

**PENNSYLVANIA VIRTUAL CS**

Charter School Annual Report | 2022 - 2023

## School Profile

**LEA Name**

Pennsylvania Virtual CS

**AUN**

123460001

**Address 1**

630 Park Avenue

**Address 2****City**

King of Prussia

**State**

PA

**Zip Code**

19406

**Chief Administrator Name**

Dr Debra Heath-Thornton

**Chief Administrator Email**

dheath@pavcsk12.org

**Chief Administrator Phone**

(484) 680-7772

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

Mr. Steve Schutt

**Principal Email**

sschutt@pavcsk12.org

**Principal Phone**

484-680-7998

**Extension**

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**Principal Name**

Mr. Rick Verga

**Principal Email**

rverga@pavcsk12.org

**Principal Phone**

484-680-7893

**Extension****Principal Name**

Ms. Laura Afshari

**Principal Email**

lafshari@pavcsk12.org

**Principal Phone**

(484) 680-7867

**Extension**

**Principal Name**

Mr. Jason Fitzpatrick

**Principal Email**

jfitzpatrick@pavcsk12.org

**Principal Phone**

(484) 680-7729

**Extension**

**Principal Name**

Mrs. Diana Perney

**Principal Email**

dperney@pavcsk12.org

**Principal Phone**

(484) 680-7888

**Extension**

**Authorizing District(s)**

Cyber Charter - PDE is Authorizing Entity (**CHECKED**)

**Upload Current Charter (PDF only)**

Pennsylvania Virtual Charter School Renewal Application Decision.pdf

## Governance and Staff

### Board of Trustees Members

Name	Office	Check if New Member
Ms. Bonnie M. Schaefer	Chair, Board of Trustees	
Ms. Brenda Sachleben	Vice Chair, Board of Trustees	
Ms. Sophia Lewis	Secretary, Board of Trustees	
Mr. Victor Valentine Sr.	Treasurer, Board of Trustees	
Mr. Carl W. Schwartz	Trustee	

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

### Board of Trustees Meeting Schedule

Location	Date	Time
<a href="https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09">https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09</a>	2022-08-22	6:30 pm
<a href="https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09">https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09</a>	2022-10-22	1:30 pm
<a href="https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09">https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09</a>	2022-12-12	6:30 pm
<a href="https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09">https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09</a>	2023-02-27	6:30 pm

<a href="https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09">https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09</a>	2023-04-29	1:30 pm
<a href="https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09">https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09</a>	2023-06-26	6:30 pm

### Upload Board Minutes

Approved BoT\_Minutes\_22Aug22.pdf

Approved BoT\_Minutes\_22Oct22.pdf

Approved BoT\_Meeting\_Minutes\_12Dec22.pdf

Approved BoT\_Minutes\_\_27Feb23.pdf

Approved BoT\_Minutes\_29Apr23 (2).pdf

Draft BOT Meeting Minutes - June 26, 2023 .docx

### Leadership Team

Name	Title/Position	Check if New Member
Dr. Shaikha BuAli	Chief Academic Officer	
Dr. Debra Heath-Thornton	Chief Executive Officer	
Ms. Melissa Paris	Fiscal Management Officer	<b>(CHECKED)</b>

Mrs. Sherri Tate	Human Resource Officer	
Ms. Kinet Becker	Director of Special Education	
Mr. Rick Verga	Principal	
Mr. Steve Schutt	Principal	
Ms. Laura Afshari	Principal	
Mr. Douglas Wessels	Other	
Mrs. Vicki Andrews-Gilmore	Other	<b>(CHECKED)</b>
Mrs. Jennifer Brodhag	Other	
Mr. Jason Fitzpatrick	Principal	
Mr. Chris Gilligan	Other	

Dr. Damon Key	Other	
Mr. Sheik Meah	Other	
Mrs. Diana Perney	Principal	
Ms. Jamie Shedd	Other	
Mrs. Stefanie Solimine	Other	
Ms. Maureen Weinberger	Other	
Mr. Nate Achey	Other	
Melissa Alcaro	Assistant Principal	
Ms. Christine Gallagher	Assistant Principal	
Ms. Kate Taylor	Assistant Principal	



Ms. Emily Sullivan	Assistant Principal	
Ms. Christine Adams	Assistant Principal	
Ms. Anjleke Leon	Assistant Principal	
Mr. Samuel Alba	Assistant Principal	
Ms. Bethany Dombach	Assistant Principal	
Mr. Casey Wernick	Assistant Principal	
Ms. Andrea Wallach	Assistant Principal	
Mr. Charles Tranter	Assistant Principal	
Mr. Louis Rocchini	Assistant Principal	
Regina Kubica	Assistant Principal	<b>(CHECKED)</b>

**Explanation of Leadership Changes**

Dr. David Weitzel, Interim CEO, term expired Dr. Debra Heath-Thornton promoted to Chief Executive Officer from Senior Executive Vice President Dr. Shaikha BuAli promoted to Chief Academic Officer from High School Principal Ms. Regina Kubica hired as Assistant Principal Ms. Laura Afshari promoted to Principal, 9-12 from High School Assistant Principal Mr. Jason Billups resigned as Chief Financial Officer Ms. Melissa Paris hired as Chief Financial Officer Mrs. Vicki Andrews-Gilmore promoted to Director of Diversity, Equity & Inclusion

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

PDE 414 - PA Virtual 22-23 SY.pdf

**Quality of Teaching and Other Staff**

	<b># of Staff per Category</b>	<b># of Staff Appropriately Certified</b>	<b># of Staff Promoted</b>	<b># of Staff Transferred</b>	<b># of Staff Terminated</b>	<b># of Staff Contracted for Following Year</b>
<b>Chief Executive Officer</b>	1	1	0	0	0	1
<b>Chief Administrative Officer</b>	1	1	0	0	0	1
<b>Principal</b>	5	5	1	0	0	5
<b>Assistant Principal</b>	13	13	0	0	0	13
<b>Classroom Teacher (including Master Teachers)</b>	155	155	0	0	10	145
<b>Specialty Teacher (including Master Teachers)</b>	30	30	0	2	0	28

<b>Special Education Teacher (including Master Teachers)</b>	41	41	0	0	5	36
<b>Special Education Coordinator</b>	6	6	0	0	2	4
<b>Counselor</b>	11	11	0	0	1	10
<b>Psychologist</b>	3	3	0	0	1	4
<b>School Nurse</b>	4	4	0	0	0	4
<b>IT Director</b>	1	1	0	0	0	1
<b>Business Administrator</b>	2	2	0	0	1	1
<b>ISD, Curriculum Developers, Tech Support</b>	1	1	0	0	0	1
<b>HR Manager</b>	1	1	0	0	0	1
<b>Student Support Manager, Facilities Manager</b>	2	2	0	0	0	2
<b>Business Office, Administrative Support Staff, Teaching Assistants</b>	13	13	0	0	0	13
<b>Other</b>	15	15	0	0	3	12

<b>Totals</b>	305	305	1	2	23	282
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**Explanation of Substantial Differences**

During the 2022-2023 School Year, the Chief Financial Officer (Jason Billups) had resigned and a new Chief Financial Officer (Melissa Paris) joined the Finance Team. Additionally, there were a few resignations throughout the school year which is not atypical. However, the most significant difference between school years is the reduction in force that was necessary, unfortunately, at the end of the 2022-2023 School Year. Ten (10) of our team members (mixture of instructional and non-instructional) were released from the organization due in part to enrollment fluctuations in the K-4 program.

## **Fiscal Matters**

### **Major Fundraising Activities**

N/A

### **Fiscal Solvency Policies**

For the current year, there are no changes to existing policies and procedures designed to ensure and monitor fiscal solvency. The current policies and procedures to ensure and monitor fiscal solvency begin with the annual budget process. As required by Pennsylvania Virtual Charter School's (PA Virtual) By-Laws, and in accordance with PDE's Manual of Accounting and Financial Reporting for Pennsylvania (PDE-MAFRP), the annual budget is presented for adoption to the Board of Trustees (BoT) annually. PA Virtual follows the process prescribed in Act 14 and noted in the PDE Manual of Accounting and Financial Reporting for Pennsylvania (MAFRP) when developing its annual budget. Act 14 proposes a budget cycle that contains planning, preparation, adoption, implementation, and evaluation components. The budget is prepared with input from all areas of the organization. After careful analysis and consideration, the proposed budget is presented to the Finance Committee of the Board of Trustees, who review and forward the completed budget to the BoT at large. After public advertisement, again following procedures set forth by PDE-MAFRP and Act 14, the BoT adopts the budget at a public meeting in the month of June of each fiscal year. In addition to the budget process described above, procedures to monitor fiscal solvency include financial reporting to the PA Virtual BoT, as prescribed by the school's Financial Accounting Policy. PA Virtual's Financial Accounting Policy calls for the Chief Financial Officer to provide an updated financial reports package to the Finance Committee prior to regularly scheduled BoT meetings. The financial report package is reviewed in detail with the Finance Committee prior to distribution to the BoT at large. This financial reports package contains an executive summary, balance sheet, income statement, an income statement forecast, and other reports as requested. Following the Finance Committee's detailed review, the financial statements are then presented at a public board meeting. The presentment includes a recommendation by the BoT's Finance Committee to accept or reject the financial statements presented. After discussion, the BoT then motions to formally accept or reject the financial statements in public session.

### **Accounting System**

No changes were made to our accounting system.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances**

Preliminary statements of revenue, expenditures and fund balance for the period through June 30, 2023 have been uploaded below.

### **Upload Statements of Revenues, Expenditures & Fund Balances**

**Financial Audit Basics**

**Audit Firm**

Barbacane Thornton and Company

**Date of Last Audit**

2023-02-06

**Fiscal Year Last Audited**

2021-2022

**Explanation of the Report**

Please reference the audit report.

**Upload Financial Audit Document(s)**

Financial Audit Report 2021-2022.pdf

**Financial Audit Citations**

<b>Financial Audit Citations Description</b>	<b>Response</b>
N/A	N/A

**Federal Programs Consolidated Review**

**Federal Programs Consolidated Review Document(s)**

Yes

**Upload Available Federal Programs Consolidated Review Document(s)**

DRAFT\_123460001\_ProgramAssessment\_81464786\_Reviewed.pdf

DRAFT\_123460001\_FiscalAssessment\_31715030\_Reviewed.pdf

**Title I Status**

Yes

**Title I First Year Status**

No

**Date of Last Federal Programs Consolidated Review**

2023-05-12

**School Years Reviewed**

2022-2023

**Federal Programs Consolidated Review Report**

DRAFT\_123460001\_ProgramAssessment\_81464786\_Reviewed\_7f9ee07a.pdf

DRAFT\_123460001\_FiscalAssessment\_31715030\_Reviewed\_9a93df95.pdf

**Consolidated Review/Annual Report**

See Attached Documents for draft review. Have not received the final report letter as of 7.31.23.

**Federal Programs Consolidated Review Citations**

<b>Findings</b>	<b>Corrective Action(s) Taken</b>
Pending Final Report	Pending Final Report

## Special Education

### Special Education Support Services

<b>Position Title</b>	<b>Building(s) Name and Location for Charter Schools</b>	<b>Caseload</b>	<b>Low Age</b>	<b>High Age</b>
Director of Special Education	PA Virtual Charter School	0	05	21
Assistant Director of Special Education Support Services & Compliance Monitoring	PA Virtual Charter School	0	5	21
Assistant Director of Special Education	PA Virtual Charter School	0	5	21
Special Education Program Specialist	PA Virtual Charter School	0	5	21
Special Education Instructional Coordinator	PA Virtual Charter School	0	5	10
Special Education Instructional Coordinator	PA Virtual Charter School	1	11	15
Special Education Instructional Coordinator	PA Virtual Charter School	0	15	21
Special Education Instructional Coordinator	PA Virtual Charter School	0	5	21
Special Education Senior Support Services Coordinator	PA Virtual Charter School	0	5	21
Special Education Support Services Coordinator	PA Virtual Charter School	0	5	13



Special Education Support Services Coordinator	PA Virtual Charter School	0	11	14
Special Education Support Services Coordinator	PA Virtual Charter School	0	12	17
Special Education Support Services Coordinator	PA Virtual Charter School	0	13	21
School Psychologist	PA Virtual Charter School	0	5	14
School Psychologist	PA Virtual Charter School	0	8	21
Special Education Enrollment Coordinator	PA Virtual Charter School	0	5	21
Special Education Enrollment Specialist	PA Virtual Charter School	0	5	21
Transition Coordinator	PA Virtual Charter School	7	16	21

### Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
AOT, Inc.	.79	Outside Contractor	1
Attain Therapy, LLC	10.48	Outside Contractor	26
Behavior By Design, LLC	1.58	Outside Contractor	1

Connecting the Pieces, LLC	3.03	Outside Contractor	7
Ellingsen & Associates, Inc.	272.09	Outside Contractor	287
Fick Educational Services, LLC	5.79	Outside Contractor	4
Grow 2gether	1.4	Outside Contractor	2
Hopkins Education Resource Services, Inc. dba Tutordocor	.71	Outside Contractor	1
Inventive SLP	4.47	Outside Contractor	1
Kids First Affiliated Services, LLC	.27	Outside Contractor	1
Liberty Therapy Solutions, LLC	39.77	Outside Contractor	13
M.J. SLP Services, LLC	1.6	Outside Contractor	2
Northwest Tri-County IU 5	.12	Intermediate Unit	1
Opening Doors Therapy	7.3	Outside Contractor	19
Oxford Consulting Services, Inc.	1.49	Outside Contractor	2

Patricia M. Scapellati dba My Philly Speech	2.9	Outside Contractor	4
TeleMental Health Network, LLC dba Virtual School Counselor Network	23.61	Outside Contractor	49
The Hope Learning Center	2.46	Outside Contractor	4
Therapy Bridges, LLC	.49	Outside Contractor	1
Therapy House, LLC	2.37	Outside Contractor	3
Therapy Source	72.58	Outside Contractor	47
US Healthcare Services, LLC	10.89	Outside Contractor	3
Valley Family Therapeutics	1.1	Outside Contractor	1

**Special Education Cyclical Monitoring**

**Date of Last Special Education Cyclical Monitoring**

2022-05-16

**Upload Link to Report (Optional)**

**Special Education Cyclical Monitoring Report**

PA Virtual Charter School CMCI Report 5.16.2022.pdf

## Administrative Procedures for Internal Controls of IEP Development

IEP Paperwork Procedure- Updated 08-16-2021.pdf

### Special Education Personnel Development

#### Autism

Description of Training			
PASA Online Training			
Lead Person/Position			Year of Training
Diana Perney/ Director of Onboarding and Professional Development			2022
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
3	3	PA Virtual	Staff Members

#### Training Date Complete

2022-10-26

PASA Online Training\_Agenda\_10.12.22.pdf

PASA Online Training\_Attendance\_10.12.22.pdf

#### BehaviorSupport

Description of Training			
Diversity, Equity, and Inclusion			
Lead Person/Position			Year of Training
Vicki Andrews-Gilmore/ Director of Diversity, Equity, and Inclusion			2023
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	PA Virtual	Staff Members

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**Training Date Complete**

2023-02-01

Diversity, Equity, and Inclusion\_Agenda\_02.01.23.pdf

Diversity, Equity, and Inclusion\_Attendance\_02.01.23.pdf

**Training Date Complete**

2023-03-29

Diversity, Equity, and Inclusion\_Agenda\_03.08.23.pdf

Diversity, Equity, and Inclusion\_Attendance\_03.08.23.pdf

**Paraprofessional**

Training not offered.

**Transition**

Description of Training			
Transition IU Training-individualized			
Lead Person/Position		Year of Training	
Kris Koberlein/ Transition Consultant		2022-2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
.5	2	Montgomery County IU 23	Staff Members

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**Training Date Complete**

2023-02-24

Transition IU Training\_Agenda\_10.14.22.pdf

Transition IU Training\_Attendance\_10.14.22.pdf

Transition IU Follow Up Training\_Agenda\_02.24.23.pdf

Transition IU Follow Up Training\_Attendance\_02.24.23.pdf

**ScienceofLiteracy**

Description of Training			
Gale Library			
Lead Person/Position		Year of Training	
Vicki Andrews-Gilmore/ Director of Diversity, Equity, and Inclusion		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)

1.0	1	PA Virtual	Staff Members
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**Training Date Complete**

2023-02-25

Gale Library\_Agenda\_02.15.23.pdf

Gale Library\_Attendance\_02.15.23.pdf

**Training Date Complete**

2023-03-15

Learning Ally\_Agenda\_03.15.23.pdf

Learning Ally\_Attendance\_03.15.23.pdf

**Parent Training**

Description of Training			
Create a Handmade Journal			
Lead Person/Position			Year of Training
Jennifer Brodhag/ Director of Parent Education & Engagement			2023
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
0.5	1	PA Virtual	Parents

**Training Date Complete**

2023-01-26

Create\_a\_Handmade\_Journal\_Agenda\_01.26.23.pdf

Create\_a\_Handmade\_Journal\_Attendance\_01.26.23.pdf

**Training Date Complete**

2022-10-31

Getting\_Organized\_Agenda\_10.31.22.pdf

Getting\_Organized\_Attendance\_10.31.22.pdf

**Training Date Complete**

2023-01-30

Halfway\_There\_Agenda\_01.30.23.pdf

Halfway\_There\_Attendance\_01.30.23.pdf

**Training Date Complete**

2022-09-12

Set\_Up\_for\_Success\_Agenda\_09.12.22.pdf

Set\_Up\_for\_Success\_Attendance\_09.12.22.pdf

**Training Date Complete**

2022-12-05

Time\_Management\_Agenda\_12.05.22.pdf

Time\_Management\_Attendance\_12.05.22.pdf

**Training Date Complete**

2022-09-19

Communication\_is\_Key\_Agenda\_09.19.22.pdf

Communication\_is\_Key\_Attendance\_09.19.22.pdf

**Training Date Complete**

2023-03-06

Community\_Volunteering\_Opportunities\_Agenda\_03\_06\_23.pdf

Community\_Volunteering\_Opportunities\_Attendance\_03\_06\_23.pdf

**Training Date Complete**

2023-05-15

Resilience\_Agenda\_05.15.23.pdf

Resilience\_Attendance\_05.15.23.pdf

**Training Date Complete**

2022-10-17

Balancing\_Household\_Tasks\_Agenda\_10.17.22.pdf

Balancing\_Household\_Tasks\_Attendance\_10.17.22.pdf

**Training Date Complete**

2022-09-28

Behavior\_Support\_Agenda\_9\_28\_22.pdf

Behavior\_Support\_Attendance\_9.28.22.pdf

**Training Date Complete**

2022-11-30

Supporting\_Students'\_Mental\_Health\_in\_the\_Virtual\_Setting\_Agenda\_11.30.22.pdf

Supporting\_Students'\_Mental\_Health\_in\_the\_Virtual\_Setting\_Attendance\_11.30.22.pdf

**Training Date Complete**

2022-12-19

Preparing\_for\_Winter\_Break\_Agenda\_12.19.22.pdf

Preparing\_for\_Winter\_Break\_Attendance\_12.19.22.pdf

**Training Date Complete**

2023-03-27

Tackling\_Underachievement\_Agenda\_03.27.23.pdf

Tackling\_Underachievement\_Attendance\_03.27.23.pdf

**Training Date Complete**

2023-04-17

Independent\_Readers\_Agenda\_04.17.23.pdf

Independent\_Readers\_Attendance\_04.17.23.pdf

**Training Date Complete**

2022-10-26

Student Participation in IEP Meetings\_Agenda\_10.26.22.pdf

Student Participation in IEP Meetings\_Attendance\_10.26.22.pdf

**Training Date Complete**

2023-03-13

PSSA\_Parent\_Information\_Agenda\_03.13.23.pdf

PSSA\_Parent\_Information\_Attendance\_03.13.23.pdf

**Training Date Complete**

2022-11-14

Self\_Care\_for\_LCs\_Agenda\_11.14.22.pdf

Self\_Care\_for\_LCs\_Attendance\_11.14.22.pdf

**Training Date Complete**

2023-02-13

Advocacy\_and\_Engagement\_Agenda\_02.13.23.pdf

Advocacy\_and\_Engagement\_Attendance\_02.13.23.pdf

**Training Date Complete**

2022-11-10

OVR Presentation\_Agenda\_11.10.22.pdf

OVR Presentation\_Attendance\_11.10.22.pdf

**Training Date Complete**

2023-01-12

PA Family Network\_Agenda\_01.12.23.pdf

PA Family Network\_Attendance\_01.12.23.pdf

**Training Date Complete**

2023-01-25

Career Education\_Agenda\_01.25.23.pdf

Career Education\_Attendance\_01.25.23.pdf

**Training Date Complete**

2023-02-06

Pupil\_Health\_Agenda\_02.06.23.pdf

Pupil\_Health\_Attendance\_02.06.23.pdf

**Training Date Complete**

2022-12-12

Taking\_Notes\_Time\_Management\_Agenda\_12.12.23.pdf

Taking\_Notes\_Time\_Management\_Attendance\_12.12.23.pdf

**Training Date Complete**

2022-10-24

Title\_1\_Annual\_Meeting\_Agenda\_10.24.22.pdf



Title\_1\_Annual\_Meeting\_Attendance\_10.24.22.pdf

**Training Date Complete**

2023-02-27

5+5+5=Success\_Agenda\_02.27.23.pdf

5+5+5=Success\_Attendance\_02.27.23.pdf

**Training Date Complete**

2023-01-09

Child\_Development\_Basics\_Agenda\_01.09.23.pdf

Child\_Development\_Basics\_Attendance\_01.09.23.pdf

**Training Date Complete**

2022-09-26

Learning\_Styles\_Agenda\_09.26.22.pdf

Learning\_Styles\_Attendance\_09.26.22.pdf

**Training Date Complete**

2022-11-21

Study\_Tips\_for\_Students\_Agenda\_11.21.22.pdf

Study\_Tips\_for\_Students\_Attendance\_11.21.22.pdf

**Training Date Complete**

2023-05-22

Finishing\_Strong\_Agenda\_05.22.23.pdf

Finishing\_Strong\_Attendance\_05.22.23.pdf

**Training Date Complete**

2023-02-22

State\_Testing- Accommodations\_Agenda\_02.22.23.pdf

State\_Testing- Accommodations\_Attendance\_02.22.23.pdf

**Training Date Complete**

0023-03-20

PSSA\_Prep\_Possible\_Approach\_Agenda\_03.20.23.pdf

PSSA\_Prep\_Possible\_Approach\_Attendance\_03.20.23.pdf

**Training Date Complete**

2023-01-23

Destination\_Independence\_Agenda\_1.23.23.pdf

Destination\_Independence\_Attendance\_1.23.23.pdf

**Training Date Complete**

2023-03-29

Destination\_Independence\_Agenda\_1.23.23\_b2b60736.pdf

Destination\_Independence\_Attendance\_1.23.23\_1c385230.pdf

**Training Date Complete**

2022-12-14

Transition\_Agenda\_12.14.22.pdf

Transition\_Attendance\_12.14.22.pdf

**Training Date Complete**

2022-10-03

Setting\_Goals\_Agenda\_10.03.22.pdf

Setting\_Goals\_Attendance\_10.03.22.pdf

**IEPDevelopment**

<b>Description of Training</b>			
Collaborative Leadership			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Kinet Becker/Director of Special Education		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Who Participated (Audience)</b>
3.5	1	PA Virtual	Staff Members

**Training Date Complete**

2022-10-10

Collaborative Leadership\_Agenda\_10.10.2022.pdf

Collaborative Leadership\_Attendance\_10.10.2022.pdf

**Training Date Complete**

2022-08-25

Aimsweb\_Agenda\_8.25.22.pdf

Aimsweb\_Attendance\_08.25.22.pdf

**Training Date Complete**

2023-03-01

Creating Equitable School Systems\_Agenda\_03.01.23.pdf

Creating Equitable School Systems\_Attendance\_03.01.23.pdf

**Training Date Complete**

2023-01-27

Making Legally Sound Placement Decisions\_Agenda\_01.27.23.pdf

Making Legally Sound Placement Decisions\_Attendance\_01.27.23.pdf

**Training Date Complete**

2023-03-24

NOREPs\_Agenda\_03.24.2023.pdf

NOREPs\_Attendance\_03.24.2023.pdf

**Training Date Complete**

2022-08-24

Salesforce\_Agenda\_08.24.22.pdf

Salesforce\_Attendance\_08.24.22.pdf

**Training Date Complete**

2022-10-07

SDI Training\_Agenda\_09.09.22.pdf

SDI Training\_Attendance\_09.09.22.pdf

### Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
38	Elementary	Full-time (1.0)	07/06/2023 08:57 AM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.88

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9

<b>Age Range Justification</b>	<b>FTE %</b>
	0.05

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
*Caseload should be 2; however, with parameters in place for districts, a "1" has been entered as a placeholder		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
37	Secondary	Full-time (1.0)	07/06/2023 08:52 AM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
36	Elementary	Full-time (1.0)	07/06/2023 08:48 AM

<b>Building Name</b>
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Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
35	Secondary	Full-time (1.0)	07/06/2023 08:45 AM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
34	Secondary	Full-time (1.0)	07/06/2023 08:42 AM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
33	Elementary	Full-time (1.0)	07/06/2023 08:37 AM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
32	Elementary	Full-time (1.0)	07/06/2023 08:31 AM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11

<b>Age Range Justification</b>	<b>FTE %</b>
	0.1

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
31	Elementary	Full-time (1.0)	07/06/2023 08:27 AM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30	Elementary	Full-time (1.0)	07/05/2023 06:53 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 5
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
29	Elementary	Full-time (1.0)	07/05/2023 12:44 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		

Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Physical Support		
<b>Support Sub-Type</b>		
Physical Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
28	Secondary	Full-time (1.0)	07/05/2023 12:39 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15

<b>Age Range Justification</b>	<b>FTE %</b>
	0.12

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
27	Secondary	Full-time (1.0)	06/30/2023 02:32 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>

	0.12
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<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
26	Secondary	Full-time (1.0)	06/30/2023 02:02 PM

<b>Building Name</b>	
Pennsylvania Virtual CS	
<b>Support Type</b>	
Blind And Visually Impaired Support	
<b>Support Sub-Type</b>	
Blind And Visually Impaired Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
25	Secondary	Full-time (1.0)	06/30/2023 01:56 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.88

<b>Building Name</b>	
Pennsylvania Virtual CS	
<b>Support Type</b>	
Life Skills Support	
<b>Support Sub-Type</b>	
Life Skills Support (Grades 7-12)	
<b>Level of Support</b>	<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)	1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
*Caseload should be 8; however, with parameters in place for districts, a "1" has been entered as a placeholder		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
24	Secondary	Full-time (1.0)	06/30/2023 01:50 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		



Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
23	Secondary	Full-time (1.0)	06/30/2023 01:46 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		

<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
22	Secondary	Full-time (1.0)	06/30/2023 01:38 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>
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Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
21	Secondary	Full-time (1.0)	06/30/2023 01:28 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>

	0.25
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<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
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20	Secondary	Full-time (1.0)	06/30/2023 01:14 PM
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<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Secondary	Full-time (1.0)	06/30/2023 01:05 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15

<b>Age Range Justification</b>	<b>FTE %</b>
	0.04

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
18	Secondary	Full-time (1.0)	06/30/2023 12:55 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		



<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.88

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
*Caseload should be 9; however, with parameters in place for districts, a "1" has been entered as a placeholder		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
17	Multiple	Full-time (1.0)	06/30/2023 12:50 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		54
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Multiple	6 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload ages do not reflect student classroom placements. Students within instructional sessions are with same-aged peers.		0.83

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
16	Elementary	Full-time (1.0)	06/30/2023 12:46 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
15	Secondary	Part-time (0.5)	06/30/2023 12:41 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
14	Secondary	Full-time (1.0)	06/30/2023 12:05 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
13	Secondary	Full-time (1.0)	06/29/2023 02:06 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
12	Secondary	Full-time (1.0)	06/29/2023 01:54 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
	0.16

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
11	Elementary	Full-time (1.0)	06/29/2023 02:27 PM

<b>Building Name</b>	
Pennsylvania Virtual CS	
<b>Support Type</b>	
Autistic Support	
<b>Support Sub-Type</b>	
Autistic Support	
<b>Level of Support</b>	<b>Case Load</b>



Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>

0.15
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Secondary	Full-time (1.0)	06/29/2023 02:27 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Elementary	Full-time (1.0)	06/29/2023 02:27 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
8	Elementary	Full-time (1.0)	06/29/2023 01:33 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Secondary	Full-time (1.0)	06/29/2023 01:31 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	06/29/2023 01:27 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload ages do not reflect student classroom placements. Students within instructional sessions are with same-aged peers.		0.83

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.03

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
5	Secondary	Full-time (1.0)	06/29/2023 01:22 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
4	Elementary	Full-time (1.0)	06/29/2023 01:18 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
3	Secondary	Full-time (1.0)	06/29/2023 01:12 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		



<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14

<b>Age Range Justification</b>	<b>FTE %</b>
	0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
2	Elementary	Full-time (1.0)	06/29/2023 01:08 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
1	Elementary	Full-time (1.0)	06/29/2023 01:06 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

## Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Student Computer Chromebooks	630 Park Avenue - Administrative Office	1,110,486.67

### 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

PA Virtual Charter School does not have any plans for future facility development.

### Memorandum of Understanding

Organization	Purpose
Upper Merion Police Department, 175 W. Valley Forge Road, King of Prussia, PA 19406	To foster a relationship of cooperation and mutual support between the parties and maintain procedures to ensure the physical security and safety of the school's operating office located at: 630 Park Avenue, King of Prussia, PA 19406. The MOU is a 2-year agreement.

#### Upload of Memorandum of Understanding Document(s)

PA Virtual\_UMPD\_MOU\_CounterSigned\_042722 (002).pdf

### Articulation Agreements

#### Partnering Institution

Temple University

#### Agreement Type

**Program/Course Area**

Education

**Upload Articulation Agreement**

Temple MOU.pdf

## Management Survey

### Charter School Management Survey

**Charter School Name**

Pennsylvania Virtual CS

**Point of Contact Name**

Dr. Debra Heath-Thornton

**Point of Contact Telephone Number**

(484) 680-7772

**Extension****Point of Contact Email**

dheath@pavcs.us

### 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

2023 BoT Affirmation Annual Report 08252023.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

Debra Heath-Thornton

## 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

Dr. Debra Heath-Thornton

## 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

Dr. Debra Heath-Thornton



### **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**

Dr. Debra Heath-Thornton

### **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**

Dr. Debra Heath-Thornton

### **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**

Dr. Debra Heath-Thornton



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION

January 23, 2019

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

Dear Dr. Chandler,

The Pennsylvania Department of Education (Department) received the charter renewal application of the Pennsylvania Virtual Charter School (PA Virtual) dated September 28, 2015. Based on a thorough review of the charter renewal application and other documentation and the site visit conducted by the Department on November 2, 2016, the Department is renewing the charter of PA Virtual subject to the other information contained in this letter and any areas for correction noted with the Decision to Renew Charter. The renewed charter shall be effective for a term of five years beginning July 1, 2019 and ending June 30, 2024.

The Department will continue to monitor and examine PA Virtual's operations over its renewed charter term to determine whether it is meeting the terms of its charter, the requirements of the Charter School Law, and other applicable state and federal mandates. By granting a renewed charter, the Department does not waive and expressly reserves the right to notify PA Virtual of any violation of these terms and requirements, and to seek correction of such violation. In addition, the Department does not waive and expressly reserves the right to take action against PA Virtual in the form of charter revocation or nonrenewal for reasons including, but not limited to, those which have been addressed through this charter renewal.

The Department also notes that particular attention will be given to the academic progress of PA Virtual's students through the Department's monitoring of various indicators, including, but not limited to, academic achievement, academic growth, and adjusted cohort graduation rate. More specifically, beginning Fall of 2018, the academic performance of all public schools, including cyber charter schools, are evaluated based on standards for annual meaningful differentiation as identified by Pennsylvania's ESSA State Plan. Each year, the Department will calculate each public school's progress toward meeting or exceeding long-term goals. In addition, a cyber charter school that is identified for Comprehensive Support and Improvement (CSI) will be required to take specific corrective actions. Failure to exit CSI status may serve as a basis for revocation or nonrenewal of the cyber charter's charter.

If you have any questions regarding this letter, please contact Dr. Khaleel Desaque by email at [RA-edcybers@pa.gov](mailto:RA-edcybers@pa.gov) or by telephone at (717) 783-6964.

Sincerely,



Pedro A. Rivera  
Secretary of Education

**PENNSYLVANIA DEPARTMENT OF EDUCATION**

<b>Pennsylvania Virtual Charter School</b>	<b>:</b>	<b>Charter Renewal Effective:</b>
<b>Renewal Application</b>	<b>:</b>	<b>July 1, 2019 – June 30, 2024</b>
	<b>:</b>	

**Decision to Renew Charter**

Pursuant to the Charter School Law (CSL), 24 P.S. §§ 17-1701-A – 17-1751-A, the Pennsylvania Department of Education (Department) has the authority and responsibility to renew or not renew the charter of a cyber charter school. 24 P.S. § 17-1741-A(a)(3). The Department may decide not to renew a charter based on the criteria set forth in section 1729-A of the CSL, 24 P.S. § 17-1729-A. In addition, a cyber charter school must be in compliance with the material conditions, standards, and procedures contained in the written charter, meet the requirements for student performance set forth in 22 Pa. Code Chapter 4, meet generally accepted standards of fiscal management and audit requirements, be in compliance with the CSL and all other applicable law, provide all material components of each student’s education, and maintain the financial ability to provide services.

The Pennsylvania Virtual Charter School (PA Virtual) was granted a charter by the Department for the term of July 1, 2011 through June 30, 2016. PA Virtual submitted a renewal application to continue operating a cyber charter school and has been permitted to continue to operate its cyber charter school by extension of the previous charter term until such time as the Department completed its review of the renewal application.

Based on a comprehensive review of PA Virtual’s operation of its cyber charter school during the charter term of July 1, 2011 through June 30, 2016, including the information submitted with the renewal application and the information gathered by the Department during its site visit to PA Virtual on November 2, 2016, and during the time since that site visit, the Department is renewing PA Virtual’s charter to operate a cyber charter school. PA Virtual may continue to operate its cyber charter school by extension of the existing charter term, until the commencement of the term of the renewed charter.

The renewed charter shall be effective for a term of five (5) years beginning July 1, 2019 and ending June 30, 2024.

The Department reserves the right to continue to assess and review PA Virtual’s operation of its cyber charter school and to take action to revoke its charter based on any information that was or could have been reviewed prior to this charter renewal or discovered during future or ongoing assessments or reviews. The Department does not waive and expressly reserves the right to notify PA Virtual of any violation and to take action against PA Virtual, if necessary, including revocation or nonrenewal of the charter.

The Department is also providing written notice to PA Virtual of areas of the operation of its cyber charter school that require particular attention and correction. This notice is provided to allow PA Virtual the opportunity to address areas that may not be in compliance with applicable requirements. Failure to address areas identified by the Department may result in additional action by the Department, including revocation of the charter.



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Pedro A. Rivera  
Secretary of Education

1/23/2019

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Date Mailed

## APPENDIX A

Pursuant to section 1742-A of the Charter School Law (CSL), 24 P.S. § 17-1742-A, the Pennsylvania Department of Education (Department) has conducted an assessment and review of the Pennsylvania Virtual Charter School's (PA Virtual) operation of its cyber charter school. Based on this assessment and review, the Department has identified areas of operation of its cyber charter school which PA Virtual should further examine and implement corrective action to remediate any noncompliance with applicable requirements.

**PA Virtual must be prepared to provide information and documentary evidence to the Department during any future review by the Department of the cyber charter school's operations that demonstrates that the cyber charter school operates in compliance with all applicable requirements. Additionally, PA Virtual must be prepared to provide the Department with information and documentary evidence as to how it addressed or is working to address each of these areas identified below.**

Areas identified for examination by PA Virtual:

- Curriculum
- English as a Second Language
- Special Education
- Assessment and Accountability

**PA Virtual should examine its curriculum to ensure it meets the requirements of 22 Pa. Code Chapter 4.**

A cyber charter school must provide planned instruction to enable students to attain academic standards. 22 Pa. Code § 4.11. Planned instruction must include at a minimum the following elements: 1) objectives to be achieved by all students; 2) content, including materials and activities; 3) estimated instructional time devoted to achieving academic standards; 4) relationship between the objectives and academic standards; and 5) procedures for measurement of the objectives. 22 Pa. Code § 4.11. A cyber charter school must provide planned instruction aligned with academic standards to every elementary student every year in the areas set forth in 22 Pa. Code § 4.21, to every middle school student at least once in the areas set forth in 22 Pa. Code § 4.22, and to every high school student at least once in the areas set forth in 22 Pa. Code § 4.23.

A cyber charter school must provide a curriculum that meets the requirements of 22 Pa. Code Chapter 4 and that enables students to meet the academic standards under 22 Pa. Code Chapter 4. 24 P.S. §§ 17-1729-A(a)(2) and 17-1749-A(b)(1). A cyber charter school must have a curriculum framework to demonstrate that learning objectives and outcomes have been established for every course offering. A cyber charter school must have curriculum mapping to demonstrate that course instruction, materials, and activities are aligned to learning objectives and outcomes. Each course offered by a cyber charter school must be aligned to eligible content and assessment anchors that will be measured on the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and local assessments, and to Pennsylvania academic standards.

In its renewal application, PA Virtual provided two documents, one entitled “Pennsylvania Core Alignments Grades K-12 English Language Arts, Mathematics, History, and Social Studies,” and the other entitled “Pennsylvania Core Alignments Science and Technical Subjects.” These documents failed to contain the elements of planned instruction as required by 22 Pa. Code § 4.11. Furthermore, PA Virtual failed to provide any evidence of planned instruction for particular areas. Specifically, PA Virtual did not have planned instruction for its elementary students in the following areas: Environment and Ecology; Health, Safety, and Physical Education; and Fine Arts, including art, music, dance, and theatre. PA Virtual did not have planned instruction for its middle school students in the following areas: Information Skills; Health, Safety, and Physical Education; Fine Arts, including art, music, dance, and theatre; Career Education; Technology Education; and Family and Consumer Science. PA Virtual did not have planned instruction for its high school students in the following areas: Environment and Ecology; Health, Safety, and Physical Education; Fine Arts, including art, music, dance, theatre; Use of Applications of Microcomputers and Software; Family and Consumer Science; Vocational Education; Business Education; World Languages; Technology Education; and College Level Advanced Placement courses. In addition, PA Virtual failed to provide evidence of curriculum mapping, framework, and alignment for every course offering.

At a minimum, PA Virtual should be prepared to provide the Department the following:

- planned instruction in accordance with 22 Pa. Code § 4.11 for every course offering;
- curriculum framework to demonstrate that learning objectives and outcomes are established for every course offering;
- curriculum mapping to demonstrate that course instruction, materials, and activities are aligned to learning objectives and outcomes for every course offering; and
- evidence that each course offering is aligned to eligible content and assessment anchors that is measured on the PSSA, Keystone Exams, and local assessments, and to Pennsylvania academic standards.

**PA Virtual should examine its English as a Second Language Program.**

A cyber charter school must have an effective English as a Second Language (ESL) program to facilitate a student’s achievement of English proficiency and the academic standards under 22 Pa. Code § 4.12. Programs under this section shall include appropriate bilingual-bicultural or ESL instruction. A Department Basic Education Circular entitled *Educating English Learners (ELs)*, 22 Pa. Code § 4.26, states that each local education agency must have a written language instructional program, and provides information relating to the required components for an ESL program.

A cyber charter school must identify EL students and place them into an ESL program. To this end, a cyber charter school must administer a Home Language Survey to every newly enrolled student to identify those students who speak a language other than English and then place those students on a Primary Home Language Other Than English (PHLOTE) list. A cyber charter school must administer the WIDA Access Placement Test (W-APT) to measure the English language proficiency of its students on the PHLOTE list if the students do not have an academic

record indicating placement in an ESL program. A cyber charter school must use the results of the W-APT, along with consideration of other criteria, to determine placement of its EL students in its ESL program.

A cyber charter school must have an ESL program model that is reasonably calculated to the educational theory upon which the program is based. To ensure EL students are able to overcome their language barriers, an ESL program must include an evaluation component, including a process by which the program is regularly and periodically evaluated and adjusted using EL student assessment data.

As part of its ESL program, a cyber charter school must provide daily instruction to its EL students through English language acquisition classes and academic content classes. Instruction must be commensurate with each EL student's proficiency level based upon the student's needs and the cyber charter school's ESL program delivery model. To ensure meaningful, comprehensive access to all content areas, the cyber charter school must make adaptations to instruction and assessments available to its EL students in all academic content classes. Instruction in academic content classes must be aligned to Pennsylvania academic standards and the Pennsylvania English Language Proficiency Standards (PA ELPS). In addition, a cyber charter school must support instructional planning and evaluation efforts between ESL and content area teachers, such as arranging for common planning time. All schools, including cyber charter schools, must offer professional development related to ESL to its entire staff.

Another required component of an ESL program is an ESL curriculum aligned to Pennsylvania academic standards and PA ELPS that is separate from any other content area instruction. A cyber charter school must identify the number of courses and amount of on-line time required for ESL instruction. A cyber charter school must administer the annual ELP assessment (ACCESS for ELLs) to all EL students to measure progress and/or attainment of the student's proficiency level for each area tested. A cyber charter school must use the same grading system to grade its EL students as it uses to grade all other students and must not retain its EL students based solely on lack of English language proficiency.

A cyber charter school must apply Pennsylvania's exit criteria in order to exit EL students from its ESL program and monitor such students for two years after their exit. Monitoring should be based on periodic reviews, local assessments, required state assessments, and teacher observation.

Other components of an ESL program require a cyber charter school to communicate with parents and guardians in their preferred language and mode of communication and provide translation and interpretation services to parents and guardians. A cyber charter school must also report LEP data in the LEP Data Collection System in the Pennsylvania Information Management System. In addition, a cyber charter school's budget should reflect the school's provision of ESL resources, including staffing, professional development, and translation and interpretation services.

Shortly before the Department's site visit to PA Virtual on November 2, 2015, PA Virtual hired a new ESL coordinator and a new ESL teacher to administer its ESL program. The recent changes



in ESL personnel significantly interfered with PA Virtual's ability to demonstrate the implementation of its ESL program during the site visit. At the time of the site visit, PA Virtual's new ESL personnel had just begun contacting the Department and accessing other ESL resources for technical assistance and guidance as how to set up and implement an ESL program. Regardless of the change in personnel, however, PA Virtual must have an ESL program with applicable policies, procedures, practices, and funding in place at all times to ensure continuity of its program even in the event of staff turnover.

At a minimum, PA Virtual should be prepared to provide the Department the following:

- demonstration that PA Virtual is administering a Home Language Survey to every newly enrolled student and placing its EL students on a PHLOTE list;
- demonstration that PA Virtual is administering the W-APT to its EL students placed on its PHLOTE list;
- demonstration that PA Virtual is using the results of the W-APT to place its EL students into its ESL program;
- description of PA Virtual's ESL program model and an explanation as to how it is reasonably calculated to the educational theory upon which it is based;
- evidence of PA Virtual's evaluation of its ESL program based on its EL students' assessment data;
- demonstration that ESL instruction is being provided to EL students on a daily basis through English language acquisition classes and academic content classes;
- demonstration that instruction is being provided to EL students that is commensurate with their proficiency level and PA Virtual's ESL program delivery model;
- identification of exact hours of ESL instruction that is being provided to EL students,
- demonstration that adaptations to instruction and assessments are available to EL students in all academic content classes;
- evidence that instruction in academic content classes is aligned to Pennsylvania academic standards and PA ELPS;
- demonstration that support is being provided to facilitate instructional planning and evaluation efforts between ESL and content area teachers;
- demonstration that professional development in the area of ESL is being provided to all staff;
- evidence of an ESL curriculum that is aligned to Pennsylvania academic standards and PA ELPS;
- identification of the number of courses and amount of on-line time required for ESL instruction;
- evidence of the same grading system being used for its EL students as it uses for all other students;
- evidence that PA Virtual is exiting its EL students from its ESL program in accordance with required criteria and monitoring such students for two years after their exit;

- evidence that PA Virtual is communicating with parents and guardians in their preferred language and mode of communication and making available translation and interpretation services to parents and guardians;
- evidence of PA Virtual reporting its LEP data in the LEP Data Collection System in the Pennsylvania Information Management System in a timely manner;
- evidence of PA Virtual's budget reflecting the school's provision of ESL resources, including staffing, professional development, and translation and interpretation services; and
- an ESL program policy that incorporates all required ESL program components and applicable procedures.

**PA Virtual should examine its special education program.**

A cyber charter school must comply with federal and state requirements applicable to educating students with disabilities. 24 P.S. § 17-1749-A; 22 Pa. Code Chapter 711. In particular, a cyber charter school must make parent counseling and training available to assist parents in understanding the special needs of their child, to provide parents with information about child development, and to help parents acquire the necessary skills that will allow them to support the implementation of their child's individualized education plan. 22 Pa. Code § 711.3(b)(6). In addition, a cyber charter school must ensure that all special education personnel are adequately prepared to provide special education and related services to students with disabilities. 22 Pa. Code § 711.3(18). This should include training sessions on topics, such as behavior support, inclusive practices, transition, autism, and interagency. A cyber charter school must also make services available to facilitate the transition of its students with disabilities from school to post-school activities, including post-secondary education, employment, and independent living. 22 Pa. Code § 711.3(b)(8).

While PA Virtual offers and provides parent training and personnel development, PA Virtual should work to improve the amount and variety of such training and development programs to ensure that parents and personnel are appropriately and adequately prepared to address the needs of their children and students with disabilities. In addition, PA Virtual should make available additional resources to assist its students with disabilities with transitioning from school to post-school activities.

**At a minimum, PA Virtual should be prepared to provide the Department with the following:**

- evidence of additional counseling and training offered and provided to parents of children with disabilities in accordance with 34 C.F.R. § 300.34;
- evidence of additional professional development offered and provided to special education personnel in accordance with 34 C.F.R. § 300.207; and
- evidence of additional services offered and made available to students with disabilities to assist them with the transition between school and post-school activities in accordance with the requirements set forth in 34 C.F.R. § 300.43.

**PA Virtual should examine its assessment and accountability program.**

A cyber charter school must meet the requirements for student performance set forth in 22 Pa. Code Chapter 4. Pennsylvania's state student assessment requirements are set forth in Chapter 4. 22 Pa. Code §§ 4.51-4.52. The benchmark for academic success is progress from year-to-year. The Department expects cyber charter schools to improve academically from the prior year, as demonstrated by various indicators, individually, collectively, or in any combination. A cyber charter school that is not making progress from year-to-year must have remedial programs in place and should complete and implement a school improvement plan.

The Department examined various indicators, including, but not limited to, academic achievement, graduation rates, and attendance rates, of PA Virtual's performance over its charter term under review.<sup>1</sup>

In 2014-2015, 29.5% of students in the "all students" group scored proficient or better on the Pennsylvania System of School Assessments (PSSA)/Keystone Exam in Math/Algebra. The percentage of advanced and/or proficient students in Math/Algebra at PA Virtual decreased to 26% in 2015-2016. In 2016-2017, 25% of PA Virtual's "all students" category were deemed proficient or advanced in Math/Algebra, and in 2017-2018, 26% of PA Virtual students from the "all students" group were proficient or advanced in Math/Algebra.

In 2014-2015, 54.9% of the "all students" category scored proficient or better on the PSSA/Keystone ELA exams. In 2015-2016, 50.7% of PA Virtual's students were proficient or advanced in ELA. In 2016-2017, 52% of PA Virtual students scored proficient or advanced and in 2017-2018, 59% of PA Virtual students scored proficient or advanced in ELA.

In 2014-2015, 57.5% of students in the "all students" group scored proficient or better on the PSSA/Keystone exams in the area of Science/Biology. In 2016-2017, that percentage decreased to 52.4% and, in 2017-2018, decreased slightly 52.3% of students in the "all students" category scored proficient or better on the PSSA/Keystone Exams in the area of Science/Biology.

In 2012-2013, PA Virtual's 4-year cohort graduation rate was 72.98%. This rate went as high as 80.95% in 2015-2016, but in the most recent reporting period – *i.e.*, 2016-2017, PA Virtual's graduation rate was 67.84%.

In 2012-2013, Pa Virtual's attendance rate was 95.73%. Pa Virtual's attendance rate has fluctuated slightly over the years, but in the most recent reporting period – *i.e.*, 2017-2018, Pa Virtual's attendance rate was 97.07%.

Beginning Fall of 2018, the academic performance of all cyber charter schools will be evaluated based on standards for annual meaningful differentiation as identified by Pennsylvania's ESSA State Plan. Each year, the Department will calculate for each public school, including PA

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<sup>1</sup> Related to academic achievement, review efforts were focused on performance after the 2014-2015 school year, when the state's revised academic content standards triggered an increase in the rigor and performance levels of the PSSAs.

Virtual, its progress toward meeting or exceeding long-term goals. In addition, a cyber charter school that is identified for Comprehensive Support and Improvement (CSI) will be required to take specific corrective actions. Identification as a CSI school may serve as a basis for revocation or nonrenewal of the cyber charter's charter.

Therefore, notwithstanding that the Department has renewed PA Virtual's charter, the Department may require corrective action and/or use identification as a CSI school or failure to exit CSI status as a basis for nonrenewal or revocation of PA Virtual's charter.

At a minimum, PA Virtual should be prepared to provide to the Department the following:

- a comprehensive needs analysis that identifies the root causes of inconsistent student achievement results,
- a comprehensive data analysis that examines school demographics and PSSA and Keystone data for the all student group and each subgroup;
- an explanation of remedial programs that PA Virtual will use to ensure consistent growth from year-to-year, and
- a written plan of action for increasing its academic performance, academic growth, and graduation rates.

# Board of Trustees Meeting Minutes

## August 22 , 2022 – 6:30 pm



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

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

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

### 1. Meeting Opening

#### A. Call to order

The public meeting was called to order at 6:31 PM on August 22, and adjourned at 1:37 pm on October 22, 2022 by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: C. Schwartz SM: V. Valentine Action: 4-0

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

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

**3. Reports to the Board**

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

**B. Teaching, Learning, and Family Support** (Dr. Shaikha BuAli, Chief Academic Officer)

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

**D. Public Affairs & Accountability** (Doug Wessels, Chief Public Affairs & Accountability Officer)

**E. Director of Diversity, Equity and Inclusion** (Vicki Andrews-Gilmore)

**F. Sr. EVP's report** (Dr. Debra Heath-Thornton, Sr. Executive Vice President)

**4. Governance Committee**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: June 27, 2022.

MM: C. Schwartz      SM: V. Valentine      Action: 4-0

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

**B. Approval of Bylaws**

Be it resolved that the Board of Trustees hereby accepts the Bylaws as written.

MM: B. Sacheloben SM: V. Valentine      Action: 4-0

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

### **C. Approval of Policies**

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

MM: V. Valentine SM: C. Schwartz Action: 4-0

- 1103 - Board of Trustees Background Checks & Clearances
- 1110 - Public Participation in Board Meetings
- 2010 - Service Animal Policy
- 2145 - PAVCS Consequences for Students Convicted or Adjudicated Delinquent of Sexual Assault Policy
- 2702 - Section 504 Policy
- 3201 - Acceptable Use & Internet Safety Policy
- 3202 - Improper, Negligent or Willful Damage to Computer, Printer, Monitor and or other School Property
- 3203 - Remote Access and Monitoring of School-Issued Technology Policy
- 4101 Mandated Reporter Policy

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

### **D. Motion to pass the Dual Enrollment Agreements with Institutions of Higher Education Policy**

Be it resolved that the Board of Trustees hereby approves the Dual Enrollment Agreements with Institutions of Higher Education policy.

MM: C. Schwartz SM: B. Sachleben Action: 4-0

- Dual Enrollment Agreements with Institutions of Higher Education policy

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

**E. Approval of Charter School Annual Report and TSI Title 1 School Plan 2022-2023**

Be it resolved that the Board of Trustees hereby approves the Charter School Annual Report and the submission of the TSI Title 1 School Plan 2022-2023.

MM: V. Valentine SM: C. Schwartz Action: 4-0

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

**F. Election of Officers**

Be it resolved that the Board of Trustees hereby elects the following as Officers for the PA Virtual Board of Trustees for the 2022-2023 school year.

MM: B. Sachleben SM: V. Valentine Action: 4-0

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



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

**G. Approval of Committee Membership**

Be it resolved that the Board of Trustees hereby approves the following committee structure and membership for the 2022-2023 school year.

MM: C. Schwartz SM: B. Sachleben Action: 4-0

<b>Committee</b>	<b>Chair</b>	<b>Member(s)</b>
Finance	Victor Valentine	Dr. Debra Heath-Thornton; Jason Billups
Governance and Nominating	Bonnie M. Shaefer	Dr. Debra Heath-Thornton Brenda Sachleben
Human Resources	Sophia Lewis	Dr. Debra Heath-Thornton Carl Swartz

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

**H. Ratification of signature authority in the Education Names and Addresses (EdNA) System**

Be it resolved that the Board of Trustees hereby grants signature authority for Security Administrators in EdNA to the following people.

Dr. David Weitzel, Chief Executive Officer  
 Dr. Debra Heath-Thornton, Sr. Executive Vice President  
 Dr. Shaikha BuAli, Chief Academic Officer  
 Mr. Steven Schutt, Principal K-4  
 Mr. Richard Verga, Principal 5-8  
 Ms. Laura Ashfari, Principal 9-12  
 MM: C. Schwartz SM: V. Valentine Action: 4-0

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

**5. Finance Committee**

**A. Approval of Financial Statements**

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

MM: V. Valentine SM: C. Schwartz Action: 4-0

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

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

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

MM: B. Sachleben SM: C.Schwartz Action: 4-0

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

## 6. Human Resources Committee

### A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from June 22, 2022 to August 10, 2022.

MM: C. Schwartz SM: V. Valentine Action: 4-0

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

### B. Staff Recognition

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

1. Dr. Mindy Byham, Ph.D. will speak at the Pennsylvania Coalition of Public Charter Schools Annual Conference in September. She will present on how trauma impacts learning and what school staff can do to improve outcomes.

MM: V. Valentine SM: C. Schwartz Action: 4-0

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

Mr. Victor Valentine	x		
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**7. Other Action Items**

**A. Approval of the Resolution to Execute Settlement Agreement**

Be it resolved that the Board of Trustees hereby approves and agrees to execute the Settlement Agreement; regarding Bargaining Unit Member discipline, that is entered into by and between the PA Virtual Charter School, the PA Virtual Education Association and an instructional staff member to fully and completely resolve the Arbitration scheduled for June 20, 2022

MM: C. Schwartz SM: B.Sachleben Action: 4-0

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

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

**9. Closing of Meeting**

**A. Motion to recess this meeting until future appointed time to review policies still under review.**

Be it resolved that the Board of Trustees hereby approves and agrees to reconvene this meeting until future appointed time to review policies still under review.

MM: B. Sachleben SM: C. Schwartz Action: 4-0

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

**1. Motion to amend the agenda to elect Sophia Lewis and Bonnie Schaefer to start new terms on the Board of Trustees.**

Be it resolved that the Board of Trustees hereby approves the motion to amend the agenda to elect Sophia Lewis and Bonnie Schaefer to start new terms on the Board of Trustees effective

MM: C. Schwartz SM: V.Valentine Action: 4-0

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

**2. Motion to elect Sophia Lewis and Bonnie Schaefer to start new terms on the Board of Trustees.**

Be it resolved that the Board of Trustees hereby adopts the motion to elect Sophia Lewis and Bonnie Schaefer to start new terms on the Board of Trustees.

MM: C. Schwartz SM: B. Sachleben Action: 4-0

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

**3. Oath of Office administered to Ms. Bonnie M. Schaefer**

**B. Next Meeting - Public Meeting is being held on October 22, 2022 at 1:30 .**

**C. Recessed at 8:26 pm on August 22,2022**

**Adjournment Time: 1:37 PM October 22, 2022.**

MM: C. Schwartz    SM: V.Valentine    Action: 4-0

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



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Sophia Lewis, Secretary

# Board of Trustees Meeting Minutes

## October 22 , 2022 – 1:30 pm



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

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

### 1. Meeting Opening

#### A. Call to order

The Meeting was called to order at 1:38 pm by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: C. Schwartz SM: V. Valentine Action: 4-0

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

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

**3. Reports to the Board**

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

**B. Teaching, Learning, and Family Support** (Dr. Shaikha BuAli, Chief Academic Officer)

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

**D. Public Affairs & Accountability** (Doug Wessels, Chief Public Affairs & Accountability Officer)

**E. Director of Diversity, Equity and Inclusion** (Vicki Andrews-Gilmore, Director of Diversity, Equity, and Inclusion)

**F. Sr. EVP's report** (Dr. Debra Heath-Thornton, Sr. Executive Vice President)

**4. Governance Committee**

**A. Approval to Retire Board Policy 2903 - Gender Identity Information Change Policy**

Be it resolved that the Board of Trustees hereby approves retiring the Gender Identity Information Change Policy.

MM: C. Schwartz SM: V. Valentine Action: 4-0

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



**B. Approval of Policies**

Be it resolved that the Board of Trustees hereby approves the following policies:

MM: C. Schwartz SM: V. Valentine Action: 4-0

- Affirmation of Commitment to Diverse School Community
- Student Immigration
- Transgender and Gender Nonconforming Students Policy
- Social Media and Networking Guidelines
- Dual Enrollment Agreements with Institutions of Higher Education

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

**5. Finance Committee**

**A. Approval of Financial Statements**

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

MM: V. Valentine SM: C. Schwartz Action: 4-0

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

**B. Approval of Opening additional Certificate of Deposit accounts with TD Bank.**

Be it resolved that the Board of Trustees hereby approves the opening of additional Certificate of Deposit accounts with TD Bank. Be it further resolved,

the Board of Trustees, authorizes the Chief Financial Officer in conjunction with the Finance Committee, to reinvest maturing CDs, as long as the effective date of the CD is on or before June 30, 2023.

MM: V. Valentine SM:C. Schwartz Action: 4-0

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

## **6. Human Resources Committee**

### **A. Approval of Personnel Report**

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from August 11, through October 07, 2022.

MM: C. Schwartz SM: B. Sachleben Action: 4-0

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

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

### **8. Closing of Meeting**

**A. Next Meeting - Public Meeting is being held on December 12, 2022 at 6:30 p.m.**

**B. Adjournment Time: 2:16 pm**

MM: C. Schwartz SM: V. Valentine Action: 4-0

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

*Sophia Lewis*

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Sophia Lewis, Secretary

# Board of Trustees Meeting Minutes DRAFT

## December 12 , 2022 – 6:30 pm



The Board of Trustees met in Executive Session on October 22 and December 12, 2022 to discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

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

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

### 1. Meeting Opening

#### A. Meeting was called to order at 6:41pm

#### B. Pledge of Allegiance

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

#### C. Administer Oath to Sophia Lewis was postponed.

#### D. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben			7:21pm
Mr. Carl Schwartz	x		
Ms. Sophia Lewis		x	
Mr. Victor D. Valentine, Sr.	x		

#### E. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: C.S.      SM: V.V. Action: 3-0

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

## 2. Public Comment (Agenda Items Only)

### 3. Reports to the Board

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

**B. Teaching, Learning, and Family Support** (Dr. Shaikha BuAli, Chief Academic Officer)

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

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

**E. Diversity, Equity and Inclusion** (Vicki Andrews-Gilmore, Director of Diversity, Equity, and Inclusion)

**F. Sr. EVP's report** (Dr. Debra Heath-Thornton, Sr. Executive Vice President)

### 4. Governance Committee

#### A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: August 22 and October 22, 2022.

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

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

#### B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the following policy:

- Student Handbook and Code of Conduct

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

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

## 5. Finance Committee

### A. Approval of Financial Statements

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

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

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

## 6. Human Resources Committee

### A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from October 8 through December 8, 2022..

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

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

Mr. Victor Valentine	x		
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**B. Approval of Independent Contractor Agreement**

Be it resolved that the Board of Trustees approves the contract with Dr. David Weitzel to serve as Advisor to the CEO beginning February 14, 2023 and ending June 30, 2023 pending further review.

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

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

**C. Approval of Employment Contracts**

Be it resolved that the Board of Trustees hereby approves Employment contracts pending further review for:

- Dr. Debra Heath-Thornton
- Jason Billups

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

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

**D. Staff Recognition**

Be it resolved that the Board of Trustees hereby acknowledges the following accomplishment:

- The Human Resources Department was honored with the Excellence in Talent Acquisition by the Delaware Valley HR Department of the Year Award program.

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

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

## 7. Other Action Items

### A. Curriculum Review

Be it resolved that the Board of Trustees approves the contract with Dr. Robin Daniels for curriculum review.

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

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

### B. Calendars for 2023-2024 School Year

Be it resolved that the Board of Trustees hereby approves the 2023-2024 Academic, Staff and Board of Trustees calendars.

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

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



Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

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

**9. Closing of Meeting**

**A. Next Meeting - Public Meeting is being held on February 27, 2023 at 6:30 p.m.**

**B. Adjournment Time: 7:55pm**

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

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




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Sophia Lewis, Secretary

# Board of Trustees Meeting Minutes

## February 27, 2023 – 6:30 pm



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

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

The Board of Trustees met in Executive Session on February 27, 2023 to discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

### 1. Meeting Opening

#### A. Call to order

The meeting was called to order by Board Chair, Bonnie M. Schaeffer at 6:40 PM.

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

D. Motion to Amend the agenda to extend an employment contract for the CFO position.

Be it resolved that the Board approves the motion to amend the agenda to approve the extension of an employment contract for the CFO position.

MM: C.S      SM: B.S. Action: 5-0

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

**E. Motion to accept the extension of an employment contract for the CFO.**

Be it resolved that the Board adopts the agenda.

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

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

**F. Motion to defer the following 2 policies:**

Be it resolved that the Board of Trustees will defer these 2 policies until the April 29, 2023 Board Meeting.

- Nondiscrimination of Students & Title IX Policy
- Attendance Policy

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

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

### G. Adoption of the Agenda

Be it resolved that the Board adopts the agenda as amended.

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

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

## 2. Public Comment (Agenda Items Only)

### 3. Reports to the Board

**A. Independent Auditor Report on FY 21-22 (Mr. Tim Sawyer)**

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

**C. Diversity, Equity and Inclusion** (Vicki Andrews-Gilmore, Director of Diversity, Equity, and Inclusion)

**D. Teaching, Learning, and Family Support** (Dr. Shaikha BuAli, Chief Academic Officer)

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

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

**G. CEO's Report** (Dr. Debra Heath-Thornton, Chief Executive Officer)

## 4. Governance Committee

### A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: December 12, 2022.

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

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

Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

**B. Approval of Policies**

Be it resolved that the Board of Trustees hereby approves the following revised policies:

- Enrollment Policy
- Religious Beliefs/Customs and Exemptions From Instruction Policy
- Nondiscrimination of Students & Title IX Policy- Held for discussion at the April 29, 2023 meeting.
- Anti-Bullying & Anti-Hazing Policy
- Procurement- Uniform Grant Guidance
- Remote Access & Marketing of School Issued
- Digital Camera Policy
- Attendance Policy - Held for discussion at the April 29, 2023 meeting.

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

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

**C. Ratification of signature authority in the Education Names and Addresses (EdNA) System**

Be it resolved that the Board of Trustees hereby grants signature authority for Security Administrators in EdNA to the following people.

Dr. Debra Heath-Thornton, Chief Executive Officer

Mr. Jason Fitzpatrick Principal, Pupil Services

Ms. Diana Perney, Principal, Onboarding & Professional Development

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

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

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

**5. Finance Committee**

**A. Approval of Financial Statements**

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

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

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

**B. Approval of Independent Auditors Report for FY 21-22**

Be it resolved that the Board of Trustees hereby accepts the Independent Auditor's Annual Audit for FY 21-22.

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

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

**6. Human Resources Committee**

**A. Approval of Personnel Report**

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from December 09, 2022 through February 13, 2023.

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

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

**B. Staff Recognition**

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

Dr. Mindy Byham presented at the National Association of School Psychologists Annual Convention on February 10th 2023. She spoke on how trauma impacts the brain and learning, and what educators can do to mitigate the effects.

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

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

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

**8. Closing of Meeting**

**A. Next Meeting - Public Meeting is being held on April 29 , 2023 at 1:30 p.m.**

**B. Adjournment Time: 8:27**

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

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

*Sophia Lewis*

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Sophia Lewis, Secretary






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Title	BOT Meeting Minutes - February 27, 2023
File name	BOT Meeting Minut...e signed (1).pdf
Document ID	0ef38b137c01f6a368c2a858b1ee461c2ab4dd3b
Audit trail date format	MM / DD / YYYY
Status	● Signed

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### Document History

 SENT	<b>05 / 09 / 2023</b> 15:35:04 UTC	Sent for signature to Sophie Lewis (sophialewis7@hotmail.com) from jpufko@pavcsk12.org IP: 74.109.1.10
 VIEWED	<b>05 / 11 / 2023</b> 22:06:06 UTC	Viewed by Sophie Lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
 SIGNED	<b>05 / 11 / 2023</b> 22:06:21 UTC	Signed by Sophie Lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
 COMPLETED	<b>05 / 11 / 2023</b> 22:06:21 UTC	The document has been completed.

# Board of Trustees Meeting Minutes DRAFT

## June 26, 2023 – 6:30 pm



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

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: pavirtual

### 1. Meeting Opening

#### A. Call to order

The public meeting will be called to order at 6:56PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda..

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

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

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

**3. Reports to the Board**

- A. Finance, IT, & OPS** (Melissa Paris, Chief Financial Officer)
- B. Diversity, Equity and Inclusion** (Vicki Andrews-Gilmore, Director, Diversity, Equity and Inclusion)
- C. Teaching, Learning, and Family Support** ( Dr. Shaika BuAli, for Chief Academic Officer)
- D. Human Resources, Marketing, and Enrollment** (Sherri Tate, Chief Human Resources & Marketing Officer)
- E. Public Affairs & Accountability** (Doug Wessels, Chief Public Affairs & Accountability Officer)
- F. CEO** (Dr. Debra Heath-Thornton, Chief Executive Officer)

**4. Governance and Operations**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: April 29, 2023.

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

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

**B. Approval of Policies**

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

MM: V.V.      SM: C.S. Action:5-0

- Conflict of Interest #1102
- Attendance Policy #2003
- Service Animal Policy #2010
- Learning Coach Policy #2801??
- Travel Reimbursement- Uniform Grant Guidance #3020
- Procurement- Uniform Grant Guidance #3023

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

**C. Acceptance of the 2022-23 School Safety and Security Coordinator Report**

Be it resolved that the Board of Trustees hereby accepts the 2022-23 School Safety and Security Coordinator Report.

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

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

**D. Approval of the Charter Renewal Letter of Intent to PDE**

Be it resolved that the Board of Trustees hereby approves the letter of intent to renew our school charter that will be submitted to PDE by July 1. 2023..

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

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

**5. Finance Committee**

**A. Approval of Financial Statements**

Be it resolved that the Board of Trustees hereby approves the Financial Statements through MAY 31, 2023.

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

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

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

**B. Adoption of FY 2023-24 Budget**

Be it resolved that the Board of Trustees hereby adopts the 2023-2024 budget.

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

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

**6. Human Resources Committee**

**Motion to Amend the Agenda to approve the ELT and Dr. Weitzel's contract.**

Be it resolved that the Board of Trustees hereby approves the motion to amend the agenda.

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

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

**A. Approval of the ELT and Dr. Weitzel's contract.**

Be it resolved that the Board of Trustees hereby approves the contracts for the Executive Leadership team and Dr. David Weitzel.

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

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

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

**B. Approval of Personnel Report**

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from April 13-, 2023 to June 20, 2023.

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

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

**B. Staff Recognition**

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

1. Sherri Tate, Chief Human Resources & Marketing Officer, was recognized, at an awards ceremony on May 18<sup>th</sup>, for being selected as a finalist for the Delaware Valley HR Person of the Year award. for a medium size organization. The Delaware Valley HR Person of the Year Award was developed in 2001 to celebrate the Human Resources industry and to recognize those in the HR profession who exemplify outstanding achievement within our local human resources community.
2. Bryan Davis and the students of Rho Kappa received the Governor’s Silver Civic Engagement Award for their efforts in educating, engaging, and informing their fellow students on the importance of voting.

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

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

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

**8. Closing of Meeting**

**A. Next Meeting - Public Meeting is being held on August 21, 2023 at 6:30 p.m.**

**B. Adjournment Time: 8:17 PM**

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

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

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Sophia Lewis, Secretary

<b>Professional Staff - Pennsylvania Virtual Charter School</b>								
<b>Staff #</b>	<b>Name of Employee (List in Alpha. Order)</b>	<b>PPID #</b>	<b>All areas of Certification/ Type of Certificate</b>	<b>Grades Teaching or Serving</b>	<b>All Areas of Assignment Subject Areas Teaching or Services Provided</b>	<b>Hours Worked in Assign</b>	<b>% of Time in Certified Position</b>	<b>Time in Areas Not Certifie</b>
1	Achey, Nathan				Director of Information Technology	2080		100%
2	Adamo, Debra		ELEMENTARY K-6_2810 READING SPECIALIST PK-12_7650	7	ELA	1536	100%	
3	Adams, Christine		PRINCIPAL PK-12_1115 Administrative ELEMENTARY K-6_2810MIDDLE LEVEL SCIENCE 6-9_2880		Assistant Principal, K-4	2080	100%	
4	Adornetto, Danielle		SECONDARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist		Assistant Director of Guidance & Fed Programs	2080		100%
5	Afshari, Laura		MID-LEVEL CITIZ. ED 6-9_2870 ENGLISH 7-12_3230COMMUNICATIONS 7-12_3200ONLINE INSTRUCTION PROGRAM PK-12_1184 EndorsementPRINCIPAL PK-12_1115 Administrative		Principal, 9-12	2080	100%	
6	Ahohuendo, Omyeyle		FRENCH PK-12_4410 SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	French & Social Studies	1616	100%	
7	Alba, Samuel		PRINCIPAL PK-12_1115 Administrative GENERAL SCIENCE 7-12_8450BIOLOGY 7-12_8405		Assistant Principal, 9-12	2080	100%	
8	Alcaro, Melissa		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115 Administrative Provisional		Assistant Principal, Onboarding & Prof Development	2080	100%	
9	Alcott, Heather		MID-LEVEL CITIZ. ED 6-9_2870 ELEMENTARY K-6_2810READING SPECIALIST_7650MID-LEVEL ENGLISH 6-9_2850	K, 1 & 2	Academic Support	1536	100%	
10	Allen, Joshua		GRADES 4-8-ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100		Instructional Coach, 5-8	2080	100%	
11	Allison, Leigh Ann		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	K	Self-Contained	1536	100%	
12	Anderson, Kathryn		ELEMENTARY K-6_2810 MUSIC PK-12_7205	9, 10, 11, 12	Music	1536	100%	
13	Andrews-Gilmore, Vicki				Director of Diversity, Equity, & Inclusion	2080		100%
14	Ansel, Jessica		EARLY CHILDHOOD N-3_2840	3 & 4	Academic Support	1536	100%	



Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Hours Worked in Assign	% of Time in Certified Position	Time in Areas Not Certifie
15	Archer, Gladys		SPANISH PK-12_4490 ELEMENTARY K-6_2810	9, 10, 11, 12	Spanish	1192	100%	
16	Astorino, April		SECONDARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	9, 10, 11, 12	Career Educator	1616	100%	
17	Austin, Amy		ELEMENTARY K-6_2810	1 & 2	New Family Orientation Teacher	1656	100%	
18	Bacon, Tamara		ENGLISH 7-12_3230	9, 10, 11, 12	English	1536	100%	
19	Bahn, Tanya		SPECIAL EDUCATION PK-12_9225 ENGLISH 7- 12_3230SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Math-SPED	1536	100%	
20	Bank, Amanda		ELEMENTARY K-6_2810 LIBRARY SCIENCE PK- 12_6420READING SPECIALIST PK-12_7650	3	Self-Contained	1536	100%	
21	Barger, Laurie		READING SPECIALIST PK-12_7650 ELEMENTARY K- 6_2810	5 & 6	Academic Support	1616	100%	
22	Barnett, Katie		ELEMENTARY K-6_2810 NURSERY/KINDERGARTEN N-K_12833 Private School Teacher	1	Self-Contained	1536	100%	
23	Barth, Marika		SPECIAL EDUCATION PK-12_9231	9, 10, 11, 12	SPED-Math	440	100%	
24	Bartholomew, Rebecca		ELEMENTARY K-6_2810 READING SPECIALIST PK- 12_7650		Assistant Director of Enrollment			100%
25	Battle, LaToya		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	9, 10, 11, 12	School Counselor	1616	100%	
26	Bauer, Vanessa		MATHEMATICS 7-12_6800	8	Math	1536	100%	
27	Baumgard, Stephanie		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK- 12_9225	2	SPED	1616	100%	
28	Bazilian, Heidi		ENGLISH 7-12_3230 ONLINE INSTRUCTION PROGRAM PK-12_1184 Endorsement	9, 10, 11, 12	English	1536	100%	
29	Beatty, Mindy		ELEMENTARY K-6_7200	3	Self-Contained	1536	100%	

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30	Becker, Kinet		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810MENT AND/OR PHYS HANDICAPPED K-12_9235SUPVR SPECIAL EDUCATION PK-12_9215 Supervisory		Director of Special Education	2080	100%	
31	Berroa, Brigette		SCHOOL PSYCHOLOGIST PK-12_1875 Educational Specialist		School Psychologist	2080	100%	
32	Betzenberger, Suzanne		GENERAL SCIENCE 7-12_8450 PHYSICS 7-12_8470MID-LEVEL MATHEMATICS 6-9_2860EARTH AND SPACE SCIENCE 7-12_8440BIOLOGY 7-12_8405ONLINE INSTRUCTION PROGRAM PK-12_1184 Endorsement	9, 10, 11, 12	Science	1536	100%	
33	Bieber, Melissa		ELEMENTARY K-6_2810	4	Self-Contained	1536	100%	
34	Billups, Jason				Financial Advisor to the CEO & CFO	1040		100%
35	Blizman, Jennifer		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
36	Bohanan, Lindsey		SPECIAL EDUCATION PK-12_9231	5, 6, 7, 8	ELA-SPED	1504	100%	
37	Bornancini, Michelle		GRADES PK-4_2825 ENGLISH AS A SECOND LANGUAGE-ELS PK-12_4499 Program Specialist	K-4	ELL	1536	100%	
38	Bosiljevac, Jacob		ENGLISH 7-12_3230	9, 10, 11, 12	Academic Support	1504	100%	
39	Brandt, Heather		ELEMENTARY K-6_2810 READING SPECIALIST PK-12_7650	K	New Family Orientation Teacher	1656	100%	
40	Brodhag, Jennifer		ELEMENTARY K-6 EARLY CHILDHOODd N-3		Director of Parent Education & Engagement	2080		100%
41	BuAli, Shaikha		PRINCIPAL PK-12_1115 Administrative ARABIC PK-12_4005MID-LEVEL MATHEMATICS 6-9_2860GENERAL SCIENCE 7-12_8450ELEMENTARY K-6_2810SPECIAL EDUCATION PK-12_9225SUPERINTENDENT PK-12_1150 Letter of Eligibility		Chief Academic Officer	2080	100%	
42	Burke, Jennifer		MID-LEVEL MATHEMATICS 6-9_2860 BIOLOGY 7-12_8405ONLINE INSTRUCTION PROGRAM_1184 Endorsement	9, 10, 11, 12	Science	1536	100%	

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43	Burneisen, Lyndsay		SAFETY ED/DRIVER ED 7-12_5215 HEALTH & PHYSICAL ED PK-12_4805	9, 10, 11, 12	Health/PE	768	100%	
44	Byers, Heather		ART PK-12_1405 SPECIAL EDUCATION 7-12_9227	7 & 8	New Family Orientation Teacher	1656	100%	
45	Byers, Colien		SPECIAL EDUCATION PK-12_9225 SPECIAL EDUCATION PK-12_9512 Supervisory Supvr		Special Education Instructional Coordinator	2080	100%	
46	Byham, Melinda		SCHOOL PSYCHOLOGIST PK-12_1875 Educational Specialist		School Psychologist	2080	100%	
47	Byron, Andie Carole				Assistant Director of Enrollment Communication	2080		100%
48	Callahan, Jessica		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235READING SPECIALIST PK-12_7650	K, 1 & 2	Academic Support	1536	100%	
49	Campbell, Emily		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	7 & 8	ELA-SPED & LS	1536	100%	
50	Capone, Jennifer		GRADES PK-4_2825	1	Self-Contained	1536	100%	
51	Card, Mackenzie		GRADES PK-4_2825	K-4	Self-Contained	2080	100%	
52	Cardosi, Sarah		ELEMENTARY K-6_2810 READING SPECIALIST K-6_7650MENT AND/OR PHYS HANDICAPPED K-12_9235		Special Education Enrollment Coordinator	2080	100%	
53	Carr, Katelyn		GENERAL SCIENCE 7-12_8450 GRADES 4-8-ALL SUBJECTS 4-6 SCIENCE 7-8_3100GRADES PK-4_2825	7 & 8	Science	1352	100%	
54	Casarella, Kimberly		ELEMENTARY K-6_2810		Assistant Director, Student Data & Assessment	2080		100%
55	Celedonia, Kathryn		ELEMENTARY K-6_2810	3 & 4	New Family Orientation Teacher	1656	100%	
56	Cheng, Christina		BIOLOGY 7-12_8405 CHEMISTRY 7-12_8420	9, 10, 11, 12	Science	1536	100%	
57	Claar, Janese		EARLY CHILDHOOD N-3_2840	K	Self-Contained	1536	100%	
58	Cleary, James		GRADES 4-8/ALL SUBJECTS 4-6_SCIENCE 7-8_3100 CHEMISTRY 7-12_8420	7	Life Science	1536	100%	
59	Cook, Kimberlee				Manager of Technology Support Services	2080		100%
60	Cooney, Tara		GRADES PK-4_2825	2	Self-Contained	1536	100%	
61	Cope, Jessica		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	5	Self-Contained	1616	100%	
62	Costa, Richard				School Safety/Security Coord & Facilities Mgr	2080		100%

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63	Craig, Julie		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840 TEACHER NURSERY/KINDERGARTEN N-K_12833 Private School Teacher	4	Self-Contained	1536	100%	
64	Criner, Nicole		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225	6	Math-SPED	1616	100%	
65	Croyle, Bethany		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	5, 6, 7, 8	Life Skills-SPED	1536	100%	
66	Cushman, Danielle		GRADES PK-4_2825	3 & 4	Self-Contained	1616	100%	
67	Daily, Katie		ELEMENTARY K-6_2810 MMENT AND/OR PHYS HANDICAPPED K-12_9235	9, 10, 11, 12	Life Skills-SPED	1536	100%	
68	Dajczak, Amy		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225MID-LEVEL ENGLISH 6-9_2850READING SPECIALIST PK-12_7650	K	Self-Contained	1536	100%	
69	Davis, Bryan		MID-LEVEL MATHEMATICS 6-9_2860 SOCIAL STUDIES 7-12_8875CITIZENSHIP 7-12_8825TECHNOLOGY EDUCATION PK-12_6075	9, 10, 11, 12	Social Studies	1536	100%	
70	DeBiase, Sean		SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Social Studies	1504	100%	
71	DeSalva-Gaffney, Mered		SPANISH PK-12_4490	9, 10, 11, 12	Spanish	1536	100%	
72	DellaPenna, Jennifer		ELEMENTARY K-6_2810		Assistant Director, Curriculum & Instruction	2080		100%
73	Dennis, Colleen		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825 I	3	SPED	1536	100%	
74	Dobbin, Jordan		ENGLISH 7-12_3230 SPECIAL EDUCATION 7-12_9229	9, 10, 11, 12	SpEd & Reg Ed English	1536	100%	
75	Dombach, Bethany		ENGLISH 7-12_3230 GRADES 4-8 - ALL SUBJECTS 4-6 ELA & READING 7-8_3100PRINCIPAL PK-12_1115 Administrative		Assistant Principal. 9-12	2080	100%	
76	Donaldson, Kristin		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225.		Special Education Instructional Coordinator	2080	100%	
77	Donohoe, William		EARTH AND SPACE SCIENCE 7-12_8440 BIOLOGY 7-12_8405	9, 10, 11, 12	Science	1536	100%	
78	Dorneman, Jessica		ELEMENTARY K-6_2810	2	Self-Contained	1536	100%	

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79	Dzemyan, Scott		SOCIAL STUDIES 7-12_8875 EARTH AND SPACE SCIENCE 7-12_8440GENERAL SCIENCE 7- 12_8450BIOLOGY 7-12_8405	8	Physical Science	1616	100%	
80	Egloff-Tufariello, Robin		ELEMENTARY K-6_2810	4	Self-Contained	1536	100%	
81	Eisenhower, Gabrielle		ENGLISH 7-12_3230 GRADES 4-8_ALL SUBJECTS 4- 6/MATHEMATICS 7-8_3100GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARTS AND READING 7-8_3100		Field Placement & Career Services Manager	2080	100%	
82	Elder, Robin		MATHEMATICS 7-12_6800	8	Acad Sup-Math	1536	100%	
83	Factor, Hilary		MID-LEVEL ENGLISH 6-9_2850 MID-LEVEL MATHEMATICS 6-9_2860MID-LEVEL SCIENCE 6- 9_2880ELEMENTARY K-6_2810SPECIAL EDUCATION PK-12_9225	6	Self-Contained	1536	100%	
84	Ferrantino, Mariane		ENGLISH 7-12_3230 SPECIAL EDUCATION 7- 12_9227		ELA-SPED	1536	100%	
85	Fine, Nathan		PHYSICS 7-12_8470 BUS-COMPUTER-INFO TECH PK- 12_1603MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
86	Firko, Emily		ELEMENTARY K-6_2810	6	Self-Contained	1536	100%	
87	Fitzgerald, Louri				Director of Family Support	2080		100%
88	Fitzpatrick, Jason		ELEMENTARY K-6_2810 MID-LEVEL CITIZ. ED 6- 9_2870ONLINE INSTRUCTION PROGRAM PK- 12_1184 EndorsementPRINCIPAL PK-12_1115 Administrative Provisional		Principal, Pupil Services	2080	100%	
89	Ford, James		MID-LEVEL MATHEMATICS 6-9_2860 ELEMENTARY K-6_2810EARLY CHILDHOOD N-3_2840	5 & 6	Acad Sup	1536	100%	
90	Freynik, Erin		ELEMENTARY K-6_2810	3 & 4	Self-Contained	1536	100%	

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91	Gagliardi, Susan		EARLY CHILDHOOD N-3_2840 MENT AND/OR PHYS HANDICAPPED K-12_9235ELEMENTARY K-6_2810	6	Self-Contained	1616	100%	
92	Gallagher, Christine		ELEMENTARY K-6_2810 PRINCIPAL PK-12_1115 Administrative Provisional		Assistant Princpal, K-4	2080	100%	
93	Galo, Kristen		ELEMENTARY K-6_2810 MID-LEVEL ENGLISH 6- 9_2810MID-LEVEL MATHEMATICS 6-9_2860	5	Self-Contained	1616	100%	
94	Garbutt, Victoria		GRADES PK-4_2825	K-4	Art	1536	100%	
95	Gehrett, Patricia		ELEMENTARY K-6_2810	1	Self-Contained	1536	100%	
96	Gibbs, Jennifer		ENGLISH 7-12_3230 SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	English	1536	100%	
97	Gilligan, Thomas		PRINCIPAL PK-12_1115 Administrative ENGLISH 7- 12_3230ELEMENTARY K-6_2810		Director of Student Data & Assessment	2080		100%
98	Glevicky, Amanda		EARLY CHILDHOOD N-3_2840	2	Self-Contained	1616	100%	
99	Glisan, Caley		MATHEMATICS 7-12_6800	7	Math	1616	100%	
100	Gnibus, Kristy		BUS-COMPUTER-INFO TECH PK-12_1603 COMMUNICATION 7-12_3200FAMILY-CONSUMER SCI PK-12_5600PRINCIPAL PK12_1115 Administrative	9, 10, 11, 12	Fam & Cons Science	1616	100%	
101	Gomes, Carolyn		CHEMISTRY 7-12_8420 MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1616	100%	
102	Goodwin, Sarah		MATHEMATICS 7-12_6800 PHYSICS 7-12_8470	9, 10, 11, 12	Science	1536	100%	
103	Gorley, Kyli		GENERAL SCIENCE 7-12_8450 MATHEMATICS 7- 12_6800	9, 10, 11, 12	Math	1536	100%	
104	Grady, John		SOCIAL STUDIES 7-12_8875	7 & 8	World History	824	100%	
105	Graham, Pamela				Manager of AP/Billing	2080		100%
106	Grantz, Jacob		GRADES 4-8_ALL SUBJECTS 4-6/SOCIAL STUDIES 7- 8_3100 READING SPECIALIST PK-12_7650	8	History	1536	100%	
107	Grantz, Mallory		MUSIC PK-12_7205	K-4	Music	1536	100%	

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108	Gregoris, Jennifer		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860EARLY CHILDHOOD N- 3_2840	6	Self-Contained	360	100%	
109	Grieff, Hannah		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK- 12_9225	9, 10, 11, 12	ELA-SPED	1616	100%	
110	Grimes, Ruth		ELEMENTARY K-6_2810	3	Self-Contained	1536	100%	
111	Gulbis, Sigrid		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
112	Gunter, Susan		ELEMENTARY K-6_2810	3 & 4	Self-Contained	1536	100%	
113	Hake, Megan		MID-LEVEL ENGLISH 6-9_2850 EARLY CHILDHOOD N-3_2840ELEMENTARY K-6_2810ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499 Program Specialist	4	Self-Contained	1536	100%	
114	Hall, Lauren		SOCIAL STUDIES 7-12_8875 ENGLISH 7-12_3230	9, 10, 11, 12	Social Studies	1536	100%	
115	Hall, Nathan		ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 Program SpecialistCITIZENSHIP 7-12_8825SOCIAL STUDIES 7-12_8875ENGLISH 7- 12_3230COMMUNICATIONS 7-12_3200	5, 6, 7, 8	ELL	1504	100%	
116	Hammell, Rebecca		ELEMENTARY K-6_2810	6	Self-Contained	1504	100%	
117	Hansen, Katherine		BIOLOGY 7-12_8405 ELEMENTARY K- 6_2810GENERAL SCIENCE 7-12_8450SPECIAL EDUCATION PK-12_9225	5 & 6	Academic Support	1536	100%	
118	Harbaugh, Andrea		ART PK-12_1405 MID-LEVEL CITIZ. ED 6- 9_2870MID-LEVEL ENGLISH 6-9_2850ELEMENTARY K-6_2810	9, 10, 11, 12	Fine Art	1536	100%	
119	Haroun Mahdavi, Deena		GRADES PK-4_2825 GRADES 4-8: ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100	5, 6, 7, 8	Academic Support-Math	1536	100%	
120	Harris, Kellene		SOCIAL STUDIES 7-12_8875 GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARES AND READING 7-8_3100	7	History	1536	100%	

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121	Harris, Tasha		BIOLOGY 7-12_8405 EARLY CHILDHOOD N-3_2840ELEMENTARY K-6_2810	9, 10, 11, 12	Instructional Coach	2080	100%	
122	Harvey, Barry		MATHEMATICS 7-12_6800 SPECIAL EDUCATION PK-12_9225ELEMENTARY K-6_2810	7	Math	1536	100%	
123	Hauger, Michelle		EARLY CHILDHOOD N-3_2840	1	Self-Contained	1616	100%	
124	Hayes, Sarah		SPECIAL EDUCATION PK-12_9225 ENGLISH 7-12_3230GRADES PK-4_2825GRADES 4-8/ALL SUBJECTS 4-6 SCIENCE 7-8_3100	9, 10, 11, 12	English	1536	100%	
125	Hayes, Kelly		ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 Program SpecialistENGLISH 7-12_3230FAMILY-CONSUMER SCI PK-12_5600GRADES PK-4_2825HEALTH PK-12_4810LIBRARY SCIENCE PK-12_6420	9, 10, 11, 12	English	1616	100%	
126	Heath-Thornton, Debra		SUPERINTENDENT PK-12_1150 Commission Qualification Letter		Chief Executive Officer	2080		100%
127	Henderson, Jessica		READING SPECIALIST PK-12_7650 SPECIAL EDUCATION PK-8_9226SPECIAL EDUCATION 7-12_92271	9, 10, 11, 12	Social Studies-SPED	1040	100%	
128	Heyl, Stephanie		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810SPECIAL EDUCATION PK-12_9225		Special Education Instructional Coordinator	2080	100%	
129	Hicks, Mary Jo		ELEMENTARY K-6_2810	K, 1 & 2	Self-Contained	1536	100%	
130	Hilf, Kelly		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840	6	Self-Contained	1536	100%	
131	Hilf, Lee-Ann		ELEMENTARY K-6_2810	6	Self-Contained	1536	100%	
132	Himmelberger, Amanda		ENGLISH 7-12_3230	9, 10, 11, 12	English	1536	100%	
133	Horvat, Lori		ENGLISH 7-12_3230	8	ELA	1536	100%	
134	Howe, Malena		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
135	Huegel, Jillian		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840	1	Self-Contained	1536	100%	
136	Hurley, Heather		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	



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137	Hutcheson, Joseph		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115 Administrative	5, 6, 7, 8	Instructional Coach	2080	100%	
138	Irvine, Timothy		MATHEMATICS 7-12_6800 ENGLISH 7-12_3230 COMMUNICATIONS 7-12_3200ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499	7 &	Academic Support-Math	1616	100%	
139	Jaroudi, Brittany		ART PK-12_1405	7 & 8	Art	1536	100%	
140	Jarrett, Kelly		SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Social Studies	1616	100%	
141	Jeffries, Bridgit		ELEMENTARY K-6_2810	4	Self-Contained	1616	100%	
142	Jena, Amanda		GRADES PK-4_2825 SPECIAL EDUCATION PK- 8_9226	3 & 4	SPED	1504	100%	
143	Johnson-Flowers, Janae		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	10	School Counselor	672	100%	
144	Jones, Cynthia		ELEMENTARY K-6_2810 EARLY CHILDHOOD N- 3_2840	2	Self-Contained	1536	100%	
145	Jones, Jessica		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
146	Kapanjie, Jennifer		BUS-COMPUTER-INFO TECH PK-12_1603 MID- LEVEL MATHEMATICS 6-9_2860	9, 10, 11, 12	BCIT	1536	100%	
147	Karney, Robert		BUS-COMP-INFO TECH K-12_1603 MID-LEVEL CITIZ. ED 6-9_2870ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499 Program SpecialistENGLISH 7-12_3230	7	History	1536	100%	
148	Kauffman, Paige		GRADES PK-4_2825	K-4	Elementary Building Sub	2080	100%	
149	Kaufman, Colleen		ELEMENTARY K-6_2810 EARLY CHILDHOOD N- 3_2840	K	Self-Contained	1536	100%	
150	Keiser, Renee		ELEMENTARY K-6_2810	5 & 6	Self-Contained			
151	Kelly, Lorriene		ENGLISH AS A SECOND LANGUAGE PK-12_4499 Program SpecialistENGLISH 7-12_3230SPANISH PK- 12_4490	9, 10, 11, 12	ELL/Academic Support	1536	100%	
152	Key, Damon				Director of Student Records	2080		100%
153	Keys, Jessica		PRINCIPAL PK-12_1115 Administrative ENGLISH 7- 12_3230ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	9, 10, 11, 12	School Counselor	672	100%	

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154	King, Sandra		MID-LEVEL MATHEMATICS 6-9_2860 BIOLOGY 7-12_8405EARTH AND SPACE SCIENCE 7-12_8440	9, 10, 11, 12	Science/Academic Support	1536	100%	
155	Kissick, Jessica		SCHOOL NURSE PK-12_1890 Educational Specialist		School Nurse	2080	100%	
156	Klasnic, Trina		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	K	Self-Contained	1536	100%	
157	Klingenberg, Angela		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226	5, 6, 7, 8	Life Skills-SPED	1536	100%	
158	Kolakowski, Kalina		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	2	Self-Contained	1536	100%	
159	Konefsky, Dylan		GENERAL SCIENCE 7-12_8450	9, 10, 11, 12	Science	1536	100%	
160	Kostasas, Susanne		SPECIAL EDUCATION PK-12_9225 MID-LEVEL MATHEMATICS 6-9_2860READING SPECIALIST PK-12_7650FAMILY-CONSUMER SCI PK-12_5600ELEMENTARY K-6_2810ENGLISH 7-12_3230	9, 10, 11, 12	English/Academic Support	1616	100%	
161	Krefta, Leslie		ELEMENTARY K-6_2810 GRADES 4-8: ALL SUBJECTS 4-6 ENGLISH LANGUAGE ARTS & READING 7-8_3100LIBRARY SCIENCE PK-12_6420GRADES 4-8: ALL SUBJECTS 4-6 SCIENCE 7-8_3100GRADES 4-8: ALL SUBJECTS 4-6 SOCIAL STUDEIS 7-8_3100	5 & 6	Academic Support	1616	100%	
162	Krystofolski, Lisa		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225TEACHER-NURSERY/KINDERGARTEN N-K_12833 Private School		Transition Coordinator	2080	100%	
163	Kubica, Regina		MENT AND/OR PHYS HANDICAPPED K-12_9235 MID-LEVEL ENGLISH 6-9_2850PRINCIPAL PK-12_1115 Administrative		Assistant Principal, 5-8	2080	100%	
164	Kwiecinski, DeAnna		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860	6	Self-Contained	1616	100%	

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165	Kyler, Rachel		SPECIAL EDUCATION PK-12_9225 ENGLISH 7-12_9225	9, 10, 11, 12	ELA-SPED	1536	100%	
166	Lauffer, Peyton		ELEMENTARY K-6_2810	3	Self-Contained	1536	100%	
167	Lawrence, Abigail		MUSIC PK-12_7205	5 & 6	Music	1536	100%	
168	Leach, Megan		MID-LEVEL ENGLISH 6-9_2850 MID-LEVEL MATHEMATICS 6-9_2860SPECIAL EDUCATION PK-12_9225READING SPECIALIST PK-12_7650LIBRARY SCIENCE PK-12_6420FAMILY-CONSUMER SCI PK-12_5600	9, 10, 11, 12	Math & Science-SPED	1616	100%	
169	Leon, Anjleke		SPECIAL EDUCATION PK-12_9225 PRINCIPAL PK-12_1115 Administrative		Assistant Principal, 9-12	2080	100%	
170	Lewis, Bradley		SOCIAL STUDIES 7-12_8875 MATHEMATICS 7-12_6800	8	Math	1616	100%	
171	Liberatore, Maddie		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist		School Counselor, 9-12	752	100%	
172	Limpert, Alyssa		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226	3 & 4	SPED	1536	100%	
173	Lisowski, Sandra		ELEMENTARY & SECONDARY COUNSELOR PK-12_1839 Educational Specialist	5, 6, 7, 8	School Counselor	202	100%	
174	Little, Melissa		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225	K	Self-Contained	1536	100%	
175	Lively, Jessica		ENGLISH 7-12_3230	7 & 8	ELA	1616	100%	
176	Luis, Maria		SPECIAL EDUCATION PK-12_9231	9, 10, 11, 12	Life Skills-SPED	1616	100%	
177	Lusk, Lauren		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825READING SPECIALIST PK-12_7650	K	Self-Contained	1616	100%	
178	Maddix, Karen		BIOLOGY 7-12_8405 GENERAL SCIENCE 7-12_8450	7	Life Science	1536	100%	

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179	Major, Margaret		PRINCIPAL PK-12_1115 Administrative CAREER AND TECHNICAL-COOPERATIVE ED 7-12_2361 CAREER AND TECHNICAL-MEDICAL ASSISTANT 7-12_2207 CAREER AND TECHNICAL-HEALTH ASSISTANT 7-12_2202 CAREER AND TECHNICAL-ALLIED HEALTH SCIENCES TECH 7-12_2298. CAREER AND TECHNICAL-NURSES AIDE 7-12_2213	9, 10, 11, 12	Career Educator	1424	100%	
180	March, Caitlin		HEALTH & PHYSICAL EDUC PK-12_4805	9, 10, 11, 12	Health/PE	1536	100%	
181	Markel, Anna		GENERAL SCIENCE 7-12_8450 CHEMISTRY 7-12_8420 BIOLOGY 7-12_8405	9, 10, 11, 12	Science	1616	100%	
182	Markel, David		SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Social Studies	1616	100%	
183	Martin, Michelle		GERMAN PK-12_4420 SPECIAL EDUCATION PK-8_9226	9, 10, 11, 12	German	768	100%	
184	Martin, Lori		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235 INST TECHNOLOGY PK-12_1825 Educational Specialist	9, 10, 11, 12	Social Studies-SPED	1536	100%	
185	Mathis, Bernadette		Educational Specialist SECONDARY SCHOOL	5, 6, 7, 8	School Counselor	1536	100%	
186	Matusz, Patrick		SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Social Studies	1536	100%	
187	Matusz, Anastacia		ELEMENTARY K-6_2810 MID-LEVEL SCIENCE 6-9_2880 SPECIAL EDUCATION PK-12_9225	9, 10, 11, 12	SPED Math	1616	100%	
188	McCoy, Patricia		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115 Administrative	7 & 8	ELA	1536	100%	
189	McGeever, Codie		ENGLISH 7-12_3230	9, 10, 11, 12	English	1536	100%	
190	McGurk, Edmund		GENERAL SCIENCE 7-12_8450 BIOLOGY 7-12_8405	9, 10, 11, 12	Science	1536	100%	
191	McKee, Joanne		ELEMENTARY K-6_2810	5 & 6	Academic Support	1536	100%	
192	McMann, Jenny		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226	5 & 6	SPED	248	100%	
193	Meah, Sheik				Director of Marketing & Communications	2080		100%

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194	Means, Kimberly		BIOLOGY 7-12_8405 PHYSICS 7-12_8470	9, 10, 11, 12	Science	1616	100%	
195	Mehal, Zachary		CHEMISTRY 7-12_8420 BIOLOGY 7-12_8405 MATHEMATICS 7-12_6800 EARTH AND SPACE SCIENCE 7-12_8440 PHYSICS 7-12_8470 BUS-COMPUTER-INFO TECH PK-12_1603 ENGLISH 7-12_3230 SOCIAL STUDIES 7-12_8875 COMMUNICATIONS 7-12_3200	9, 10, 11, 12	Science	1536	100%	
196	Miller, Amber		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
197	Montgomery, Zachary		HEALTH & PHYSICAL EDUC PK-12_4805 SAFETY ED/DRIVER ED 7-12_5215 LIBRARY SCIENCE PK-12_6420 FAMILY-CONSUMER SCI PK-12_5600 READING SPECIALIST PK-12_7650	9, 10, 11, 12	English & Social Studies/Academic Support	1536	100%	
198	Moore, Mary Ellen		READING SPECIALIST PK-12_7650 ELEMENTARY K-6_2810		Language Arts Interventions Specialist	2080	100%	
199	Moore, Shannon		ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 Program Specialist ELEMENTARY K-6_2810 READING SPECIALIST PK-12_7650 SPECIAL EDUCATION PK-12_9225		Special Education Instructional Coordinator	2080	100%	
200	Morgenstern, Alexis		GRADES PK-4_2825	1	Self-Contained	1616	100%	
201	Mulkern, Hailey		SPECIAL EDUCATION PK-12_9231 Emergency Permit-	9, 10, 11, 12	SPED-Math	1616	100%	
202	Mulrine, Karla		MENT AND/OR PHYS HANDICAPPED K-12_9235	3 & 4	SPED	1536	100%	
203	Nagle, McKenna		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	9, 10, 11, 12	Career Educator	1504	100%	
204	Neilson, Jennifer		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840 SPECIAL EDUCATION PK-8_9226	2	Self-Contained	1536	100%	
205	Nester, Jennifer		MATHEMATICS 7-12_6800	9 & 10	New Family Orientation Teacher	1656	100%	

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206	Nichols, Stacey		READING SPECIALIST PK-12_7650 ELEMENTARY K-6_2810	K, 1, 2	Self-Contained	1536	100%	
207	Nihoff, Beth		ELEMENTARY K-6_2810 GRADES PK-4_2825GRADES 4-8 ALL SUBJECTS 4-6 SOCIAL STUDIES 7-8_3100	5	Self-Contained	1536	100%	
208	Nixon, Amy		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235EARLY CHILDHOOD N-3_2840	7 & 8	SPED-Math	1616	100%	
209	Oberholtzer, April		ENGLISH 7-12_3230 SPANISH PK-12_4490	9, 10, 11, 12	Spanish	1536	100%	
210	Oberrender, Nicole		ELEMENTARY K-6_2810	K, 1, 2	Self-Contained	1536	100%	
211	Olcese-Mercurio, Lauren		SCHOOL NURSE_1890 Educational Specialist		School Nurse	2080	100%	
212	Onjack, Elise		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	3	SPED	1536	100%	
213	Opdyke, Alyssa		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	3 & 4	School Counselor	1616	100%	
214	Palmer, Jennifer		SPECIAL EDUCATION PK-12_9225 ELEMENTARY K-6_2810		Special Education Instructional Coordinator	2080	100%	
215	Paris, Melissa				Chief Financial Officer	2080		100%
216	Parker, Kiel				Assistant Director, Special Education Support Services & Compliance Monitoring	2080		100%
217	Peffer, Emily		ELEMENTARY SCHOOL COUNSELOR K-6_1836 Educational Specialist ELEMENTARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist	9, 10, 11, 12	School Counselor	1616	100%	
218	Pellegrino, Robert		HEALTH & PHYSICAL EDUC. PK-12_4805	5 & 6	Health/PE	1536	100%	
219	Pepe, Lauren		GRADES 4-8_ALL SUBJECTS 4-6/SCIENCE 7-8_3100	8	Physical Science	1536	100%	

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220	Pepe, Bethany		SECONDARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist ELEMENTARY SCHOOL COUNSELOR K-6_1836 Educational Specialist	K, 1, 2	Self-Contained	1536	100%	
221	Perney, Diana		PRINCIPAL PK-12_1115 Administrative ENGLISH 7- 12_3230 ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840		Principal, Onboarding & Professional Development	2080	100%	
222	Petro, Natalie		GRADES PK-4_2825 SPECIAL EDUCATION PK- 8_9226	1	Self-Contained	1536	100%	
223	Pezzulo, Daniel		SCHOOL PSYCHOLOGIST PK-12_1875 Educational Specialist		School Psychologist	2080	100%	
224	Price, Christopher		ENGLISH 7-12_3032 ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 Program Specialist	7 & 8	Academic Support-ELA	1272	100%	
225	Pullara, Renee		ELEMENTARY K-6_2810	5 & 6	Academic Support	1536	100%	
226	Raman, Karyn		MENT AND/OR PHYS HANDICAPPED K-12_9235	5, 6, 7, 8	SPED	1536	100%	
227	Ramos, Paula		READING SPECIALIST PK-12_7650 ELEMENTARY K- 6_2810	7 & 8	Academic Support-ELA	1536	100%	
228	Rice, Elyse		SPECIAL EDUCATION PK-8_9226 GRADES PK- 4_2825	K, 1, 2	SPED	1616	100%	
229	Richardson-Thomas, Ev		GRADES PK-4_2825 GRADES 5-6_2826	5	Self-Contained	1616	100%	
230	Roache-Lelli, Victoria		SCHOOL NURSE PK-12_1890 Educational Specialist		School Nurse	2080	100%	
231	Rocchini, Louis		SOCIAL STUDIES 7-12_8875 ENGLISH 7- 12_3230PRINCIPAL PK-12_1115 Administrative		Assistant Principal, 5-8	2080	100%	
232	Rockwell, Karen		ELEMENTARY K-6_2810 READING SPECIALIST PK- 12_7650	5	Self-Contained	1536	100%	
233	Sahli, Lita		SPECIAL EDUCATION PK-12_9225	9, 10, 11, 12	SPED-Math	360	100%	
234	Salai, Amanda		GRADES PK-4_2825	1	Self-Contained	1536	100%	
235	Santina, Danielle		SPECIAL EDUCATION PK-12_9225 ELEMENTARY K- 6_2810	9, 10, 11, 12	Science-SPED	1536	100%	
236	Sauro, Melissa		ELEMENTARY K-6_2810	3	Self-Contained	1536	100%	

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237	Scanga, Melissa		SPECIAL EDUCATION PK-8_9226 ELEMENTARY K-6_2810	5 & 6	History-SPED & LS	1536	100%	
238	Scataglia, Louis		BUS-COMPUTER-INFO TECH K-12_1603	9, 10, 11, 12	BCIT	976	100%	
239	Schloss, Isaac		SPANISH PK-12_4490 GENERAL SCIENCE 7-12_8450 GRADES 4-8 - ALL SUBJECTS 4-6 SCIENCE 7-8_3100 GRADES 4-8 - ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100 GRADES PK-4_2825 GRADES 5-6_2826	8	Math	1616	100%	
240	Scholl, Stephen		HEALTH & PHYSICAL EDUC PK-12_4805 BUS-COMPUTER-INFO TECH PK-12_1603	9, 10, 11, 12	Health/PE	1536	100%	
241	Schutt, Steven		ELEMENTARY PRINCIPAL K-6_1100 Administrative SUPERINTENDENT PK-12_1150 Letter of Eligibility SECONDARY PRINCIPAL 7-12_1105 Administrative HEALTH & PHYSICAL ED PK-12_4805		Principal, K-4	2080	100%	
242	Shaffer, Katie J		READING SPECIALIST PK-12_7650 SPECIAL EDUCATION 7-12_9227 SPECIAL EDUCATION PK-8_9226	8	Math-SPED	1352	100%	
243	Shaffer, Katie		ELEMENTARY K-6_2810	2	Self-Contained	1536	100%	
244	Shearer, Jennica		GRADES PK-4_2825	1	Self-Contained	1616	100%	
245	Shearn, Lisa		SECONDARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist EELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	5	School Counselor	1536	100%	
246	Shedd, Jamie				Director of Enrollment	2080		100%
247	Shirk, Chelsea		ELEMENTARY K-6_2810 ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 Program Specialist	3	Self-Contained	1536	100%	
248	Sieber, Jacqueline		ELEMENTARY K-6_2810 NURSERY/KINDERGARTEN N-K_12833 Private School Teacher	4	Self-Contained	1536	100%	



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249	Simon, Patience		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-8_9226	6	Self-Contained	1536	100%	
250	Siravo, Christine		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839 Educational Specialist	7	School Counselor	1616	100%	
251	Slater, Jennifer		ENGLISH 7-12_3230	11 & 12	New Family Orientation Teacher	1656	100%	
252	Slater, Pamela		ENGLISH 7-12_3230	9, 10, 11, 12	English	1536	100%	
253	Smith, Kristina		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math/Academic Support	1616	100%	
254	Smith, Brittany		MID-LEVEL MATHEMATICS 6-9_2860 ELEMENTARY K-6_2810MID-LEVEL SCIENCE 6-9_2880	2	Self-Contained	1616	100%	
255	Snyder, Dawn		ELEMENTARY K-6_2810	K-4	Academic Support	1536	100%	
256	Solimine, Stefanie				Director of Human Resources	2080		100%
257	Spink, Emma		ELEMENTARY K-6_2810	5	Self-Contained	1536	100%	
258	Steen, Lisa		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	K, 1, 2	Self-Contained	1536	100%	
259	Steighner, Stacie		MATHEMATICS 7-12_6800	9, 10, 11, 12	Math	1536	100%	
260	Stinson, Paula		ENGLISH 7-12_3230 MID-LEVEL ENGLISH 6-9_2850MID-LEVEL CITIZ. ED 6-9_2870ELEMENTARY K-6_2810	8	History	1536	100%	
261	Stonebraker, Jordan		HEALTH & PHYSICAL ED PK-12_4805	7 & 8	Health/PE	1536	100%	
262	Strauss, Taylor		GRADES 5-6_2826 GRADES PK-4_2825	4	Self-Contained	1536	100%	
263	Sullivan, Emily		GRADES 4-8/ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100 GRADES 4-8/ALL SUBJECTS 4-6 ENGLISH LANGUAGE ARTS AND READING 7-8_3100PRINCIPAL PK-12_1115 Administrative Provisional		Assistant Principal, K-4	2080	100%	
264	Svoboda, Elizabeth		SOCIAL STUDIES 7-12_8875	9, 10, 11, 12	Social Studies	1536	100%	
265	Swalga, Jason		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860	5	Self-Contained	1536	100%	
266	Swarmer, Kayla		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	7 & 8	Science-SPED	1536	100%	
267	Tantlinger, Victoria		SOCIAL STUDIES 7-12_8875	5, 6, 7, 8	Self-Contained	1272	100%	
268	Tate, Sherri				Chief Human Resources & Marketing Officer	2080		100%

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Hours Worked in Assign	% of Time in Certified Position	Time in Areas Not Certifie
269	Taylor, Kate		ENGLISH 7-12_3230 COMMUNICATIONS 7-12_3200 MASTER'S EQUIVALENCY_1185 Letter of Equivalency PRINCIPAL PK-12_1115 Administrative		Assistant Principal, K-4	2080	100%	
270	Testa, Catrina		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226	3	Self-Contained	1616	100%	
271	Tomaino, Emily		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-8_9226	5 & 6	Science-SPED	1536	100%	
272	Tomanio, Angela		ELEMENTARY K-6_2810	2	Self-Contained	1536	100%	
273	Toth, Rachelle		ELEMENTARY K-6_2810	3 & 4	Self-Contained	1536	100%	
274	Tranter, Charles		GRADES 4-8-ALL SUBJECTS 4-6; SOCIAL STUDIES 7-8_3100 PRINCIPAL PK-12_1115 Administrative		Assistant Principal, 5-8	2080	100%	
275	Tyson, Michelle		SPECIAL EDUCATION PK-12_9225 ELEMENTARY K-6_2810	K, 1, 2	SPED	1536	100%	
276	Ulmer, Boyd		ENGLISH 7-12_3230	9, 10, 11, 12	English	1536	100%	
277	Vail, Peggy		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840 SPECIAL EDUCATION PK-8_9226	7 & 8	History-SPED & LS	1616	100%	
278	Verdekal, Jenna		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	1	Self-Contained	1536	100%	
279	Verga, Richard		PRINCIPAL PK-12_1115 Administrative MATHEMATICS 7-12_6800		Principal, 5-8	2080	100%	
280	Verton, Sonya		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840 ENGLISH AS A SECOND LANGUAGE/ESL_4499 Program Specialist	K-4	ELL	1536	100%	
281	Vioral, Tracey		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235 EARLY CHILDHOOD N-3_2840	K-4	SPED	1536	100%	
282	Vitalbo, Nicole		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	6	ELA-SPED	1424	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Hours Worked in Assign	% of Time in Certified Position	Time in Areas Not Certifie
283	Waid, Audrey		ART PK-12_1405 ELEMENTARY K-6_2810MID-LEVEL MATHEMATICS 6-9_2860	5 & 6	Art	1536	100%	
284	Waldroup, Morgan		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226SPECIAL EDUCATION EXPANSION 7-12_9229	5	Math-SPED	1504	100%	
285	Wallach, Andrea		MATHEMATICS 7-12_6800 PRINCIPAL PK-12_1115 Administrative SUPVR CURRICULUM & INST PK-12_2915 Supervisory		Assistant Principal, 5-8	2080	100%	
286	Wangler, Nina		MID-LEVEL ENGLISH 6-9_2850 ENGLISH 7-12_3230READING SPECIALIST PK-12_7650SPECIAL EDUCATION PK-12_9225ELEMENTARY K-6_2810		Assistant Director of Special Education	2080	100%	
287	Wasil, Andrea		ENGLISH 7-12_3230 SOCIAL STUDIES 7-12_8875LIBRARY SCIENCE PK-12_6420	9, 10, 11, 12	Social Studies	1536	100%	
288	Wasilko, Mark		MUSIC PK-12_7205	7 & 8	Music	1536	100%	
289	Watson, Jennifer		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225		Special Education Instructional Coordinator	2080	100%	
290	Watterson, Maria		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225READING SPECIALIST PK-12_7650	K	Self-Contained	1536	100%	
291	Weinberger, Maureen		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115 Administrative ELEMENTARY K-6_2810ONLINE INSTRUCTION PROGRAM PK-12_1184 Endorsement		Director, Curriculum, Instruction & Federal Programs	2080		100%
292	Welsh, Kristy		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860MID-LEVEL Science 6-9_2880SPECIAL EDUCATION PK-12_9225	5, 6, 7, 8	SpEd-Life Skills	1616	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Hours Worked in Assign	% of Time in Certified Position	Time in Areas Not Certifie
293	Wernick, Casey		SOCIAL STUDIES 7-12_8875 PRINCIPAL PK-12_1115 Administrative		Assistant Principal, 9-12	2080	100%	
294	Wessels, Douglas				Chief Public Affairs & Accountability Officer	2080		100%
295	Widmann, Crystal		SECONDARY SCHOOL COUNSELOR 7-12_1837 Educational Specialist	12 & Early Grads	School Counselor	1536	100%	
296	Willits, Cynthia		GENERAL SCIENCE 7-12_8450 ELEMENTARY K- 6_2810ONLINE INSTRUCTION PROGRAM PK- 12_1184 Endorsement	6	Self-Contained	1536	100%	
297	Witkowski-Denithorne,		ENGLISH 7-12_3230 ELEMENTARY K-6_2810	8	ELA	1536	100%	
298	Woltjen, Christina		SCHOOL NURSE PK-12_1890 Educational Specialist		School Nurse	2080	100%	
299	Wright, Alyssa		GRADES 4-8/ALL SUBJECTS 4-6 SCIENCE 7-8_3100 GRADES PK-4_2825GRADES 4-8/ALL SUBJECTS 4-6 Math 7-8_3100	4	Self-Contained	1536	100%	
300	Wroten, Alison		ELEMENTARY K-6_2810	1	Self-Contained	1536	100%	
301	Yoest, Melissa		MENT AND/OR PHYS HANDICAPPED K-12_9235 ELEMENTARY K-6_2810	5 & 6	ELA-SPED & LS	1616	100%	
302	York, Kristin				Manager of Pupil Health Services	2080		100%
303	Zimmerman, Gary		SOCIAL STUDIES 7-12_8875 MENT AND/OR PHYS HANDICAPPED K-12_9235		Special Education Enrollment Representative	2080	100%	
304	Zullick, Aaron		ENGLISH 7-12_3230	9, 10, 11, 12	English	1616	100%	

Total Number of Administrators (do not include CEO) 35 CEO (certified) 1  
Total Number of Teachers 226 Counselors 11 School Nurses 4 Others 27  
Total Number of Professional Staff 304

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

**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2023**

Name of School \_\_\_\_\_ Pennsylvania Virtual Charter School \_\_\_\_\_

Address of School \_\_\_\_\_ 630 Park Avenue, King of Prussia, PA 19406 \_\_\_\_\_

CEO Signature \_\_\_\_\_

**REVENUES**

<b>6000</b>		<b>REVENUE FROM LOCAL SOURCES</b>	
<b>6500</b>		<b>EARNINGS ON INVESTMENTS</b>	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	3,379
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
<b>6600</b>		<b>FOOD SERVICE REVENUE</b>	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
<b>6700</b>		<b>REVENUES FROM STUDENT ACTIVITIES</b>	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	2,928
<b>6800</b>		<b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	6,305
<b>6900</b>		<b>OTHER REVENUE FROM LOCAL SOURCES</b>	

	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943		
	6944	Receipts From Other LEAs in Pennsylvania - Education	29,481,396
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	9,052
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
<b>7000</b>		<b>REVENUE FROM STATE SOURCES</b>	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	19,336,114
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	

	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	42,000
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
<b>8000</b>		<b>REVENUE FROM FEDERAL SOURCES</b>	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	

8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	1,771,982
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	136,339
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8700		FEDERAL STIMULUS MONEY	
	8749	Other CARES Act and CRRSA Act Funding	2,109,639
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	1,281
<b>9000</b>		<b>OTHER FINANCING SOURCES</b>	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	
	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	



	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
<b>TOTAL REVENUES</b>			52,900,416

**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2023**

Name of School \_\_\_\_\_

Address of School \_\_\_\_\_

CEO Signature \_\_\_\_\_

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

**EXPENDITURES**

<b>1000</b>	<b>INSTRUCTION</b>	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	23,103,480
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	8,194,115
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	35,748
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
<b>2000</b>	<b>SUPPORT SERVICES</b>	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
2110	Supervision of Pupil Personnel Services	
2120	Guidance Services	1,914,952
2130	Attendance Services	
2140	Psychological Services	415,179
2150	Speech Pathology and Audiology Services	2,488,000
2160	Social Work Services	-
2170	Student Accounting Services	
2190	Other Pupil Personnel Services	-
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
2210	Supervision of Educational Media Services	
2220	Technology Support Services	97,290

	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	7,680
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	-
	2270	Instructional Staff Professional Development Services	125
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	9,069
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	253,125
	2360	Office of the Superintendent (Executive Director) Services	3,095,490
	2370	Community Relations Services	1,631,848
	2380	Office of the Principal Services	5,037,303
	2390	Other Administration Services	2,079,706
2400		SUPPORT SERVICES - PUPIL HEALTH	998,960
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	903,113
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	532,464
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	38,056
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	

2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	1,736,375
	2820	Information Services	
	2830	Staff Services	792,986
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	120,201
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	-
	3250	School Sponsored Athletics	608
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
<b>4000</b>		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	9,780
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	

4600	EXISTING BUILDING IMPROVEMENT SERVICES	
<b>5000</b>	<b>OTHER EXPENDITURES AND FINANCING USES</b>	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	46,785
5200	FUND TRANSFERS	
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
<b>TOTAL EXPENDITURES</b>		<b>53,542,439</b>

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND  
BALANCE AS OF JUNE 30, 2023**

(650,923)



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*KING OF PRUSSIA, PENNSYLVANIA*

## **FINANCIAL STATEMENTS**

**JUNE 30, 2022**

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PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
JUNE 30, 2022

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## INDEPENDENT AUDITOR'S REPORT

February 6, 2023

To the Board Directors  
Pennsylvania Virtual Charter School  
King of Prussia, Pennsylvania

### Report on the Audit of the Financial Statements

#### Opinion

We have audited the financial statements of Pennsylvania Virtual Charter School, which comprise the statements of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Pennsylvania Virtual Charter School as of June 30, 2022, and the changes in their net assets and their cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

#### Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America ("GAAS") 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 Pennsylvania Virtual Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the



To the Board of Directors  
Pennsylvania Virtual Charter School

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 Pennsylvania Virtual Charter School's ability to continue as a going concern for one year after the date that the financial statements are issued.

#### 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 opinion. 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 GAAS 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 GAAS 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 Pennsylvania Virtual 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 Pennsylvania Virtual Charter School's ability to continue as a going concern for a reasonable period of time.

To the Board of Directors  
Pennsylvania Virtual Charter School

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.

#### Report on Summarized Comparative Information

We have previously audited Pennsylvania Virtual Charter School's June 30, 2021 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated February 22, 2022. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022 is consistent, in all material respects, with the audited financial statements from which it has been derived.

#### Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"), and is not a required part of the 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 financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the 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 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 6, 2023, on our consideration of Pennsylvania Virtual 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 internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Pennsylvania Virtual Charter School's internal control over financial reporting and compliance.

  
BARBACANE, THORNTON & COMPANY LLP

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL**  
**STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30, 2022 AND 2021**

	2022	2021
<b><u>ASSETS</u></b>		
<b>CURRENT ASSETS:</b>		
Cash and cash equivalents	\$ 18,649,867	\$ 14,283,626
Accounts receivable, net	3,035,328	3,365,180
Grants receivables	3,840,779	1,661,633
Prepaid expenses	711,568	145,471
Total Current Assets	26,237,542	19,455,910
<b>NONCURRENT ASSETS:</b>		
Land	918,892	918,892
Buildings and improvements	4,366,579	4,376,323
Furniture and equipment	2,354,473	2,326,797
Computer equipment	3,478,107	2,865,726
Less: Accumulated depreciation	(6,815,256)	(5,044,819)
Property and Equipment, Net	4,302,795	5,442,919
Security deposits	8,250	-
<b>TOTAL ASSETS</b>	<b>\$ 30,548,587</b>	<b>\$ 24,898,829</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 952,532	\$ 830,928
Other liabilities	2,720,980	3,605,885
Due to K-12, Inc.	675,315	537,929
Current portion of capital lease payable	41,706	241,255
Total Current Liabilities	4,390,533	5,215,997
<b>NONCURRENT LIABILITIES:</b>		
Capital lease payable	-	41,706
Compensated absences	211,865	179,972
Total Noncurrent Liabilities	211,865	221,678
Total Liabilities	4,602,398	5,437,675
<b>NET ASSETS:</b>		
Without donor restrictions	25,946,189	19,461,154
Total Net Assets	25,946,189	19,461,154
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 30,548,587</b>	<b>\$ 24,898,829</b>

The accompanying notes are an integral part of these financial statements.

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2022  
(With Summarized Totals for 2021)**

	Without Donor Restrictions	With Donor Restrictions	Totals	
			2022	2021
<b>PUBLIC SUPPORT AND REVENUE</b>				
Public support:				
Operating subsidy	\$ 50,887,768	\$ -	\$ 50,887,768	\$ 44,139,976
Federal grants	-	5,185,223	5,185,223	1,942,691
State grants	-	206,546	206,546	171,607
Other income	29,826	-	29,826	2,813,811
Total Public Support	50,917,594	5,391,769	56,309,363	49,068,085
Net assets released from restriction:				
Satisfaction of program restrictions	5,391,769	(5,391,769)	-	-
<b>TOTAL PUBLIC SUPPORT AND REVENUE</b>	56,309,363	-	56,309,363	49,068,085
 <b>EXPENSES</b>				
Program services:				
Instruction	28,121,817	-	28,121,817	21,220,070
IDEA	638,523	-	638,523	381,001
Title I	1,265,579	-	1,265,579	860,847
Title II	116,547	-	116,547	91,872
Title IV	64,736	-	64,736	51,476
ESSER	3,099,838	-	3,099,838	557,495
Total Program Services	33,307,040	-	33,307,040	23,162,761
Support services	16,507,544	-	16,507,544	17,917,690
<b>TOTAL EXPENSES</b>	49,814,584	-	49,814,584	41,080,451
 <b>OTHER FINANCING SOURCES (USES)</b>				
Loss on disposal of fixed assets	(9,744)	-	(9,744)	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	(9,744)	-	(9,744)	-
 <b>CHANGE IN NET ASSETS</b>	6,485,035	-	6,485,035	7,987,634
 <b>NET ASSETS, BEGINNING OF YEAR</b>	19,461,154	-	19,461,154	11,473,520
 <b>NET ASSETS, END OF YEAR</b>	\$ 25,946,189	\$ -	\$ 25,946,189	\$ 19,461,154

The accompanying notes are an integral part of these financial statements.

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
STATEMENT OF FUNCTIONAL EXPENSES  
FOR THE YEAR ENDED JUNE 30, 2022  
(With Summarized Totals for 2021)**

	Program Services						Total Program Services	Support Services	Totals	
	Instruction	IDEA	Title I	Title II	Title IV	ESSER			2022	2021
	Salaries	\$ 6,966,884	\$ -	\$ 1,200,452	\$ 116,547	\$ 64,736			\$ 1,602,505	\$ 9,951,124
Benefits and payroll taxes	7,438,368	-	63,279	-	-	990,819	8,492,466	4,086,626	12,579,092	8,516,413
Total Salaries and Related Expenses	14,405,252	-	1,263,731	116,547	64,736	2,593,324	18,443,590	13,537,809	31,981,399	20,897,718
Advertising expense	-	-	-	-	-	-	-	844,302	844,302	890,775
Depreciation	1,545,721	-	-	-	-	-	1,545,721	243,441	1,789,162	1,166,207
Dues and fees	70	-	1,848	-	-	-	1,918	199,179	201,097	141,766
Insurance	-	-	-	-	-	-	-	71,465	71,465	55,238
Instructional software	1,493,151	-	-	-	-	399,849	1,893,000	-	1,893,000	5,280,349
Interest expense	-	-	-	-	-	-	-	19,860	19,860	112,875
Materials and books	7,305,819	-	-	-	-	-	7,305,819	-	7,305,819	1,514,836
Miscellaneous	-	-	-	-	-	-	-	56,677	56,677	10,057
Occupancy	-	-	-	-	-	-	-	379,436	379,436	72,372
Postage	2,087	-	-	-	-	-	2,087	140,501	142,588	150,013
Professional services	28,083	-	-	-	-	-	28,083	13,216	41,299	22,353
Repairs and maintenance	-	-	-	-	-	-	-	552,599	552,599	77,426
Special education services	1,746,319	638,523	-	-	-	-	2,384,842	-	2,384,842	2,473,409
Supplies and small equipment	750,832	-	-	-	-	90,905	841,737	-	841,737	181,271
Telephone and internet	829,061	-	-	-	-	15,760	844,821	282,751	1,127,572	1,074,936
Travel and entertainment	15,422	-	-	-	-	-	15,422	166,308	181,730	138,742
<b>TOTAL EXPENSES</b>	<b>\$ 28,121,817</b>	<b>\$ 638,523</b>	<b>\$ 1,265,579</b>	<b>\$ 116,547</b>	<b>\$ 64,736</b>	<b>\$ 3,099,838</b>	<b>\$ 33,307,040</b>	<b>\$ 16,507,544</b>	<b>\$ 49,814,584</b>	<b>\$ 34,260,343</b>

The accompanying notes are an integral part of these financial statements.

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
STATEMENTS OF CASH FLOWS  
FOR THE YEARS ENDED JUNE 30, 2022 AND 2021**

	<u>2022</u>	<u>2021</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	\$ 6,485,035	\$ 7,987,634
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation	1,789,162	1,266,350
Paycheck Protection Program loan forgiveness	-	(2,727,941)
Loss on disposal of fixed assets	9,744	-
(Increase) Decrease in:		
Accounts receivable	329,852	(486,417)
Grants receivable	(2,179,146)	(658,145)
Prepaid expenses	(566,097)	64,771
Increase (Decrease) in:		
Accounts payable	121,604	(1,773,318)
Other liabilities	(884,905)	1,508,243
Due to K-12, Inc.	137,386	537,929
Compensated absences	31,893	19,875
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	<u>5,274,528</u>	<u>5,738,981</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	(658,782)	(9,035)
Security deposit (increase) decrease	(8,250)	737
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	<u>(667,032)</u>	<u>(8,298)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Capital lease payments	(241,255)	(1,798,386)
NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	<u>(241,255)</u>	<u>(1,798,386)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	4,366,241	3,849,297
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>14,283,626</u>	<u>10,434,329</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 18,649,867</u>	<u>\$ 14,283,626</u>
SUPPLEMENTAL DISCLOSURES:		
Interest paid	<u>\$ 19,860</u>	<u>\$ 107,503</u>
Fixed assets acquired through capital lease	<u>\$ 658,782</u>	<u>\$ 480,966</u>
Paycheck Protection Program loan forgiveness	<u>\$ -</u>	<u>\$ 2,727,941</u>

The accompanying notes are an integral part of these financial statements.

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022

NOTE 1 NATURE OF THE ORGANIZATION

The mission of the Pennsylvania Virtual Charter School ("the School") is to provide Pennsylvania students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. The School is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Act 22 of 1997.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements of the School have been prepared using the accrual basis of accounting.

Financial Statement Presentation

In accordance with the portion of the Financial Accounting Standards Board Accounting Standards Codification ("FASB ASC") regarding financial statements of not-for-profit organizations, the School is required to report information regarding its financial position and activities according to two classes of net assets: net assets with donor restrictions and net assets without donor restrictions. In addition, the School is required to present a statement of cash flows.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School has been classified as an organization that is not a private foundation under Sections 509(a)(1) and 170(b)(1)(a)(iv) of the Internal Revenue Code. The School did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

Cash and Cash Equivalents

The School considers all short-term highly liquid investments with an original maturity of three months or less to be cash equivalents.

Accounts and Grants Receivable

Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through an assessment of the current status of individual receivables from grants, contracts, and others. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to the applicable accounts receivable.

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Property and Equipment

Acquisitions of property and equipment in excess of \$1,000 are capitalized. Property and equipment are carried at cost or, if donated, at the approximate fair value at the date of donation. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the life of the asset are not capitalized. Depreciation is recognized over the estimated useful life of the assets utilizing the straight-line method, as follows:

Buildings and improvements	5 - 40 years
Furniture and equipment	3 - 7 years
Computer equipment	3 years

Compensated Absences

School policies permit employees to accumulate earned but unused sick and vacation days. The policies limit the number of days employees may be paid out to five. The liabilities for these compensated absences are recorded as a liability in the financial statements.

Advertising Expense

The School is required to accept students from throughout the Commonwealth of Pennsylvania. Accordingly, the School advertises to ensure citizens of the Commonwealth are informed of the School's mission. The School expenses the production cost of advertising when incurred.

Allocation of Functional Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Expenses are allocated to program and supporting services based upon employees' time for each function, purpose of each expenditure, and service provided for each program.

Use of Estimates in the Preparation of Financial Statements

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



PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2022

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Prior Year Financial Statements

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2021, from which the summarized information was derived.

NOTE 3 CASH AND CASH EQUIVALENTS

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned. The School maintains five bank accounts at TD Bank, NA. Accounts at this institution are insured by the Federal Deposit Insurance Corporation ("FDIC") up to \$250,000. At June 30, 2022, the carrying amount of the School's deposits totaled \$18,649,867, and the bank balance was \$19,482,628. Of the bank balance, \$250,000 was covered by federal depository insurance, and \$19,232,628 was exposed to custodial credit risk because it was uninsured, and the collateral held by the depository's agent was not in the School's name. However, the exposed deposits were collateralized in accordance with Act 72 of the Commonwealth of Pennsylvania.

NOTE 4 ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2022 consisted of the following:

Due from school districts and Pennsylvania:	
Department of Education	\$ 3,767,800
Less: Allowance for doubtful accounts	<u>(732,472)</u>
TOTAL	<u>\$ 3,035,328</u>

NOTE 5 GRANTS RECEIVABLES

Grants receivables consisted of the following at June 30, 2022:

School Health Annual Reimbursement System (SHARS)	\$ 54,458
Federal receivables	<u>3,786,321</u>
TOTAL	<u>\$ 3,840,779</u>

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022

NOTE 6 PROPERTY AND EQUIPMENT

A summary of changes in property and equipment is as follows:

	Balance July 1, 2021	Additions	Deletions	Balance June 30, 2022
Land	\$ 918,892	\$ -	\$ -	\$ 918,892
Buildings and improvements	4,376,323	-	(9,744)	4,366,579
Furniture and equipment	2,326,797	46,401	(18,725)	2,354,473
Computer equipment	2,865,726	612,381	-	3,478,107
	<u>10,487,738</u>	<u>658,782</u>	<u>-</u>	<u>11,118,051</u>
Accumulated depreciation	<u>(5,044,819)</u>	<u>(1,789,162)</u>	<u>18,725</u>	<u>(6,815,256)</u>
Total Property and Equipment, Net	<u>\$ 5,442,919</u>	<u>\$(1,130,380)</u>	<u>\$ (9,744)</u>	<u>\$ 4,302,795</u>

NOTE 7 DUE TO K-12, INC.

In June 2009, the School entered into an agreement with K-12, Inc. to provide online curricula, instructional tools, materials, and other products through June 2024. Under this agreement, the School has purchased online curricula, instructional tools, materials, and other products totaling \$9,350,900 for the year ended June 30, 2022.

K-12, Inc. is not a division or any part of the School. The School is a body corporate authorized under Pennsylvania Charter School Law and is not a division or a part of K-12, Inc. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this agreement and those of any other agreements that may exist from time to time between the parties.

The line item "Due to K-12, Inc." shown on the statement of financial position represents amounts payable and due to K-12, Inc. for curriculum materials. The amount due as of June 30, 2022 was \$675,315.

NOTE 8 CAPITAL LEASE OBLIGATION

The School acquired \$2,384,760 of computers under a capital lease agreement with payments due yearly on July 8, commencing on July 8, 2019 and expiring on July 8, 2022. The School also acquired \$240,483 of computers under capital lease with payments due on yearly on August 1, commencing on August 1, 2021 and expiring on August 1, 2022. Additionally, the School acquired \$240,483 of computers under capital lease with payments due on yearly on November 1, commencing on November, 2020 and expiring on November 1, 2022. The leased

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022

NOTE 8 CAPITAL LEASE OBLIGATION (cont'd)

computers are depreciated over their estimated productive lives. Depreciation of the computers under the capital lease is included in depreciation expense. For the year ended June 30, 2022, the School recorded \$1,545,721 of depreciation on the computers. The table below describes the future amounts due under the lease.

Year Ending June 30,	Principal Maturities	Interest Maturities	Total Maturities
2023	\$ 41,706	\$ 3,294	\$ 45,000
	\$ 41,706	\$ 3,294	\$ 45,000

NOTE 9 SUBSCRIPTION AGREEMENT

In the current year, the School entered into a subscription agreement with Ring Central to provide monthly telephone and conferencing services. Subscription expense for the year ended June 30, 2022 was \$52,883 and is included in telephone and internet in the statement of functional expenses.

Future payments under this subscription agreement are as follows:

Year Ending June 30,	
2023	\$ 22,034
	\$ 22,034

NOTE 10 PENSION PLAN

Plan Description

The School contributes to the Public School Employees' Retirement System ("PSERS"), a governmental cost-sharing multiple-employer defined benefit pension plan administered by the Commonwealth of Pennsylvania Public School Employees' Retirement System. The PSERS provides retirement and disability, legislative-mandated *ad hoc* cost-of-living adjustments, and certain healthcare insurance premium assistance to plan members and beneficiaries. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) provides the authority to establish and amend benefit provisions. The PSERS issues an annual comprehensive financial report that includes financial statements and required

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022

NOTE 10 PENSION PLAN (cont'd)

supplementary information for the plan. A copy of the report may be obtained by writing to the Public School Employees' Retirement System, P. O. Box 125, Harrisburg, Pennsylvania 17108-0125.

Funding Policy

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers, and the Commonwealth. Eligible active members contribute at 7.5 percent of their qualifying compensation. Contributions required of employers are based upon an actuarial valuation. For the fiscal year ended June 30, 2022, the rate of employer contribution was 34.94, allocated 33.99 percent to pensions, 0.15 percent to Act 5 defined contribution, and 0.80 percent to health insurance. The School's contribution to PSERS for the years ended June 30, 2022, 2021, and 2020 was \$6,300,508, \$5,038,506, and \$4,163,940, respectively, equal to the required contribution.

NOTE 11 COMMITMENTS AND CONTINGENCIES

The School is subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the normal course of business. In the opinion of management, all such matters are adequately covered by insurance, and if not so covered are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of activities of the School if disposed of unfavorably.

NOTE 12 UNCERTAINTIES

COVID-19 Pandemic

As a result of the spread of the COVID-19 coronavirus which is ongoing at June 30, 2022, economic and operational uncertainties have arisen which could impact the School in fiscal year 2023. The extent of the potential impact is unknown as the COVID-19 pandemic continues to develop.

Grants

The School receives financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audits by the grantors or their representatives. Any disallowed claims resulting from such audits could become a liability of the School. Management believes such disallowance, if any, would be immaterial.

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022

NOTE 13 LIQUIDITY AND AVAILABILITY OF RESOURCES

The School's financial assets consist of cash and cash equivalents, accounts receivable, and grants receivable.

The following reflects the School's financial assets as of June 30, 2022, reduced by amounts not available for general use within one year of the statement of financial position date.

Financial assets, at year-end	<u>\$25,525,974</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$25,525,974</u>

The School utilizes grant funding and funding from school districts for major capital expenditures and utilizes an annual budget and, therefore, does not include depreciation expense when evaluating operating expenses for liquidity purposes. The School has a policy to structure its financial assets to be available as its general expenses, liabilities, and other obligations come due.

NOTE 14 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through February 6, 2023, the date the financial statements were available to be issued.

**SINGLE AUDIT INFORMATION**



**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**

February 6, 2023

To the Board of Directors  
Pennsylvania Virtual Charter School  
King of Prussia, 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 Pennsylvania Virtual Charter School ("the School"), a nonprofit organization, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated February 6, 2023.

Internal Control Over Financial Reporting

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

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School'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.

To the Board of Directors  
Pennsylvania Virtual Charter School

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

#### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the 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 School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

  
BARBACANE, THORNTON & COMPANY LLP





INDEPENDENT AUDITOR'S REPORT ON  
COMPLIANCE FOR EACH MAJOR PROGRAM AND  
ON INTERNAL CONTROL OVER COMPLIANCE  
REQUIRED BY THE UNIFORM GUIDANCE

February 6, 2023

To the Board of Directors  
Pennsylvania Virtual Charter School  
King of Prussia, Pennsylvania

Report on Compliance for Major Federal Program

Opinion on Major Federal Program

We have audited the Pennsylvania Virtual Charter School's ("the School") 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 the School's major federal program for the year ended June 30, 2022. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

In our opinion, the School complied, in all material respects, with the 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 Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America ("GAAS"); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States ("*Government Auditing Standards*"); 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 the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence

Board of Directors  
Collegium Charter School

we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for its major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

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

#### 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 the School's federal program.

#### 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 the 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 GAAS, *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 the School's compliance with the requirements of its major federal program as a whole.

In performing an audit in accordance with GAAS, *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 the 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 the 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 the School's internal control over compliance. Accordingly, no such opinion is expressed.

Board of Directors  
Collegium Charter School

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.

*Barbacane, Thornton & Company LLP*  
BARBACANE, THORNTON & COMPANY LLP

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2022**

FEDERAL GRANTOR/PROJECT TITLE	SOURCE CODE	FEDERAL CFDA NUMBER	PASS-THROUGH GRANTOR'S NUMBER	GRANT PERIOD BEGINNING/ENDING DATES	GRANT AMOUNT	TOTAL RECEIVED FOR YEAR	UNEARNED REVENUE 07/01/2021	REVENUE RECOGNIZED	EXPENDITURES	UNEARNED REVENUE 06/30/2022	AMOUNT PASSED THROUGH TO SUB-RECIPIENTS
<u>U.S. DEPARTMENT OF EDUCATION</u>											
<u>Passed through Montgomery County I.U.</u>											
IDEA	I	84.027	062-21-0000	07/01/20 - 06/30/21	\$ 381,001	\$ 381,001	\$ 381,001	\$ -	\$ -	\$ -	\$ -
IDEA	I	84.027	062-22-0035	07/01/21 - 06/30/22	638,523	517,204	-	638,523	638,523	121,319	-
Total CFDA # 84.027						898,205	381,001	638,523	638,523	121,319	-
<b>Total IDEA</b>						<b>898,205</b>	<b>381,001</b>	<b>638,523</b>	<b>638,523</b>	<b>121,319</b>	<b>-</b>
<u>Passed through Pennsylvania Department of Education</u>											
Elementary and Secondary School Emergency Relief Fund	I	84.425D	FA-200-20-1018	03/13/20 - 09/30/21	557,495	410,786	410,786	-	-	-	-
Elementary and Secondary School Emergency Relief Fund	I	84.425D	FA-200-21-1018	03/13/20 - 09/30/23	3,178,842	295,706	-	1,652,875	1,652,875	1,357,169	-
Total CFDA # 84.425D						706,492	410,786	1,652,875	1,652,875	1,357,169	-
American Rescue Plan - Elementary and Secondary School Emergency Relief Fund	I	84.425U	FA-200-22-1018	03/13/20 - 09/30/23	6,429,877	350,721	-	1,446,963	1,446,963	1,096,242	-
Total CFDA # 84.425U						350,721	-	1,446,963	1,446,963	1,096,242	-
<b>Total Elementary and Secondary School Emergency Relief Fund</b>						<b>1,057,213</b>	<b>410,786</b>	<b>3,099,838</b>	<b>3,099,838</b>	<b>2,453,411</b>	<b>-</b>
<u>Passed through Pennsylvania Department of Education</u>											
Title I Grants - Improving Basic Programs	I	84.010	013-21-1018	08/28/20 - 09/30/21	860,847	713,716	713,716	-	-	-	-
Title I Grants - Improving Basic Programs	I	84.010	013-22-1018	08/28/21 - 09/30/22	1,265,579	201,639	-	1,265,579	1,265,579	1,063,940	-
Total CFDA # 84.010						915,355	713,716	1,265,579	1,265,579	1,063,940	-
<b>Total Title I</b>						<b>915,355</b>	<b>713,716</b>	<b>1,265,579</b>	<b>1,265,579</b>	<b>1,063,940</b>	<b>-</b>
Title II - Improving Teacher Quality	I	84.367	020-21-1018	08/28/20 - 09/30/21	91,872	76,979	76,979	-	-	-	-
Title II - Improving Teacher Quality	I	84.367	020-22-1018	08/28/21 - 09/30/22	116,547	19,768	-	116,547	116,547	96,779	-
Total CFDA # 84.367						96,747	76,979	116,547	116,547	96,779	-
<b>Total Title II</b>						<b>96,747</b>	<b>76,979</b>	<b>116,547</b>	<b>116,547</b>	<b>96,779</b>	<b>-</b>
Title IV - Student Support & Academic Enrichment	I	84.424	144-21-1018	08/28/20 - 09/30/21	51,476	40,445	40,445	-	-	-	-
Title IV - Student Support & Academic Enrichment	I	84.424	144-22-1018	08/28/21 - 09/30/22	64,736	13,864	-	64,736	64,736	50,872	-
Total CFDA # 84.424						54,309	40,445	64,736	64,736	50,872	-
<b>Total Title IV</b>						<b>54,309</b>	<b>40,445</b>	<b>64,736</b>	<b>64,736</b>	<b>50,872</b>	<b>-</b>
<b>TOTAL U.S. DEPARTMENT OF EDUCATION</b>						<b>3,021,829</b>	<b>1,622,927</b>	<b>5,185,223</b>	<b>5,185,223</b>	<b>3,786,321</b>	<b>-</b>
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>						<b>\$ 3,021,829</b>	<b>\$ 1,622,927</b>	<b>\$ 5,185,223</b>	<b>\$ 5,185,223</b>	<b>\$ 3,786,321</b>	<b>\$ -</b>

SOURCE CODE:

I - Indirect Funding

PENNSYLVANIA VIRTUAL CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A REPORTING ENTITY

The accompanying schedule of expenditures of federal awards presents the activity of all federal award programs of the Pennsylvania Virtual Charter School. Federal awards received directly from federal agencies as well as federal awards passed through other government agencies are included on the schedule.

NOTE B BASIS OF ACCOUNTING

The accompanying schedule of expenditures of federal awards is presented using the accrual basis of accounting.

NOTE C INDIRECT COST RATE

The School has not elected to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance. For the year ended June 30, 2022, there were no indirect costs included in the schedule of expenditures of federal awards.

## **SCHEDULE OF FINDINGS AND RECOMMENDATIONS**

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND RECOMMENDATIONS

**PART A - SUMMARY OF AUDITOR'S RESULTS**

*Financial Statements*

Type of auditor's report issued [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? \_\_\_\_\_ Yes \_\_\_\_\_ X No
- Significant deficiency(ies) identified? \_\_\_\_\_ Yes \_\_\_\_\_ X None reported
- Noncompliance material to financial statements noted? \_\_\_\_\_ Yes \_\_\_\_\_ X No

*Federal Awards*

Internal control over major program:

- Material weakness(es) identified? \_\_\_\_\_ Yes \_\_\_\_\_ X No
- Significant deficiency(ies) identified? \_\_\_\_\_ Yes \_\_\_\_\_ X None reported

Type of auditor's report issued on compliance for major program [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance?

\_\_\_\_\_ Yes \_\_\_\_\_ X No

Identification of major program:

CFDA Numbers \_\_\_\_\_

Name of Federal Program or Cluster \_\_\_\_\_

84.425D, 84.425U

Education Stabilization Fund Under the Coronavirus Aid, Relief, and Economic Security Act

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

\_\_\_\_\_ X Yes \_\_\_\_\_ No

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND RECOMMENDATIONS (CONT'D)

**PART B - FINDINGS RELATED TO FINANCIAL STATEMENTS**

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

**PART C - FINDINGS RELATED TO FEDERAL AWARDS**

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.



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

Division of Federal Programs  
Consolidated Program Review

2022-2023 School Year

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

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Dr. Debra Heath-Thornton	4846807772	<input type="checkbox"/>
<b>Business Manager:</b>	Melissa Paris	4848418922	<input type="checkbox"/>
<b>Federal Program Coordinator:</b>	Maureen Weinberger	4846807868	<input type="checkbox"/>
<b>Parent/Family Member:</b>	Jennifer Brodhag	4846807971	<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):** Karen Quinn

**Program Review Date:**

**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. <b>Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met.</b> 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input checked="" type="checkbox"/> list of staff, highlighting those on emergency permits</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th data-bbox="1623 451 2062 508" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1623 508 2062 792"> <p>2/21/2023 1:25:33 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger All staff at PA Virtual Charter School are Appropriately State Certified.</p> </td> </tr> <tr> <th data-bbox="1623 792 2062 841" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 841 2062 1019"> <p>6/16/2023 7:05:39 PM monitor Karen Quinn LEA does not have any staff on emergency permits.</p> </td> </tr> </table>	District Comments	<p>2/21/2023 1:25:33 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger All staff at PA Virtual Charter School are Appropriately State Certified.</p>	Monitor Comments	<p>6/16/2023 7:05:39 PM monitor Karen Quinn LEA does not have any staff on emergency permits.</p>
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Monitor Comments									
<p>6/16/2023 7:05:39 PM monitor Karen Quinn LEA does not have any staff on emergency permits.</p>									
<p><b>Documentation must be uploaded for all LEAs</b> <span style="float: right;"><a href="#">PAVirtualRosterCertifications040423.xlsx</a> <a href="#">2022-2023 ESSA Program Monitoring for Pennsylvania Virtual CS Table of Contents.pdf</a></span></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				
<p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Updated Equity Plan, with <b>dated</b> agenda and sign-in sheet	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1593 380 2047 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1593 431 2047 711"> <p>5/2/2023 10:20:16 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a cyber charter school, PA Virtual is the LEA and also one Title I building.</p> </td> </tr> <tr> <th data-bbox="1593 711 2047 763" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1593 763 2047 974"> <p>6/16/2023 7:06:46 PM monitor Karen Quinn LEA provided a dated equity plan but no dated agenda or sign-in sheet.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/2/2023 10:20:16 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a cyber charter school, PA Virtual is the LEA and also one Title I building.</p>	Monitor Comments	<p>6/16/2023 7:06:46 PM monitor Karen Quinn LEA provided a dated equity plan but no dated agenda or sign-in sheet.</p>
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<p>6/16/2023 7:06:46 PM monitor Karen Quinn LEA provided a dated equity plan but no dated agenda or sign-in sheet.</p>									
<p><b>Documentation must be uploaded for all LEAs</b></p>				<p><a href="#">Pennsylvania Virtual Charter School Equity Plan SY 22.23.pdf</a></p>					
<p>If you have additional comments to make about this section, enter them here:</p>									

**Component III: Foster Care**

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed and signed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures with signatures	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1390 381 2045 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1390 431 2045 643"> <p>2/23/2023 2:46:40 PM                      Director of Curriculum, Inst &amp; Fed. Programs                      Maureen Weinberger                      PA Virtual is a virtual school that does not have instruction in a brick and mortar building.</p> </td> </tr> <tr> <th data-bbox="1390 643 2045 693" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1390 693 2045 867"> <p>6/16/2023 7:07:24 PM                      monitor Karen Quinn                      LEA does is a virtual charter school and does not transport students.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/23/2023 2:46:40 PM                      Director of Curriculum, Inst &amp; Fed. Programs                      Maureen Weinberger                      PA Virtual is a virtual school that does not have instruction in a brick and mortar building.</p>	Monitor Comments	<p>6/16/2023 7:07:24 PM                      monitor Karen Quinn                      LEA does is a virtual charter school and does not transport students.</p>
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<b>Documentation must be uploaded for all LEAs</b>									
If you have additional comments to make about this section, enter them here:									

**Component IV: Head Start Coordination Requirements**

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> MOU, with signatures, uploaded to eGrants. MOU must be dated to demonstrate it was reviewed this year	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1562 375 2062 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1562 431 2062 678">                             2/23/2023 3:08:15 PM                              Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger                              As a cyber charter is exempt from creating an MOU with Head Start agencies.                         </td> </tr> <tr> <th data-bbox="1562 678 2062 727" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1562 727 2062 907">                             6/16/2023 7:07:53 PM                              monitor Karen Quinn                              No MOU is needed for virtual charter school.                         </td> </tr> </tbody> </table>	District Comments	2/23/2023 3:08:15 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a cyber charter is exempt from creating an MOU with Head Start agencies.	Monitor Comments	6/16/2023 7:07:53 PM monitor Karen Quinn No MOU is needed for virtual charter school.
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6/16/2023 7:07:53 PM monitor Karen Quinn No MOU is needed for virtual charter school.									
<b>Documentation must be uploaded for all LEAs</b>									
If you have additional comments to make about this section, enter them here:									

**Component V: Transition**

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

Section 1112(b)(8)  
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA implements strategies to facilitate effective transitions for students.	<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%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1516 457 2045 500" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1516 500 2045 782">           5/4/2023 10:27:07 AM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            Including one transition session ppt as an example but we hold these for K and each grade band change and can provide them if needed.         </td> </tr> <tr> <th data-bbox="1516 782 2045 831" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1516 831 2045 1003">           6/16/2023 7:09:13 PM            monitor Karen Quinn            LEA provided evidence of transition strategies.         </td> </tr> </tbody> </table>	District Comments	5/4/2023 10:27:07 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Including one transition session ppt as an example but we hold these for K and each grade band change and can provide them if needed.	Monitor Comments	6/16/2023 7:09:13 PM monitor Karen Quinn LEA provided evidence of transition strategies.
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Monitor Comments									
6/16/2023 7:09:13 PM monitor Karen Quinn LEA provided evidence of transition strategies.									
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Transition section of TI Grant Application.pdf</a> <a href="#">Senior Post-secondary Planning Presentation 2022-23.pptx (1).pdf</a>				
If you have additional comments to make about this section, enter them here:									

**Component VI: Parent and Family Engagement**

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> <li>• description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application)</li> <li>• description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance</li> <li>• description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs</li> <li>• description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying:</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy with <b>review/revision</b> date. <b>Dated</b> parent meeting agenda and sign in sheet and evidence of distribution, examples website posting, handbook, mailing, etc.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1598 407 2062 467" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 467 2062 1377"> <p>6/16/2023 7:12:04 PM monitor Karen Quinn LEA provided evidence of a parent and family engagement policy with revision date, dated agenda and sign-in sheet.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/16/2023 7:12:04 PM monitor Karen Quinn LEA provided evidence of a parent and family engagement policy with revision date, dated agenda and sign-in sheet.</p>
Monitor Comments							
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> <li>◦ barriers to greater participation in activities,</li> <li>◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers</li> <li>◦ strategies to support successful school and family interactions</li> <li>• description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and</li> <li>• description of involvement of parents in the activities of the Title I schools.</li> </ul>							
<p><b>Documentation must be uploaded for all LEAs</b></p>					<p style="text-align: right;"> <a href="#">PA Virtual Parent Family Engagement Policy Oct 2022.pdf</a>  <a href="#">PA Virtual Title I Annual Parent mtg.pdf</a>  <a href="#">PA Virtual Title I Annual Mtg Attendance 10.24.22.pdf</a>  <a href="#">ParentEngagementWebsiteTitleI_docspage.JPG</a> </p>		
<p>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)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> agendas and sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>           6/16/2023 7:14:30 PM            monitor Karen Quinn            LEA provided a dated agenda, sign-in sheets and Power Point presentation as evidence that parents were involved in use of parent involvement funds.         </td> </tr> </tbody> </table>	Monitor Comments	6/16/2023 7:14:30 PM monitor Karen Quinn LEA provided a dated agenda, sign-in sheets and Power Point presentation as evidence that parents were involved in use of parent involvement funds.
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<p><b>Documentation must be uploaded for all LEAs</b></p>					<p style="text-align: right;"> <a href="#">PA Virtual Title I Annual Parent mtg.pdf</a>  <a href="#">PA Virtual Title I Annual Mtg Attendance 10.24.22.pdf</a> </p>		



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, <b>including at least one of the following:</b></p> <ul style="list-style-type: none"> <li>• supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies.</li> <li>• supporting programs that reach parents and family members at home, in the community, and at school</li> <li>• disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members</li> <li>• collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement</li> <li>• engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.)</li> </ul>	☑	☐	☐	<p>☑ LEA Parent and Family Engagement policy that <b>includes at least one of the five bullets</b>, parent meeting agenda and sign in sheet</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1604 128 2049 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 180 2049 391"> <p>6/16/2023 7:15:15 PM monitor Karen Quinn LEA has a parent and family engagement policy with required component.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/16/2023 7:15:15 PM monitor Karen Quinn LEA has a parent and family engagement policy with required component.</p>
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<b>Documentation must be uploaded for all LEAs</b>				<a href="#">PA Virtual Parent Family Engagement Policy Oct 2022.pdf</a> <a href="#">PA Virtual Title I Annual Mtg Attendance 10.24.22.pdf</a>			

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>4. LEA must conduct an annual evaluation of <b>the content and effectiveness of the parent and family engagement policy</b> use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Dated agenda and sign in sheets from meeting with parents to discuss the evaluation</p> <p><input type="checkbox"/> Surveys and <b>collated</b> results to demonstrate evaluation process</p>	<table border="1"> <thead> <tr> <th data-bbox="1604 128 2049 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 180 2049 430"> <p>6/16/2023 7:18:09 PM monitor Karen Quinn LEA did not provide evidence of an annual evaluation of the effectiveness of the parent and family engagement policy.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/16/2023 7:18:09 PM monitor Karen Quinn LEA did not provide evidence of an annual evaluation of the effectiveness of the parent and family engagement policy.</p>		
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<b>Documentation must be uploaded for all LEAs</b>				<a href="#">PA Virtual Title I Annual Parent mtg.pdf</a> <a href="#">PA Virtual Title I Annual Mtg Attendance 10.24.22.pdf</a>					
<p>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.)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> <b>LEA level budget</b> (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities</p>	<table border="1"> <thead> <tr> <th data-bbox="1604 537 2049 589">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 589 2049 938"> <p>5/11/2023 4:01:17 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Parent and family engagement reserve is used for portion of salary for Director of Parent Education &amp; Engagement position.</p> </td> </tr> <tr> <th data-bbox="1604 938 2049 990">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 990 2049 1198"> <p>6/16/2023 7:18:54 PM monitor Karen Quinn LEA provided a spreadsheet with family engagement funds identified and use of these funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/11/2023 4:01:17 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Parent and family engagement reserve is used for portion of salary for Director of Parent Education &amp; Engagement position.</p>	Monitor Comments	<p>6/16/2023 7:18:54 PM monitor Karen Quinn LEA provided a spreadsheet with family engagement funds identified and use of these funds.</p>
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<b>Documentation must be uploaded for all LEAs</b>				<a href="#">TI Budget Detail-22-23SY ParentEngagment_Redacted.pdf</a>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input 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.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1604 128 2049 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 180 2049 461"> <p>2/23/2023 3:22:13 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a Cyber Charter School, PA Virtual is considered one building.</p> </td> </tr> <tr> <th data-bbox="1604 461 2049 513" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 513 2049 651"> <p>6/16/2023 7:19:08 PM monitor Karen Quinn LEA has only one building.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/23/2023 3:22:13 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a Cyber Charter School, PA Virtual is considered one building.</p>	Monitor Comments	<p>6/16/2023 7:19:08 PM monitor Karen Quinn LEA has only one building.</p>
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<b>Documentation must be uploaded for all LEAs</b>									
<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="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>2/23/2023 3:45:25 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual is not consolidating Federal Administrative Funds.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>6/16/2023 7:19:27 PM monitor Karen Quinn LEA did not consolidated federal 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		
<p>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. <b>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.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<table border="1"> <thead> <tr> <th data-bbox="1650 479 2053 535">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 535 2053 747"> <p>6/16/2023 7:19:53 PM monitor Karen Quinn Program and activities observed match the Title I application.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/16/2023 7:19:53 PM monitor Karen Quinn Program and activities observed match the Title I application.</p>
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**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	
<b>Documentation must be uploaded for all LEAs</b>					
2. Initial Consultation has occurred between the LEA and nonpublic official(s) <b>prior</b> 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)	
<b>Documentation must be uploaded for all LEAs</b>					
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)	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					

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	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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 <b>dated and signed</b> by LEA to ensure physical inventory is <b>conducted annually at the end of the school year</b>	
<b>Documentation must be uploaded for all LEAs</b>					



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"> <li>• Breakdown of instructional costs,</li> <li>• Type of services to be delivered,</li> <li>• Administrative costs for nonpublic schools</li> <li>• Multi-year contracts DO NOT exceed three years</li> <li>• An exit clause.</li> </ul>	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					

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"> <li>• Agenda listing review/receipt of Complaint Procedures</li> <li>• Mail receipt</li> <li>• Email to nonpublic official(s) including URL link to LEA's Complaint Procedures</li> </ul>	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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
<b>Documentation must be uploaded for all LEAs, as applicable</b>					
If you have additional comments to make about this section, enter them here:					

## 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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1566 634 2047 686" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1566 686 2047 898">           4/25/2023 3:56:13 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            LEA uses Title II funds for district-wide professional development.         </td> </tr> <tr> <th data-bbox="1566 898 2047 950" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1566 950 2047 1156">           6/17/2023 4:35:51 PM            monitor Karen Quinn            LEA uses Title II funds for professional development and new teacher induction.         </td> </tr> </tbody> </table>	District Comments	4/25/2023 3:56:13 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger LEA uses Title II funds for district-wide professional development.	Monitor Comments	6/17/2023 4:35:51 PM monitor Karen Quinn LEA uses Title II funds for professional development and new teacher induction.
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<b>Documentation must be uploaded for all LEAs</b>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><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</p>	<table border="1"> <thead> <tr> <th data-bbox="1564 128 2049 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1564 180 2049 391"> <p>2/23/2023 4:04:35 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a Cyber Charter School, PA Virtual operates as one building.</p> </td> </tr> <tr> <th data-bbox="1564 391 2049 443">Monitor Comments</th> </tr> <tr> <td data-bbox="1564 443 2049 613"> <p>6/17/2023 4:36:20 PM monitor Karen Quinn Charter school is not designated as a CSI or ATSI school.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/23/2023 4:04:35 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a Cyber Charter School, PA Virtual operates as one building.</p>	Monitor Comments	<p>6/17/2023 4:36:20 PM monitor Karen Quinn Charter school is not designated as a CSI or ATSI school.</p>
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<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Dated agendas and sign-in sheets for meetings that took place <b>prior</b> to the writing of the grant</p>	<table border="1"> <thead> <tr> <th data-bbox="1564 695 2049 747">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1564 747 2049 1060"> <p>5/12/2023 9:43:57 AM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Schoolwide Plan is coordinated with Comprehensive Plan and Fed Programs coordinator is included on every "Comp Plan" mtg to lead Title programs discussions.</p> </td> </tr> <tr> <th data-bbox="1564 1060 2049 1112">Monitor Comments</th> </tr> <tr> <td data-bbox="1564 1112 2049 1323"> <p>6/16/2023 7:21:37 PM monitor Karen Quinn LEA provided data agenda and sign-in sheet as evidence of stakeholder engagement.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/12/2023 9:43:57 AM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Schoolwide Plan is coordinated with Comprehensive Plan and Fed Programs coordinator is included on every "Comp Plan" mtg to lead Title programs discussions.</p>	Monitor Comments	<p>6/16/2023 7:21:37 PM monitor Karen Quinn LEA provided data agenda and sign-in sheet as evidence of stakeholder engagement.</p>
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<b>Documentation must be uploaded for all LEAs</b>									

[CompPlanMeetingCalendarEvent7.14.22.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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1564 128 2055 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1564 180 2055 391"> <p>4/25/2023 4:13:57 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger LEA uses Title II funds for district-wide professional development.</p> </td> </tr> <tr> <th data-bbox="1564 391 2055 443" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1564 443 2055 613"> <p>6/17/2023 4:31:55 PM monitor Karen Quinn This is marked "not applicable" as it does not apply until 2023-2024.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2023 4:13:57 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger LEA uses Title II funds for district-wide professional development.</p>	Monitor Comments	<p>6/17/2023 4:31:55 PM monitor Karen Quinn This is marked "not applicable" as it does not apply until 2023-2024.</p>
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<p>If you have additional comments to make about this section, enter them here:</p>									

**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 II application. <b>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.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<table border="1"> <thead> <tr> <th data-bbox="1625 480 2060 537">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 537 2060 755">                             6/17/2023 5:05:29 PM                              monitor Karen Quinn                              Program and activities observed match the Title II application.                         </td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 5:05:29 PM monitor Karen Quinn Program and activities observed match the Title II application.
Monitor Comments						
6/17/2023 5:05:29 PM monitor Karen Quinn Program and activities observed match the Title II application.						
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> agendas and sign-in sheets for meetings that took place <b>prior</b> to writing the grant.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">District Comments</th> </tr> </thead> <tbody> <tr> <td>                             5/4/2023 3:34:37 PM                              Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger                              Schoolwide Plan is coordinated with Comprehensive Plan and Fed Programs coordinator is included on every "Comp Plan" mtg to lead Title programs discussions.                         </td> </tr> <tr> <th style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td>                             6/16/2023 7:22:40 PM                              monitor Karen Quinn                              LEA provided dated agenda and sign-in sheet as evidence of stakeholder engagement.                         </td> </tr> </tbody> </table>	District Comments	5/4/2023 3:34:37 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Schoolwide Plan is coordinated with Comprehensive Plan and Fed Programs coordinator is included on every "Comp Plan" mtg to lead Title programs discussions.	Monitor Comments	6/16/2023 7:22:40 PM monitor Karen Quinn LEA provided dated agenda and sign-in sheet as evidence of stakeholder engagement.
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Monitor Comments									
6/16/2023 7:22:40 PM monitor Karen Quinn LEA provided dated agenda and sign-in sheet as evidence of stakeholder engagement.									

**Documentation must be uploaded for all LEAs**

[CompPlanMeetingCalendarEvent7.14.22.pdf](#)



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
2. The LEA <b>continued to consult</b> with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> agendas and sign-in sheets for consultation that took place during the implementation of the grant	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1566 123 2055 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1566 180 2055 496">           5/4/2023 3:35:25 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            Schoolwide Plan is coordinated with Comprehensive Plan and Fed Programs coordinator is included on every "Comp Plan" mtg to lead Title programs discussions.         </td> </tr> <tr> <th data-bbox="1566 496 2055 545" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1566 545 2055 761">           6/16/2023 7:23:19 PM            monitor Karen Quinn            LEA provided a dated agenda and sign-in sheet as evidence of continued stakeholder engagement.         </td> </tr> </tbody> </table>	District Comments	5/4/2023 3:35:25 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Schoolwide Plan is coordinated with Comprehensive Plan and Fed Programs coordinator is included on every "Comp Plan" mtg to lead Title programs discussions.	Monitor Comments	6/16/2023 7:23:19 PM monitor Karen Quinn LEA provided a dated agenda and sign-in sheet as evidence of continued stakeholder engagement.
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6/16/2023 7:23:19 PM monitor Karen Quinn LEA provided a dated agenda and sign-in sheet as evidence of continued stakeholder engagement.									
<b>Documentation must be uploaded for all LEAs</b>				<a href="#">CompPlanReviewMtgCalendarEvent8.15.22.pdf</a> <a href="#">CompPlanReviewMtgCalendarEvent12.8.22.pdf</a> <a href="#">CompPlanReviewMtgCalendarEvent3.23.23pdf.pdf</a>					
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"/> <b>Dated</b> needs Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1566 894 2055 951" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1566 951 2055 1133">           6/16/2023 7:24:23 PM            monitor Karen Quinn            LEA provided a dated needs assessment on counseling needs.         </td> </tr> </tbody> </table>	Monitor Comments	6/16/2023 7:24:23 PM monitor Karen Quinn LEA provided a dated needs assessment on counseling needs.		
Monitor Comments									
6/16/2023 7:24:23 PM monitor Karen Quinn LEA provided a dated needs assessment on counseling needs.									
<b>Documentation must be uploaded for all LEAs</b>				<a href="#">Counseling Needs Assessment 5.27.21 (Responses) - Google Sheets.pdf</a>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>4. If the LEA <b>distributed funds to schools</b>, 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="1566 123 2053 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1566 180 2053 461"> <p>4/25/2023 4:34:03 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a cyber charter, PA Virtual is one school building and therefore does not distribute funds to other schools within the LEA.</p> </td> </tr> <tr> <th data-bbox="1566 461 2053 518">Monitor Comments</th> </tr> <tr> <td data-bbox="1566 518 2053 656"> <p>6/16/2023 7:24:38 PM monitor Karen Quinn LEA has only one virtual school.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2023 4:34:03 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a cyber charter, PA Virtual is one school building and therefore does not distribute funds to other schools within the LEA.</p>	Monitor Comments	<p>6/16/2023 7:24:38 PM monitor Karen Quinn LEA has only one virtual school.</p>
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<p>6/16/2023 7:24:38 PM monitor Karen Quinn LEA has only one virtual school.</p>									
<b>Documentation must be uploaded for all LEAs</b>									
<p>5. LEA has only budgeted <b>a maximum of 15%</b> of the <b>total</b> amount budgeted in Effective Use of Technology <b>for technology infrastructure</b> (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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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="1566 724 2053 781">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1566 781 2053 992"> <p>6/16/2023 7:25:41 PM monitor Karen Quinn LEA did not budget funds for technology infrastructure.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/16/2023 7:25:41 PM monitor Karen Quinn LEA did not budget funds for technology infrastructure.</p>		
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<b>Documentation must be uploaded for all LEAs</b>									
<a href="#">PAVirtual Title IV 22.23.pdf</a> <a href="#">Title IV Statement of Expenditures 22.23_Redacted.pdf</a>									
<p>6. If the LEA has received more than \$30,000 in Title IV funds, a <b>minimum</b> of 20% has been budgeted for Well-Rounded Educational activities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input 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</p> <p><input checked="" type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section</p>	<table border="1"> <thead> <tr> <th data-bbox="1566 1089 2053 1146">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1566 1146 2053 1438"> <p>6/16/2023 7:26:09 PM monitor Karen Quinn LEA met the 20% threshold.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/16/2023 7:26:09 PM monitor Karen Quinn LEA met the 20% threshold.</p>		
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<b>Documentation must be uploaded for all LEAs</b>									
<a href="#">PAVirtual Title IV 22.23.pdf</a>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
7. If the LEA has received more than \$30,000 in Title IV funds, a <b>minimum</b> 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	<table border="1"> <thead> <tr> <th data-bbox="1572 128 2049 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1572 180 2049 358">           6/16/2023 7:27:09 PM            monitor Karen Quinn            LEA allocated 70.8% of Title IV funds to safe and healthy activities.         </td> </tr> </tbody> </table>	Monitor Comments	6/16/2023 7:27:09 PM monitor Karen Quinn LEA allocated 70.8% of Title IV funds to safe and healthy activities.
Monitor Comments							
6/16/2023 7:27:09 PM monitor Karen Quinn LEA allocated 70.8% of Title IV funds to safe and healthy activities.							
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">PAVirtual Title IV 22.23.pdf</a> <a href="#">Title IV Statement of Expenditures 22.23_Redacted.pdf</a>		
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"> <thead> <tr> <th data-bbox="1572 466 2049 518">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1572 518 2049 732">           6/16/2023 7:27:46 PM            monitor Karen Quinn            LEA allocated 8.9% of Title IV budget in effective use of technology.         </td> </tr> </tbody> </table>	Monitor Comments	6/16/2023 7:27:46 PM monitor Karen Quinn LEA allocated 8.9% of Title IV budget in effective use of technology.
Monitor Comments							
6/16/2023 7:27:46 PM monitor Karen Quinn LEA allocated 8.9% of Title IV budget in effective use of technology.							
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">PAVirtual Title IV 22.23.pdf</a> <a href="#">Title IV Statement of Expenditures 22.23_Redacted.pdf</a>		
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. <b>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.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<table border="1"> <thead> <tr> <th data-bbox="1623 516 2062 573">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 573 2062 792">                             6/17/2023 5:06:01 PM                              monitor Karen Quinn                              Program and activities observed math the Title IV application.                         </td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 5:06:01 PM monitor Karen Quinn Program and activities observed math the Title IV application.
Monitor Comments						
6/17/2023 5:06:01 PM monitor Karen Quinn Program and activities observed math the Title IV application.						
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) <b>prior</b> 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)	
<b>Documentation must be uploaded for all LEAs</b>					
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"/> <b>Dated</b> meeting agendas and sign-in sheet(s) between LEA and nonpublic official(s)	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					

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.	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					

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)	
<b>Documentation must be uploaded for all LEAs</b>					
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 <b>dated and signed</b> by LEA to ensure physical inventory is <b>conducted annually at the end of the school year</b>	
<b>Documentation must be uploaded for all LEAs</b>					
If you have additional comments to make about this section, enter them here:					

## 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  
Pennsylvania Virtual CS**

**PA Virtual Charter School**

**SCHOOL Level Monitoring**

	<b>Name</b>	<b>Check if Interviewed</b>
Principal:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Karen Quinn Visit Date:

# 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
<b>1. All instructional paraprofessionals</b> working in a Title I program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	<b>District Comments</b>
					4/27/2023 4:13:53 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have paraprofessionals working in the school.
<b>Documentation must be uploaded for all LEAs</b>					
<b>2. Parents (in Title I schools only)</b> are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter <b>dated</b> and evidence of distribution date	<b>District Comments</b>
					4/29/2023 12:11:04 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Right to Know Letter is posted on the PA Virtual Website under Public Notices: <a href="https://www.pavcsk12.org/about-us/public-notices-information">https://www.pavcsk12.org/about-us/public-notices-information</a> . Uploaded documentation includes digital signature date page.
<b>Documentation must be uploaded for all LEAs</b>					
					<b>Monitor Comments</b>
					6/16/2023 7:28:32 PM monitor Karen Quinn LEA is a virtual school and does not have any paraprofessionals.
					<b>Monitor Comments</b>
					6/16/2023 7:29:18 PM monitor Karen Quinn LEA has a dated copy of the Right-to-Know letter and evidence of distribution.
					<a href="#">Right to Know letter Fall 2022 English.pdf</a>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	☑	☐		☑ Copy of Right-to-Know Four Consecutive Week letter AND evidence of distribution date with signature, if distributed	<div style="text-align: center; background-color: #cccccc; padding: 2px;"><b>District Comments</b></div> <p>4/29/2023 12:11:40 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not have an instance in which the 4 consecutive week letter needed to be distributed.</p> <div style="text-align: center; background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> <p>6/16/2023 7:30:23 PM monitor Karen Quinn LEA provided a copy of a four week Right-to-Know letter. All teachers are appropriately state certified.</p>
<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Right_To_Know_4week_Letter.pdf</a>
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><b>All the following are Required components:</b></p> <ul style="list-style-type: none"> <li>• Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.</li> <li>• Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement</li> <li>• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I.</li> <li>• Provide Title I parents             <ul style="list-style-type: none"> <li>◦ Timely information about Title I programs</li> </ul> </li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School Parent and Family Engagement policy, (that includes all required components), with review/revision date, dated parent meeting, dated agenda & sign-in sheets, and method of distribution	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1591 410 2062 467" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1591 467 2062 743"> <p>6/16/2023 7:31:26 PM monitor Karen Quinn School provided a parent and family engagement policy with revision date, dated agenda, sign-in sheet and method of distribution.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/16/2023 7:31:26 PM monitor Karen Quinn School provided a parent and family engagement policy with revision date, dated agenda, sign-in sheet and method of distribution.</p>
Monitor Comments							
<p>6/16/2023 7:31:26 PM monitor Karen Quinn School provided a parent and family engagement policy with revision date, dated agenda, sign-in sheet and method of distribution.</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards</li> <li>○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.</li> <li>○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).</li> <li>○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.</li> <li>○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.</li> <li>○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.</li> <li>○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.</li> </ul>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> <li>○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.</li> <li>○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.</li> <li>○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).</li> </ul>							
<b>Documentation must be uploaded for all LEAs</b> <a href="#">PA Virtual Parent Family Engagement Policy Oct 2022.pdf</a> <a href="#">PA Virtual Title I Annual Parent mtg.pdf</a> <a href="#">PA Virtual Title I Annual Mtg Attendance 10.24.22.pdf</a> <a href="#">ParentEngagementWebsiteTitleI_docspage.JPG</a>							
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> Title I meeting agenda & sign-in sheets	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>           6/16/2023 7:32:14 PM            monitor Karen Quinn            School conducted an annual Title I meeting with dated agenda and sign-in sheets.         </td> </tr> </tbody> </table>	Monitor Comments	6/16/2023 7:32:14 PM monitor Karen Quinn School conducted an annual Title I meeting with dated agenda and sign-in sheets.
Monitor Comments							
6/16/2023 7:32:14 PM monitor Karen Quinn School conducted an annual Title I meeting with dated agenda and sign-in sheets.							
<b>Documentation must be uploaded for all LEAs</b> <a href="#">PA Virtual Title I Annual Parent mtg.pdf</a> <a href="#">PA Virtual Title I Annual Mtg Attendance 10.24.22.pdf</a>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall</p> <ul style="list-style-type: none"> <li>describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and</li> <li>address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.</li> </ul>	☑	☐	☐	<p>☑ School-parent compact with review/revision date, dated agenda, sign-in sheets and method of distribution</p>	<table border="1"> <thead> <tr> <th data-bbox="1598 147 2049 196">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 196 2049 440"> <p>6/16/2023 7:33:26 PM monitor Karen Quinn School provided a dated school-parent compact with dated agenda, sign-in sheet and evidence of distribution.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/16/2023 7:33:26 PM monitor Karen Quinn School provided a dated school-parent compact with dated agenda, sign-in sheet and evidence of distribution.</p>
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<p><b>Documentation must be uploaded for all LEAs</b></p>				<p> <a href="#">PA Virtual School Parent Compact SY22.23.pdf</a>  <a href="#">PA Virtual Title I Annual Parent mtg.pdf</a>  <a href="#">PA Virtual Title I Annual Mtg Attendance 10.24.22.pdf</a>  <a href="#">ParentEngagementWebsiteTitleI_docpage.JPG</a> </p>			

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> Title I meeting agenda & sign-in sheets that indicate topics of discussion  <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<table border="1"> <thead> <tr> <th data-bbox="1598 128 2049 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 180 2049 354">           6/17/2023 4:40:05 PM            monitor Karen Quinn            School provided dated agenda and sign-in sheets.         </td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 4:40:05 PM monitor Karen Quinn School provided dated agenda and sign-in sheets.
Monitor Comments							
6/17/2023 4:40:05 PM monitor Karen Quinn School provided dated agenda and sign-in sheets.							
<b>Documentation must be uploaded for all LEAs</b>				<a href="#">PA Virtual Title I Annual Parent mtg.pdf</a> <a href="#">PA Virtual Title I Annual Mtg Attendance 10.24.22.pdf</a>			
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"> <thead> <tr> <th data-bbox="1598 501 2049 553">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 553 2049 727">           6/16/2023 7:37:44 PM            monitor Karen Quinn            School provided list of online trainings and calendar dates.         </td> </tr> </tbody> </table>	Monitor Comments	6/16/2023 7:37:44 PM monitor Karen Quinn School provided list of online trainings and calendar dates.
Monitor Comments							
6/16/2023 7:37:44 PM monitor Karen Quinn School provided list of online trainings and calendar dates.							
<b>Documentation must be uploaded for all LEAs</b>				<a href="#">Parent Lunch and Learn Sessions2022-2023_asof4.29.pdf</a>			



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>6. <b>ALL</b> schools' teachers and staff shall <b>annually</b> be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.</p>	☑	☐	☐	<p>☐ <b>Dated</b> staff meeting agendas and sign-in sheets</p> <p>☐ SPAC skits and staff agendas and sign in sheets</p> <p>☑ Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)</p>	<table border="1"> <thead> <tr> <th data-bbox="1598 131 2047 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 180 2047 565"> <p>5/9/2023 7:05:58 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Staff Professional learning based on the parent survey results for 2023 is scheduled for Friday, May 26, 2023. Attendance sheet will be available upon completion of the training.</p> </td> </tr> <tr> <th data-bbox="1598 565 2047 613" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1598 613 2047 862"> <p>6/16/2023 7:39:52 PM monitor Karen Quinn School provided evidence of a parent survey and collated results with dated agenda and sign-in sheet.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/9/2023 7:05:58 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Staff Professional learning based on the parent survey results for 2023 is scheduled for Friday, May 26, 2023. Attendance sheet will be available upon completion of the training.</p>	Monitor Comments	<p>6/16/2023 7:39:52 PM monitor Karen Quinn School provided evidence of a parent survey and collated results with dated agenda and sign-in sheet.</p>
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<p>6/16/2023 7:39:52 PM monitor Karen Quinn School provided evidence of a parent survey and collated results with dated agenda and sign-in sheet.</p>									
<p><b>Documentation must be uploaded for all LEAs</b></p>				<p><a href="#">PA VIRTUAL All Staff PD Aug 2022.pdf</a>  <a href="#">PA VIRTUAL All Staff PD Aug 2022 attendance Live and recorded_Redacted.pdf</a>  <a href="#">ParentLearningCoachSurveyWinter2023.pdf</a></p>					
<p>7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.</p>	☑	☐	☐	<p>☐ Transition Plan</p> <p>☑ Parent training materials, evaluations, agendas, calendar of events</p> <p>☐ Staff/Parent meeting agendas and sign-in sheets</p>	<table border="1"> <thead> <tr> <th data-bbox="1598 1044 2047 1092" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 1092 2047 1263"> <p>6/16/2023 7:40:46 PM monitor Karen Quinn LEA provided a list of online trainings and calendar of events.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/16/2023 7:40:46 PM monitor Karen Quinn LEA provided a list of online trainings and calendar of events.</p>		
Monitor Comments									
<p>6/16/2023 7:40:46 PM monitor Karen Quinn LEA provided a list of online trainings and calendar of events.</p>									
<p><b>Documentation must be uploaded for all LEAs</b></p>				<p><a href="#">Parent Lunch and Learn Sessions2022-2023 _asof4.29.pdf</a></p>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
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	<table border="1"> <thead> <tr> <th data-bbox="1598 128 2049 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 180 2049 358">           6/16/2023 7:41:04 PM            monitor Karen Quinn            School provided a translated document as evidence.         </td> </tr> </tbody> </table>	Monitor Comments	6/16/2023 7:41:04 PM monitor Karen Quinn School provided a translated document as evidence.
Monitor Comments							
6/16/2023 7:41:04 PM monitor Karen Quinn School provided a translated document as evidence.							
<b>Documentation must be uploaded for all LEAs</b>				<a href="#">PA Virtual School Parent Compact SY22.23 - Spanish Version.pdf</a>			
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"/>	<p><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>	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> <p>6/16/2023 7:41:42 PM monitor Karen Quinn School has a PDE approved schoolwide plan.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/16/2023 7:41:42 PM monitor Karen Quinn School has a PDE approved schoolwide plan.</p>
Monitor Comments							
<p>6/16/2023 7:41:42 PM monitor Karen Quinn School has a PDE approved schoolwide plan.</p>							
<p><b>Documentation must be uploaded for all LEAs</b></p>				<p><a href="#">FRCPP_ApprovedSchoolwidePlan.JPG</a></p>			

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>☐ <b>Agendas and sign-in sheets</b> demonstrating plan was developed in the year prior to initial implementation for newly identified schoolwide program schools</p> <p>☑ <b>Agendas and sign-in sheets</b> demonstrating plan was updated within a year of the monitoring visit.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1652 123 2055 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1652 180 2055 602"> <p>5/4/2023 9:44:47 AM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  Schoolwide Plan is coordinated with Comprehensive Plan and Fed Programs coordinator is included on every "Comp Plan" mtg to lead Title programs discussions.</p> </td> </tr> <tr> <th data-bbox="1652 602 2055 651" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1652 651 2055 972"> <p>6/16/2023 7:42:58 PM  monitor Karen Quinn  LEA provided dated agenda and sign-in sheets documenting evidence that the schoolwide plan was updated within one year of monitoring visit.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/4/2023 9:44:47 AM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  Schoolwide Plan is coordinated with Comprehensive Plan and Fed Programs coordinator is included on every "Comp Plan" mtg to lead Title programs discussions.</p>	Monitor Comments	<p>6/16/2023 7:42:58 PM  monitor Karen Quinn  LEA provided dated agenda and sign-in sheets documenting evidence that the schoolwide plan was updated within one year of monitoring visit.</p>
District Comments									
<p>5/4/2023 9:44:47 AM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  Schoolwide Plan is coordinated with Comprehensive Plan and Fed Programs coordinator is included on every "Comp Plan" mtg to lead Title programs discussions.</p>									
Monitor Comments									
<p>6/16/2023 7:42:58 PM  monitor Karen Quinn  LEA provided dated agenda and sign-in sheets documenting evidence that the schoolwide plan was updated within one year of monitoring visit.</p>									
<b>Documentation must be uploaded for all LEAs</b>				<a href="#">CompPlanMeetingCalendarEvent7.14.22.pdf</a>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<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>☑ <b>Agendas and sign-in sheets</b> of meetings</p> <p>☐ Copies of data reports</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>5/4/2023 3:32:42 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Schoolwide Plan is coordinated with Comprehensive Plan and Fed Programs coordinator is included on every "Comp Plan" mtg to lead Title programs discussions.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/16/2023 7:43:44 PM monitor Karen Quinn School provided dated agenda and sign-in sheets as evidence of ongoing review of schoolwide plan.</p>
<b>Documentation must be uploaded for all LEAs</b>				<a href="#">CompPlanReviewMtgCalendarEvent8.15.22.pdf</a> <a href="#">CompPlanReviewMtgCalendarEvent12.8.22.pdf</a> <a href="#">CompPlanReviewMtgCalendarEvent3.23.23pdf.pdf</a>	
<b>Note: If the school does not have an approved 2022-23 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</b>					
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.	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
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	
<b>Documentation must be uploaded for all LEAs</b>					
4. The Title I school coordinates with and supports the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of regular team meetings, <b>dated</b> agenda, sign-in sheets, and minutes	
<b>Documentation must be uploaded for all LEAs</b>					

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, <b>dated</b> agendas, and sign in sheets	
<b>Documentation must be uploaded for all LEAs</b>					
If you have additional comments to make about this section, enter them here:					

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

Division of Federal Programs  
Consolidated Program Review

2022-2023 School Year

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

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Dr. Debra Heath-Thornton	4846807772	<input type="checkbox"/>
<b>Business Manager:</b>	Melissa Paris	4848418922	<input type="checkbox"/>
<b>Federal Program Coordinator:</b>	Maureen Weinberger	4846807868	<input type="checkbox"/>
<b>Parent/Family Member:</b>	_____	_____	<input type="checkbox"/>

**Program(s) Reviewed:**

- Title IA: Fiscal
- Title IIA: Fiscal
- Title IIIA: Fiscal
- Title IVA: Fiscal

**Program Reviewer(s):** Karen Quinn

**Program Review Date:**



# 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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<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: <b>The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.</b></p> <p>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"/>	<p><input checked="" type="checkbox"/> Two most recent audit reports</p>	<table border="1"> <thead> <tr> <th data-bbox="1604 128 2053 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 180 2053 354"> <p>6/17/2023 7:35:55 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/17/2023 7:35:55 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</p>		
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<p><b>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".</b></p>						<p style="text-align: right;"> <a href="#">PA Virtual CS FS 063021.pdf</a>  <a href="#">PA Virtual CS FS 063020.pdf</a>  <a href="#">2022-2023 ESSA Fiscal Monitoring for Pennsylvania Virtual CS Table of Contents.pdf</a> </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) <b>for current and prior years.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> UGG compliant inventory log of items purchased with Title I A.</p>	<table border="1"> <thead> <tr> <th data-bbox="1604 940 2053 992">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 992 2053 1271"> <p>4/26/2023 8:54:44 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not use Title I funds to purchase equipment or computing devices.</p> </td> </tr> <tr> <th data-bbox="1604 1271 2053 1323">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 1323 2053 1497"> <p>6/17/2023 7:39:32 AM monitor Karen Quinn LEA did not purchase equipment with Title I funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/26/2023 8:54:44 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not use Title I funds to purchase equipment or computing devices.</p>	Monitor Comments	<p>6/17/2023 7:39:32 AM monitor Karen Quinn LEA did not purchase equipment with Title I funds.</p>
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	2. LEA conducts a physical inventory of all items every two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log <b>dated and signed</b> by LEA to ensure physical inventory is <b>conducted</b> within the last two years	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/26/2023 8:55:11 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not use Title I funds to purchase equipment or computing devices.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>6/17/2023 7:39:52 AM monitor Karen Quinn LEA did not use Title I funds for equipment.</td> </tr> </tbody> </table>	District Comments	4/26/2023 8:55:11 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title I funds to purchase equipment or computing devices.	Monitor Comments	6/17/2023 7:39:52 AM monitor Karen Quinn LEA did not use Title I funds for equipment.
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3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved/submit date <b>(List approval/submit date in comment section).</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of Title 1 expenditures, showing very 1st expense using current year's funds.	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/26/2023 9:04:48 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Uploaded Documentation not required</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>6/17/2023 7:36:12 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</td> </tr> </tbody> </table>	District Comments	4/26/2023 9:04:48 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Uploaded Documentation not required	Monitor Comments	6/17/2023 7:36:12 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.
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4. Time Documentation  UGG Section 200.430	1A. The LEA maintains semi-annual certifications for <b>all</b> 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	<table border="1"> <thead> <tr> <th data-bbox="1598 123 2053 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 180 2053 609">           6/17/2023 7:44:26 AM            monitor Karen Quinn            Semi-annual certifications for 10 academic support teachers and language arts intervention specialist are signed and dated after the fact. Please see time and effort comments under PARS section of fed monitor for director of parent and family engagement.         </td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 7:44:26 AM monitor Karen Quinn Semi-annual certifications for 10 academic support teachers and language arts intervention specialist are signed and dated after the fact. Please see time and effort comments under PARS section of fed monitor for director of parent and family engagement.		
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">Time and Effort Forms Academic Support Teachers (10).pdf</a> <a href="#">Title_I_Time_and_Effort_Form-jbrodhag_pavcsk12.org.pdf</a> <a href="#">Title_I_Time_and_Effort_Form-mmoore_pavcsk12.org.pdf</a>					
	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 data-bbox="1598 743 2053 800" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 800 2053 1044">           4/26/2023 3:55:36 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            See 1A, Semi-annual time certifications         </td> </tr> <tr> <th data-bbox="1598 1044 2053 1101" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1598 1101 2053 1312">           6/17/2023 7:44:49 AM            monitor Karen Quinn            LEA does not have any employees working in Title I under a fixed schedule.         </td> </tr> </tbody> </table>	District Comments	4/26/2023 3:55:36 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger See 1A, Semi-annual time certifications	Monitor Comments	6/17/2023 7:44:49 AM monitor Karen Quinn LEA does not have any employees working in Title I under a fixed schedule.
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	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on <b>multiple cost objectives</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<p style="text-align: center;"><b>District Comments</b></p> <p>4/26/2023 3:56:31 PM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  Employees paid with Title funds are working on a single cost objective.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/17/2023 7:48:08 AM  monitor Karen Quinn  Semi-annual certification for the director of parent and family engagement indicates that at least 50% of this employee's time is spent on Title I activities. LEA should reach out to regional coordinator as this appears to be an employee that works on multiple cost objectives and would need a Personnel Activity Report to document time and effort.</p>

**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)	<p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/17/2023 7:50:20 AM  monitor Karen Quinn  LEA has written time and effort procedures with all required components.</p>
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**Documentation must be uploaded for all LEAs**

[PAVirtual Time and Effort Procedure.pdf](#)

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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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Federal Program document(s) (i.e. invoices paid from federal funds) from up to 7 years ago <input type="checkbox"/> Screenshot of files/records <input type="checkbox"/> Photo of files/records	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/26/2023 3:54:42 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Per Erin Derr 4.26.23 Board Policy is approved artifact for record retention.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>6/17/2023 7:50:54 AM monitor Karen Quinn LEA provided a policy not evidence of record retention.</td> </tr> </tbody> </table>	District Comments	4/26/2023 3:54:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Per Erin Derr 4.26.23 Board Policy is approved artifact for record retention.	Monitor Comments	6/17/2023 7:50:54 AM monitor Karen Quinn LEA provided a policy not evidence of record retention.
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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	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/17/2023 7:51:43 AM monitor Karen Quinn LEA submitted the Title I Performance Goal Output Report for the 2021-2022 school year by the due date.</td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 7:51:43 AM monitor Karen Quinn LEA submitted the Title I Performance Goal Output Report for the 2021-2022 school year by the due date.		
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	2. Backup documentation exists for the performance goal report <b>from the prior year</b> 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 <b>narratives</b> to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1604 131 2049 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 180 2049 423">           5/9/2023 2:33:47 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            Narrative is highlighted in yellow on attached document.         </td> </tr> <tr> <th data-bbox="1604 423 2049 472" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 472 2049 716">           6/17/2023 7:52:19 AM            monitor Karen Quinn            LEA provided a summary narrative for the 2021-2022 school year performance goal report.         </td> </tr> </tbody> </table>	District Comments	5/9/2023 2:33:47 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Narrative is highlighted in yellow on attached document.	Monitor Comments	6/17/2023 7:52:19 AM monitor Karen Quinn LEA provided a summary narrative for the 2021-2022 school year performance goal report.
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<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"> <li>• Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)</li> <li>• 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)</li> <li>• Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)</li> <li>• Mandatory Disclosure- (potential conflict disclosed in writing)</li> </ul>	<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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1604 128 2049 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 180 2049 532"> <p>5/11/2023 5:05:39 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>Current Policy is uploaded and highlighted followed by revised policy that is to be approved on June 26, 2023 with revisions highlighted.</p> </td> </tr> <tr> <th data-bbox="1604 532 2049 581" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 581 2049 894"> <p>6/17/2023 4:44:42 PM</p> <p>monitor Karen Quinn</p> <p>LEA provided a conflict of interest policy that that will be approved in the next week. Monitor marked this as "met" since all required components are in the new policy.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/11/2023 5:05:39 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>Current Policy is uploaded and highlighted followed by revised policy that is to be approved on June 26, 2023 with revisions highlighted.</p>	Monitor Comments	<p>6/17/2023 4:44:42 PM</p> <p>monitor Karen Quinn</p> <p>LEA provided a conflict of interest policy that that will be approved in the next week. Monitor marked this as "met" since all required components are in the new policy.</p>
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9. Allowability of Costs Procedures  UGG Sec 200.43	1. Allowability of Costs Requirement - Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles: <ul style="list-style-type: none"> <li>• Necessary, reasonable and allocable</li> <li>• Conform with federal law and grant terms</li> <li>• Consistent with state and local policies</li> <li>• Adequately documented</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1604 128 2049 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 180 2049 388">           6/17/2023 7:53:39 AM            monitor Karen Quinn            LEA provided allowability of costs procedures that included all required components.         </td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 7:53:39 AM monitor Karen Quinn LEA provided allowability of costs procedures that included all required components.
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<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"> <li>• Micro-purchases (purchase up to \$10,000)</li> <li>• Small Purchase (between \$10,000-\$250,000)</li> <li>• Sealed Bids (purchases over \$250,000 with formal advertising)</li> <li>• Competitive Proposals (more than one source submitting a proposal)</li> <li>• Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source)</li> </ul>	<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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1604 128 2049 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 180 2049 532"> <p>5/11/2023 5:14:47 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Current procedure is uploaded and highlighted followed by revised procedure that is to be approved on June 26, 2023 with revisions highlighted.</p> </td> </tr> <tr> <th data-bbox="1604 532 2049 581" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 581 2049 898"> <p>6/17/2023 4:45:39 PM monitor Karen Quinn LEA provided a procurement board policy that that will be approved in the next week. Monitor marked this as "met" since all required components are in the new policy.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/11/2023 5:14:47 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Current procedure is uploaded and highlighted followed by revised procedure that is to be approved on June 26, 2023 with revisions highlighted.</p>	Monitor Comments	<p>6/17/2023 4:45:39 PM monitor Karen Quinn LEA provided a procurement board policy that that will be approved in the next week. Monitor marked this as "met" since all required components are in the new policy.</p>
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<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"> <li>• Reimbursements - explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds</li> <li>• Advances - explain what happens if the LEA receives advance payments of federal grant funds</li> <li>• Interest - explain how the LEA will manage interest earned on federal grant awards</li> </ul>	<input type="checkbox"/>	<input checked="" 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>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1604 128 2049 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 180 2049 423"> <p>6/17/2023 4:47:40 PM monitor Karen Quinn LEA provided cash management procedures that do not explain how the LEA will manage interest earned on federal grants.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>6/17/2023 4:47:40 PM monitor Karen Quinn LEA provided cash management procedures that do not explain how the LEA will manage interest earned on federal grants.</p>
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<p><b>Documentation must be uploaded for all LEAs</b></p>					<p><a href="#">PA Virtual Cash Management Policy UGG.pdf</a></p>			

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12. Travel Reimbursement Policy  UGG Sec 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable <ul style="list-style-type: none"> <li>• Types of travel (single day, overnight or out-of-state)</li> <li>• What expenses may be reimbursed (food, lodging, transportation, airfare)</li> <li>• What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)</li> </ul>	☑	☐	☐	☑ Board approved policy - LEA must highlight the required bullets in their evidence. Policy does not have to be specific to federal funds.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1604 128 2049 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 180 2049 532">           5/11/2023 5:10:07 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            Current Policy is uploaded and highlighted followed by revised policy that is to be approved on June 26, 2023 with revisions highlighted.         </td> </tr> <tr> <th data-bbox="1604 532 2049 581" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 581 2049 930">           6/17/2023 4:48:03 PM            monitor Karen Quinn            LEA provided a travel reimbursement policy that that will be approved in the next week. Monitor marked this as "met" since all required components are in the new policy.         </td> </tr> </tbody> </table>	District Comments	5/11/2023 5:10:07 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Current Policy is uploaded and highlighted followed by revised policy that is to be approved on June 26, 2023 with revisions highlighted.	Monitor Comments	6/17/2023 4:48:03 PM monitor Karen Quinn LEA provided a travel reimbursement policy that that will be approved in the next week. Monitor marked this as "met" since all required components are in the new policy.
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">PA Virtual Travel Reimbursement Policy UGG.pdf</a>					

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"> <li>• Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c))</li> <li>• Out of State Travel for workshops/conferences (200.474)</li> <li>• Entertainment Costs (200.438)</li> <li>• Equipment (200.439)</li> <li>• Student Activity Costs</li> <li>• Memberships, subscriptions, and Professional Activities (200.454)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives</p> <p><input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/26/2023 11:00:24 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not use Title funds for the listed expenditures.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>6/17/2023 7:36:32 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</td> </tr> </tbody> </table>	District Comments	4/26/2023 11:00:24 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds for the listed expenditures.	Monitor Comments	6/17/2023 7:36:32 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.
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<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter, if over 15%.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/26/2023 11:02:42 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not have carryover funds.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>6/17/2023 7:36:41 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</td> </tr> </tbody> </table>	District Comments	4/26/2023 11:02:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not have carryover funds.	Monitor Comments	6/17/2023 7:36:41 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.
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<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 <b>copy of the Title I application within the Consolidated Application</b> to verify amounts spent by building</p>	<table border="1"> <thead> <tr> <th data-bbox="1608 258 2043 305">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1608 305 2043 586"> <p>4/26/2023 11:05:14 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a cyber charter school, PA Virtual is the LEA and one K-12 building.</p> </td> </tr> <tr> <th data-bbox="1608 586 2043 633">Monitor Comments</th> </tr> <tr> <td data-bbox="1608 633 2043 818"> <p>6/17/2023 7:36:50 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/26/2023 11:05:14 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a cyber charter school, PA Virtual is the LEA and one K-12 building.</p>	Monitor Comments	<p>6/17/2023 7:36:50 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</p>
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<p><b>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".</b></p>										
	<p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. 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="1608 953 2043 1000">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1608 1000 2043 1281"> <p>4/26/2023 11:07:03 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a cyber charter school, PA Virtual is the LEA and one K-12 building.</p> </td> </tr> <tr> <th data-bbox="1608 1281 2043 1328">Monitor Comments</th> </tr> <tr> <td data-bbox="1608 1328 2043 1507"> <p>6/17/2023 7:37:02 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/26/2023 11:07:03 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a cyber charter school, PA Virtual is the LEA and one K-12 building.</p>	Monitor Comments	<p>6/17/2023 7:37:02 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</p>
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	<p>3. Pre-kindergarten children are excluded from the poverty count of any school</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> PIMS Report on Economically Disadvantaged</p> <p><input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts</p>	<table border="1"> <thead> <tr> <th data-bbox="1604 253 2053 305">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 305 2053 548"> <p>4/26/2023 11:07:45 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not have Pre-K students enrolled.</p> </td> </tr> <tr> <th data-bbox="1604 548 2053 600">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 600 2053 776"> <p>6/17/2023 7:37:11 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/26/2023 11:07:45 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not have Pre-K students enrolled.</p>	Monitor Comments	<p>6/17/2023 7:37:11 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>16. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113(c)(3), 42 U.S.C 11432</p> <p>Sec. 1116(a)(3)</p>	<p>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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page and statement of expenditures for Homeless students</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>4/26/2023 11:28:14 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Reservation of funds attached but no statement of expenditures as we have not used it as of this date.</p> </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td> <p>6/17/2023 7:55:00 AM monitor Karen Quinn LEA reserved funds for homeless but did not provide a statement of expenditures or evidence that funds have not been spent to date.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/26/2023 11:28:14 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Reservation of funds attached but no statement of expenditures as we have not used it as of this date.</p>	Monitor Comments	<p>6/17/2023 7:55:00 AM monitor Karen Quinn LEA reserved funds for homeless but did not provide a statement of expenditures or evidence that funds have not been spent to date.</p>
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<b>Documentation must be uploaded for all LEAs</b>					<a href="#">PA Virtual Reservation of Funds Consolidated App SY22.23.JPG</a>					
	<p>2. The LEA has reserved funds for <b>Foster students</b> 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).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Statement of expenditures for Foster</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>4/26/2023 11:19:57 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not require Title funding for Foster students.</p> </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td> <p>6/17/2023 7:37:25 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/26/2023 11:19:57 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not require Title funding for Foster students.</p>	Monitor Comments	<p>6/17/2023 7:37:25 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</p>
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	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	<table border="1"> <thead> <tr> <th data-bbox="1604 254 2049 305">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 305 2049 548">4/26/2023 11:29:51 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Salary and Fringe Benefit not used.</td> </tr> <tr> <th data-bbox="1604 548 2049 599">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 599 2049 773">6/17/2023 7:37:34 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</td> </tr> </tbody> </table>	District Comments	4/26/2023 11:29:51 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Salary and Fringe Benefit not used.	Monitor Comments	6/17/2023 7:37:34 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.
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	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="1604 912 2049 963">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 963 2049 1174">4/26/2023 11:30:28 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Optional set-asides not used.</td> </tr> <tr> <th data-bbox="1604 1174 2049 1224">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 1224 2049 1382">6/17/2023 7:37:41 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</td> </tr> </tbody> </table>	District Comments	4/26/2023 11:30:28 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Optional set-asides not used.	Monitor Comments	6/17/2023 7:37:41 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	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="1604 141 2049 196">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 196 2049 440">4/26/2023 11:34:33 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual has no Neglected Institutions.</td> </tr> <tr> <th data-bbox="1604 440 2049 495">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 495 2049 667">6/17/2023 7:37:49 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.</td> </tr> </tbody> </table>	District Comments	4/26/2023 11:34:33 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual has no Neglected Institutions.	Monitor Comments	6/17/2023 7:37:49 AM monitor Karen Quinn This is not applicable to cycle 2 LEAs.
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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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures aligned to transferred into subprogram <input type="checkbox"/> Consolidated Application, Transferability page	<table border="1"> <thead> <tr> <th data-bbox="1604 802 2049 857">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 857 2049 1101">4/26/2023 11:37:15 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.</td> </tr> <tr> <th data-bbox="1604 1101 2049 1156">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 1156 2049 1323">6/17/2023 7:55:40 AM monitor Karen Quinn LEA did not transfer Title II or Title IV funds into Title I.</td> </tr> </tbody> </table>	District Comments	4/26/2023 11:37:15 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.	Monitor Comments	6/17/2023 7:55:40 AM monitor Karen Quinn LEA did not transfer Title II or Title IV funds into Title I.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>18. Comparability</p> <p>The LEA complies with the comparability provisions of Title I</p> <p>Sec. 1118(c)</p>	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Detailed Data Sheet and Assurance page</p> <p><input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>4/26/2023 11:42:25 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>As a charter school, PA Virtual is exempt from comparability requirements. Signed assurance page is attached.</p> </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td> <p>6/17/2023 7:56:25 AM</p> <p>monitor Karen Quinn</p> <p>LEA submitted the Title I Comparability Report to PDE by the due date.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/26/2023 11:42:25 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>As a charter school, PA Virtual is exempt from comparability requirements. Signed assurance page is attached.</p>	Monitor Comments	<p>6/17/2023 7:56:25 AM</p> <p>monitor Karen Quinn</p> <p>LEA submitted the Title I Comparability Report to PDE by the due date.</p>
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<p><b>Documentation must be uploaded for all LEAs</b></p>					<p><a href="#">Comparability_Assurances_PAVirtual_SY2223signed.pdf</a></p>					
<p>If you have additional comments to make about this section, enter them here:</p>										

**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	
<b>Documentation must be uploaded for all LEAs, as applicable</b>					
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	
<b>Documentation must be uploaded for all LEAs, as applicable</b>					
If you have additional comments to make about this section, enter them here:					

# Title II A: 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"/>	<input checked="" type="checkbox"/> Title II budgets <input type="checkbox"/> LEA budget <input type="checkbox"/> Statement of Expenditures for Title II	<p><b>Monitor Comments</b></p> <p>6/17/2023 4:51:18 PM                      monitor Karen Quinn                      LEA provided a Title II budget. LEA is supplementing not supplanting non-federal sources.</p>
<p><b>Documentation must be uploaded for all LEAs</b></p>						<p><a href="#">Title II Budget 22.23.pdf</a>  <a href="#">2022-23 Maintenance of Effort.pdf</a></p>
<p>2. Time Documentation</p> <p>UGG 200.430</p>	<p>1A. The LEA maintains semi-annual certifications for <b>all</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	<p><b>District Comments</b></p> <p>4/27/2023 2:40:09 PM                      Director of Curriculum, Inst &amp; Fed. Programs                      Maureen Weinberger                      No employees were paid through Title II in this grant application period.</p> <p><b>Monitor Comments</b></p> <p>6/17/2023 4:51:37 PM                      monitor Karen Quinn                      LEA does not pay any employees with Title II funds.</p>
<p><b>Documentation must be uploaded for all LEAs</b></p>						

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"> <thead> <tr> <th data-bbox="1675 147 2045 196">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 196 2045 480">           4/27/2023 2:40:36 PM            Director of Curriculum, Inst &amp; Fed. Programs            Maureen Weinberger            No employees were paid through Title II in this grant application period.         </td> </tr> <thead> <tr> <th data-bbox="1675 480 2045 529">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 529 2045 732">           6/17/2023 4:51:52 PM            monitor Karen Quinn            LEA does not pay any employees with Title II funds.         </td> </tr> </tbody> </tbody></table>	District Comments	4/27/2023 2:40:36 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger No employees were paid through Title II in this grant application period.	Monitor Comments	6/17/2023 4:51:52 PM monitor Karen Quinn LEA does not pay any employees with Title II funds.
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<b>Documentation must be uploaded for all LEAs</b>										
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on <b>multiple cost objectives</b> 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 data-bbox="1675 820 2045 868">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 868 2045 1151">           4/27/2023 2:40:49 PM            Director of Curriculum, Inst &amp; Fed. Programs            Maureen Weinberger            No employees were paid through Title II in this grant application period.         </td> </tr> <thead> <tr> <th data-bbox="1675 1151 2045 1200">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 1200 2045 1403">           6/17/2023 4:52:08 PM            monitor Karen Quinn            LEA does not pay any employees with Title II funds.         </td> </tr> </tbody> </tbody></table>	District Comments	4/27/2023 2:40:49 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger No employees were paid through Title II in this grant application period.	Monitor Comments	6/17/2023 4:52:08 PM monitor Karen Quinn LEA does not pay any employees with Title II funds.
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<b>Documentation must be uploaded for all LEAs</b>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
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.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/17/2023 8:22:12 AM monitor Karen Quinn LEA submitted the Title II Performance Goal Output Report for the 2021-2022 school year by the due date.</td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 8:22:12 AM monitor Karen Quinn LEA submitted the Title II Performance Goal Output Report for the 2021-2022 school year by the due date.
Monitor Comments								
6/17/2023 8:22:12 AM monitor Karen Quinn LEA submitted the Title II Performance Goal Output Report for the 2021-2022 school year by the due date.								
<b>Documentation must be uploaded for all LEAs</b>		<a href="#">PA Virtual 2021-22 Title II Part A UGG Performance Report.pdf</a>						
	2. Backup documentation exists for the performance goal report <b>from the prior year</b> 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 <b>narratives</b> to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/17/2023 8:23:11 AM monitor Karen Quinn LEA provided a summary narrative as evidence of backup documentation for the 2021-2022 performance goals.</td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 8:23:11 AM monitor Karen Quinn LEA provided a summary narrative as evidence of backup documentation for the 2021-2022 performance goals.
Monitor Comments								
6/17/2023 8:23:11 AM monitor Karen Quinn LEA provided a summary narrative as evidence of backup documentation for the 2021-2022 performance goals.								
<b>Documentation must be uploaded for all LEAs</b>		<a href="#">Title II Performance Goal Narratives SY2122.pdf</a>						
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>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/17/2023 8:23:53 AM monitor Karen Quinn LEA provided baseline data for the 2022-2023 performance goal report.</td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 8:23:53 AM monitor Karen Quinn LEA provided baseline data for the 2022-2023 performance goal report.
Monitor Comments								
6/17/2023 8:23:53 AM monitor Karen Quinn LEA provided baseline data for the 2022-2023 performance goal report.								
<b>Documentation must be uploaded for all LEAs</b>		<a href="#">TitleII_Basline22_23Goals.pdf</a> <a href="#">21-22 SY New and Rookie Teacher Tracker - Google Sheets_Redacted.pdf</a>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1673 128 2049 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1673 180 2049 532">           4/27/2023 2:55:31 PM            Director of Curriculum, Inst &amp; Fed. Programs            Maureen Weinberger            PA Virtual did not use Title II funds for Equipment purchases, computing devices, or special purpose equipment.         </td> </tr> <tr> <th data-bbox="1673 532 2049 581" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1673 581 2049 792">           6/17/2023 8:24:17 AM            monitor Karen Quinn            LEA did not purchase equipment with Title II funds.         </td> </tr> </tbody> </table>	District Comments	4/27/2023 2:55:31 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title II funds for Equipment purchases, computing devices, or special purpose equipment.	Monitor Comments	6/17/2023 8:24:17 AM monitor Karen Quinn LEA did not purchase equipment with Title II funds.
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Monitor Comments										
6/17/2023 8:24:17 AM monitor Karen Quinn LEA did not purchase equipment with Title II funds.										
<b>Documentation must be uploaded for all LEAs</b>										
If you have additional comments to make about this section, enter them here:										



# 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			
<b>Documentation must be uploaded for all LEAs</b>						<a href="#">Title IV Budget 22.23..pdf</a> <a href="#">Title IV Statement of Expenditures 22.23_Redacted.pdf</a> <a href="#">2022-23 Maintenance of Effort.pdf</a>		
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>6/17/2023 8:26:11 AM monitor Karen Quinn LEAL submitted the Title IV Performance Goal Output Report for the 2021-2022 school year by the due date.</td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 8:26:11 AM monitor Karen Quinn LEAL submitted the Title IV Performance Goal Output Report for the 2021-2022 school year by the due date.
Monitor Comments								
6/17/2023 8:26:11 AM monitor Karen Quinn LEAL submitted the Title IV Performance Goal Output Report for the 2021-2022 school year by the due date.								
<b>Documentation must be uploaded for all LEAs</b>						<a href="#">PA Virtual 2021-22 Title IV Part A - Student Support and Academic Enrichment UGG Performance Report.pdf</a>		
	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.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>6/17/2023 8:27:10 AM monitor Karen Quinn LEA provided a summary narrative as evidence of backup documentation for the 2021-2022 performance goal report.</td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 8:27:10 AM monitor Karen Quinn LEA provided a summary narrative as evidence of backup documentation for the 2021-2022 performance goal report.
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<b>Documentation must be uploaded for all LEAs</b>						<a href="#">TIVAPerformanceReportNarrativeHighlighted.pdf</a>		

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<table border="1"> <thead> <tr> <th data-bbox="1499 128 2049 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1499 180 2049 604">           6/17/2023 4:57:56 PM            monitor Karen Quinn            LEA provided semi-annual certifications for three "parent ambassadors" paid with Title IV funds. These certifications were signed and dated after the fact. However, the documents indicated that "at least 50% of employee's time was devoted to Title IV." This was marked "not applicable." Please see comments in #2 PARs.         </td> </tr> </tbody> </table>	Monitor Comments	6/17/2023 4:57:56 PM monitor Karen Quinn LEA provided semi-annual certifications for three "parent ambassadors" paid with Title IV funds. These certifications were signed and dated after the fact. However, the documents indicated that "at least 50% of employee's time was devoted to Title IV." This was marked "not applicable." Please see comments in #2 PARs.		
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<b>Documentation must be uploaded for all LEAs</b>  <a href="#">Title_IV_Time_and_Effort_Form-cdingeldein_pavcsk12.org.pdf</a> <a href="#">Title_IV_Time_and_Effort_Form-dlusk_pavcsk12.org.pdf</a> <a href="#">Title_IV_Time_and_Effort_Form-cdanner_pavcsk12.org.pdf</a>										
	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 data-bbox="1499 748 2049 800">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1499 800 2049 1044">           4/27/2023 4:01:52 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not have employees paid through Title IV funding with a fixed schedule.         </td> </tr> <tr> <th data-bbox="1499 1044 2049 1096">Monitor Comments</th> </tr> <tr> <td data-bbox="1499 1096 2049 1271">           6/17/2023 8:29:42 AM            monitor Karen Quinn            LEA did have any employees working on Title IV activities with a fixed schedule.         </td> </tr> </tbody> </table>	District Comments	4/27/2023 4:01:52 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not have employees paid through Title IV funding with a fixed schedule.	Monitor Comments	6/17/2023 8:29:42 AM monitor Karen Quinn LEA did have any employees working on Title IV activities with a fixed schedule.
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<b>Documentation must be uploaded for all LEAs</b>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on <b>multiple cost objectives</b> 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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1499 131 2049 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1499 180 2049 423"> <p>4/27/2023 4:00:46 PM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  PA Virtual did not have employees working on multiple cost objectives paid full or in part from a federal grant.</p> </td> </tr> <tr> <th data-bbox="1499 423 2049 472" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1499 472 2049 933"> <p>6/17/2023 5:00:38 PM  monitor Karen Quinn  LEA has three employees designated as "parent ambassadors" paid with Title IV funds. LEA should reach out to regional coordinator to determine the correct time and effort reporting for these employees. Based on semi-annual certifications provided in #3 time certification, these are employees working on multiple cost objectives and would need a Personnel Activity Report to document their time.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2023 4:00:46 PM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  PA Virtual did not have employees working on multiple cost objectives paid full or in part from a federal grant.</p>	Monitor Comments	<p>6/17/2023 5:00:38 PM  monitor Karen Quinn  LEA has three employees designated as "parent ambassadors" paid with Title IV funds. LEA should reach out to regional coordinator to determine the correct time and effort reporting for these employees. Based on semi-annual certifications provided in #3 time certification, these are employees working on multiple cost objectives and would need a Personnel Activity Report to document their time.</p>
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<b>Documentation must be uploaded for all LEAs</b>										

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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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1499 128 2049 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1499 180 2049 427">           4/27/2023 3:59:46 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not use Title IV funds to purchase equipment, Computing Devices or Special Purpose Equipment.         </td> </tr> <tr> <th data-bbox="1499 427 2049 479" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1499 479 2049 651">           6/17/2023 8:28:46 AM            monitor Karen Quinn            LEA did not purchase equipment with Title IV funds.         </td> </tr> </tbody> </table>	District Comments	4/27/2023 3:59:46 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title IV funds to purchase equipment, Computing Devices or Special Purpose Equipment.	Monitor Comments	6/17/2023 8:28:46 AM monitor Karen Quinn LEA did not purchase equipment with Title IV funds.
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6/17/2023 8:28:46 AM monitor Karen Quinn LEA did not purchase equipment with Title IV funds.										
<b>Documentation must be uploaded for all LEAs</b>										
If you have additional comments to make about this section, enter them here:										

## 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  
Pennsylvania Virtual CS**

**PA Virtual Charter School**

**SCHOOL Level Monitoring**

	<b>Name</b>	<b>Check if Interviewed</b>
Principal:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Karen Quinn Visit Date:

# 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 <b>all</b> 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	<p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/17/2023 8:42:58 AM monitor Karen Quinn Semi-annual certifications for 10 academic support teachers and language arts intervention specialist are signed and dated after the fact. Please see time and effort comments under PARS section of fed monitor for director of parent and family engagement.</p>
<b>Documentation must be uploaded for all LEAs</b>						<p style="text-align: right;"> <a href="#">Time and Effort Forms Academic Support Teachers (10).pdf</a>  <a href="#">Title_I_Time_and_Effort_Form-mmoore_pavcsk12.org.pdf</a>  <a href="#">Title_I_Time_and_Effort_Form-jbrodhag_pavcsk12.org.pdf</a>  <a href="#">Title_IV_Time_and_Effort_Form-cdingeldein_pavcsk12.org.pdf</a>  <a href="#">Title_IV_Time_and_Effort_Form-dlusk_pavcsk12.org.pdf</a>  <a href="#">Title_IV_Time_and_Effort_Form-cdanner_pavcsk12.org.pdf</a> </p>
	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	<p style="text-align: center;"><b>District Comments</b></p> <p>5/1/2023 12:19:10 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual is not using semi-annual certifications to document time for employees with fixed schedules.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>6/17/2023 5:03:26 PM monitor Karen Quinn School does not have any employees working on a fixed time schedule.</p>
<b>Documentation must be uploaded for all LEAs</b>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on <b>multiple cost objectives</b> 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	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>5/1/2023 12:19:45 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual does not have federally funded employees working on multiple cost objectives.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>6/17/2023 8:43:52 AM            monitor Karen Quinn            Semi-annual certification for the director of parent and family engagement indicates that at least 50% of this employee's time is spent on Title I activities. LEA should reach out to regional coordinator as this appears to be an employee that works on multiple cost objectives and would need a Personnel Activity Report to document time and effort.</p>
<b>Documentation must be uploaded for all LEAs</b>						
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting <b>ALL</b> Title I expenditures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's <b>Title I</b> building level budget including specific salary and benefits for personnel and supply orders for <b>actual and anticipated</b> expenditures, must be used for this analysis	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>6/17/2023 5:02:32 PM            monitor Karen Quinn            School did not provide a Title I budget for the correct school year. The attached budget is dated ending June, 2021. LEA did not provide an expenditure reports.</p>
<b>Documentation must be uploaded for all LEAs</b>						
						<a href="#">PA Virtual Schedule of Expenditures of Federal Awards.pdf</a>



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:						



August 2, 2022

Dr. Debra Heath-Thornton  
Sr. Executive Vice President  
Pennsylvania Virtual Cyber CS  
630 Park Avenue  
King of Prussia, Pa 19406

Dear Dr. Heath-Thornton:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Pennsylvania Virtual Cyber CS the week of May 16, 2022.

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

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

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

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

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

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

Sincerely,

Carole L. Clancy  
Director

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

CC: Chairperson  
CS Monitoring File



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

## **PART I SUMMARY OF FINDINGS**

### **A. Review Process**

Prior to the Bureau's monitoring the week of May 16, 2022, the Pennsylvania Virtual Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

### **B. General Findings**

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

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

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

### **C. Overall Findings**

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

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

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

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

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

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

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

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

<b>Sections of the FILE REVIEW</b>	<b>In Compliance</b>	<b>Out of Compliance</b>	<b>NA</b>
Essential Student Documents Are Present and Were Prepared Within Timelines	83	3	74
Evaluation/Reevaluation: Process and Content	219	8	553
Individualized Education Program: Process and Content	514	1	285
Procedural Safeguards: Process and Content	113	0	7
<b>TOTALS</b>	<b>929</b>	<b>12</b>	<b>919</b>

### 3. TEACHER AND PARENT INTERVIEWS

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

	<b># Yes Responses</b>	<b># No Responses</b>	<b># of Other Responses</b>
Program Implementation: General Ed Teacher Interviews	222	11	108
Program Implementation: Special Ed Teacher Interviews	316	10	132
Program Implementation: Parent Interviews	186	18	115
<b>TOTALS</b>	<b>724</b>	<b>39</b>	<b>355</b>

### 4. CLASSROOM OBSERVATIONS

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

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

### 5. EDUCATIONAL BENEFIT REVIEW

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

## PART II CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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

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

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

Charter School: Pennsylvania Virtual Cyber CS

Chief Executive Officer: Dr. Debra Heath-Thornton

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

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: August 02, 2022

Date Final Report Sent to LEA: August 02, 2022

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

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

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

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



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 1 0 0 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 1 0 0 2 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
8	2	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
6	1	3				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
7	2	1				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
Y						21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.			
						<b>Topical Area 2: Delivery of Service</b>			
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 0 0 0 2	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.  Always Sometimes Rarely Never Don't Know Does not Apply			
					4 2 0 0 0 2	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.  Always Sometimes Rarely Never Don't Know Does not Apply			
					5 1 0 0 0 2	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.  Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
9	0	1				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	0	1				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	3				GE 80b. If yes, in what ways? Interacts with a lot of peers. Is able to master general education curriculum with supports in place. Is able to access the content with the modifications and supports that are provided. Enjoys presenting work to peers. Able to keep up with content and has additional classroom support. Enjoys the social time and interacting with peers; eager to participate in class, even if unsure of the answer. Developing stronger skills; building friendships, problem solving skills and peer modeling.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
8	0	2				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
6	1	3				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
2	4	4				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	8				SE 95c. If yes, what reasons were discussed for recommending removal? Significant need, needs a significantly modified curriculum, needs alternate standards. Based on need.			
0	0	8				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Best placement, significant needs and needs individualized attention. Based on level of academic and functional support needed.			
6	1	3				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
9	0	1				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
7	3	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						<b>Topical Area 3: Performance Indicators</b>			
		X				5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
		X				6. <b>FSA-GRADUATION RATES (SPP)</b>  <b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. <b>FSA-DROPOUT RATES (SPP)</b>  <b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						8A. <b>FSA SUSPENSION RATES</b>  <b>Standard:</b> The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
	N					11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b>  <b>Standard:</b> Students with disabilities are provided for in the least restrictive environment	This LEA will submit an improvement plan to address meeting the SPP target for students with disabilities served inside the regular classroom 80% or more of the day.		
Y						16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b>  <b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. <b>FSA-LOCAL ASSESSMENT</b>			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			
1	0	9				FR 153. PTE-Consent Form is present in the student file			
1	0	9				FR 154. Demographic data			
1	0	9				FR 155. Reason(s) for referral for evaluation			
1	0	9				FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
5	0	5				FR 194. PTRE-Consent Form is present in the student file			
5	0	5				FR 195. Demographic data			
5	0	5				FR 196. Reason for reevaluation			
5	0	5				FR 197. Types of assessment tools, tests and procedures to be used			
5	0	5				FR 198. Contact person's name and contact information			
5	0	5				FR 199. Parent has selected a consent option			
5	0	5				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
1	0	9				FR 160. ER is present in the student file			
1	0	9				FR 161. Evaluation was completed within timelines			
1	0	9				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			
1	0	9				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
9	0	1				FR 207. RR is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
8	1	1			11%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
9	0	1				FR 210. Demographic data			
3	6	1			67%	FR 211. Date IEP team reviewed existing evaluation data			
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
9	0	1				FR 214. Aptitude and achievement tests			
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			
9	0	1				FR 219. Lack of appropriate instruction in math			
9	0	1				FR 220. Limited English proficiency			
8	1	1			11%	FR 221. Conclusion regarding need for additional data is indicated			
4	1	5			20%	FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
9	0	1				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
9	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
9	0	1				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
8	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
8	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
8	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
0	0	8	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	8	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	8	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
9	1	0			10%	FR 241. Invitation is present in the student file			
8	1	1			11%	FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
6	0	4				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
1	0	9				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
6	0	4				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
9	0	1				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
1	0	9				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
1	0	9				FR 252. Demographic data			
1	0	9				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
1	0	9				FR 254. Form designates which members will submit written input prior to the meeting			
1	0	9				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
1	0	9				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
10	0	0				FR 263. Parents			
6	0	4				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
1	0	9				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
1	0	9				FR 275. If the student is deaf or hard of hearing, a communication plan			
6	0	4				FR 276. If the student has communication needs, needs must be addressed in the IEP			
2	0	8				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
3	0	7				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
10	0	0				FR 281. Student's present levels of academic achievement			
9	0	1				FR 282. Student's present levels of functional performance			
6	0	4				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			
6	0	4				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
6	0	4				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
6	0	4				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
6	0	4				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
6	0	4				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292c. Annual goals are related to the student's transition services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
7	0	3				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
2	0	8				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	1	9			100%	FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
8	0	2				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
4	0	6				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
10	0	0				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
6	0	4				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
10	0	0				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
2	0	8				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
2	0	8				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
1	0	9				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
10	0	0				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
8	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	8	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
8	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
7	0	1	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	8	0			P 32b. If no, what training or support would assist you?			
8	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
7	1	0	0			P 35. Was the current IEP developed at the IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	8	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	8	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
6	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
1	3	6				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
1	0	9				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
8	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
8	0	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	1				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
9	1	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
8	0	2				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	2				SE 117b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Able to learn with other students at academic level; being challenged, and it benefits academically and socially.</p> <p>Benefits from having interaction with the teacher, and utilizes socialization skills.</p> <p>Access to outings, clubs and relationship building with peers.</p> <p>Ability to access after school clubs; this provides the opportunity to building relationships.</p> <p>Making progress in all areas.</p> <p>An asynchronous model which works well for student.</p> <p>Doesn't need the content adapted, just some accommodations to access the curriculum.</p> <p>Works on executive functioning skills and independence.</p> <p>Student demonstrates success in the classroom with specially designed instruction and modifications.</p>			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
8	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
7	0	1	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					8 0 0 0 0 0	<p>P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
5	0	5				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
1	3	6				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal? The need for additional support and service.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on student's need.			
4	0	6				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
1	0	9				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
6	0	4				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
2	0	6	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
8	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
8	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
8	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	8	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	6	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
9	0	1				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
4	0	6				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
6	0	2	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
6	2	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
2	5	1	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	6	0			P 50c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Needs additional support and service. Based on need.			
0	0	6	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Based on the level of my child's need. Based on need.			
6	2	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	0	3	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	3	0			P 50g. If yes, in what ways? Gets a lot of help from other peers. Able to work on content areas. Improved; more interested in school; likes it more. Has been able to keep up with peers, grades are good. The structure of the day and the regular attending provide opportunities for learning. The teachers and staff are awesome.			
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					5 1 0 0 0 2	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 1 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
10	0	0				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
4	0	6				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
9	0	1				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						<b>INTERVIEW RESULTS (Parent)</b>			
0	0	8	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 0 0 0 0 1	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.  Always Sometimes Rarely Never Don't Know Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
					8 0 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program.  Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			
		7	1			P 67. Tell me anything you would like to change about the program.			
		1	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
						P 69. Additional comments about your child's program. Was struggling but now doing great in this school.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Other Non-compliance Issues</b>			
						<b>Topical Area 9: Other Improvement Plan Issues</b>			



## IEP Paperwork Procedure

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

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

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

Additional Information:

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



**Professional Development**  
**PASA Training**  
AGENDA  
October 12, 19, and 26, 2022  
Training is async.

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

**Objectives**

The staff will be able to:

- Complete the DLM PASA training.

**Materials**

PASA Online Test Training—Kite.DLM 22-23 SY Google Folder

[https://drive.google.com/drive/folders/1I1jSf8xi\\_zPG385\\_FAWvsVnKfPTXjuaD?usp=sharing](https://drive.google.com/drive/folders/1I1jSf8xi_zPG385_FAWvsVnKfPTXjuaD?usp=sharing)

Link to Dynamic Learning Map site:

<https://training.dynamiclearningmaps.org/login/index.php>

**Schedule**

**October 12, 19, and 26**

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

Kinet, Nina, Melissa and Diana will be available in the PD room on Wednesdays—October 12, 19, and 26.

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

The exit ticket will be deployed on Wednesday, October 26.

First Name	Last Name
Andrea	Wallach
Bethany	Dombach
Rachel	Kyler
Renee	Pullara
Megan	Leach
Robin	Elder
Jessica	Dorneman
Danielle	Santina
Mindy	Beatty
Jacqueline	Sieber
Codie	McGeever
Colleen	Kaufman
Ruth	Grimes
Brittany	Smith
Kalina	Kowitz
Jennica	Shearer
Chaz	Tranter
Melissa	Sauro
Kayla	Swarmer
Jillian	Huegel
Kristina	Smith
Katie	Barnett
Michelle	Hauger
Alexis	Morgenstern (Hamm)
Jennifer	Neilson
Peggy	Vail
Natalie	Petro
Andrea	Wallach
Jason	Swalga
Jessica	Lively
Laurie	Barger
Alyssa	Wright
Lauren	Lusk
Amanda	Bank
Katie	Shaffer
Amanda	Glevicky
Zachary	Montgomery
Boyd	Ulmer
Jessica	Cope
Jordan	Dobbin
Emily	Campbell
Jacob	Grantz
Jennifer	Burke
Jennifer	Blizman

Amy	Austin
Kristen	Galo
Lee-Ann	Hilf
Anna	Markel
Kelly	Hilf
Evelyne	Richardson-Thomas
Jess	Jones
Debby	Adamo
Jennifer	Gibbs
Maria	Luis
Stephanie	Heyl
Ted	McGurk
Michelle	Bornancini
Tanya	Bahn
Sonya	Verton
Danielle	Cushman
Emily	Peffer
Morgan	Waldroup
Joshua	Allen
Emily	Tomaino
Beth	Nihoff
Nicole	Criner
Louis	Rocchini
Mariane	Ferrantino
Susan	Gunter
Kristy	Welsh
Stephanie	Baumgard
Rebekah	Hallberg
Mary Ellen	Moore
Katie	Shaffer
Carolyn	Gomes
Bradley	Lewis
Emily	Firko
Lori	Martin
Amanda	Salai
Becky	Bartholomew
Karen	Maddix
Breanna	Kendall
Patricia	Gehrett
Deena	Haroun Mahdavi
Heidi	Bazilian
Paula	Stinson
Angela	Tomanio
Taylor	Strauss
Renee	Keiser

Julie	Craig
Michelle	Tyson
Sue	Gagliardi
James	Cleary
Tara	Cooney
Stefanie	Solimine
Kim	Cook
Cynthia	Jones
Regina	Kubica
Caley	Glisan
Emma	Spink
Alysia	Lynn
Samuel	Alba
Lori	Horvat
Bryan	Davis
Kelly	Gosnell
Dave	Markel
Christina	Cheng
Nathan	Achey
Andie	Byron
Lauren	Hall
Dana	Ciccotti
Andrea	Wasil
Kristy	Gnibus
Malena	Howe
Katie	Daily
Melissa	Bieber
Mandy	Heard
Amber	Miller
Lisa	Krystofolski
Rebecca	Hammell
Isaac	Schloss
Tracey	Vioral
Patience	Simon
Victoria	Tantlinger
Karyn	Raman
Nina	Wangler
Frank	Smith
Pamela	Graham
Dan	Pezzulo
Lauren	Olcese-Mercurio
Gary	Zimmerman
Victoria	Roache Lelli
Gail	Bolger
Aaron	Zullick



Patrick	Matusz
Michelle	Martin
Buffy	Heaton
April	Astorino
Jessica	Callahan
Kimberly	Means
Kelly	Hallman
McKenna	Nagle
Kyli	Gorley
Sarah	Goodwin
Sandy	King
Paula	Ramos
Amber	Hallums
Katelyn	Carr
Kinet	Becker
Tasha	Harris
Robert	Pellegrino
Rick	Verga
Melissa	Little
paige	appler
Lenora	Williams
Brittany	Jaroudi
Corbin	Anderson
Audrey	Waid
Sarah	Cardosi
Dawn	Snyder
Naya	Brown
Karla	Mulrine
Heather	Hurley
Susanne	Kostaras
Amy	Nixon
Elizabeth	Svoboda
Cynthia	Willits
Kristin	Donaldson
Joanne	McKee
Erin	Freynik
Dave	Kelliher
Bethany	Croyle
Amy	Markle
Sandra	Lisowski
Alexis	Dingeldein
Jessica	Ansel
LaToya	Battle
Margaret	Major
Janese	Claar

Lisa	Shearn
Lauren	Pepe
Myla	Thomas
DeAnna	Kwiecinski
Sarah	Hayes
Vicki	Andrews-Gilmore
Kimberly	Casarella
Cindy	Dingeldein
Isaac	Hallberg
Rachelle	Toth
Christina	Woltjen
Christine	Siravo
Pamela	Slater
Jennifer	Slater
Rob	Karney
Mindy	Byham
Amy	Dajczak
Janine	Moody
Trina	Klasnic
Zach	Mehal
Victoria	Garbutt
Laura	Afshari
Jennifer	Guerra
Ali	Wroten
Melissa	Yoest
Gabrielle	Eisenhower
Hailey	Mulkern
Heather	Byers
Lisa	Steen
Shaikha	BuAli
Leigh Ann	Allison
Christine	Sirianni
molly	dugan
Jacob	Bosiljevac
Julie	Pufko
Omonyele	Ahohuendo
Andrea	Harbaugh
Nathan	Fine
Jason	Billups
Peyton	Lauffer
Maliha	Peuli
Jennifer	Brodhag
Darcie	Lusk
Bernadette	Mathis
Tamara	Bacon

Louri	Fitzgerald
Heather	Alcott
Joseph	Hutcheson
Isaac	Odoom
Jason	Fitzpatrick
Jenna	Verdekal
Anastacia	Matusz
Jill	Tarzwell
james	ford
Candice	Danner
Stacie	Steighner
Lorriene	Kelly
Timothy	Irvine
Alyssa	Opdyke
Hilary	Factor
Colleen	Dennis
Amanda	Himmelberger
Kevin	Squire
Sigrid	Gulbis
Catrina	Testa
Maria	Watterson
Sean	DeBiase
Scott	Dzemyan
Chelsea	Shirk
Nicole	Vitalbo
Damon	Key
Melissa	Scanga
Jennifer	Nester
Amanda	Jena
Kristin	York
Nathan	Hall
Kate	Celedonia
Danielle	Adornetto
Bethany	Pepe
Richard	Costa
Bridgit	Jeffries
Leslie	Krefta
Dylan	Konefsky
Jennifer	DellaPenna
Lyndsay	Burneisen
Mary Jo	Hicks
Chris	Price
Megan	Hake
Maureen	Weinberger
Barry	Harvey

Christina  
Abby  
Mallory  
Heather  
Anjeleke  
Heidi  
Stacey  
Laura  
Stephen  
Shannon  
Nichole  
Karen  
Yamara  
Kathie  
Shelly  
Jennifer

Blakley  
Lawrence  
Grantz  
Brandt  
Leon  
Lightner  
Nichols  
Denithorne  
Scholl  
Moore  
Hardy  
Rockwell  
Nolen  
Bell  
Hillman  
Slater



## Professional Development February 1, 2023

**This PD will be presented in programs—Elementary, Middle, and High. Go to Collaborate in the PD org and find the your program session.**

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

### **Objectives**

- The staff will be able to define diversity, equity, and inclusion
- The staff will be able identify diversity, equity, and inclusion in a lesson/curriculum/situations using their DEI lens.

### **Materials**

Paper and Pencil

<https://www.youtube.com/watch?v=kGd8seSSQH8>

Exit Ticket

Will go live in the PD org at 3:50pm.

### **Schedule**

<b>Time</b>	<b>Topic</b>	<b>Presenter</b>
3:00-3:10	Introduction	Diana Vicki Melissa
3:10-3:55	What is DEI?	
3:55-4:00	Exit Ticket	Staff

**Name**

Mary Ellen Moore  
Heather Alcott  
Mackenzie Card  
Mary Jo Hicks  
Amanda Glevicky  
Jennifer Neilson  
Janese Claar  
Dawn Snyder  
Amanda Bank  
Melissa Bieber  
Bridgit Jeffries  
Susan Gunter  
Alyssa Wright  
Chelsea Shirk  
Julie Craig  
Taylor Strauss  
Jacqueline Sieber  
Stacey Nichols  
Kalina Kowitz  
Robin Tufariello  
Danielle Cushman  
Paige Kauffman  
Jennica Shearer  
Jessica Dorneman  
Colleen Kaufman  
Ruth Grimes  
Michelle Hauger  
Alexis Morgenstern  
Alyssa Opdyke  
Nicole Oberrender  
Karla Mulrine  
Amanda Salai  
Jennifer Capone  
Patricia Gehrett  
Stephanie Baumgard  
Amy Dajczak  
Colleen Dennis  
Mindy Beatty  
Michelle Tyson  
Elise Onjack  
Tara Cooney  
Erin Freynik  
Katie Shaffer  
Maria Watterson  
Katie Barnett  
Trina Klasnic

Peyton Lauffer  
Leigh Ann Allison  
Catrina Testa  
Lauren Lusk  
Lisa Steen  
Sonya Verton  
Tracey Vioral  
Cynthia Jones  
Melissa Little  
Amanda Jena  
Victoria Garbutt  
Emily Sullivan  
Alyssa Limpert  
Christine Gallagher  
Jessica Ansel  
Jessica Callahan  
Jillian Huegel  
Amanda Jena  
Maddie Liberatore  
Andrea Wasil  
Sarah Goodwin  
Margaret Major  
Maria Luis  
Danielle Santina  
Katie Daily  
Lori Martin  
Janae Johnson  
Lou Scataglia  
Anna Markel  
Sigrid Gulbis  
Lauren Hall  
Elizabeth Svoboda  
Kat Anderson  
Christina Cheng  
Heidi Bazilian  
April Astorino  
Lisa Krystofolski  
Kristina Smith  
Amber Miller  
Gladys Archer  
Lorriene Kelly  
Crystal Widmann  
Sean DeBiase  
Kelly Jarrett (Hallman)  
Kimberly Means  
Kristy Gnibus  
Gabrielle Eisenhower

McKenna Nagle  
Jennifer Burke  
April Oberholtzer  
Stephen Scholl  
Sandy King  
Nadege Ahohuendo  
Suzanne Betzenberger  
Dylan Konefsky  
stacie steighner  
Nathan Fine  
Lyndsay Burneisen  
Dave Markel  
William Donohoe  
Bryan Davis  
Samuel Alba  
Pamela Slater  
Laura Afshari  
Jennifer Burke  
Karyn Raman  
Rebecca Hammell  
Timothy Irvine  
Karen Rockwell  
Evelyne Richardson-Thomas  
Deena Haroun Mahdavi  
Katelyn Carr  
Lisa Shearn  
Jessica Lively  
Sue Gagliardi  
John Grady  
James Ford  
Paula Ramos  
Emily Campbell  
Lori Horvat  
Bradley Lewis  
Chaz Tranter  
Rick Verga  
Jason Swalga  
Joseph Hutcheson  
Nicole Criner  
Debby Adamo  
Emily Tomaino  
Andrea Wallach  
Christopher Price  
Angela Klingenberg  
Lindsey Bohanan  
Louis Rocchini  
Bernadette Mathis



Katie Shaffer  
James Cleary  
Jordan Stonebraker  
Kayla Swarmer  
Lauren Pepe  
Simon Patience  
Abby Lawrence  
Jenny McMann  
Audrey Waid  
Robert Pellegrino  
Karen Maddix  
Mark Wasilko  
Laurie Barger  
Caley Glisan  
Regina Kubica  
Renee Pullara  
Joshua Allen  
Paula Stinson  
Jessica Cope  
Emily Firko  
Scott Dzemyan  
Beth Nihoff  
Kelly Hilf  
Isaac Schloss  
Melissa Yoest  
Barry Harvey  
Kristen Galo  
Rob Karney  
Leslie Krefta  
Jacob Grantz  
Lee-Ann Hilf  
Nathan Hall  
Melissa Scanga  
Joanne McKee  
Brittany Jaroudi  
Amy Nixon  
Bethany Croyle  
Peggy Vail  
Christine Siravo  
Emma Spink  
Morgan Waldroup  
Sandra Lisowski  
Robin Elder  
Katherine Hansen  
Angela Klingenberg  
Heather Byers  
Renee Keiser

Heather Brandt  
Jennifer Nester  
Kate Celedonia  
Amy Austin  
Heather Byers  
Jennifer Slater



## Professional Development March 8, 22, and 29, 2023

**This PD is async please follow the directions below.**

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

**\*See page two for activities if you have completed the Self Awareness and Reflective Practices course**

### **Objectives**

- Teachers will be able to complete a 5 hour course in the SAS PD Center.
- Create a definition for classroom equity.
- Examine implicit bias and the effects it may have on others.
- Recognize the impacts of socialization and how it contributes to bias.
- Teachers will be able to explore DEI topics for their own personal professional development.

### **Materials**

- <https://pdesas.org/>
- Explanation Video-- [https://drive.google.com/file/d/1BfXy-0liGw1scfBkOXFk5cxA9JnDomst/view?usp=share\\_link](https://drive.google.com/file/d/1BfXy-0liGw1scfBkOXFk5cxA9JnDomst/view?usp=share_link)

### **Exit Ticket**

- Available in the Black Board PD organization in the February and March Folder.
- **For those who have completed the course**, you can upload a screenshot of your final grade or save and upload the email you received indicating you completed the course in the exit ticket.

### **Schedule**

<b>Time</b>	<b>Topic</b>	<b>Presenter</b>
3:00-3:55	Continue working in the Self-Awareness and Reflective Practices for Equitable Classrooms course*	Individual
3:55-4:00	Exit Ticket	Individual



## **Activities to complete if you completed the Self Awareness and Reflective Practices course.**

If you have completed the Self Awareness and Reflective Practices course, choose to:

1. read the articles below
2. view the videos
3. explore the PDE/SAS website
4. complete additional SAS PD Center courses
5. continue to explore KAMI
6. continue to explore Gale Library Resources
7. explore your own DEI resources

You do not need complete all of these, you have a choice on how to use this time for your personal professional development in the area of DEI.

**SAS Courses**—there are two other courses that complete the series of DEI professional development. The second course is "Educators as Systems Change Agents". The third course is "Addressing Implicit and Explicit Bias in the Classroom Advanced Strategies for Flexible and Responsive Teaching"

**Gale Library Resource**—The Gale Library can be accessed through the DEI Blackboard organization

**Kami**— [www.kamiapp.com](http://www.kamiapp.com)

### **Articles and Videos**

<https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04>

<https://www.northeastern.edu/graduate/blog/culturally-responsive-teaching-strategies/>

<https://soeonline.american.edu/blog/culturally-responsive-teaching/>

<https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching-508.pdf>

<https://www.youtube.com/watch?v=ExcDNly1DbI>



**PAVIRTUAL**  
CHARTER SCHOOL

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

<https://www.education.pa.gov/Schools/safeschools/equityandinclusion/EPH/Pages/default.aspx>

[https://static.pdesas.org/content/documents/PA\\_Equity\\_Inclusion\\_Toolkit.pdf](https://static.pdesas.org/content/documents/PA_Equity_Inclusion_Toolkit.pdf)

<https://www.youtube.com/watch?v=kzz5Ae-Jq0s>

<https://www.education.pa.gov/Schools/safeschools/equityandinclusion/Pages/default.aspx>

<https://www.edutopia.org/article/equity-schools-begins-changing-mindsets>

<https://www.edutopia.org/article/taking-small-steps-toward-equity>

<https://www.edutopia.org/article/who-do-you-call-rooting-out-implicit-bias>

<https://www.edutopia.org/article/9-ways-promote-equity-our-schools>

**Name**

Diana Perney  
Katie Barnett  
Chaz Tranter  
Paige Kauffman  
Robin Elder  
Beth Nihoff  
Timothy Irvine  
Sonya Verton  
Jessica Lively  
Jessica Keys  
Jillian Huegel  
Heather Byers  
Sandra Lisowski  
Kayla Swarmer  
Regina Kubica  
Lauren Hall  
Margaret Major  
Janese Claar  
Debra Adamo  
Brittany Smith  
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Rebecca Hammell  
Jennica Shearer  
Michelle Hauger  
John Grady  
Stacey Nichols  
Codie McGeever  
Jennifer Gibbs  
Kimberly Means  
Zachary Montgomery  
Kelly Jarrett (Hallman)  
Jennifer Blizman  
Lori Horvat  
Karen Maddix  
Kristina Smith  
Bryan Davis  
Deena Haroun Mahdavi  
Andrea Wasil  
Kyli Gorley  
Renee Keiser  
Amanda Glevicky  
Dave Markel  
Danielle Cushman  
Andrea Wallach  
Lauren Pepe  
Mackenze Card

Suzanne Betzenberger  
Katie Shaffer  
Sigrid Gulbis  
Paula Ramos  
Christine Siravo  
Tara Cooney  
Jacqueline Sieber  
Nicole Criner  
April Oberholtzer  
April Astorino  
Katelyn Carr  
Janae Johnson-Flowers  
Karen Rockwell  
Kristen Galo  
Maddie Liberatore  
Renee Pullara  
Crystal Widmann  
Caley Glisan  
Susan Gunter  
Alyssa Wright  
Nicole Oberrender  
Carolyn Gomes  
Kat Anderson  
Amanda Bank  
Abigail Lawrence  
Laurie Barger  
Cynthia Jones  
Nicole Vitalbo  
Rachelle Toth  
Stephen Scholl  
Barry Harvey  
Michelle Tyson  
Julie Craig  
Stephanie Baumgard  
Jessica Callahan  
Jennifer Burke  
Mindy Beatty  
Mallory Grantz  
Jessica Dorneman  
Leigh Ann Allison  
Jacob Grantz  
Joseph Hutcheson  
Amy Dajczak  
Boyd Ulmer  
Emma Spink  
Maria Luis  
Melissa Scanga

Heather Alcott  
Morgan Waldroup  
lindsey bohanan  
Erin Freynik  
Leslie Krefta  
Amanda Salai  
Melissa Bieber  
Angela Klingenberg  
Anna Markel  
Kate Celedonia  
Danielle Santina  
Robin Tufariello  
Alyssa Opdyke  
Tamara Bacon  
Aaron Zullick  
James Ford  
Sarah Hayes  
Jacob Bosiljevac  
Sandy King  
Catrina Testa  
Trina Klasnic  
Bradley Lewis  
Kellene Harris  
Amber Miller  
Karyn Raman  
Alexis Morgenstern  
Chelsea Shirk  
Dylan Konefsky  
Stacie Steighner  
Jessica Ansel  
Maria Watterson  
Sue Gagliardi  
Peyton Lauffer  
Elizabeth Svoboda  
Lisa Steen  
Taylor Strauss  
Christina Cheng  
Emily Firko  
Patricia Gehrett  
Emily Tomaino  
Sarah Goodwin  
Audrey Waid  
Laura Denithorne  
Elise Onjack  
Paula Stinson  
Katie Shaffer  
Heidi Bazilian



Lorriene Kelly  
Bridgit Jeffries  
Nathan Hall  
Tori Garbutt  
Bethany Croyle  
Jessica Cope  
Lisa Shearn  
Jason Swalga  
Jenny McMann  
Peggy Vail  
Colleen Kaufman  
Zach Mehal  
Lisa Shearn  
Karla Mulrine  
Amy Austin  
Laura Afshari  
Lyndsay Burneisen  
Tori Garbutt  
Ruth Grimes  
melissa scanga  
Rick Verga  
Amanda Himmelberger  
Jenna Verdekal  
McKenna Nagle  
Dylan Konefsky  
James Cleary  
Chelsea Shirk  
Taylor Strauss  
Katie Daily  
Melissa Little  
Lisa Steen  
Joanne McKee  
Evelyne Richardson-Thomas  
Maddie Liberatore  
Colleen Dennis  
Alyssa Limpert  
Kate Taylor  
Megan Hake



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## *Special Education Department*

### *Professional Development*

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AGENDA: 10/14/22  
IEP Writing: Transition

**Objectives:**

- **To understand how to write transition in the IEPs**
- **To work as a team to improve transition documentation**
- **To ensure transition plans are being individualized for students**

**Schedule:**

8:00-4:00	Small group meetings with IU Representative to review Transition in IEPs
-----------	--

**Materials:**

- Sample IEPs

**Attendance 10-14-22 Transition**

Lisa Krystofolski

Stephanie Heyl

Jennifer Watson

Shannon Moore

Tanya Bahn

Kristin Donaldson

Katie Daily

Hannah Grieff

Lindsey Bohanan

Karyn Raman

Angela Klingenberg

Megan Leach

Peggy Vail

Jordan Dobbin

Danielle Santana

Lori Martin

Katie Shaffer

Mariane Ferrantino

Rachel Kyler

Kayla Swarmer

Maria Luis

Emily Campbell



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## *Special Education Department*

### *Professional Development*

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AGENDA: 02/24/23

IEP Writing: Transition Review

Identify improvements made and continue to work on additional improvements.

**Objectives:**

- **To continue to improve transition writing in IEPs**
- **To identified continued areas of improved for transition writing**

**Schedule:**

8:00-4:00	Small group meetings with IU Representative to review continue to review Transition in IEPs
-----------	---

**Materials:**

- Sample IEPs

**Attendance 02-24-23 Transition Follow Up**

Jessica Henderson

Jennifer Watson

Bethany Croyle

Angela Klingenberg

Lisa Krystofolski

Maria Luis

Hannah Grieff

Kayla Swarmer

Tanya Bahn

Shannon Moore

Peggy Vail

Stephanie Heyl



## Professional Development February 15, 2023 Gale Library

This session will be split into two groups—Elementary (K-6) and Secondary  
**We will be using Zoom for these meetings Find the meeting information at the bottom of the document.**

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

### Objectives

- Teachers will be able to access the resources in the Gale Library.
- Teachers will be able to incorporate the resources in their lesson plans/classes.

### Materials

- **High School--**  
<https://docs.google.com/presentation/d/1kTwHFU5WsAemTh28-DPn1hLpqZUmur3XffMz3LEjvk/edit?usp=sharing>
- **Middle School—**  
[https://docs.google.com/presentation/d/1hjxJkdje8ZcLdj9xEJtZu\\_v-siANSir9-Ff4sC\\_V60/edit?usp=sharing](https://docs.google.com/presentation/d/1hjxJkdje8ZcLdj9xEJtZu_v-siANSir9-Ff4sC_V60/edit?usp=sharing)
- **Elementary—**  
[https://docs.google.com/presentation/d/1\\_XNFPZTRZxwK6WW4T8z4PzicdkHStwiCUvgi4vaMokw/edit?usp=sharing](https://docs.google.com/presentation/d/1_XNFPZTRZxwK6WW4T8z4PzicdkHStwiCUvgi4vaMokw/edit?usp=sharing)
- **Exit Ticket**—will go live in the PD org at 3:50.

### Schedule

Time	Topic	Presenter
3:00-3:10	Review of the Agenda Introduction of the presenter	Diana Vicki
3:10-3:55	Gale Library for Elementary or Secondary	Gale Library Representative(s)
3:55-4:00	Exit Ticket	Individual



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### **Zoom Meeting Information**

#### **Elementary**

Join Zoom Meeting

<https://cengage.zoom.us/j/99946868191?from=addon>

#### **Secondary**

Join Zoom Meeting

<https://cengage.zoom.us/j/93585762026> Meeting ID: 935 8576 2026

<b><u>First Name</u></b>	<b><u>Last Name</u></b>
Kristina	Smith
Leslie	Krefta
Renee	Pullara
Heather	Brandt
Danielle	Cushman
Kayla	Swarmer
Lindsey	Bohanan
Megan	Leach
Nathan	Fine
John	Grady
Karen	Maddix
Stacey	Nichols
Amy	Nixon
Jennifer	Burke
Katie	Shaffer
Kimberly	Means
Katie	Daily
Hannah	Grieff
Andrea	Wallach
April	Astorino
Jake	Grantz
Peggy	Vail
Emily	Campbell
debby	Adamo
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Dylan	Konefsky
Pamela	Slater
Mary Jo	Hicks
Jessica	Henderson
Nicole	Oberrender
Mariane	Ferrantino
Joanne	McKee
Zachary	Montgomery
Dave	Markel
Vanessa	Bauer
Jacob	Bosiljevac
Isaac	Schloss
Lori	Martin
Anna	Markel
Jess	Jones



Stacie	Steighner
Maddie	Liberatore
Margaret	Major
Jessica	Callahan
Kelly	Jarrett (Hallman)
Amanda	Himmelberger
Stephen	Scholl
Maria	Luis
Tanya	Bahn
Jenny	McMann
Joseph	Hutcheson
Chris	Price
Scott	Dzemyan
Joshua	Allen
Brittany	Jaroudi
Kyli	Gorley
Janae	Johnson
Bryan	Davis
Andrea	Harbaugh
Jennifer	Nester
Kelly	Gosnell
Laura	Denithorne
Kellene	Harris
Robin	Egloff-Tufariello
Zach	Mehal
Kristy	Gnibus
Anjleke	Leon
Jenna	Verdekal
Barry	Harvey
Victoria	Garbutt
Janese	Claar
Codie	McGeever
Crystal	Widmann
Lyndsay	Burneisen
Renee	Keiser
Laura	Afshari
Julie	Craig
Laura	Denithorne
Elyse	Rice



## Professional Development March 15, 2023

**Please listen to the audio recording for updated information.**

[https://drive.google.com/file/d/1Q1UK3im0ZfQuqKRakxA81XCeq8R7EnZ/view?usp=share\\_link](https://drive.google.com/file/d/1Q1UK3im0ZfQuqKRakxA81XCeq8R7EnZ/view?usp=share_link)

The Learning Ally sessions will be held in zoom rooms based on grade spans.  
See the links below for your grade span.

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

### **Objectives**

- Teachers will learn how to successfully implement Learning Ally's Audiobook Solution into their o virtual classrooms.

### **Materials**

- **See below for directions on how to register for this training.**
- Exit Ticket-- Will go live in the PD org at 3:50pm.
- <https://learningally.org/> --if you want to explore the resource prior to the PD

### **Schedule**

Time	Topic	Presenter
3:00-3:55	Learning Ally Presentation	Learning Ally Presenters
3:55-4:00	Exit Ticket	Staff



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**PA Virtual Charter Schools** has partnered with Learning Ally to support students with reading deficits and improve reading outcomes. Learning Ally will be providing you with a virtual professional learning launch session on **March 15 from 3:00-3:45 ET**. This launch will help you identify and enroll eligible students, explore text annotation and journaling tools of the app, support home usage, and assign audiobooks to students.

- Please register for the *appropriate level session* shown below:

**K-2 Educators** click [here](#)

**3-5 Educators** click [here](#)

**6-8 Educators** click [here](#)

**9-12 Educators** click [here](#)

- Please download the appropriate guide in preparation for this session.

[Classlink Guide](#)  
[Google SSO](#)

**This session will be hosted virtually through Zoom. All participants must register in advance for the session.** After registering, you will receive a confirmation email containing information about joining the meeting, which will include your unique Zoom meeting link- ***please do not share your link with others.***

We design our sessions to be interactive, so if possible, please have your Learning Ally login credentials, app, and educator portal ready to go.

**Sessions facilitators are as follows:**

K-2 Elizabeth Reints  
3-5 Marisol Gonzales  
6-8 Shari Dinnel  
9-12 Casey Upson

**Additional Information:**

These resources are a part of the training. You can review the resources; however, not expected as they are a part of the training.

Instructor Quick Guide--

<https://drive.google.com/file/d/14jTUkq6l7G5fGQUwnh8nM3K8bQltOfNL/view?usp=sharing>

LA Link Getting Started

<https://drive.google.com/file/d/1u0TC7bXWBCSrA66VN5681O74NRt9qiki/view?usp=sharing>



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## ALTERNATE PROFESSIONAL DEVELOPMENT

The alternate professional development is for any teacher, assistant principal, or principal who did not get an account for Learning Ally.

1. Completion of the SAS PD course is the priority. If you need to complete that course, use this time to work in it.

If you have completed the SAS PD course, then you can utilize the resources below to continue your personal professional development in the area of DEI. You do not need complete all of these, you have a choice on how to use this time for your personal professional development in the area of DEI. The first six resources have been just add to this list!

### Articles:

What is Diversity Pedagogy?

[https://drive.google.com/file/d/1gCn6DYET5aP4NIKKaxpiDyQ2bSkyxF4Y/view?usp=share\\_link](https://drive.google.com/file/d/1gCn6DYET5aP4NIKKaxpiDyQ2bSkyxF4Y/view?usp=share_link)

DI in the Classroom

[https://drive.google.com/file/d/1TxJI4rrQnFEX56vCvID70RWBKUv2-MpU/view?usp=share\\_link](https://drive.google.com/file/d/1TxJI4rrQnFEX56vCvID70RWBKUv2-MpU/view?usp=share_link)

First Discovery Their Strengths

[https://drive.google.com/file/d/14VbJ6Lpsdx5Zlygx4QqNdpYGQHe5i-E/view?usp=share\\_link](https://drive.google.com/file/d/14VbJ6Lpsdx5Zlygx4QqNdpYGQHe5i-E/view?usp=share_link)

### Frontline Courses:

Micro Credential—Learning About Students' Culture

Please note—a Micro Credential course is longer than a typical Frontline course; to search for a Micro Credential put MC before the title for example: MC Learning About Students' Culture.

Micro Credential—Cultural Diversity

Please note—a Micro Credential course is longer than a typical Frontline course; to search for a Micro Credential put MC before the title for example: MC Cultural Diversity

Course—Understanding your Students

### Resources/Activities carried over from March 8

**SAS Courses**—there are two other courses that complete the series of DEI professional development. The second course is "Educators as Systems Change Agents". The third course is "Addressing Implicit and Explicit Bias in the Classroom Advanced Strategies for Flexible and Responsive Teaching"

**Gale Library Resource**—The Gale Library can be accessed through the DEI Blackboard organization

**Kami**— [www.kamiapp.com](http://www.kamiapp.com)

### Articles and Videos

<https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04>

<https://www.northeastern.edu/graduate/blog/culturally-responsive-teaching-strategies/>

<https://soeonline.american.edu/blog/culturally-responsive-teaching/>



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<https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching-508.pdf>

<https://www.youtube.com/watch?v=ExcDNly1DbI>

<https://www.education.pa.gov/Schools/safeschools/equityandinclusion/EPH/Pages/default.aspx>

[https://static.pdesas.org/content/documents/PA\\_Equity\\_Inclusion\\_Toolkit.pdf](https://static.pdesas.org/content/documents/PA_Equity_Inclusion_Toolkit.pdf)

<https://www.youtube.com/watch?v=kzz5Ae-Jq0s>

<https://www.education.pa.gov/Schools/safeschools/equityandinclusion/Pages/default.aspx>

<https://www.edutopia.org/article/equity-schools-begins-changing-mindsets>

<https://www.edutopia.org/article/taking-small-steps-toward-equity>

<https://www.edutopia.org/article/who-do-you-call-rooting-out-implicit-bias>

<https://www.edutopia.org/article/9-ways-promote-equity-our-schools>

<b><u>First Name</u></b>	<b><u>Last Name</u></b>
Bethany	Dombach
Anna	Markel
Jason	Swalga
April	Astorino
Rachel	Kyler
Karen	Rockwell
Megan	Leach
Kristen	Galo
Kimberly	Means
Regina	Kubica
Andrea	Wasil
Sarah	Goodwin
Anjleke	Leon
Jessica	Cope
Jacqueline	Sieber
Casey	Wernick
McKenna	Nagle
Ruth	Grimes
Amanda	Bank
Beth	Nihoff
Katie	Daily
Jennifer	Gibbs
Laura	Afshari
Heidi	Bazilian
Peyton	Lauffer
Carolyn	Gomes
Leslie	Krefta
Heather	Hurley
Michelle	Bornancini
Karla	Mulrine
Patience	Simon
Susan	Gunter
Lauren	Hall
Renee	Pullara
Kyli	Gorley
Katie	Shaffer
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Melissa	Yoest
Katherine	Hansen
Deena	Haroun Mahdavi
Melissa	Scanga
Bridgit	Jeffries
Chaz	Tranter
Joseph	Hutcheson
Karen	Maddix

Kinet	Becker
Kelly	Hilf
Kellene	Harris
Cindy	Willits
Joanne	McKee
Paula	Stinson
Lori	Horvat
Lou	Scataglia
Alyssa	Wright
Jennifer	Neilson
Bethany	Croyle
Scott	Dzemyan
Joshua	Allen
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Tara	Cooney
Ali	Wroten
Deb	Adamo
Michelle	Hauger
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Heather	Byers
Tamara	Bacon
Nina	Wangler
Louis	Rocchini
Colleen	Kaufman
Stephanie	Heyl
Katelyn	Carr
Codie	McGeever
Katie	Barnett
Amber	Miller
Patricia	Gehrett
Chris	Price
Lauren	Lusk
Mackenzie	Card
james	ford
Mariane	Ferrantino
Robin	Elder
Heather	Alcott
Sean	DeBiase
Tracey	Vioral
Janae	Johnson
Jennifer	Watson
Jennifer	Burke
Jess	Jones
Jennica	Shearer



Natalie	Petro
Brittany	Smith
Mark	Wasilko
Jillian	Huegel
Vanessa	Bauer
James	Cleary
Colleen	Dennis
Stephen	Scholl
Jennifer	DellaPenna
Jordan	Stonebraker
Abby	Lawrence
Brittany	Jaroudi
Elise	Onjack
Sarah	Hayes
DeAnna	Kwiecinski
Bradley	Lewis
Rachelle	Toth
Elizabeth	Svoboda
Trina	Klasnic
Pamela	Slater
Maria	Watterson
lindsey	bohanan
Julie	Craig
Kat	Anderson
Lauren	Pepe
Jacob	Bosiljevac
Amanda	Himmelberger
Sandra	Lisowski
Suzanne	Betzenberger
Amanda	Salai
Maureen	Weinberger
Jessica	Callahan
Nathan	Hall
Bryan	Davis
Chelsea	Shirk
Bernadette	Mathis
Danielle	Santina
Boyd	Ulmer
Gladys	Archer
Megan	Hake
Zach	Mehal
Alexis	Morgenstern
Susanne	Kostaras
Rick	Verga
Robin	Tufariello

Kalina	Kowitz
Kristy	Gnibus
Jennifer	Slater
Malena	Howe
Audrey	Waid
Stephanie	Baumgard
Melissa	Little
Amy	Dajczak
Melissa	Sauro
Lyndsay	Burneisen
Tori	Garbutt
Caley	Glisan
Regina	Kubica
Jenna	Verdekal
Rob	Karney
Kristy	Welsh
Evelyne	Richardson-Thomas
Laura	Denithorne
Patricia	McCoy
Robert	Pellegrino
Danielle	Cushman
Laurie	Barger
Angela	Klingenberg
Paula	Ramos
Kelly	Hilf
Lee-Ann	Hilf
Megan	Hake



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 1/26/23

Parent Lunch and Learn: Parent Ambassador Program

### **Create a Handmade Journal**

**Objective:**

**Explain the importance of self-care and how journaling can have a positive effect on a person**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Create a Handmade Journal” Presentation and activity
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Create a Handmade Journal” PowerPoint](#)
2. [Exit Ticket](#)

VPA Create a Handmade Journal 1/26/23

Participant Name:

Danielle J

Shelby S

Maysoon A

Jenna W

Staff in Attendance:

Candice Danner - presenter

Darcie Lusk - presenter

Cindy Dingeldein - presenter

Jen Brodhag - presenter



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 10/31/22

Parent Lunch and Learn: Parent Ambassador Program

### **Getting Organized**

**Objective:**

**Discuss and determine important ways to get organized and practical and effective tools, strategies, and resources that can assist with increased efficiency.**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Getting Organized” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Getting Organized” PowerPoint](#)
2. [Exit Ticket](#)

Getting Organized 10/31/22

Participant Name:

Carmen M

Charlisa F

Jaclyn M

Janiya B

Jen B

Jenny B

Kamilah P

Ken P

Maysoon A

Patti S.

Rebecca R

Robert R

Shelby S

Stephanie T

Yuri C

Staff in Attendance:

Darcie Lusk - presenter

Cindy Dingeldein

Jen Brodhag



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 1/30/23  
Parent Lunch and Learn: Parent Ambassador Program

### **Halfway There**

**Objective:**

**Review the previous semester and discuss successes, challenges, and provide tips for a successful second semester**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Halfway There” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Halfway There” PowerPoint](#)
2. [Exit Ticket](#)

Halfway There 1/30/23

Participant Name:

Ashanti J  
Dan C  
Darlene D  
Jaclyn M  
Jennifer R  
Josette H  
Lilliam G  
Malachi E  
Maurice E  
Maysoon A  
Rebecca R  
Robert R  
Shelby S

Staff in Attendance:

Cindy Dingeldein - presenter  
Darcie Lusk  
Candice Danner  
Jen Brodhag





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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 9/12/22

Parent Lunch and Learn: Parent Ambassador Program

### **SET UP FOR SUCCESS**

**Objectives:**

1. **Provide tips, tricks, and resources to help overcome back-to-school stress**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Set Up For Success” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [Set up for Success PowerPoint](#)
2. [Exit Ticket](#)

Set Up for Success 9/12/22

Participant Name:

Alyssa J

Destiny J

Elena B

Jaclyn M

Jen B

Jennifer A

Nahjeer A

Robert R

Shelby S

Stacey C

Susan S

Thaicha C

Rebecca R

Staff Attendance:

Darcie Lusk

Cindy Dingeldein

Candice Danner

Jen Brodhag



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 12/5/22

Parent Lunch and Learn: Parent Ambassador Program

### **Time Management and Procrastination**

**Objective:**

**Explain and understand the importance of implementing strategies, tools, and aides to effectively manage time and avoid procrastination in order to be successful in all environments**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Time Management and Procrastination” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Time Management and Procrastination” PowerPoint](#)
2. [Exit Ticket](#)

Time Management 12/5/22

Participant Name:

Alicia F

Carmen C

Charlisa P

Gwila Z

Jen B

Kennesha F

Lilliam G

Maysoon A

Rebecca R

Shelby S

Staff in Attendance:

Cindy Dingeldein - presenter

Darcie Lusk

Candice Danner

Jen Brodhag



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 9/19/22

Parent Lunch and Learn: Parent Ambassador Program

### **Communication Is Key**

**Objective:**

**Explain and demonstrate the benefits and importance of communication and effective ways to communicate**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Communication is Key” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Communication is Key” PowerPoint](#)
2. [Exit Ticket](#)

Communication is Key 9/19/22

Participant Name:

Angela S  
Jaclyn M  
Jeanette B  
Jen B  
Mandy S  
Maysoon A  
Patti S  
Rebecca R  
Robert R  
Shelby S  
Susan S  
Thaicha C

Staff Attendance:

Candice Danner  
Cindy Dingeldein  
Darcie Lusk



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 3/6/23

Parent Lunch and Learn: Parent Ambassador Program

### **Community Volunteering Opportunities**

**Objective:**

**Learn how to find opportunities in your community to volunteer. We will discuss resources, tips, and supports to help you and your child successful**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Community Volunteering Opportunities” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Community Volunteering Opportunities” PowerPoint](#)
2. [Exit Ticket](#)

Community Volunteering Opportunities 3/6/23

Participant Name:

Andre B

Jaclyn M

Jen M

Maysoon A

Nancy B

Rob R

Simone H

Waleska M

Staff in Attendance:

Shelby Smith - presenter

Jen Brodhag

Darcie Lusk

Candice Danner

Cindy Dingeldein





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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 5/15/23

Parent Lunch and Learn: Parent Ambassador Program

### **Resilience**

**Objective:**

**Explain how resiliency is an important skill that aids us throughout life. We will provide tips, tools, resources, and examples for building resiliency and how to bounce back from life's difficulties.**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	"Resilience" Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. ["Resilience" PowerPoint](#)
2. [Exit Ticket](#)

Resilience 5/15/23

Attendance:

Jamie H

Julie N

Shay B

Shayna P

Tina C

Staff Attendance:

Cindy Dingeldein – Presenter

Darcie Lusk

Candice Danner



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 10/17/22

Parent Lunch and Learn: Parent Ambassador Program

### **Balancing Household Tasks as a TEAM**

**Objective:**

**Explain the importance of how the family unit can work together to support one another in the different aspects of home, living, and education**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Balancing Household Tasks as a TEAM” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Balancing Household Tasks as a TEAM” PowerPoint](#)
2. [Exit Ticket](#)

Balancing Household Tasks 10/17/22

Participant Name:

Aniyah T  
Brandy H  
Brittany R  
Dan C  
Diana M  
Fazlieva V  
Houda S  
Jaclyn M  
Jamie H  
Jeanette K  
Jennifer B  
Karen K  
Latisha S  
Maysoon A  
Meg K  
Natasha M  
Rebecca R  
Robert R  
Shelby S  
Waleska M

Staff in Attendance:

Candice Danner - presenter  
Darcie Lusk  
Corbin Anderson  
Cindy Dingeldein  
Jen Brodhag



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## *Special Education Department*

### *Professional Development*

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AGENDA: 9/28/22

Parent Lunch and Learn: Special Education Series

### **Behavior Support: Supporting Your Student in a Virtual Environment**

#### **Objectives:**

- 1. Explain strategies for Learning Coaches to help their child/children be successful in the virtual model**
- 2. Describe strategies for students to help them succeed in the virtual classroom**
- 3. Identify ways to create a partnership with your child's special education teacher and team**

#### **Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding resources to supporting student's behavioral needs in the virtual environment
11:40-11:45	Questions / Complete <a href="#">Exit Ticket</a>

#### **Materials:**

- [Behavior Support Power Point](#)
- [Exit Ticket](#)

<b>Name</b>	<b>First join</b>
Jennifer B	9/28/2022 10:54
Susan S	9/28/2022 11:01
Maysoon A	9/28/2022 11:04
Lusk D	9/28/2022 11:04
Cynthia D	9/28/2022 11:05
Shelby S	9/28/2022 11:06
Becky H	9/28/2022 11:07
Rebecca R	9/28/2022 11:08
george s	9/28/2022 11:08
Elena	9/28/2022 11:09
Shannon M	9/28/2022 11:09
Thaicha C	9/28/2022 11:10
Stephanie H	9/28/2022 11:12
Jennifer W	9/28/2022 11:13
Candice D	9/28/2022 11:13
Lisa C	9/28/2022 11:14
Elizabeth	9/28/2022 11:15
Jamie H	9/28/2022 11:16
Nicole M	9/28/2022 11:16
Elijah E	9/28/2022 11:16



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## *Special Education Department*

### *Professional Development*

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AGENDA: 11/30/22

Parent Lunch and Learn: Special Education Series  
**Supporting Students Mental Health in the Virtual Setting**

**Objectives:**

- 1. Brief overview of stress, how it impacts an individual**
- 2. Explain strategies for Learning Coaches to support their child's mental health to be successful in the virtual model**
- 3. Identify ways to create a partnership with your child's special education teacher and team**
- 4. Resources to support encouraging positive mental health habits**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding student mental health needs in the virtual environment and resources to support your child
11:40-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

- [Supporting Students' Mental Health in the Virtual Environment](#)
- [Exit Ticket](#)

<b><u>Name</u></b>	<b><u>First join</u></b>
Robert R	11/30/2022 10:56
Shannon M	11/30/2022 10:57
Jennifer B	11/30/2022 10:57
Lou Ann R	11/30/2022 10:59
Lusk D	11/30/2022 10:59
Jennifer R	11/30/2022 11:05
Lisa C	11/30/2022 11:05
Amber S	11/30/2022 11:07
Stephanie H	11/30/2022 11:07
Candice D	11/30/2022 11:08
Dan C	11/30/2022 11:11
Lilliam G	11/30/2022 11:11
Cynthia D	11/30/2022 11:11
Christina c	11/30/2022 11:12
Karen k	11/30/2022 11:12
Shelby S	11/30/2022 11:12
Jennifer W	11/30/2022 11:14
Stephanie L	11/30/2022 11:14
Paula R	11/30/2022 11:14
Vicki T	11/30/2022 11:14
Tina M	11/30/2022 11:14
Debbie B	11/30/2022 11:15
Shanelle M	11/30/2022 11:16
Kristen E	11/30/2022 11:17
Christine M	11/30/2022 11:17





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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 12/19/22

Parent Lunch and Learn: Parent Ambassador Program

### **Preparing for Winter Break**

**Objective:**

**Explain and provide tips for preparing for the upcoming extended school break and how to prepare for the transition back to the school year after winter break**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Preparing for Winter Break” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Preparing for Winter Break” PowerPoint](#)
2. [Exit Ticket](#)

Winter Break 12/19/22

Participant Name:

Carolyn A

Charlisa S

Dennis S

Jeanette H

Jennifer W

Kamilah P

Lanay G

Lilliam G

Mari K

Maysoon A

Staff in Attendance:

Candice Danner - presenter

Darcie Lusk

Cindy Dingeldein

Jen Brodhag



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 3/27/23

Parent Lunch and Learn: Parent Ambassador Program

### **Tackling Underachievement**

**Objective:**

**Learn how to recognize when your child isn't performing their best, how to support them in their learning, how to reach out for additional support, and other possible ways to support your child**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	"Tackling Underachievement" Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. ["Tackling Underachievement" PowerPoint](#)
2. [Exit Ticket](#)

Tackling Underachievement 3/27/23

Participant Name:

Denver W

Jaclyn M

Jen M

Jennifer B

Laura B

Maysoon A

Melissa A

Ms. Miles

Rob R

Shay H

Shelby S

Tawan N

Staff in Attendance:

Candice Danner - presenter

Cindy Dingeldein

Jen Brodhag



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 4/17/23

Parent Lunch and Learn: Parent Ambassador Program

### **Independent Readers**

**Objective:**

**Explain that reading independently is an important skill that promotes academic success and encourages students to be lifelong learners. We will discuss ways to foster independent reading and build comprehension skills**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Independent Readers” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Independent Readers” PowerPoint](#)
2. [Exit Ticket](#)

Independent Readers 4/17/23

Participant Name:

Dan C

D. Williams

Ellie H

Helena L

Jaclyn M

Maysoon A

Ms. Wyatt

Shayna H

Staff in Attendance:

Darcie Lusk - presenter

Cindy Dingeldein

Jen Brodhag



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## *Special Education Department*

### *Professional Development*

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**AGENDA: 10/26/22**

### **Parent Lunch and Learn: Special Education Series Student Participation in IEP Meetings**

**Objectives:**

1. Identify Transition Services and their purpose.
2. Parents and students will be provided information needed to prepare for and participate in an IEP meeting.
3. Discuss the benefits of having students be an active participant in developing and understanding the IEP process.

**Rationale:**

The IEP is an important document that outlines your child's history and future. Shouldn't they be an active participant in their IEP meeting as a member of the team? This session will focus on allowing your child to be a more active participant in their individualized learning.

**Schedule:**

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding the importance of having your student participate in the IEP meeting and how important their active participation is in the process
11:40-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [Planning For The Future Checklist](#)
2. [PLL: Student Participation in IEP Meetings PPT](#)
3. [Exit Ticket](#)

<b><u>Name</u></b>	<b><u>First join</u></b>
Donna V	10/26/2022 10:54
Robert R	10/26/2022 10:59
Jennifer B	10/26/2022 11:01
Lisa K	10/26/2022 11:02
Candice D	10/26/2022 11:03
Christina c	10/26/2022 11:04
Shelby S	10/26/2022 11:06
Jenifer K	10/26/2022 11:10
Victoria P	10/26/2022 11:11
Cynthia D	10/26/2022 11:12
Yelitza N	10/26/2022 11:13
Lusk D	10/26/2022 11:13
Elena B	10/26/2022 11:13
Dan C	10/26/2022 11:14
Stephanie H	10/26/2022 11:14
Linda N	10/26/2022 11:15
Lisa C	10/26/2022 11:15
Jennifer W	10/26/2022 11:15
Josette H	10/26/2022 11:15
Melissa A	10/26/2022 11:16
Ken P	10/26/2022 11:16
Elizabeth G	10/26/2022 11:17
Shannon M	10/26/2022 11:17
Rebecca R	10/26/2022 11:21
Candace D	10/26/2022 11:21
Zurri B	10/26/2022 11:24
Carlos L	10/26/2022 11:25
Carmen M	10/26/2022 11:27
	10/26/2022 11:29
	10/26/2022 11:32
	10/26/2022 11:35
	10/26/2022 11:36
	10/26/2022 11:44
	10/26/2022 11:44
	10/26/2022 11:45





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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 3/13/23  
Parent Lunch and Learn: Parent Ambassador Program

### **PSSA Parent Information**

**Objective:**

**Learn from the PA Virtual Testing team the details and importance of PSSA testing**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“PSSA Parent Information” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“PSSA Parent Information” PowerPoint](#)
2. [Exit Ticket](#)

PSSA Parent Information 3/13/23

Participant Name:

Dan C

Danielle J

Heather V

Jaclyn M

Janiya B

Jennefer M

Lauren E

Rebecca R

Rob R

Shelby S

Simone H

Tawan N

Zaheeda Z

Staff in Attendance:

Jen Brodhag - presenter

Chris Gilligan - presenter

Renea Klukaszewski - presenter

Vick Roach-Lelli - presenter

Cindy Dingeldein

Candice Danner

Darlie Lusk



---

## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 11/14/22

Parent Lunch and Learn: Parent Ambassador Program

### **Self-Care for Learning Coaches**

**Objective:**

**Explain and provide ways to decrease stressors, increase relaxation, and use these strategies to help students be most successful in the education environment**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	"Self Care for Learning Coaches" Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. ["Self Care for Learning Coaches" PowerPoint](#)
2. [Exit Ticket](#)

Self Care for LCs 11/14/22

Participant Name:

Angela S  
Brooke B  
Charlisa F  
Dan C  
Darlene R  
Ed S  
Elena C  
Jaclyn M  
Jen B  
Jenna W  
Ken P  
Lilliam G  
Michelle D  
Shelby S  
Sherri H  
Stephanie M  
T. Miles  
Tomika S  
Tori V  
Vicki T  
Waleska B  
Youngjin Z

Staff in Attendance:

Jen Brodhag - presenter  
Candice Danner - presenter  
Darcie Lusk -presenter  
Cindy Dingeldein - presenter



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 2/13/23

Parent Lunch and Learn: Parent Ambassador Program

### **Advocacy and Engagement**

**Objective:**

**Explain and develop an understanding of school choice, school funding, and the need for parents to engage with legislators to ensure every student can achieve their goals**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Advocacy and Engagement” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Advocacy and Engagement” PowerPoint](#)
2. [Exit Ticket](#)

Advocacy and Engagement 2/13/23

Participant Name:

Charlisa M

Darlene D

Jaclyn M

Jen M

Joy M

Patti S.

Rachel M

Robert R

Shelby S

Staff in Attendance:

Doug Wessels - presenter

Darcie Lusk

Candice Danner

Jen Brodhag

Cindy Dingeldein



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***Special Education Department***

***Professional Development***

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**AGENDA**  
11/10/22

**Objectives:**

- OVR services, eligibility criteria, and how to apply for PETS (Pre-Employment Transition Services) and VR (Vocational Rehabilitation) services.

**Schedule**

7:00-7:55	Presentation
7:55-8:00	Exit Ticket

**Materials:**

- **Powerpoint**
- **Exit Ticket**

Parent Learning OVR: 11-10-22

Attendance

Morgan W

Kaitlin S

Dashell M

Maryann J

Austin B

Erinn S

Kameron A

Lucas R

Lisa K

Kristina L

Kristine W





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*Special Education Department*

*Professional Development*

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AGENDA  
1/12/23

**Objectives:**

- Join us to learn more about the PA Family Network: Supporting Families Throughout the Lifespan. The forum will cover their services, training opportunities, and resources.

**Schedule**

7:00-7:55	Presentation
7:55-8:00	Exit Ticket

**Materials:**

- **Presentation Link**  
[https://365accs-my.sharepoint.com/personal/mwitman\\_agora\\_org/\\_layouts/15/stream.aspx?id=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings%2FPACCT%20Family%20Forum%2DPAFN%201%2E12%2E23%2Emp4&ga=1](https://365accs-my.sharepoint.com/personal/mwitman_agora_org/_layouts/15/stream.aspx?id=%2Fpersonal%2Fmwitman%5Fagora%5Forg%2FDocuments%2FRecordings%2FPACCT%20Family%20Forum%2DPAFN%201%2E12%2E23%2Emp4&ga=1)
- **Pa Family Network website**  
<https://www.visionforequality.org/programs/pa-family-network/>
- **Attendance**  
[https://365accs-my.sharepoint.com/:x/r/personal/mwitman\\_agora\\_org/\\_layouts/15/Doc.aspx?sourcedoc=%7B8353B7AB-733E-4573-B703-F7229D682EB7%7D&file=PACCT%20Family%20Forum%20Attendance%20PAFN\\_1.12.23.xls&action=default&mobileredirect=true](https://365accs-my.sharepoint.com/:x/r/personal/mwitman_agora_org/_layouts/15/Doc.aspx?sourcedoc=%7B8353B7AB-733E-4573-B703-F7229D682EB7%7D&file=PACCT%20Family%20Forum%20Attendance%20PAFN_1.12.23.xls&action=default&mobileredirect=true)

**SPED Parent Learning Attendance PA Family Network 1-12-23**

**Attendee Name**

Freyvogel B

Witman, M

Rosalyn N

Susanne T

Jen F

Lisa K

Whitney B

Linda N

Jennifer M



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## *Special Education Department*

### *Professional Development*

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**AGENDA: 1/25/23**  
**Parent Lunch and Learn: Special Education Series**  
**Career Education**

**Objectives:**

1. Identify career services, courses, and resources at PA Virtual
2. Locate volunteering, job shadowing, and employment opportunities

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding resources and assistance for students in the job search process, resume creation, interviewing, and securing a job
11:40-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [PLL-Career Education](#)
2. [Exit Ticket](#)

<b>Name</b>	<b>First join</b>
Jennifer B	1/25/2023 10:56
Cynthia D	1/25/2023 11:03
Candice D	1/25/2023 11:03
Stephanie H	1/25/2023 11:07
Gabrielle E	1/25/2023 11:12
Jennifer W	1/25/2023 11:13
Colien B	1/25/2023 11:13
Shannon M	1/25/2023 11:13
Colien B	1/25/2023 11:18
Lusk D	1/25/2023 11:29
Jennifer W	1/25/2023 11:29



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 2/6/23

Parent Lunch and Learn: Parent Ambassador Program

### **Pupil Health**

**Objective:**

**Explain Pupil Health, procedures, forms, and policies**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Pupil Health” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Pupil Health” PowerPoint](#)
2. [Exit Ticket](#)

Pupil Health 2/6/23

Participant Name:

Charlisa M  
Christine P  
Jaclyn M  
Jen T  
Kathy D  
Michael M  
Robert R  
Shaundai G  
Shelby S

Staff in Attendance:

Vicki Lelli - Lead Nurse  
Darcie Lusk  
Candice Danner  
Jen Brodhag  
Cindy Dingeldein



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 12/12/22

Parent Lunch and Learn: Parent Ambassador Program

### **Taking Notes**

**Objective:**

**Explain and understand the benefits of note-taking and how to implement various strategies, tools, and aides to effectively take notes to support overall retention, comprehension, and organization.**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Taking Notes” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Taking Notes” PowerPoint](#)
2. [Exit Ticket](#)

Taking Notes/Time Management 12/12/23

Participant Name:

Charlisa S

Debbie B

Jaclyn M

Karen K

Lilliam G

Nihafr B

Rebecca R

Robert R

Shelby S

Simone H

Tim M

Staff in Attendance:

Darcie Lusk - presenter

Cindy Dingeldein

Candice Danner

Jen Brodhag





**PAVIRTUAL**  
CHARTER SCHOOL

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

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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 10/24/22

Parent Lunch and Learn: Parent Ambassador Program

### **Title 1 Annual Meeting**

**Objective:**

**Discuss Title 1 Schoolwide program, Parent Involvement, and School-Parent Compact**

**Schedule**

- Title 1 Schoolwide Program
- Parent Involvement
- School-Parent Compact

**Materials:**

1. ["Title 1 Annual Meeting" PowerPoint](#)
2. [Exit Ticket](#)

Title 1 Annual Meeting 10/24/22

Participant Name:

Amber S  
Carmen M  
Choi T  
Christine M  
Dana C  
Darlene R  
Jaclyn M  
Jamie H  
Jennifer W  
Josette H  
Ken P  
Lacey A  
LaKeshia K  
Maysoon  
Megan B  
Nancy M  
Patti S  
Rebecca R  
Robert R  
Shelby S  
Shyanna W  
Susan S

Staff in Attendance:

Jen Brodhag - presenter  
Maureen Weinberger - presenter  
Cindy Dingeldein  
Candice Danner



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***Parent Ambassador Program***

***Professional Development***

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AGENDA: 2/27/23  
Parent Lunch and Learn: Parent Ambassador Program

**5+5+5=Success**

**Objective:**

**Explain and develop an understanding of how Reading, Writing, and Math benefit all students throughout their educational journey and life.**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	"5+5+5=Success" Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. ["5+5+5=Success" PowerPoint](#)
2. [Exit Ticket](#)

5+5+5=Success 2/27/23

Participant Name:

Darlene D

Farzona G

Jaclyn M

Janiya B

Maysoon A

Nathan N

Raesah B

Rob R

Shelby S

Suchada D

Tawan N

Varsty M

Staff in Attendance:

Cindy Dingeldein - presenter

Jen Brodhag

Candice Danner

Darcie Lusk



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 1/9/23

Parent Lunch and Learn: Parent Ambassador Program

### **Child Development Basics**

**Objective:**

**Explain the common patterns, principles, and the overall importance of child development**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Child Development Basics” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Child Development Basics” PowerPoint](#)
2. [Exit Ticket](#)

Child Development Basics 1/9/23

Participant Name:

Carmen T

Charlisa M

Jaclyn M

Jen B

Kendarian A

Maysoon A

Robert R

Shelby S

Staff in Attendance:

Darcie Lusk - presenter

Candice Danner

Cindy Dingeldein

Jen Brodhag



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 9/26/22

Parent Lunch and Learn: Parent Ambassador Program

### **Learning Styles**

**Objective:**

**Explain various types of learning styles and how to identify and support different types of learning styles for success**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	"Learning Styles" Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. ["Learning Styles" PowerPoint](#)
2. [Exit Ticket](#)

Learning Styles 9/26/22

Participant Name:

Andrew K

Andrew P

Destiny J

Jaclyn M

Lou Ann R

Maysoon A

Rebecca R

Robert R

Shelby S

Susan S

Staff in Attendance:

Cindy Dingeldein - presenter

Jen Brodhag

Darcie Lusk

Candice Danner





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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 11/21/22  
Parent Lunch and Learn: Parent Ambassador Program

### **Study Tips for Students**

**Objective:**

**Explain and provide ideas for studying smarter and making the most of study time**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Study Tips for Students” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Study Tips for Students” PowerPoint](#)
2. [Exit Ticket](#)

Study Tip for Students 11/21/22

Participant Name:

Brittany H

Harry P

Jaclyn M

Jen B

Julie L

Lilliam G

Maysoon A

Patti S.

Shantae W

Tim M

Youngjin K

Staff in Attendance:

Darcie Lusk - presenter

Candice Danner

Cindy Dingeldein

Jen Brodhag



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 5/22/23

Parent Lunch and Learn: Parent Ambassador Program

### **Finishing Strong**

**Objective:**

**Review the previous school year and discuss successes, challenges, and provide tips for a successful upcoming school year**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Finishing Strong” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Finishing Strong” PowerPoint](#)
2. [Exit Ticket](#)

Finishing Strong 5/22/23

Attendance:

Carmen B  
Carolyn A  
Dennis S  
Erikka W  
Jamie H  
Jen M  
Julie H  
Rhoda M  
Rosa M  
Sherri H

Staff Attendance:

Candice Danner – Presenter  
Darcie Lusk  
Cindy Dingeldein



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## *Special Education Department*

### *Professional Development*

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AGENDA: 02/22/23

Parent Lunch and Learn: Special Education Series

### **PSSA/Keystone Testing: helping your student prepare for testing and understanding their accommodations**

#### **Objectives:**

- 1. Learn what testing accommodations are, where to find them in the IEP, and what they look like during testing**
- 2. Strategies for Parents/Learning Coaches to help prepare students for the testing to help reduce worry or stress.**

#### **Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:30	Testing Accommodations: what are they, where to find them, and what they look like.
11:30-11:40	Test Anxiety: What does it look like? How can a parent/learning coach help?
11:40-11:45	Questions / Complete <a href="#">Exit Ticket</a>

#### **Materials:**

- [Testing Accommodations PPT](#)
- [Exit Ticket](#)

<b>Name</b>	<b>First join</b>
Jennifer B	2/22/2023 11:00
Shelby S	2/22/2023 11:00
Jamie H	2/22/2023 11:03
Candice D	2/22/2023 11:04
Cynthia D	2/22/2023 11:04
Zarida	2/22/2023 11:07
Darcie L	2/22/2023 11:09
Shannon M	2/22/2023 11:09
Colien B	2/22/2023 11:10
Stephanie H	2/22/2023 11:10
Jennifer W	2/22/2023 11:12
Josette H	2/22/2023 11:13
Nyesha B	2/22/2023 11:16



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 3/20/23

Parent Lunch and Learn: Parent Ambassador Program

### **PSSA Prep - Possible Approach**

**Objective:**

**Learn how to support your student in preparation for PSSA testing**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	"PSSA Prep" Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. ["PSSA Prep" PowerPoint](#)
2. [Exit Ticket](#)

PSSA Prep - Possible Approach 3/20/23

Participant Name:

Bermudez V

Tawan N

Elizabeth K

Heather B

Jaclyn M

Jennifer B

Maysoon A

Raesah B

Robert R

Shelby S

Suchada C

Staff in Attendance:

Cindy Dingeldein - presenter

Candice Danner

Darlie Lusk

Jen Brodhag





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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 1/23/23

Parent Lunch and Learn: Parent Ambassador Program

### **Destination Independence**

**Objective:**

**Explain how to stay academically involved with older students, including strategies, resources, and tips on how to continue to support**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Destination Independence” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Destination Independence” PowerPoint](#)
2. [Exit Ticket](#)

Destination Independence 1/23/23

Participant Name:

Charlisa M

Jaclyn M

Kimberly B

Lee A

Maysoon A

Misty V

Rebecca R

Robert F

Staff in Attendance:

Candice Danner - presenter

Darcie Lusk

Cindy Dingeldein

Jen Brodhag



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## *Parent Ambassador Program*

### *Professional Development*

---

AGENDA: 1/23/23

Parent Lunch and Learn: Parent Ambassador Program

### **Destination Independence**

**Objective:**

**Explain how to stay academically involved with older students, including strategies, resources, and tips on how to continue to support**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Destination Independence” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Destination Independence” PowerPoint](#)
2. [Exit Ticket](#)

Destination Independence 1/23/23

Participant Name:

Charlisa M

Jaclyn M

Kimberly B

Lee A

Maysoon A

Misty V

Rebecca R

Robert F

Staff in Attendance:

Candice Danner - presenter

Darcie Lusk

Cindy Dingeldein

Jen Brodhag



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## *Special Education Department*

### *Professional Development*

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**AGENDA: 12/14/22**  
**Parent Lunch and Learn: Special Education Series**  
**Transition**

**Objectives:**

1. Identify types of transition services.
2. Identify how transition information is documented in the IEP.
3. Review agency supports and resources.

**Schedule:**

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding transition services, how transition is documented in the IEP, and types of agency supports and resources.
11:40-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [Transition PowerPoint](#)
2. BB Organization- Transition Room
3. [Smart Futures](#)
4. [PaCCT- Monthly Family Forum](#)
5. [Planning for the Future Checklist](#)- (paper v. app)
6. Office of Vocational Rehabilitation- Group PreEmployment Transition Services lessons offered virtually
7. [High School Course Catalog](#)
8. [Exit Ticket](#)

Name	First join
Felicia M	12/14/2022 10:59
Shelby S	12/14/2022 11:00
Jennifer B	12/14/2022 11:00
Candice D	12/14/2022 11:01
Lusk D	12/14/2022 11:02
Cynthia D	12/14/2022 11:08
Shannon M	12/14/2022 11:09
Lisa K	12/14/2022 11:09
Paula	12/14/2022 11:11
Jennifer W	12/14/2022 11:12
Lisa C	12/14/2022 11:13
Felicia m	12/14/2022 11:15
Felicia M	12/14/2022 11:18
Shantae W	12/14/2022 11:28



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## *Parent Ambassador Program*

### *Professional Development*

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AGENDA: 10/3/22

Parent Lunch and Learn: Parent Ambassador Program

### **Setting Goals**

**Objective:**

**Explain the importance of goal setting, how to create SMART goals for yourself, and how to plan to achieve those goals.**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	“Setting Goals” Presentation
11:15-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [“Setting Goals” PowerPoint](#)
2. [Exit Ticket](#)

DSetting Goals 10/3/22

Participant Name:

Camile B  
Charlisa F  
Debbie B  
Elena B  
Evelin T  
Jaclyn M  
Jennifer B  
Maysoon A  
Rebecca R  
Robert R  
Susan S

Staff in Attendance:

Darcie Lusk - presenter  
Candice Danner  
Cindy Dingeldein  
Jen Brodhag





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## *Special Education Department*

### *Professional Development*

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#### **AGENDA: 10/10/2022** **Collaborative Leadership**

##### **Objectives:**

- Learn why collaboration is important
- Introduce key elements and skills for collaborative leadership
- Learn practical strategies for collaboration

##### **Schedule:**

11:45-12:00	Welcome and Agenda
12:00-12:30	"Reading the Mind in the Eyes" Social Intelligence Test and discussion
12:30-1:30	Collaborative Leadership Training
1:30-2:30	Two Truths and a Lie Activity
2:30-2:45	Closing and Exit Ticket

##### **Materials:**

- [Reading the Mind in the Eyes Social Intelligence Test](#)
- [Collaborative Leadership Training](#)
- [Exit Ticket](#)

First Name	Last Name
Kinet	Becker
Nina	Wangler
Buffy	Heaton
Lisa	Krystofolski
Mindy	Byham
Stephanie	Heyl
Gary	Zimmerman
Dan	Pezzulo
Kiel	Parker
Shannon	Moore
Sarah	Cardosi
Naya	Brown



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## *Special Education Department*

### *Professional Development*

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AGENDA: 8/25/22  
Introduction to Aimsweb+

**Objectives:**

- **To learn the basic navigation of Aimsweb.**
- **To understand how to administer and score probes.**
- **To learn how to set up Progress Monitoring schedules.**
- **To learn how to administer and set up Survey Level Assessments.**
- **To learn how to interpret and use the data collected in Aimsweb to drive decisions and goals.**

**Schedule:**

1:00-1:05	Welcome the Team
1:05-2:25	Review the Aimsweb powerpoint and discuss key points and highlights of the program.
2:25-2:30	Complete <a href="#">Exit Ticket</a> <b>Due date for completed exit tickets - 9/8/2022</b>

**Materials:**

- **[Introduction to Aimsweb+ PDF](#)**
- **[Exit Ticket](#)**

<u>First Name</u>	<u>Last Name</u>
Stephanie	Heyl
Shannon	Moore
Colleen	Dennis
Michelle	Tyson
Megan	Leach
Tanya	Bahn
Angela	Klingenberg
Bethany	Croyle
Elyse	Rice
Maria	Luis
Rachel	Kyler
Lori	Martin
Danielle	Santina
Tracey	Vioral
Katie	Daily
Mariane	Ferrantino
Amanda	Jena
Kristin	Donaldson
Jennifer	Watson
Kayla	Swarmer
Peggy	Vail
Emily	Campbell
Amy	Nixon
Jennifer	Palmer
lindsey	bohanan
Anastacia	Matusz
Susanne	Kostaras
Karla	Mulrine
Lisa	Krystofolski
Nina	Wangler
Stephanie	Baumgard
Hannah	Grieff
Morgan	Waldroup
Elise	Onjack
Melissa	Yoest



## Professional Development March 1, 2023

This session will be held in the PD Course Room.  
The link is also below.

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

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

### **Objectives**

- The staff will understand the facets of DEI through PDE’s “Creating Equitable School Systems”.
- The staff will understand the Department of Education’s Equity Pillars of Practice.
- The staff will install the Kami app.

### **Materials**

- PDE Video—<https://www.youtube.com/watch?v=kmhDO7tjvpc>
- Exit Ticket  
Will go live in the PD org at 3:50pm.

### **Schedule**

Time	Topic	Presenter
3:00-3:10	Introduction	Vicki
3:10-3:55	PDE Equitable Practices Video  Install Kami—See directions below	Staff
3:55-4:00	Exit Ticket	Staff

### **Directions to Install Kami**

- Install kami app <https://www.kamiapp.com/>
  - Create an account
- Watch two videos
  - Getting started as a Kami teacher (2 minutes) (<https://youtu.be/t3llHCcj1TQ>)
  - Kami 101 for teachers (5 minutes) (<https://youtu.be/gQQnDjnydQE>)
- Get Kami End of Year Reflection Activity for Elementary Level template
  - Go to “Resources>Kami Library>Types>Seasonal>Next Page>End of Year Reflection
  - Using the text box, enter something a student would enter. This template could be sent to all of your students which could help the students’ incoming teacher for the next school year.



**End of Year Reflection  
Activity for  
Elementary Level**

If you have questions about the Kami app, please come back to the Collaborate room to ask. This is not a resource you are required to use. However, we have access to the premium content until the end of the school year. So we wanted to share it with you to explore and use.



**PAVIRTUAL**  
CHARTER SCHOOL

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

<u>First Name</u>	<u>Last Name</u>
Robert	Pellegrino
Karyn	Raman
Patricia	Gehrett
Jennica	Shearer
John	Grady
CIndy	Willits
Zach	Mehal
Timothy	Irvine
lindsey	bohanan
Kristina	Smith
Amanda	Jena
Tanya	Bahn
Jess	Jones
Zachary	Montgomery
Jacob	Bosiljevac
Kristen	Galo
Paige	Kauffman
Codie	McGeever
Heather	Hurley
Isaac	Schloss
Jacqueline	Sieber
Mindy	Beatty
Lori	Horvat
Rachel	Kyler
Megan	Hake
Jennifer	Blizman
melissa	scanga
Abby	Lawrence
Stacey	Nichols
Angela	Tomanio
Lauren	Pepe
Janae	Johnson-flowers
Kyli	Gorley
Kayla	Swarmer
Kalina	Kowitz
Kristy	Gnibus
Karen	Maddix
Anjleke	Leon
Patience	Simon
Andrea	Wallach
Gabrielle	Eisenhower
Amanda	Glevicky
James	Cleary
Katie	Shaffer



Morgan	Waldroup
Jessica	Keys
Emily	Campbell
Lauren	Hall
Dave	Markel
Nikki	Criner
Chaz	Tranter
Maddie	Liberatore
Natalie	Petro
Megan	Leach
Ali	Wroten
Deena	Haroun Mahdavi
Jennifer	Burke
Lori	Martin
Anna	Markel
Emma	Spink
Christina	Cheng
Taylor	Strauss
Margaret	Major
April	Astorino
Debby	Adamo
Melissa	Bieber
Melissa	Sauro
Jessica	Cope
Hannah	Grieff
Katie	Shaffer
Michelle	Hauger
Mark	Wasilko
William	Donohoe
Katie	Daily
Sean	DeBiase
Jordan	Stonebraker
Kimberly	Means
Jennifer	Neilson
Alyssa	Wright
Kristin	Donaldson
Caley	Glisan
Stephen	Scholl
Kelly	Gosnell
Mary Jo	Hicks
Joe	Hutcheson
Emily	Firko
Jessica	Dorneman
Kelly	Jarrett (Hallman)
Renee	Pullara

Brittany	Smith
Christine	Siravo
Danielle	Santina
Carolyn	Gomes
Stephanie	Baumgard
Mackenzie	Card
Susan	Gunter
Lauren	Lusk
Jessica	Ansel
Peyton	Lauffer
Laurie	Barger
Melissa	Little
Andrea	Wasil
Katelyn	Carr
McKenna	Nagle
Amanda	Salai
Peggy	Vail
Beth	Nihoff
Jennifer	Gibbs
Karen	Rockwell
Tara	Cooney
Malena	Howe
Leslie	Krefta
Jennifer	Nester
Jessica	Lively
Alyssa	Limpert
Louis	Rocchini
Michelle	Tyson
Andrea	Harbaugh
Christopher	Price
Alyssa	Opdyke
Sandra	Lisowski
Sonya	Verton
Paula	Stinson
Joshua	Allen
Elizabeth	Svoboda
Kellene	Harris
Crystal	Widmann
Pamela	Slater
Evelyne	Richardson-Thomas
Heather	Byers
Cynthia	Jones
Audrey	Waid
Renee	Keiser
Julie	Craig

Samuel	Alba
Nathan	Hall
Tamara	Bacon
Paula	Ramos
Jennifer	Slater
Kate	Celedonia
Maria	Luis
Nadege	Ahohuendo
Rebecca	Hammell
Nicole	Vitalbo
Bernadette	Mathis
Elise	Onjack
Maria	Watterson
Jessica	Henderson
Kristy	Welsh
Amy	Dajczak
Suzanne	Betzenberger
Dawn	Snyder
Amanda	Himmelberger
Robin	Elder
Sue	Gagliardi
Patrick	Matusz
Vanessa	Bauer
james	ford
Amanda	Bank
Sarah	Hayes
Susanne	Kostaras
Danielle	Cushman
Jacob	Grantz
Gladys	Archer
Kat	Anderson
Joanne	McKee
Angela	Klingenberg
Amber	Miller
Robin	Tufariello
Heather	Brandt
Rick	Verga
Mallory	Grantz
Tracey	Vioral
Janese	Claar
Lee-Ann	Hilf
Karla	Mulrine
Kelly	Hilf
Nicole	Oberrender
Erin	Freynik

Lisa	Shearn
Catrina	Testa
DeAnna	Kwiecinski
Trina	Klasnic
Lisa	Steen
Heather	Alcott
Jenny	McMann
Barry	Harvey
Boyd	Ulmer
Sarah	Goodwin
Aaron	Zullick
Jillian	Huegel
Sandy	King
Melissa	Yoest
Jessica	Callahan
Chelsea	Shirk
Bryan	Davis
Lou	Scataglia
Jason	Swalga
Brittany	Jaroudi
Ruth	Grimes
Bradley	Lewis
Bethany	Pepe
Mary Ellen	Moore
Regina	Kubica
Katie	Barnett
Alexis	Morgenstern
Colleen	Dennis
Emily	Tomaino
Mariane	Ferrantino
Heidi	Bazilian
Bethany	Croyle
Lorriene	Kelly
Scott	Dzemyan
Jenna	Verdekal
Katherine	Hansen
Colleen	Kaufman
Laura	Denithorne
Lyndsay	Burneisen
Rachelle	Toth
Megan	Hake



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## *Special Education Department*

### *Professional Development*

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AGENDA: 01/27/23

"Making Legally Sound Placement Decisions"

**Objectives:**

- **To understand how to make legally sound placement decisions.**
- **To work as a team to improve our school's LRE.**
- **To ensure IEP are being individualized for students to show education gain and progress in light of their circumstances.**

**Schedule:**

3:00-3:05	Welcome the Team
3:05-3:45	Read the article <a href="#">"Making Legally Sound Placement Decisions"</a>
3:45-4:00	Complete <a href="#">Exit Ticket</a> <b>Due date for completed exit tickets - 02/10/2023</b>

**Materials:**

- **["Making Legally Sound Placement Decisions"](#)**
- **[Exit Ticket](#)**

<u>First Name</u>	<u>Last Name</u>
Nina	Wangler
Kinet	Becker
Nicole	Criner
Stephanie	Baumgard
Lindsey	Bohanan
Buffy	Heaton
Karla	Mulrine
Colleen	Dennis
Danielle	Santina
Elise	Onjack
Peggy	Vail
Amy	Nixon
Katie	Shaffer
Kayla	Swarmer
Gary	Zimmerman
Shannon	Moore
Emily	Tomaino
Tracey	Vioral
Gennifer	Catarious
Colien	Byers
Kiel	Parker
Amanda	Jena
Rachel	Kyler
Megan	Leach
Maria	Luis
Alyssa	Limpert
Hailey	Mulkern
Katie	Daily
Stephanie	Heyl
Michelle	Tyson
Emily	Campbell
Jenny	McMann
Elyse	Rice
Mariane	Ferrantino
Kim	Gould
Jordan	Dobbin
Melissa	Yoest
Anastacia	Matusz
Kristin	Donaldson
Bethany	Croyle
Morgan	Waldroup
Tanya	Bahn
Karyn	Raman
Lori	Martin

Sarah	Cardosi
Jennifer	Watson
Nicole	Vitalbo
Lisa	Krystofolski
Melissa	Scanga





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## *Special Education Department*

### *Professional Development*

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AGENDA: 03/24/23  
"Notice of Recommended Educational Placement"

**Objectives:**

- **Locate the NOREP templates in Blackboard**
- **Determine which NOREP example to use based on type of IEP meeting**
- **Identify the appropriate wording for NOREPs**
- **Create legally defensible NOREPs**

**Schedule:**

3:00-3:05	Welcome the Team
3:05-3:45	Information regarding templates, wording, and creating legally defensible NOREPs
3:45-4:00	Complete <a href="#">Exit Ticket</a> <b>Due date for completed exit tickets - 04/07/2023</b>

**Materials:**

- **[PD: Notice of Recommended Educational Placement Training](#)**
- **[Exit Ticket](#)**



**First Name Last Name**

Colien	Byers
Nina	Wangler
Kinet	Becker
Nicole	Criner
Megan	Leach
Nicole	Vitalbo
Kayla	Swarmer
Peggy	Vail
Morgan	Waldroup
Emily	Tomaino
Maria	Luis
Lindsey	Bohanan
Katie	Daily
Buffy	Heton
Tanya	Bahn
Michelle	Tyson
Karyn	Raman
Alyssa	Limpert
Keisha	Benton
Jenny	McMann
Kristin	Donaldson
Colleen	Dennis
Emily	Campbell
Kim	Gould
Katie	Shaffer
Elise	Onjack
Karla	Mulrine
Stephanie	Heyl
Jessica	Henderson
Bethany	Croyle
Danielle	Santina
Marika	Barth
Mariane	Ferrantino
Angela	Klingenberg
Lori	Martin
Tracey	Vioral
Melissa	Yoest
Elyse	Rice

# Salesforce Training- IEP Paperwork

Wednesday, 8/24 1:00 PM – 2:30 PM

Presenter- Kiel Parker

Topic	Notes
<p>Account set-up &amp; log-in</p> <ul style="list-style-type: none"><li>● Cell Phone App- Salesforce Authenticator</li><li>● Yubikey</li></ul>	
<p>Salesforce RSDB Tour</p> <ul style="list-style-type: none"><li>● Home</li><li>● Contacts</li><li>● Accounts</li><li>● Related Services</li><li>● IEP Paperwork</li><li>● Reports</li><li>● Dashboards</li></ul>	
<p>Searching for a student</p> <ul style="list-style-type: none"><li>● Search bar</li><li>● Student ID or Name</li><li>● Always select Contact not Account</li></ul>	

<p>Student Contact Page Layout</p> <ul style="list-style-type: none"><li>● General Student Information</li><li>● IEP Paperwork Information</li><li>● Related Services Information</li><li>● Activity/Chatter</li><li>● Create New IEP Paperwork Button</li></ul>	
<p>Related Services</p> <ul style="list-style-type: none"><li>● Details</li><li>● Custom Links</li><li>● Therapist Assignment Info</li><li>● Frequency Fields</li><li>● Monitoring Fields</li><li>● Mileage Related Section</li><li>● Student Services History</li><li>● Activity/Chatter</li></ul>	

<p>Create New IEP Paperwork button</p> <ul style="list-style-type: none"><li>● Select Type of Meeting- once you have done this, the required fields may change. This is because only certain information is required based on the type of meeting you are holding</li><li>● Once you have entered this information there are two ways to get to the IEP Paperwork Record</li></ul>	
<p>IEP Paperwork Record</p> <ul style="list-style-type: none"><li>● Details tab<ul style="list-style-type: none"><li>- Student Information</li><li>- Meeting Information</li><li>- Paperwork Signature Requirements</li><li>- Paperwork Receipt</li></ul></li><li>● Signature Attempts<ul style="list-style-type: none"><li>- Sections will be greyed out if they are not required on the Details Tab</li></ul></li><li>● Audit Fields<ul style="list-style-type: none"><li>- This is where information will be entered when/if your IEP is audited</li></ul></li></ul>	

<p>Reports</p> <ul style="list-style-type: none"><li>● IEP Meeting Information- CM/SpEd Teacher</li><li>● Incomplete IEP Paperwork</li><li>● IEP Meetings Not Scheduled On Time</li><li>● Active Students- CM/SpEd Teacher</li><li>● Additional reports can be created if necessary</li></ul>	
<p>Dashboards</p> <ul style="list-style-type: none"><li>● Dashboards by School<ul style="list-style-type: none"><li>- IEP Paperwork Dashboard- Elementary School</li><li>- IEP Paperwork Dashboard- Middle School</li><li>- IEP Paperwork Dashboard- High School</li><li>- Filtering</li><li>- Reviewing Reports</li></ul></li><li>● SSC Dashboards</li><li>● Program Specialist Dashboard</li><li>● Additional reports can be added to these dashboards if necessary</li></ul>	
Issues	

<ul style="list-style-type: none"><li>● Email Kiel</li></ul>	
<p>Recommendations</p> <ul style="list-style-type: none"><li>● Submit you recommendations via this Google Form</li><li>● <a href="https://docs.google.com/forms/d/e/1FAIpQLScF9oNuJUWjK09x-sZ9KVqEI5Mx1WFsKa2KY6wTikYjsZFkcQ/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScF9oNuJUWjK09x-sZ9KVqEI5Mx1WFsKa2KY6wTikYjsZFkcQ/viewform?usp=sf link</a></li></ul>	

**First Name** **Last Name**

Kayla	Swarmer
Kim	Gould
Elise	Onjack
Kiel	Parker
Nina	Wangler
Karyn	Raman
Angela	Klingenberg
Maria	Luis
Danielle	Santina
Tanya	Bahn
Stephanie	Baumgard
Nicole	Criner
Michelle	Tyson
Emily	Campbell
Karla	Mulrine
Amanda	Jena
Shannon	Moore
Stephanie	Heyl
Tracey	Vioral
Peggy	Vail
Amy	Nixon
Susanne	Kostaras
Lori	Martin
Kristin	Donaldson
Melissa	Yoest
Melissa	Scanga
Katie	Daily
Rachel	Kyler
Kinet	Becker
Megan	Leach
Lisa	Krystofolski
Morgan	Waldroup
Jennifer	Watson
lindsey	bohanan
Gennifer	Catarious
Naya	Brown
Alyssa	Limpert (Ivanco)
Buffy	Heaton
Anastacia	Matusz
Jennifer	Palmer
Mariane	Ferrantino
Emily	Tomaino
Hannah	Grieff
Bethany	Croyle



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## *Special Education Department*

### *Professional Development*

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#### AGENDA

9/9/2022, 9/19/2022, 10/7/2022

SDI Training

#### **Objectives:**

- **Define and understand what Specially Designed Instruction (SDI) is for a student with an Individualized Education Plan (IEP),**
- **Locate the Modifications/Accommodations in an IEP**
- **Identify ways to implement Modifications/Accommodations in your classroom**

#### **Schedule**

##### *Middle School-9/9/2022*

12:50-12:55	Introductions/Welcome
12:55-1:35	Information regarding SDI examples, differences between accommodations and modifications, and the importance of implementing SDIs
1:35-1:40	Complete Exit Ticket

##### *High School-9/19/2022*

3:00-3:05	Introductions/Welcome
3:05-3:55	Information regarding SDI examples, differences between accommodations and modifications, and the importance of implementing SDIs
3:55-4:00	Complete Exit Ticket





**PAVIRTUAL**  
CHARTER SCHOOL

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

*Elementary School-10/7/2022*

8:30-8:35	Introductions/Welcome
8:35-9:05	Information regarding SDI examples, differences between accommodations and modifications, and the importance of implementing SDIs
9:05-9:10	Complete Exit Ticket

**Materials:**

- **[SPECIAL EDUCATION: Specially Designed Instruction in the General Education Classroom](#)**
- **[Exit Ticket](#)**

**First Name Last Name**

James	Cleary
Katherine	Hansen
Rebecca	Hammell
Robin	Elder
Andrea	Wallach
Timothy	Irvine
Patience	Simon
Jake	Grantz
Kayla	Swarmer
Joshua	Allen
Nathan	Hall
Regina	Kubica
Robert	Pellegrino
Barry	Harvey
Emily	Firko
Leslie	Krefta
Abby	Lawrence
Karen	Maddix
Emily	Campbell
Caley	Glisan
Lauren	Pepe
Lori	Horvat
Kellene	Harris
Nicole	Criner
Mark	Wasilko
Scott	Dzemyan
Laura	Denithorne
DeAnna	Kwiecinski
Hilary	Factor
Christine	Siravo
Jessica	Cope
Lee-Ann	Hilf
Kelly	Hilf
Morgan	Waldroup
Deena	Haroun Mahdavi
Jessica	Lively
james	ford
Kristen	Galo
Emily	Tomaino
Bethany	Croyle
Joanne	McKee
Renee	Pullara
Laurie	Barger
Audrey	Waid

Amy	Nixon
Bradley	Lewis
Melissa	Scanga
Brittany	Jaroudi
Karen	Rockwell
Sandra	Lisowski
Jason	Swalga
Paula	Ramos
Sue	Gagliardi
Evelyne	Richardson-Thomas
Beth	Nihoff
Jordan	Stonebraker
Angela	Klingenberg
Kristy	Welsh
Rick	Verga
Emma	Spink
Cindy	Willits
Melissa	Yoest
Jacob	Bosiljevac
Paula	Stinson
Patricia	McCoy
Joe	Hutcheson
Vanessa	Bauer
Peggy	Vail
Megan	Leach
Anastacia	Matusz
Codie	McGeever
Jennifer	Blizman
Tanya	Bahn
Kristina	Smith
Lisa	Krystofolski
Andrea	Wasil
Stacie	Steighner
Lorriene	Kelly
Rachel	Kyler
Crystal	Widmann
Lori	Martin
Zachary	Montgomery
Pamela	Slater
Patrick	Matusz
Amber	Miller
Mariane	Ferrantino
Heather	Hurley
Danielle	Santina
Kelly	Gosnell

Malena	Howe
Mckenna	Nagle
Kristy	Gnibus
Jennifer	Burke
Emily	Peffer
Amanda	Himmelberger
William	Donohoe
April	Astorino
Sigrid	Gulbis
Kimberly	Means
Lauren	Hall
Jess	Jones
Elizabeth	Svoboda
Anna	Markel
Suzanne	Betzenberger
Kelly	Hallman
Stephen	Scholl
Kyli	Gorley
Victoria	Roache Lelli
Carolyn	Gomes
Zach	Mehal
Dave	Markel
Caitlin	March
Ted	McGurk
Dylan	Konefsky
Heidi	Bazilian
Maria	Luis
Kristin	Donaldson
Katie	Daily
Bryan	Davis
Margaret	Major
Kat	Anderson
April	Oberholtzer
Tamara	Bacon
Christina	Cheng
Sean	DeBiase
Susanne	Kostaras
Nathan	Fine
Tasha	Harris
Sarah	Goodwin
Sarah	Hayes
LaToya	Battle
Hailey	Mulkern
Casey	Wernick
Lyndsay	Burneisen

Hannah	Grieff
Amanda	Glevicky
Patricia	Gehrett
Katie	Barnett
Alyssa	Limpert
Catrina	Testa
Jessica	Dorneman
Sonya	Verton
Peyton	Lauffer
Amanda	Jena
Heather	Alcott
Julie	Craig
Paige	Kauffman
Dawn	Snyder
Lauren	Lusk
Tracey	Vioral
Jennifer	Guerra
Nicole	Oberrender
Stephanie	Baumgard
Janese	Claar
Erin	Freynik
Jennica	Shearer
Christina	Woltjen
Mary Jo	Hicks
Jennifer	Neilson
Colleen	Kaufman
Kalina	Kowitz
Melissa	Little
Amanda	Bank
Alyssa	Wright
Susan	Gunter
Jacqueline	Sieber
Robin	Tufariello
Melissa	Bieber
Bridgit	Jeffries
Stacey	Nichols
Jillian	Huegel
Ali	Wroten
Alyssa	Opdyke
Katie	Shaffer
Megan	Hake
Natalie	Petro
Brittany	Smith
Michelle	Hauger
Mindy	Beatty

Michelle	Tyson
Taylor	Strauss
Karla	Mulrine
Cynthia	Jones
Angela	Tomanio
Michelle	Bornancini
Rachelle	Toth
Jessica	Callahan
Melissa	Sauro
Amy	Dajczak
Colleen	Dennis
Bethany	Pepe
Mallory	Grantz



Model Memorandum of Understanding

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**Memorandum of Understanding  
Between**

Upper Merion Township Police Department  
\_\_\_\_\_  
(Law Enforcement Authority)

and

PA Virtual Charter School  
\_\_\_\_\_  
(School Entity)

April 27, 2022  
\_\_\_\_\_  
(Date)

**I. Introduction**

**A. Parties**

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):  
Upper Merion Township Police Department, 175 W. Valley Forge Road, King of Prussia, PA 19406

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:  
PA Virtual Charter School, 630 Park Avenue, King of Prussia, PA 19406

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*

ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.

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

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

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

iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other



individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office<sup>1</sup> – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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<sup>1</sup> Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

## II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

### A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
  - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
    - i. Section 908 (relating to prohibited offensive weapons).
      - a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).
      - b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.
    - ii. Section 912 (relating to possession of weapon on school property).
      - a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
      - b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
  - iv. Section 2702 (relating to aggravated assault).
  - v. Section 2709.1 (relating to stalking).
  - vi. Section 2901 (relating to kidnapping).
  - vii. Section 2902 (relating to unlawful restraint).
  - viii. Section 3121 (relating to rape).
  - ix. Section 3122.1 (relating to statutory sexual assault).
  - x. Section 3123 (relating to involuntary deviate sexual intercourse).
  - xi. Section 3124.1 (relating to sexual assault).
  - xii. Section 3124.2 (relating to institutional sexual assault).
  - xiii. Section 3125 (relating to aggravated indecent assault).
  - xiv. Section 3126 (relating to indecent assault).
  - xv. Section 3301 (relating to arson and related offenses)
  - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
  - xvii. Section 3502 (relating to burglary).
  - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
  - xix. Section 5501 (relating to riot).
  - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
  - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
  - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

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

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
  - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
    - i. Section 2701 (relating to simple assault)
    - ii. Section 2705 (relating to recklessly endangering another person).
    - iii. Section 2706 (relating to terroristic threats).
    - iv. Section 2709 (relating to harassment).
    - v. Section 3127 (relating to indecent exposure)
    - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
    - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
    - viii. Chapter 39 (relating to theft and related offenses).
    - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
    - x. Section 5503 (relating to disorderly conduct).
    - xi. Section 6305 (relating to sale of tobacco).
    - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
    - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
  - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
  1. Whether the incident is in-progress or has concluded.
  2. Nature of the incident.
  3. Exact location of the incident.
  4. Number of persons involved in the incident.
  5. Names and ages of the individuals involved.
  6. Weapons, if any, involved in the incident.
  7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
  8. Injuries involved.
  9. Whether EMS or the Fire Department have been notified.
  10. Identity of the school contact person.
  11. Identity of the witnesses to the incident, if any.
  12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
  13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

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

### **III. Law Enforcement Authority Response**

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
  1. For incidents in progress:
    - a. Meet with contact person and locate scene of incident.
    - b. Stabilize incident.
    - c. Provide/arrange for emergency medical treatment, if necessary.
    - d. Control the scene of the incident.
      - i. Secure any physical evidence at the scene.
      - ii. Identify involved persons and witnesses.
    - e. Conduct investigation.
    - f. Exchange information.
    - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
  2. Incidents not in progress:
    - a. Meet with contact person.
    - b. Recover any physical evidence.
    - c. Conduct investigation.
    - d. Exchange information.
    - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
  3. Incidents initially reported to the Law Enforcement Authority

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

**B. Custody of Actors**

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
  - a. The student has been placed under arrest.
  - b. The student is being placed under investigative detention
  - c. The student is being taken into custody for the protection of the student.
  - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

**IV. Assistance of School Entities**

**A. *In Loco Parentis***

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

**B. Notification of Parent or Guardian**

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

**C. Scope of School Entity's Involvement**

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement



Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

#### D. Reporting Requirements

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

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

The school entity shall work collaboratively with the Law Enforcement Authority to facilitate up to date and current reports. Any discrepancies will be addressed by a meeting between the two parties. Corrections will be made at that point in time in agreement from both parties.

**V. General Provisions**

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



\_\_\_\_\_  
Chief School Administrator

PA Virtual Charter School

\_\_\_\_\_  
School Entity



\_\_\_\_\_  
Chief Law Enforcement Authority

Upper Merion Township Police Department

\_\_\_\_\_  
Law Enforcement Authority

N/A-State classifies PAV as one building

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
School Building

**Updated, February 1, 2019**

<b>TITLE</b>	Memorandum of Understanding - MOU
<b>FILE NAME</b>	PA Virtual Charte...U 2022_042722.pdf
<b>DOCUMENT ID</b>	b6b81d59e80fd267ad59efaa197f1fe47cb3d839
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<b>STATUS</b>	• Signed

## Document History

 SENT	<b>04 / 27 / 2022</b> 11:54:23 UTC	Sent for signature to Jason Billups (jbillups@pavcsk12.org) from rcosta@pavcsk12.org IP: 68.83.103.125
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 COMPLETED	<b>04 / 27 / 2022</b> 13:01:57 UTC	The document has been completed.

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made as of this 1<sup>st</sup> day of July, 2023 by and between **Temple University - of The Commonwealth System of Higher Education** ("Temple"), and **Pennsylvania Virtual Charter School** ("PA Virtual"). PA Virtual and Temple hereby agree as follows:

**1. Program.** Temple invites PA Virtual's students ("Program Participants") to enroll in dual enrollment courses as part of the College of Education and Human Development (CEHD) program ("Program") opportunities as described below in section 1, B.

### A. Program Eligibility

Program Participants will be selected by PA Virtual and must meet Temple's requirements for participation in the College of Education and Human Development's dual enrollment programs. All Program Participants must be 11<sup>th</sup> or 12<sup>th</sup> grade students enrolled at PA Virtual Charter School maintain a minimum 3.0 high school GPA and must have satisfactory progress toward meeting high school requirements as determined by PA Virtual. The Program Participant must satisfy the prerequisite requirements, if any, for the specific courses. To remain in good academic standing in the Program, all Program Participants must complete the requirements of each course outlined in the course syllabus. The courses will be conducted as virtual (online) sessions taught by Temple faculty.

Program Participants may be registered for up to two (2) courses per term, and these courses could include Temple undergraduate students and/or include high school students from other schools. Participation in dual enrollment programs does not equate to an offer of admittance to Temple University or any of its degree-granting programs.

### B. Courses

Temple will offer one or more of the following courses in the College of Education and Human Development according to Temple's academic schedules in fall, spring, and/or summer:

AOD 0836: Interpersonal Communication

EDAD 0855: Why Care About College? Higher Education in American Life

ECED 2101: Child Development – Birth to Nine

ECED 4106: The Learning Community – Family and Community Partnerships

EDUC 0806: It's Bigger Than Hip-hop: Exploring the Evolution of Race and Identity through Hip-hop

EDUC 0809: Race and Diversity in Children's Literature and Young Adult Books:  
Reading Between the Lines

EDUC 0817: Youth Cultures

EDUC 0819: Teens and Tweens

EDUC 0823: Kids in Crisis – When Schools Don't Work

EDUC 2103: Socio-cultural Foundations of Education in the US

EDUC 2019: Adolescent Development for Educators

URBE 0855: Education for Liberation Here and Abroad

SPED 211: Introduction to Special Education

SPSY 0828: The Meaning of Madness

Temple will share with PA Virtual the details of courses being offered in a given academic term (title, day/time, amount of synchronous vs asynchronous class time) and PA Virtual will determine in which course(s) its students will have the opportunity to participate in any given term.

This list of courses offered in each term is subject to change or cancellation at the discretion of Temple. Additionally, Temple reserves the right to change instructional modalities of courses term to term.

Temple will ensure that the instructor of each course identified for dual enrollment participation by PA Virtual students has obtained the required clearances for working with minors as outlined by Temple University policy. Before any employee, contractor, or agent of Temple has direct contact with any student of PA Virtual under this MOU, Temple shall provide to PA Virtual for that employee, contractor, or agent: (1) a report of criminal history record information from the Pennsylvania State Police as required by Section 1-111 of the Pennsylvania School Code of 1949, (2) a Federal criminal history record as required by Section 1-111 of the Pennsylvania School Code of 1949, and (3) a certification from the Department of Human Services as to whether the employee, contractor, or agent is named in the Statewide database as the alleged perpetrator in a pending child abuse investigation or as the perpetrator of a founded report or an indicated report as required by

23 Pa. C.S. § 6344(b)(2) et seq. Should any of these requirements or statutes be amended or replaced, Temple shall comply with the requirements of the amended or replacement statute.

Temple shall not permit any of its employees, contractors, or agents to have any direct contact with any of PA Virtual's students under this MOU (including but not limited to providing instruction to such students) if they have been convicted of a disqualifying offense under Section 1-111 of the Public School Code. Temple shall not permit any of its employees, contractors, or agents to have direct contact with any of PA Virtual's student under this Agreement where the Department of Human Services has verified that the employee, contractor, or agent is named in the Statewide database as the perpetrator of a founded report committed within five years.

Temple shall ensure that its employees, contractors, or agents who have direct contract with children (as that phrase is defined in Act 126 of 2012, 24 P.S. § 12-1205.6) complete child abuse recognition and reporting training that complies with the requirements of Act 126 of 2012 or any statute replacing Act 126 of 2012. As part of this training, each employee, contractor, or agent has direct contact with children under this Agreement shall view PA Virtual's training on PA Virtual's policies related to reporting of suspected abuse and sexual misconduct. PA Virtual's training can be found online at [INSERT SITE}. Temple shall ensure that its employees, contractors, and agents understand that PA Virtual's training alone does not fulfill the requirements of Act 126 of 2012, and that additional training must be obtained to comply with Act 126 of 2012. Temple shall provide to PA Virtual on a form provided by PA Virtual documentation demonstrating that each employee, contractor, or agent who will have direct contact with children under this Agreement has complied with the Act 126 of 2012 training requirements before such employee, contractor, or agent has direct contact with children under this Agreement.

The dual enrollment handbook will outline the policies that Program Participants must abide by in order to maintain their participation in the Program. These policies include reference to expectations for student attendance and behavior and to minimum grades earned in high school and college coursework. PA Virtual administration will be contacted with concerns related to the above and consulted in regard to interventions and any disciplinary action needed, including dismissal from the program. Temple shall provide PA Virtual with documentation regarding any misconduct by a Program Participant upon PA Virtual's request.

Program Participants attending the Program under this MOU will have all of the same rights, privileges, and responsibilities as other students at Temple, including the right to a student ID and the use of the library and other academic resources.

PA Virtual will be responsible for payment for the terms in which Program Participants participate in one or more dual enrollment courses if they proceed in the course after

Temple’s add/drop date, even if a student leaves the course by choice or due to dismissal before the end of a given term.

**C. Examination and Program Completion**

Upon completion of the courses, Temple will provide the Program Participants’ final course grades to PA Virtual by providing copies of the Participants’ unofficial transcripts to PA Virtual via TUSafeSend, Temple’s platform for secure data transmission. The PA Virtual personnel to whom this information will be transferred is the Registrar. This is information that PA Virtual can use to update Participants’ high school transcripts with the course details, if desired by PA Virtual.

Program Participants who satisfactorily complete a Program shall receive credits through Temple. The credits awarded for a Program shall be the same credits offered to a postsecondary school student enrolled at Temple. Temple’s transcript shall reflect completion of college-level work according to commonly accepted post-secondary practices, with no notation of the Program Participant’s status as a secondary school student. If a student in a Dual Enrollment Course should become a regularly enrolled postsecondary student at Temple, Temple shall recognize the credits from the Program as applying to the student’s degree requirements as it would for any regularly enrolled postsecondary students who took the course.

Program Participants who satisfactorily complete a Dual Enrollment Course may also receive credits toward the completion of courses required for graduation at PA Virtual. PA Virtual shall weight credits for the Program courses in a manner similar to Advanced Placement Programs, International Baccalaureate Diploma Program, or Cambridge advanced courses in PA Virtual’s grading system, including both academic and technical courses.

**2. Program Fees.**

PA Virtual agrees to a fixed cost per student agreement that includes the full tuition costs and associated program fees for each course and to remit payment to Temple University College of Education and Human Development as outlined below in 2. C., Invoicing and Payment.

**A. Cost Per Participant**

Expense Type	Cost
Tuition: 3 credits x \$325* / credit	\$975



*The discounted high school tuition rate approved by Temple's Board of Trustees in May 2020; this rate is subject to change. PA Virtual will be notified of any changes that occur during the term of this agreement.	
Promotional items (t-shirt, water bottle, etc.)	\$25
CEHD DE Personnel / Staffing (orientation, onboarding, progress monitoring, tutoring, mentoring) <ul style="list-style-type: none"> <li>College Success Coaches (graduate student staff), Tutor-Mentors (undergraduate student staff)</li> </ul>	\$250
<b>Total Cost Per Student/per course (2023-2024)</b>	<b>\$1250</b>

Temple's normal refund policy will apply in the case of a student who withdraws from a Program course before completing it.

### **B. Additional Services / Needs**

Program Participants engaged in virtual dual enrollment coursework with Temple will require the use of laptops or Chromebooks, cameras, and other technology to access the course and its content. Similarly, they will need to access course texts and resources as assigned by the course instructor and included in the course syllabus. PA Virtual will be responsible for ensuring that Program Participants have the necessary materials for their course and will contract separately with Temple should these supplies to be obtained and distributed to Program Participants by Temple directly, at a cost mutually agreed upon by both parties.

If the number of Program Participants engaged in virtual dual enrollment coursework with Temple (or the number of courses the Participants each take) reaches a level such that additional capacity from Temple is required to coordinate and manage the volume of Participants and their engagement each term, Temple and PA Virtual will discuss a mutually agreeable cost for services to be paid to Temple by PA Virtual.

### **C. Invoicing and Payment**

PA Virtual has provided the following name, billing address, and telephone number for the person responsible for making the payment to Temple:

Jason Fitzpatrick  
Principal, Pupil Services  
PA Virtual Charter School  
630 Park Ave  
King of Prussia, PA 19406  
Office Phone: (484) 680-7729

Email: [jfitzpatrick@pavcs.us](mailto:jfitzpatrick@pavcs.us)

The names of Program Participants will be confirmed by Temple and PA Virtual before the program's start at the beginning of each academic term. Temple will then generate an invoice detailing the per participant cost for their participation that term, and the invoice will be sent to the designated contact person at the PA Virtual. The full payment for each semester will be due thirty (30) days after invoice is generated.

**Payments should be made payable to Temple University and sent to:**

Julia Kershaw-St. George

Temple University

College of Education and Human Development

Temple University Mailroom

1851 N. 10<sup>th</sup> Street

Philadelphia, PA 19122

**3. Responsibilities of PA Virtual.**

- A. PA Virtual will be responsible for the selection of Program Participants, subject to the final approval of Temple in its sole discretion.
- B. PA Virtual will share Program Participants' and their Legal Parent/Guardians' contact information (email addresses and phone numbers) with Temple for coordination and onboarding of the Program Participants.
- C. PA Virtual will adjust the Program Participants' high school class rosters in order to accommodate Participants' engagement in the agreed-upon dual enrollment coursework.
- D. PA Virtual will identify a liaison to meet regularly with dual enrollment program staff to share Participant progress and program updates.
- E. PA Virtual will provide information to Temple about the Program Participants' college-going and college-major decisions in order to inform program evaluation and improvement.

**4. Term.** This MOU will be effective beginning July 1, 2023 and shall terminate June 30, 2024.

**5. Ownership.** All proprietary ideas, methods, materials, information, manuals, templates, designs, processes, diagrams, computer programs, reports, documentation, and other proprietary

or protectable matters (“Materials”) which Temple or its personnel create before or while providing the Program are and shall remain the sole property of Temple. In no event shall any of the Materials be considered a “work made for hire.”

**6. Insurance.**

At all times during the term of this MOU, PA Virtual and Temple shall maintain at their own expense liability insurance in an amount adequate to protect against any liability that may arise from the services provided under this MOU. Each party shall also carry the statutorily required amounts of unemployment and workers’ compensation insurance at its own expense.

**7. Amendments.**

This MOU may be amended by the PA Virtual and the President of Temple University in writing signed by both parties, contingent upon review and signature by Temple legal counsel and the PA Virtual legal counsel. No oral representations, warranty, condition, or arrangement of any kind or nature whatsoever shall be binding upon the parties hereto unless incorporated in this agreement in the form of an amendment.

**8. Non-Assumption of Liabilities and Independent Contractors.**

Nothing contained herein shall be construed as, nor shall any provision herein constitute, an assumption by either party of the liabilities of the other. The parties shall be deemed independent contractors and nothing in this MOU shall create or be deemed to create a joint venture, partnership, or other similar association between the PA Virtual and Temple.

**9. Miscellaneous.**

This MOU shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania, without regard to its conflict of law provisions.

**10. Dissolution.**

Either PA Virtual or Temple University may terminate this MOU by giving thirty (30) days’ notice in writing, unless a shorter period of notice is mutually agreeable. Should this MOU be terminated by either party while students enrolled in PA Virtual are attending courses at Temple, the students shall be allowed to complete those courses if the tuition has already been paid to Temple.

**11. Nondiscrimination**

PA Virtual and Temple shall not unlawfully discriminate on the basis of a student’s race, nationality, ethnicity, religion, gender, disability, or any other basis protected by state, federal, or applicable local law, regulation, or ordinance. Temple shall ensure that students with disabilities have equal opportunity to participate in the Program in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

**12. Compliance with Laws regarding Education Records**

Both parties shall comply with all applicable federal and state laws regarding the confidentiality of educational records of the Program Participants including but not limited to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, its implementing regulations (34 C.F.R. Part 99), and Title 22 of the Pennsylvania Code §§ 12.31-12.33.

In witness whereof, the parties, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and intending to be legally bound hereby, execute this Memorandum of Understanding by each party’s duly authorized representatives.

*Debra Heath-Thornton* 07 / 27 / 2023  
\_\_\_\_\_  
Signature Date

Debra Heath-Thornton  
\_\_\_\_\_  
Printed Name

Chief Executive Officer  
\_\_\_\_\_  
Title

**PA Virtual Charter Schools**

DocuSigned by: *Jaison Kurichi* 7/6/2023  
9BE87683BCDC4E0...  
\_\_\_\_\_  
Signature Date

Jaison Kurichi  
\_\_\_\_\_  
Printed Name

Associate Vice President  
\_\_\_\_\_  
Title

**Temple University - of The Commonwealth System of Higher Education**







## Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this 25th day of August, 2023

By:                     *Bonnie M. Schaefer*                     (Signature of Board Chair)

**Mrs. Bonnie M. Schaefer** (Print Name)

**PA Virtual Charter School** Board of Trustees









**Note:** Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.