCA under this MOU shall also be subject to the requirements of GCU dual-enrollment courses as offered to students at other schools.

GCU shall provide to CCA on a monthly basis an invoice for the course fees (credits and books) for each student that started a course in the invoicing period. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.

GCU will conduct background checks and employment suitability reviews in accordance with university policy.

Student Eligibility Criteria

Students will be enrolled in GCU courses purchased by CCA in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to GCU. At a minimum, CCA students shall meet the following CCA eligibility criteria:

1. Written permission from the student's parent(s) or legal guardian(s), to participate in the program.
2. Maintain 3.0 cumulative GPA at CCA.
3. Must complete 50% of his/her coursework at CCA.
4. Must complete one semester of courses with CCA.
5. Cannot be involved in the academic escalation process.
6. Are satisfactorily meeting high school graduation requirements, as determined by CCA.
7. Students must meet course prerequisites and take placement tests in accordance with GCU's policies.

All students enrolled in GCU courses purchased by CCA shall also meet GCU's eligibility requirements. Students shall be permitted to take no more than eight GCU dual-enrollment courses, whether purchased by CCA under this agreement or completed by the student by other means.

Student High School and College Credit

GCU shall provide CCA with records of student course completion and grade(s) within 30 days of the final day of the course. In order to obtain CCA credit, students must earn a minimum grade of 60% or a grade of "C" or better in the GCU course. CCA will award students (1 or ½ high-school credit) for each course successfully completed. GCU shall award the student four college-credits for each successfully completed course.



Contact Persons

The CCA and GCU contact persons for this MOU shall be:

For CCA

Andrew Kalahanis
Director of Innovative Programs
Commonwealth Charter Academy
195 Cold Spring Rd.
Andreas, PA 18211
570-818-1006
akalahanis@ccaeducate.me

For GCU

Zachary Smith
Assoc. Regional Director of Operations
Grand Canyon University
3300 W Camelback Rd.
Phoenix, AZ 85017
602-639-7627
Zachary.Smith@gcu.edu

SIGNATURES

Commonwealth Charter Academy Charter School

A handwritten signature in black ink, appearing to read "M. Flurie", written over a horizontal line.

Dr. Maurice Flurie, III
President and CEO
Commonwealth Charter Academy
Charter School

8, 15, 19
Date

Grand Canyon University

A handwritten signature in black ink, written over a horizontal line.

8, 23, 19
Date



Workforce Development & Continuing Education Client Training Proposal/Agreement

Date: 05/09/2022

Client Company: CCA Commonwealth Charter Academy

Client Company Address: 1 Innovation Way, Harrisburg PA 17110

Prepared for Client Contact Person: Andrew Kalahanis

Prepared by HACC Employee: Danielle Bottiglieri, BLS Coordinator, EMS

HACC Organization: Workforce Development & Continuing Education Division

Introduction

Harrisburg Area Community College (HACC) is pleased to provide you with the following training proposal for your organization. Once duly executed, this document will serve as the agreement between **CCA Commonwealth Charter Academy** referred to as the “Client” and HACC to offer the training for your personnel as outlined below.

Course/Class Information

- **Course/class title:** Emergency Medical Technician
- **Prerequisites:** None
- **Applicable standards:** American Heart Association and PA Department of Health standards
- **Course/class location:** **Public Safety Center One HACC Drive, Harrisburg PA 17110**
- **Length of program:** 10/6/2022-4/13/2023 SY2022-2023
- **Course/class schedule:**

Sessions	Training Dates & times	Course	Program Hours
27	10/6/22-4/13/23 12:00-4:00	<ul style="list-style-type: none"> • EMT • American Heart Association – Basic Life Support 	108 in person 148 online blended

One HACC Drive, Harrisburg, PA 17110 • 800-ABC-HACC • hacc.edu

YOURS.

- **Course materials/manuals:** Course Textbook will be included in contract price
- **Enrollment per class/section:** Maximum enrollment: 24
- **Attendance requirements:** Students must complete the entire session to receive a certificate of completion
- **Successful completion criteria:** As per AHA and DOH requirements, as outlined in the student policy manual
- **Certificates of Completion:** Will be issued by HACC after program completion
- **Certification testing/retesting:** As per AHA and DOH requirements, as outlined in the student policy manual
- **Continuing Education Credit:** N/A
- **Lead instructor/instructional staff:** Program Co-coordinator Danielle Bottiglieri
Lead Instructors: Various Instructors

HACC Responsibilities

- Provide approved instructional staff/instructor to deliver training.
- Keep attendance records for all courses and class sessions.
- Inform Client management as to specific problems or concerns which may arise while conducting the training.
- Provide copies or a summary of student evaluations of instructor and course content for review upon request.
- Provide an invoice for training price in accordance with the agreement/proposal.
- Provide appropriate course materials as outlined above.
- Provide the following additional equipment/supplies in order to conduct the course/class:
 - Full equipment cache for program delivery
 - CPR textbook and certification card for each student
 - NREMT testing voucher upon completion of the EMT program
 - Student Kit
 - Uniform T-shirts.
 - Supplies as deemed necessary as communicated by the instructor.

Client Responsibilities

- **Notification** – The Client will notify HACC or the Lead Instructor of the course/class enrollment at least one (1) week prior to the class session so that sufficient course materials can be ordered and appropriate.
- **Insurance** – For courses occurring at facilities other than those owned by HACC, it will be the responsibility of the Client to assure the site is insured appropriately, to include general liability insurance, and Client shall name HACC as additional insured under its general liability insurance policy during the duration of the course.
- **Site access/ADA compliance** – For courses that are open to the public and occur at facilities other than those owned by HACC, it will be the responsibility of the Client to assure the training site is accessible and contains all necessary provisions in accordance with the American with Disabilities Act.
- **Disability services/accommodations** – A wide range of services are available through the college’s Office of Disability Services for students with learning, medical, physical or psychological disabilities. If the Client has students attending classes with these or other types of disabilities and those students would like accommodations the Client will need to contact HACC prior to the start of the course/class in order to arrange for appropriate accommodations and referrals.
- **Required equipment/supplies** – Will be required by HACC if needed for classroom instruction.
- **Equipment condition** – Equipment provided by the Client to be used in the training course/class shall be free from defects and in safe working condition, to include installation of any safety devices/guards and completion of any required inspections in accordance with applicable laws or standards.
- **Equipment security/loss** – It is the responsibility of the Client to provide a safe and secure area for storage of any equipment or supplies provided by HACC for the duration of the course/class.
- **NOTES:** Orientation Day will occur at client’s location at 1Innovation Way Harrisburg PA 17110; all skill/ lab sessions thereafter will take place at HACC, PSC Entrance 5, North Hall Building

Pricing Information

- Course/class price: \$\$1,400.00 per student
- Prices quoted above are in US dollars.
- Prices quoted are considered good for thirty days from the initial date of the proposal.
- If changes are made which deviate from this proposal, it may require a review and adjustment to the training price.
- **NOTES:** Tuition includes course textbook, AHA BLS textbook, AHA BLS card, student kits, uniform t-shirts and National Registry testing vouchers upon successful completion of EMT course and all its co-requisites.

Emergencies/Inclement Weather

- If a class is held at a Client’s location, any changes to the class schedule that arise as a result of inclement weather or an emergency will be agreed upon by HACC, the Client and the Instructor.

Media/Photo/Video

- The Client will notify HACC, Central Pennsylvania’s Community College, at least one week prior to the start of the program, class or event of any anticipated media coverage, including photography and videography.
- The Client should email newsroom@hacc.edu and the Client’s HACC contact with the information. All media interviews and filming require prior approval from HACC.

Hold Harmless Clause

In executing this Agreement, client does hereby release and hold harmless HACC, its officers, directors, employees, training consultants and agents from and against any and all claims arising from or in any way related to the above-mentioned course(s).

Cancellation Clause

If this training contract is cancelled by the Client, HACC may invoice the Client for all nonrefundable, actual costs incurred. All costs may be reviewed by the Client prior to HACC invoicing.

Contact Information

Client CCA Commonwealth Charter Academy

Contact Person: Thomas D Longenecker, President, CEO
Phone #: 717-710-3300 ext 11165
Email: tlongenecker@ccaeducate.me
Fax #: Company fax

HACC

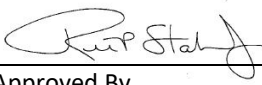

Contact Person: Danielle Bottiglieri
Phone #: 717-221-1757
Email: dmbottig@hacc.edu
Fax #: 717-780-2643

Client Acceptance

If your company or organization agrees to the terms of this proposal, please have an authorized agent sign below where indicated. Once signed by both parties, this document becomes a binding agreement outlining the terms and conditions under which this training will be conducted. Please indicate a purchase order number if required and return the original signed copy to the HACC Contact as identified above by one of the following three options: USPS mail/courier service, or as a fax transmission, or as a scanned PDF file attached to an email. Please keep a copy of the document for your records and call to verify receipt of signed agreement by HACC contact person.

Signature (Authorized Agent of Client)	Position/Title
Print Name as Signed Above	Date

HACC Approval

	Executive Director, PSC
Approved By	Position/Title
Robert Stakem	10/20/2022
Print Name as Signed Above	Date
	AVP, Finance
Approved By	Position/Title
Brian LaForme	10/20/2022
Print Name as Signed Above	Date

EEO Statement: HACC does not discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, sex, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, or any other legally protected classification.



Course Use Agreement Between Commonwealth Charter Academy and Harrisburg Area Community College

This course use agreement (Agreement) establishes an agreed-upon plan whereby eligible students from Commonwealth Charter Academy Charter School (CCA), a K-12th grade public cyber charter school operating in Pennsylvania, will be able to participate in courses purchased by CCA from Harrisburg Area Community College (HACC), a college in Pennsylvania offering in-person and online courses. This Agreement shall be effective beginning July 1, 2021 through June 30, 2024.

Background

Pennsylvania public schools, including cyber charter schools, are encouraged to offer college and career readiness programs. Rigorous courses of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, concurrent-enrollment courses, and concentrated Career and Technical Education programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education’s collection of student progress measures related to school and student success. CCA specializes in providing an online, personalized learning experience to students in grades K-12 in Pennsylvania in order to prepare them for college, career, and life. The Pennsylvania Department of Education recognizes that charter schools and cyber charter schools can purchase courses from post-secondary institutions and offer them as part of their own curriculum, with the post-secondary institution making independent determinations to award credit to students successfully completing the courses.

HACC, Central Pennsylvania’s Community College, is the first and largest of Pennsylvania’s 15 community colleges. HACC offers approximately 100 career and transfer associate degree, certificate and diploma programs to approximately 17,000 students. Also, the College serves students at its Gettysburg, Harrisburg, Lancaster, Lebanon and York campuses; through virtual learning; and via workforce development and continuing education training. HACC is approved by the Pennsylvania Department of Education and is accredited by the Middle States Commission on Higher Education, one of six regional accreditation organizations recognized by the U.S. Department of Education.

Course Offerings, Enrollment, Fees, and Payment

Pursuant to this Agreement, CCA will purchase courses from HACC offered as concurrent-enrollment courses. The courses will be taught by HACC staff and available to CCA students online and at HACC’s campuses. These college courses are offered with the intent of providing instruction for CCA high school students and will be applied to meet high school graduation requirements. A student will receive college credit from HACC for successfully completing courses as determined by HACC.

HACC will allow CCA to review a course syllabus to ensure that the course is appropriate to recommend and/or provide concurrent-enrollment credit for its students. Courses that may be purchased under this Agreement are subject to approval by CCA’s President and CEO or designee and HACC’s President or designee.

Students who enroll in courses outside of CCA’s internal approval are subject to CCA’s and HACC’s academic and financial policies.



Credit courses will be purchased by CCA on a per-seat basis, with a seat consisting of one student in one course. CCA will be billed on a per credit bases according to the HACC approved dual-enrollment rate for the academic year, with an additional charge for books. Book prices will be made available at least 30 days before the start of the HACC class term. HACC shall notify CCA of any changes in these fees at least 90 days before the change.

Non-credit courses will be purchased on a per-student basis in accordance with the current HACC rates. Course fees include all requirements for the course and testing voucher (as required).

Courses included in this agreement and the associated fees are identified in Attachment A.

CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and HACC. HACC staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other students enrolled in HACC courses. Courses purchased by CCA under this Agreement shall also be subject to the requirements of HACC concurrent-enrollment courses as offered to students at other schools.

HACC shall provide to CCA on a monthly basis an invoice for the course fees (credits and books) for each student that started a course in the invoicing period. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.

HACC will conduct background checks and employment suitability reviews in accordance with the Pennsylvania Public School Code of 1949 state law and HACC policy.

Student Eligibility Criteria

Students will be enrolled in HACC courses purchased by CCA in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to HACC. At a minimum, CCA students shall meet the following CCA eligibility criteria:

1. Written permission from the student's parent(s) or legal guardian(s), to participate in the program.
2. Maintain 3.0 cumulative GPA at CCA.
3. Must complete 50% of his/her coursework at CCA.
4. Must complete one semester of courses with CCA.
5. Cannot be involved in the academic escalation process.
6. Are satisfactorily meeting high school graduation requirements, as determined by CCA.
7. Students must meet course prerequisites and take placement tests in accordance with HACC's policies.

All students enrolled in HACC courses purchased by CCA shall also meet HACC's eligibility requirements. Students shall be permitted to take no more than eight HACC concurrent-enrollment courses, whether purchased by CCA under this agreement or completed by the student by other means.



Student High School and College Credit

HACC shall provide CCA with records of student course completion and grade(s) within 30 days of the final day of the course. In order to obtain CCA credit, students must earn a minimum grade of 60% or a grade of "C" or better in the HACC course. CCA will award students (1 or ½ high-school credit) for each course successfully completed. HACC shall award the student three college-credits for each successfully completed course and four credits for a course that contains a lab (three credits for lecture and one credit for the lab).

Termination and Renewal

This Agreement may be terminated by either party with thirty days' notice. Any CCA students enrolled in HACC courses at the time of termination shall remain enrolled through the end of the course. This Agreement shall automatically renew for one-year periods unless terminated by either party.

Contact Persons

The CCA and HACC contact persons for this Agreement shall be:

For CCA


Andrew Kalahanis
Director of Innovative Programs
Commonwealth Charter Academy
1501 Lehigh St. Suite 103
Allentown, PA, 18103
484-280-5856
akalahanis@ccaeducate.me

For HACC



SIGNATURES

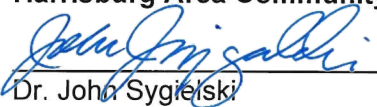
Commonwealth Charter Academy Charter School



Thomas Longenecker
President and CEO
Commonwealth Charter Academy
Charter School

6 / 16 / 2021
Date

Harrisburg Area Community College



Dr. John Sygielski
President
Harrisburg Area Community College

06 / 28 / 2021
Date



CCA and HACC Course Use Agreement
ATTACHMENT A

Credit Courses - \$127.50/credit

- GIS 141 – Geospatial Technology (No textbooks)
- ARCH 111 – Architectural Graphics I (Textbook: \$119.95 new; \$99.00 used)

Programs/Non-Credit Courses

- Emergency Medical Technician Program - \$1,200x

INDUSTRY FAST TRACK AGREEMENT

Between



Johnson College

and



Commonwealth Charter Academy

Participating College

Johnson College
3427 North Main Ave.
Scranton, PA 18508
Phone: (570) 702-8949

Contact: Bill Burke, Vice President of Student and Academic Affairs

Participating Secondary School

Commonwealth Charter Academy
1 Innovation Way
Harrisburg, PA 17110
Phone: (717) 710-3300

Contact: Andrew J. Kalahanis, Director of Innovative Programs

Johnson College Industry Fast Track Agreement

With

Commonwealth Charter Academy

A. Background and Purpose

1. Commonwealth Charter Academy Charter School

Commonwealth Charter Academy Charter School (CCA) is a cyber charter school operating under a charter approved by the Pennsylvania Department of Education (PDE) pursuant to the Pennsylvania Public School Code of 1949 (School Code), 24 P.S. § 1-101 *et seq.* CCA specializes in providing an online, personalized learning experience to students in grades K-12 in Pennsylvania in order to prepare them for college, career, and life.

The School Code authorizes cyber charter schools to contract for services. 24 P.S. § 17-1714-A(a)(5). PDE recognizes that charter schools and cyber charter schools can purchase courses from post-secondary institutions and offer them as part of their own curriculum, with the post-secondary institution making independent determinations to award credit to students successfully completing the courses.

2. Johnson College

Johnson College is a two-year technical college offering in-person, online, and hybrid courses from its Scranton campus. Johnson College is approved by the Pennsylvania Department of Education and is accredited by the Middle States Commission on Higher Education, one of six regional accreditation organizations recognized by the U.S. Department of Education. The Mission of Johnson College is to provide real-world, hands-on learning in a caring environment and prepare graduates to enter into or advance in their careers.

3. Industry Fast Track Program and College and Career Readiness

Pennsylvania public schools, including cyber charter schools, are encouraged to offer college and career readiness programs. Rigorous courses of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, concurrent-enrollment courses, and concentrated Career and Technical Education programs of study – are included in the Future Ready PA Index, the PDE’s collection of student progress measures related to school and student success. Participation by high school students in career and technical preparation programs is authorized by the School Code (24 P.S. § 18-1801 *et seq.*) and highly encouraged by PDE.

The Industry Fast Track (IFT) Program is a joint partnership between area public schools and Johnson College. The IFT Program offers high school students an opportunity to enroll

simultaneously in secondary and post-secondary coursework at Johnson College. IFT Program courses are aligned to in-demand careers that offer individuals high-paying, family-sustaining wages. The courses meet state requirements for high school graduation while providing introductory level college courses. Students will remain enrolled full-time at their high school while attending classes at Johnson College.

B. Terms and Conditions

1. Articulation Defined

PDE defines “articulation” as “A planned process of curriculum development, instructional strategies and administrative procedures, which link educational agencies with other educational agencies or with industries. The linkage helps students make a transition from a school entity to another school entity, college or university or a business/industry without experiencing delays in or duplication of learning.” 22 Pa. Code § 339.1a(b). *See also* 22 Pa. Code § 49.1 (describing “articulation” as the transfer and recognition of academic achievement between institutions to facilitate the successful transfer of students without duplication of course work).

2. Term of Agreement

The following agreement outlines the terms and conditions of an articulation program for the IFT Program (Program) offered by Johnson College to Commonwealth Charter Academy (CCA). The term of this agreement is from **July 1, 2021 – June 30, 2025**.

3. Student Eligibility

- A. Students who meet all of the following criteria are qualified to participate in the Program:
 - a. The student is enrolled in CCA and completes the courses identified in Section 6 as a high school student.
 - b. The student is making satisfactory progress toward fulfilling applicable secondary school graduation requirements, as determined by CCA.
 - c. The student demonstrates readiness for college-level coursework in the intended subject area, as determined by Johnson College. The College will determine readiness based on recommendations from CCA, standardized test scores, and a placement exam if necessary.
- B. In order to remain in the Program, the student must maintain a secondary school grade point average of 2.0 in the applicable subject area of study.
- C. In order to receive credit at Johnson College for completion of a course in this Program, all fees described in Section 7 of this Agreement must be paid to Johnson College.

- D. Johnson College will allow CCA to review a course syllabus to ensure that the course is appropriate to recommend and/or provide credit for its students.

4. Courses Offered

The following criteria apply to all courses offered by this agreement:

- A. Courses are non-remedial.
- B. Courses are taught at a collegiate expectation/standard.
- C. Courses are identical to traditional Johnson College courses.
- D. Courses enforce prerequisite coursework requirements identical to those enforced for the courses when students who do not participate in the Program are not enrolled.

5. Location

Classes offered through this Program will be held, unless otherwise stipulated, at the Johnson College campus and through Distance Education.

6. Classes Offered

All first-year classes in the following programs are subject to the terms of this agreement for the academic years 2021 – 2025.

- Automotive Technology
- Carpentry & Cabinetmaking Technology
- Diesel Truck Technology
- Electrical Construction & Maintenance Technology
- Heating Ventilation & Air Conditioning Technology
- Heavy Equipment Technology
- Logistics & Supply Chain Management
- Welding Technology

7. Financial Information

- A. Maximum number of CCA students to be enrolled in Program courses per semester. N/A

- B. Approved cost for Program courses:
 - a. Allowable tuition * \$200 per credit hour
 - b. Books \$750 per year (est.)
 - c. Tools Varies by program **
 - d. Certification Exam (Welding Only) *** \$360

* Johnson College will only invoice for tuition cost. Purchasing additional items such as books, supplies, and tools will be the responsibility of the students or sponsoring institution.

** Tools may be required to participate in labs. The attached suggested tools list are recommended tools for students to acquire during their time at Johnson College and to take into industry when they begin their careers. Students should speak to the enrollment department and instructor regarding required tools for each course (See Appendix A – Suggested Tool Lists – Industry Fast Track).

*** AWS D1.1 Structural Welding – Steel Welding Certification Exam

C. Total Industry Fast Track Tuition Cost* (See Appendix B –Approved Industry Fast Track Schedules by Major)

Program	Fall Tuition	Intersession Tuition	Spring Tuition	Total Tuition
Electrical Construction & Maintenance	\$2,600.00	\$1,400.00	\$2,400.00	\$6,400.00
Heating Ventilation & Air Conditioning	\$2,600.00	\$1,400.00	\$2,400.00	\$6,400.00
Carpentry & Cabinetmaking	\$2,600.00	\$1,400.00	\$2,200.00	\$6,200.00
Automotive Technology	\$2,800.00	\$1,400.00	\$2,400.00	\$6,600.00
Diesel Truck Technology	\$2,800.00	\$1,400.00	\$2,400.00	\$6,600.00
Heavy Equipment Technology	\$2,800.00	\$1,400.00	\$2,400.00	\$6,600.00
Welding Technology	\$2,600.00	\$1,200.00	\$2,400.00	\$6,200.00
Logistics & Supply Chain Management	\$2,400.00	\$1,400.00	\$2,400.00	\$6,200.00

* Course credits only. Books, tools, and exams are additional.

8. Student Credit

- A. CCA will award credits for and recognize courses that are successfully completed under this agreement, which will be applied towards CCA’s high school graduation requirements.
- B. Johnson College will award post-secondary credit based on the student’s achievement in the course.
- C. If a CCA student becomes a regularly enrolled student at Johnson College following graduation from CCA, Johnson College shall recognize those credits awarded under this Agreement and they will be applied toward the student’s degree requirements. If a student does enroll at Johnson College after graduation from CCA, the registration fees that are required for undergraduate enrollment will be waived.

D. Credits earned at Johnson College may transfer to other institutions of higher education at the discretion of the receiving institution.

9. Grade Reporting

Students and/or their parents/guardians participating in the Program will be asked to sign a consent to release information form (attached). This permits CCA to send the Johnson College Office of the Registrar a report of the students' grades at the end of the semester.

Students that register for Program courses are agreeing to release information between CCA and Johnson College to permit the Johnson College Office of Registrar to receive grade reports from the CCA designee.

CCA and Johnson College understand that, by virtue of their performance under this Agreement, they may possess access to educational records protected under the Family Educational Rights and Privacy Act of 1974 (FERPA) where one or both parties act in the capacity of a person with a legitimate educational interest. CCA and Johnson College acknowledge that the intentional disclosure of any FERPA protected information to any unauthorized person could subject the school to criminal and civil penalties imposed by law. CCA and Johnson College further acknowledge that such willful or unauthorized disclosure also violates each school's policies and could result in immediate termination of this Agreement.

10. Promotional Materials

Both Johnson College and CCA agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures for the Program to students and parents.

Johnson College Enrollment Specialists agree to be available to CCA students participating in the Program.

Johnson College will host or co-host an information session on articulation for students and/or parents.

11. Additional Administrative Responsibilities

The following individuals will be responsible for the tasks listed below:

- A. Course Enrollment – CCA Staff
CCA staff will enroll students in Program courses in accordance with normal CCA procedures.
- B. Registration – Johnson College Admissions staff

A Johnson College representative will visit CCA each semester. All applicants for each semester will be registered in conjunction with personnel from CCA. A ten (10) day grace period will be observed from the date of registration for any student wishing to drop a class. All student registrations must be received no later than August 1st for the fall semester and January 1st for the spring semester.

- C. Record Keeping – CCA Staff and Johnson College Office of the Registrar
CCA staff and the Office of the Registrar at Johnson College will each maintain comprehensive records of courses taken and grades awarded to students participating in Program courses.

- D. Fiscal Transactions – Johnson College Office of the Registrar
CCA will pay the tuition and fees associated with the Program courses at the time of registration. Johnson College shall provide to CCA an invoice for the course fees for each student that started a course in the invoicing period. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.

Full payment must be received no later than 90 days from the start of the course. Any student for whom the course tuition has not been fully paid within the 90 days will be automatically withdrawn from the course(s) at Johnson College and credit will not be awarded for the course(s) in which they were enrolled. Johnson College will directly inform the CCA of all withdrawals on the above-mentioned dates.

CCA will make arrangements for purchasing of any books required for the Program courses. To the extent possible, CCA will work with Johnson College for purchase and billing of the books.

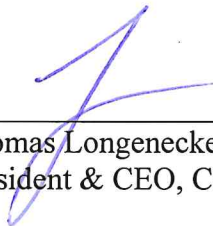
Students participating in courses under this Agreement will be fully responsible for all other costs associated with Program courses, including tools required for the courses.

- E. Library Privileges - Johnson College will grant CCA students enrolled in Program classes access to the campus library facilities.

- F. Pennsylvania Public School Code and Human Services Code Background Checks
CCA is subject to certain requirements in the Pennsylvania Public School Code and Human Services Code relating to employee and contractor background checks and reporting of suspected abuse recognition and reporting. CCA's Board of Trustees has adopted Board Policy 818 to address these requirements for independent contractors. Johnson College hereby agrees to comply with the applicable requirements of the Public School Code and Human Services Code and CCA Board Policy 818. Johnson College will submit background check authorizations for background clearance of

any of its employees and contractors who provide direct or virtual services to CCA students where such background clearances or clearance check authorizations are required to abide by the laws and ensure the safety of students. Johnson College may request a waiver from this requirement if the College can demonstrate that the College, and College's employees or contractors have completed a comparable background check that complies with State and Federal law.

Agreement between Johnson College and Commonwealth Charter Academy



Thomas Longenecker
President & CEO, Commonwealth Charter Academy



Date

Dr. Kellyn Williams
Chief Academic Officer, Johnson College

Date

Dr. Katie Leonard
President & CEO, Johnson College

Date

Appendices



Appendix A - IFT
Tool List.docx




Appendix B - IFT
Schedules.docx



May 11, 2022

MEMORANDUM

TO: Thomas D. Longenecker, President and CEO
FROM: Brandon Kwiatek 
SUBJECT: Commonwealth Charter Academy School District Agreement

Attached is the Commonwealth Charter Academy dual enrollment agreement for 2022-2023.

Enclosed please find the 2022-2023 agreement between the Commonwealth Charter Academy school district and Lehigh Carbon Community College. It has already been signed by LCCC but needs Commonwealth Charter Academy's approval and signatures.

Once approved and signed, please return to me at the below address.

Two things we are considering and would like your input:

1. We would like to have three-year contracts moving forward. Would you agree to this?
2. In this digital world, we would like to move these contracts to electronic with electronic signatures. Do you think this will work for your district?

Thank you.

Enclosure

Dual Enrollment Agreement

This Agreement is entered into by and between the Commonwealth Charter Academy (hereinafter referred to as the "School District") and Lehigh Carbon Community College (hereinafter referred to as the "College" or "LCCC"). This agreement sets out the terms and conditions of the dual enrollment program offered by these two institutions.

LCCC and the School District do hereby agree to the following:

1. Term

The term of this agreement shall be from July 1, 2022 – July 31, 2023

2. Student eligibility

A. Students who meet all of the following criteria are qualified to participate in the program:

- a. The student is satisfactorily meeting high school graduation requirements, as determined by the school district.
- b. The student demonstrates readiness for college level coursework in the intended subject area of study, as determined by LCCC. LCCC will determine readiness based on placement exams. In some cases, exemptions from placement exams can be used (ex. PSAT or SAT scores).

3. Courses offered

The following criteria apply to all courses covered by this Agreement:

- A. The courses are non-remedial.
- B. The courses are offered for college credit and approved by LCCC as dual enrollment offerings.
- C. The courses have a strong record of transferability to other institutions.
- D. The courses, as offered to dual enrollment students, are identical to those offered when dual enrollment students are not enrolled, including the use of an identical curriculum, assessments, instructional materials and faculty.
- E. The courses enforce prerequisite coursework requirements or placement scores identical to those enforced for the courses when dual enrollment students are not enrolled.
- F. Under Act 46 Community Colleges have established articulation agreements with the majority of four-year colleges and universities in Pennsylvania. Articulation agreements are the formal agreements between two higher education institutions that establish the smooth transfer of a student's credits and courses from one institution to the other.

4. Student Credit

- A. In order to complete a course listed in this Agreement, students must earn a minimum grade of 60. In order to transfer the credits, a grade of "C" or better is required.
- B. The School District will award credit for and recognize courses that are successfully completed under this Agreement.
- C. LCCC will award postsecondary credit to students who successfully complete courses identified in this Agreement in the same manner as that applied for all students. LCCC will transcript this credit in a manner similar to other students who take a course at this institution. If a dual enrollment student becomes a regularly enrolled student at LCCC following graduation from secondary school,

LCCC shall recognize those credits as applying to the student's degree requirements as it would for any regularly enrolled postsecondary student who took the courses.

5. **Promotional material:**

- A. Lehigh Carbon Community College agrees to make presentations for dual enrollment.
- B. Lehigh Carbon Community College application fees will be waived for students in dual enrollment courses.
- C. The School District will commit to promoting the program through various communication avenues including, but not limited to, newsletters to parents, assemblies, and announcements within the school.

6. **Additional Administrative Responsibilities**

The following people will be responsible for the tasks listed below:

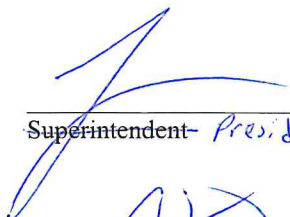
- A. Registration: LCCC will supply the School District with the necessary course registration materials.
- B. Record Keeping: The School District will screen student eligibility criteria and schedule classes. Lehigh Carbon Community College will keep records of courses taken and grades earned by dual enrollment students.
- C. Fiscal Transactions: Lehigh Carbon Community College expects payment by students at the time of registration, unless other arrangements are made to bill the School District.
- D. Counseling: The School District and LCCC commits to identifying academic counselors for students enrolled in dual enrollment courses. These persons will aid students in locating the necessary resources to be successful in their dual enrollment courses

The School District and Lehigh Carbon Community College agree not to unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this agreement.


The term of this agreement shall be from July 1, 2022 – July 31, 2023.

This agreement will be in effect as of the date of its signing for the college courses and term indicated; however, the agreement may be renewed with the written consent of both institutions. Either institution may terminate this agreement by written notice of at least six weeks in advance of the effective date of termination. Should this agreement be terminated, it is understood that the termination will not apply to students already accepted to Lehigh Carbon Community College under terms of this agreement, and currently enrolled in classes at LCCC.

For School District:




Superintendent- President & CEO Date
CCA

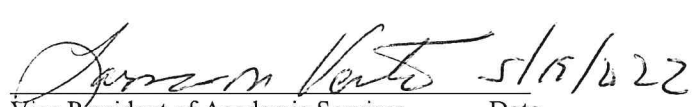


President, Executive Vice President Date
Board of School Directors CCA

For Lehigh Carbon Community College:



President Date
5/23/22



Vice President of Academic Services Date
and Student Development
5/15/22



Board Affirmation Statement

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

Charter Annual Report Affirmation

I verify that all information and records in Commonwealth Charter Academy's annual report are complete and accurate.

Affirmed on this 31 day of July, 2023

By:  (Signature of Board President)

Ralph I. Dyer (Print Name)

Chairman Board of Trustees

Charter School Law Affirmation

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

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

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 31 day of July, 2023
By: [Signature] (Signature of Board President)
Ralph I. Dyer (Print Name)
Chairman Board of Trustees

Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

Affirmed on this 31 day of July, 2023

By:  (Signature of Board President)

Ralph I. Dyer (Print Name)

Chairman Board of Trustees

Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this 31 day of July, 2023

By:  (Signature of Board President)

Ralph I. Dyer (Print Name)

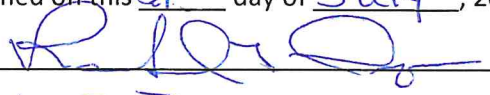
Chairman Board of Trustees

Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the “principal” of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed on this 31 day of July, 2023

By:  (Signature of Board President)

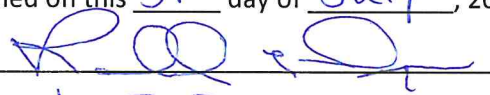
Ralph I. Dyer (Print Name)

Chairman Board of Trustees

Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 31 day of July, 2023

By:  (Signature of Board President)

Ralph I. Dyer (Print Name)

Chairman Board of Trustees