

**PENNSYLVANIA DISTANCE LEARNING CS**

Charter School Annual Report | 2023 - 2024

## School Profile

**LEA Name**

Pennsylvania Distance Learning CS

**AUN**

115220003

**Address 1**

2605 Nicholson Road

**Address 2**

Suite 4100

**City**

Sewickley

**State**

PA

**Zip Code**

15143

**Chief Administrator Name**

Dr Michael Leitera

**Chief Administrator Email**

michael.leitera@padistance.org

**Chief Administrator Phone**

(888) 997-3352 - 114

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

Kelly Crooks

**Principal Email**

kelly.crooks@padistance.org

**Principal Phone**

7247196648

**Extension**

159

**Authorizing District(s)**

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

**Upload Current Charter (PDF only)**

PDE Approved Charter Signed by Board (1).pdf

## Governance and Staff

### Board of Trustees Members

Name	Office	Check if New Member
John Marous	President	
William Donahue	Secretary	
Stephen Catanzarite	member	(CHECKED)

### Explanation of Board of Trustees Changes

Added additional member per PDE recommendation for charter renewal/varied perspective on school governance

### Board of Trustees Meeting Schedule

Location	Date	Time
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2023-09-11	4:00 pm
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2023-10-17	8:30 am
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2023-12-04	4:00 pm
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2024-01-18	3:00 pm
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	0024-03-11	4:00 pm
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2024-05-06	4:00 pm
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2024-06-10	4:00 pm

**Upload Board Minutes**

Minutes 01182024.pdf

Minutes 03112024.pdf

Minutes 05082024.pdf

Minutes 09112023.pdf

Minutes 10172023.pdf

Minutes 12042023.pdf

Draft Minutes 06102024.docx

**Leadership Team**

<b>Name</b>	<b>Title/Position</b>	<b>Check if New Member</b>
Michael Leitera	Chief Executive Officer	
Kelly Crooks	Chief Academic Officer	
Dean Pappaterra	Other	
Nicholas Kocuba	Other	
Stephanie Faith	Director of Special Education	
Charles Mort	Principal	

Kimberly Crandall	Principal	
Aubrey Ploesch	Principal	
Robert Digiandomenico	Other	

**Explanation of Leadership Changes**

Mr. Digiandomenico was added to the leadership team as a Chief Communications Officer. This was done to increase internal and external communications and to bring the position in house in order to increase efficiencies and save money.

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

PDE414.xlsx

**Quality of Teaching and Other Staff**

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
<b>Chief Executive Officer</b>	1	1	0	0	0	1
<b>Chief Administrative Officer</b>	1	4	0	0	0	1
<b>Principal</b>	3	3	0	0	0	3

<b>Assistant Principal</b>	0	0	0	0	0	0
<b>Classroom Teacher (including Master Teachers)</b>	58	58	0	0	0	58
<b>Specialty Teacher (including Master Teachers)</b>	21	21	0	0	0	21
<b>Special Education Teacher (including Master Teachers)</b>	19	19	0	0	0	19
<b>Special Education Coordinator</b>	1	1	0	0	0	1
<b>Counselor</b>	9	9	0	0	0	9
<b>Psychologist</b>	0	0	0	0	0	0
<b>School Nurse</b>	2	2	0	0	0	2
<b>IT Director</b>	0	0	0	0	0	0
<b>Business Administrator</b>	0	0	0	0	0	0
<b>ISD, Curriculum Developers, Tech Support</b>	0	0	0	0	0	0
<b>HR Manager</b>	1	1	0	0	0	1
<b>Student Support Manager, Facilities Manager</b>	1	1	0	0	0	1

<b>Business Office, Administrative Support Staff, Teaching Assistants</b>	20	0	0	0	0	20
<b>Other</b>	14	0	0	0	0	14
<b>Totals</b>	151	120	0	0	0	151

There were no substantial differences. (CHECKED)



## **Fiscal Matters**

### **Major Fundraising Activities**

There were no fundraising activities for the 2023-2024 school year. There are no plans for fundraising activities for the 2024-2025 school year.

### **Fiscal Solvency Policies**

The school did not make any changes to procedures during the 2023-24 school year. The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. The monthly financial reporting includes the following monthly reports: - Comparative Balance Sheets with dates as of the last fiscal year end and the most recent month end - Budget versus Actual for the month period ending as of the most recent month end - End of year projection versus the annual budget - Accounts Receivable as of the most recent month end

### **Accounting System**

The school continues to contract with Charter Choices, Inc. to provide business services to the school including accounts payable, receivable, and financial reporting. Charter Choices has completed their migration to the Sage Intacct system and naming conventions/account designations to match state required protocols.

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

Board approved draft budget preliminary Revenues are \$24,026,455 and Expenditures are \$25,019,133. the total fund balance on the June 30, 2023 audit report was \$13,727,690; the projected change in fund balance for the current fiscal year is \$1,799,633; the projected operating expenditures for the current fiscal year is \$24,274,941; the fund balance policy strives to maintain unassigned fund balances between 5% and 10% of operating expenditures; PA Distance hereby commits an additional \$2,000,000 of the General Fund balance for a total committed balance of \$13,250,000. AND BE IT RESOLVED that PA DISTANCE Board of Trustees reassigns the previously committed and assigns the newly committed General Fund Balance as follows: • \$3,000,000 is committed to future costs associated with the increasing costs of the PSERS retirement program. • \$9,232,802 is committed for future operational needs. • \$1,017,198 is committed as collateral for the letter-of-credit required under the facility lease  
\*adopted the 10th day of June, 2024.

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

Preliminary statement of revenues, expenditures, and fund balances 2023-2024.pdf

## Financial Audit Basics

### Audit Firm

HBK CPAs & Consultants

### Date of Last Audit

2023-12-15

### Fiscal Year Last Audited

2022-2023

## Explanation of the Report

Hill Barth & King, CPAs & Consultants conducted an annual independent audit of PA Distance Learning Charter School in accordance with Government Auditing Standards. The auditor's report on compliance for each major program and on internal control over compliance required by the Uniform Guidance found PA Distance compliant with the types of compliance requirements described in the OMB Compliance Supplement. HBK did not identify any deficiencies in internal controls over compliance. In addition, PA Distance complied, in all material respects, with the types of compliance requirements resulting in a reasonable basis for HBK's opinion of compliance for each major federal program.

## Upload Financial Audit Document(s)

Issued PA Distance Financial Statements 6-30-2023 (2) (1).pdf

## Financial Audit Citations

Financial Audit Citations Description	Response
No citations for the 23-24 audit	There were no responses as there are no citations resulting from the 2023-2024 audit.

## Federal Programs Consolidated Review

### Federal Programs Consolidated Review Document(s)

Yes

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

115220003\_Assessment\_5085391\_Reviewed.pdf

115220003\_Assessment\_94553775\_Reviewed (2).pdf

**Title I Status**

Yes

**Title I First Year Status**

No

**Date of Last Federal Programs Consolidated Review**

2024-04-12

**School Years Reviewed**

2023-2024

**Federal Programs Consolidated Review Report**

115220003\_CAV\_66834659\_Closed (1).pdf

115220003\_CAV\_66621036\_Closed (2).pdf

**Consolidated Review/Annual Report**

LEA received corrective actions from the monitoring. Listed below are the findings and the actions, or are in process. We have been working with our grants coordinator, Charter Choices, as well as internally, to mitigate any and all of the findings. Almost all have been addressed or are in process to be completed before the deadline for correction.

**Federal Programs Consolidated Review Citations**

Findings	Corrective Action(s) Taken
PA Distance Learning CS 2023-2024 Fed Monitoring CAV Program due 10/01/2024 Fiscal due 10/01/2024 1.Title IA: Program - Component II: Equity Plan: Issue 1. Equity Plan. The LEA will submit an Equity Plan and agendas and sign in sheets demonstrating an annual review occurred. LEAs can use documentation from 2024-25 to	PA Distance Learning CS 2023-2024 Fed Monitoring CAV Program due 10/01/2024 Fiscal due 10/01/2024 Title IA: Program - Component II: Equity Plan: Issue 1. Equity Plan. The LEA will submit an Equity Plan and agendas and sign in sheets demonstrating an annual review occurred. LEAs can use documentation from 2024-25 to address

address this corrective action. 2. Title IA: Program - Component VI: Parent and Family Engagement: Issue 1. The LEA will submit a copy of LEA Parent and Family Engagement Policy, agendas and sign in sheets to demonstrate the policy was reviewed at least annually, and method of distribution. LEAs can use documentation from 2024-25 to address this corrective action. 3. Title IA: Program - Component VI: Parent and Family Engagement: Issue 2. The LEA will submit agendas and sign in sheets to demonstrate that parents and family members were involved in the decision on how the set aside funds were spent. LEAs can use documentation from 2024-25 to address this corrective action. 4. Title IA: Program - Component VI: Parent and Family Engagement: Issue 3. The LEA will submit the Parent and Family Engagement Policy that includes one of the five bullets. LEAs can use documentation from 2024-25 to address this corrective action. 5. Title IA: Program - Component VI: Parent and Family Engagement: Issue 4. The LEA will submit surveys and collated results OR agendas and sign in sheets from parent meetings to demonstrate the contents of the Parent and Family Engagement Policy was evaluated and results reviewed. LEAs can use documentation from 2024-25 to address this corrective action. 6. Title IIA: Program - Component I: Issue 3. The LEA will submit dated agendas and sign in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant. If this requirement did not occur prior to submitting the 2024-25 Consolidated application, LEAs can include a plan to address this requirement 7. Title IVA: Program - Component I: Issue The LEA will submit dated agendas and sign in sheets that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience) for meetings that took place prior to writing the grant. If this

this corrective action. PA Distance Learning's Equity plan was presented at the Title I Annual session. The agenda of the session and the sign-in sheet were uploaded as proof, which included a timestamp of attendees. Title IA: Program - Component VI: Parent and Family Engagement: Issue 1. The LEA will submit a copy of LEA Parent and Family Engagement Policy, agendas and sign in sheets to demonstrate the policy was reviewed at least annually, and method of distribution. LEAs can use documentation from 2024-25 to address this corrective action. The Family Engagement Policy was reviewed and approved at the May Board of Trustees meeting. The handbook where the policy is housed has been updated on our website. Proof of distribution was uploaded to Fed Monitor during the revision period. PA Distance will continue to review the policies annually and provide proof of distribution. Title IA: Program - Component VI: Parent and Family Engagement: Issue 2. The LEA will submit agendas and sign in sheets to demonstrate that parents and family members were involved in the decision on how the set aside funds were spent. LEAs can use documentation from 2024-25 to address this corrective action. PA Distance Learning reviews the PFE set-asides at the Title I Annual meeting. We did provide proof of sign in sheets. In addition, we did send in the agenda in a slides presentation. Component VI: Parent and Family Engagement: Issue 3. The LEA will submit the Parent and Family Engagement Policy that includes one of the five bullets. LEAs can use documentation from 2024-25 to address this corrective action. PA Distance Learning has an updated Parent and Family Engagement policy housed in the Parent-Student Handbook, and the policy includes the five bullet points. PA Distance Learning did upload the proof of distribution, along with sign in sheets, the agenda in a slides presentation. Title IA: Program - Component VI: Parent and Family Engagement: Issue 4. The LEA will submit surveys and collated results OR agendas and sign in sheets from parent meetings to demonstrate the contents of the Parent and Family Engagement Policy was evaluated and results reviewed. LEAs can use documentation from 2024-25 to address this

requirement did not occur prior to submitting the 2024-25 Consolidated application, LEAs can include a plan to address this requirement. 8.

School Level Monitoring - PA Distance Learning Charter School - Component I: Appropriately State Certified: Issue 2. The LEA will submit a copy of the letter notifying parents if their child was taught by a teacher who is not appropriately state certified for four consecutive weeks or more. LEAs can use documentation from 2024-25 to address this corrective action. RTK letter is good. a. Monitor Note: The Right-to-Know Teacher Qualifications letter is updated, but the policy in the Handbook is different and has a 2020 date on it. Evidence does not support the distribution of the correct letter. 9.

School Level Monitoring - PA Distance Learning Charter School - Component II: Parent and Family Engagement: Issue 1. The LEA will submit a copy of their school building parent and family engagement policy, agendas and sign in sheets to demonstrate parent and family input, and method of distribution. LEAs can use documentation from 2024-25 to address this corrective action. 10.

School Level Monitoring - PA Distance Learning Charter School - Component II: Parent and Family Engagement: Issue 2. The LEA will submit invitations, agendas and sign in sheets, or minutes of the Title I parent and family engagement meeting for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action. 11.

School Level Monitoring - PA Distance Learning Charter School - Component II: Parent and Family Engagement: Issue 6. The LEA will submit staff/parent meeting agendas and sign-in sheets. Missing sign-in sheets and how to better communicate with parents training for staff. Or SPAC skits and staff agendas and sign in sheets for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action. 12. FISCAL Component II: Uniform Grant Guidance (UGG) - Requirements: Issue 1. The LEA will submit a Conflict-of-Interest Policy.

corrective action. The PFE Policy was reviewed at the Title I Annual meeting and it is included in the Parent-Student Handbook. PA Distance Learning did upload the proof of distribution, along with sign in sheets, the agenda in a slides presentation. Title IIA: Program - Component I: Issue 3. The LEA will submit dated agendas and sign in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant. If this requirement did not occur prior to submitting the 2024-25 Consolidated application, LEAs can include a plan to address this requirement. Title I grant funding is presented and reviewed at the Title I Annual session in the Spring, which is before the grant is written for the next school year. A survey to parents with a timestamp of completion, and the agenda of the session were submitted. Title IVA: Program - Component I: Issue The LEA will submit dated agendas and sign in sheets that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience) for meetings that took place prior to writing the grant. If this requirement did not occur prior to submitting the 2024-25 Consolidated application, LEAs can include a plan to address this requirement. Title I grant funding is presented and reviewed at the Title I Annual session in the Spring, which is before the grant is written for the next school year. A survey to parents with a timestamp of completion, and the agenda of the session were submitted. PA Distance learning will request that all staff members attend the Title I Annual session in the future. School Level Monitoring - PA Distance Learning Charter School - Component I: Appropriately State Certified: Issue 2. The LEA will submit a copy of the letter notifying parents if their child was taught by a teacher who is not appropriately state certified for four consecutive weeks or more. LEAs can use documentation from 2024-25 to address this corrective action. RTK letter is good. Monitor Note:

The Right-to-Know Teacher Qualifications letter is updated, but the policy in the Handbook is different and has a 2020 date on it. Evidence does not support the distribution of the correct letter. The Right to Know Teacher Qualifications letter will be included in the parent-student handbook next school year, and the proof of distribution will be collected. The policy in the handbook will be updated to reflect the Right-to-Know Letter. School Level Monitoring - PA Distance Learning Charter School - Component II: Parent and Family Engagement: Issue 1. The LEA will submit a copy of their school building parent and family engagement policy, agendas and sign in sheets to demonstrate parent and family input, and method of distribution. LEAs can use documentation from 2024-25 to address this corrective action. The PFE Policy was reviewed at the Title I Annual meeting and it is included in the Parent-Student Handbook. PA Distance Learning did upload the proof of distribution, along with sign in sheets, the agenda in a slides presentation. School Level Monitoring - PA Distance Learning Charter School - Component II: Parent and Family Engagement: Issue 2. The LEA will submit invitations, agendas and sign in sheets, or minutes of the Title I parent and family engagement meeting for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action. The PFE Policy was reviewed at the Title I Annual meeting and it is included in the Parent-Student Handbook. PA Distance Learning did upload the proof of distribution, along with sign in sheets, the agenda in a slides presentation. School Level Monitoring - PA Distance Learning Charter School - Component II: Parent and Family Engagement: Issue 6. The LEA will submit staff/parent meeting agendas and sign-in sheets. Missing sign-in sheets and how to better communicate with parents training for staff. Or SPAC skits and staff agendas and sign in sheets for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action. Training sessions for teachers on parent meetings and communication will be held in the upcoming school year. Dated sign in sheets will be collected that includes the staff members role. FISCAL Component II: Uniform Grant Guidance (UGG) -

	<p>Requirements: Issue 1. The LEA will submit a Conflict-of-Interest Policy. A Conflict of Interest policy was created and approved by the Board of Trustees. The policy is located on the school's website. The policy will be reviewed at future Title I Annual sessions.</p>
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## Special Education

### Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Director of Special Education	PA Distance Learning Charter School, Sewickley, PA	338	5	21
School Psychologist	PA Distance Learning Charter School, Sewickley, PA	338	5	21

### Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Deaf & Hard of Hearing Teacher	1 hour	Outside Provider	2
Audiologist	1 hour	Outside Provider	1
BSC	118 hours	Outside Providers	49
BCBA	8 hours	Outside Providers	2
Counseling	32 hours	Outside Providers	41
Learning Coach	121.5 hours	Outside Providers	29
Occupational Therapist	35 hours	Outside Providers; PA Distance Learning CS	57
Speech and Language Therapist	48.25 hours	Outside Providers; PA Distance Learning CS	114



Physical Therapist	8 hours	Outside Providers	11
Social Skills	8 hours	Outside Providers	14
Special Education Teacher	12 hours	Outside Provider	4
Vision Support	1.5 hours	Outside Provider	3

### Special Education Cyclical Monitoring

#### Date of Last Special Education Cyclical Monitoring

2023-11-06

#### Upload Link to Report (Optional)

#### Special Education Cyclical Monitoring Report

Pennsylvania\_Distance\_Learning\_CS\_Initial\_CAV\_CS\_2023 (1)\_cc65bb9f.pdf

#### Administrative Procedures for Internal Controls of IEP Development

Pre-IEP and IEP Meeting Process 2022v1.3 (2)\_198413b6.pdf

## Special Education Personnel Development

### Autism

Description of Training			
PASA Required Test Administrator Training			
Lead Person/Position		Year of Training	
Lisa Hampe, PDE PASA lead/Lynda Lupp, PDE PASA lead		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	Dynamic Learning	Special Education Teachers,

		Maps	Director of SE
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**Training Date Complete**

2023-12-14

PASA Getting Ready 2024-compressed.pdf

7293656998SF (1).pdf

**Training Date Complete**

2024-02-29

Confirmation of your upcoming conference\_ 2024 Pennsylvania Department of Education (In-Person)

Conference.eml

Thurs 2\_29.pdf

**BehaviorSupport**

<b>Description of Training</b>			
Functional Behavioral Assessment			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Joanna Bigos, Counselor/Ashley Levenson, Behavioral Specialist/Stephanie Faith, Director of SE		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Who Participated (Audience)</b>
1	2	PA Distance Learning Charter School	All PA Distance Staff

**Training Date Complete**

2023-08-25

Functional Behavior Assessment- Verification of Completion (Responses) - Form Responses 1.pdf

Functional Behavior Assessment (FBA) Part 1.pdf

**Training Date Complete**

2023-08-23

PA Distance SEL Training .pdf

Social Emotional Training- Verification of Completion (Responses) - Form Responses 1.pdf

**Paraprofessional**

Training not offered.

## Transition

Description of Training			
Transition Coordinating Council of Allegheny County and The City of Pittsburgh - January meeting			
Lead Person/Position		Year of Training	
Dr. Erin Grimm, AIU3 Transition		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
3	1	AIU3	Director of Special Education, Transition Coordinator

### Training Date Complete

2024-01-23

23-24 January Agenda (1).pdf

23-24 TCCAC MEETING 3 Confirmation.eml

### Training Date Complete

2023-11-02

Transition Assessment for Transition Coordinators 11.12.23 WR.pdf

Budd, Laura\_Pre Trip Form-Transition Assessment Training.docx (1) (1).pdf

### Training Date Complete

2024-02-21

My Plan for Success (MP4S) Exit Process 23-24.pdf

Confirmation of your upcoming webinar\_ PaPOS Exit Survey Overview and Procedural Training.eml

### Training Date Complete

2024-03-22

Staff Training-Recordings and Slide Links.pdf

Special Education-Transition Training Attendance Log 23-24 (August 24, 2024).pdf

## ScienceofLiteracy

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
Vicki Ryan, Ed.D.		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
8	3	AIU3	Administration, Regular Education Teachers, Special Education Teachers

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**Training Date Complete**

2024-01-23

Structured\_Literacy.pdf

RAC Structured Literacy PD 2023-24.pdf

**Parent Training**

Description of Training			
Special Education K-12 Parent/Guardian Workshop Wednesdays			
Lead Person/Position		Year of Training	
All SE Staff members		23-24	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
.5	9	PA Distance Learning Charter School	Special Education teachers, parents, guardians, staff members

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**Training Date Complete**

2024-05-29

23-24 Special Ed K-12 Workshop Wednesday Schedule - Parents - Sheet1 (5).pdf

Attendance Today Parent Workshop.eml

**IEP Development**

Description of Training			
AAC Talks 2024 Elevating Voices: Empowerment Through AAC			
Lead Person/Position		Year of Training	
Many speakers through PaTTAN Assistive Technology		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
7	5	PaTTAN	Director of Special Education, Speech Pathologist

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**Training Date Complete**

2024-05-10

PaTTAN - AAC Talks 2024 - Elevating Voices\_ Empowerment Through AAC.pdf

Reminder of your upcoming training event\_ AAC Talks 2024 Elevating Voices\_ Empowerment Through AAC.eml

**Training Date Complete**

2023-08-16

SE Teacher Training for August 2023.pdf

Special Education Refresher Training- Verification of Completion (Responses) - Form Responses 1.pdf

**Training Date Complete**

2024-06-05

\_23-24 Special Education Meeting\_ Collaboration Time Rolling Agenda Template.pdf

\_23-24 Special Education Meeting\_ Collaboration Time Rolling Agenda Template.pdf

**Training Date Complete**

2024-02-29

PDE Special Education Conference - 2\_28\_24 to 3\_1\_24.pdf

Reminder of your upcoming training event\_ 2024 Pennsylvania Department of Education (In-Person) Conference.eml

**Special Education Program Profile**

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 18	Secondary	Full-time (1.0)	07/17/2024 09:40 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>
Pennsylvania Distance Learning 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	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Pennsylvania Distance Learning 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>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 17	Secondary	Full-time (1.0)	07/17/2024 09:26 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		14
<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>
		0.28

<b>Building Name</b>		
Pennsylvania Distance Learning 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 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Pennsylvania Distance Learning 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 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 16	Secondary	Full-time (1.0)	07/17/2024 09:17 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Pennsylvania Distance Learning 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	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Pennsylvania Distance Learning 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 Distance Learning 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	15 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>
Teacher 15	Secondary	Full-time (1.0)	07/17/2024 09:08 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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 Distance Learning 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	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Pennsylvania Distance Learning 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 Distance Learning 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	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 14	Secondary	Full-time (1.0)	07/17/2024 08:59 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Pennsylvania Distance Learning 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>Building Name</b>		
Pennsylvania Distance Learning 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	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 13	Secondary	Full-time (1.0)	07/17/2024 08:58 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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 Distance Learning 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	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>Building Name</b>		
Pennsylvania Distance Learning 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	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Distance Learning 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	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 12	Secondary	Full-time (1.0)	07/17/2024 08:32 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Pennsylvania Distance Learning 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	19 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Distance Learning 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	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 11	Secondary	Full-time (1.0)	07/17/2024 08:27 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		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>
		0.06

<b>Building Name</b>		
Pennsylvania Distance Learning 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	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		4
<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>
		0.08

<b>Building Name</b>		
Pennsylvania Distance Learning 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%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
Emotional Support program - waiver issued		0.6

<b>Building Name</b>		
Pennsylvania Distance Learning 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	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>Building Name</b>		
Pennsylvania Distance Learning 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

This individual has exceeded 1FTE

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 10	Secondary	Full-time (1.0)	07/17/2024 08:13 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		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 Distance Learning 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%)		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>Building Name</b>		
Pennsylvania Distance Learning 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>
Full-Time (80% or More)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Full-time life skills program - waiver issued		0.87



This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 9	Secondary	Full-time (1.0)	07/17/2024 09:40 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Pennsylvania Distance Learning 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	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Pennsylvania Distance Learning 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	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Pennsylvania Distance Learning CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		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>
		0.08

<b>Building Name</b>		
Pennsylvania Distance Learning 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	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Pennsylvania Distance Learning CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		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>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 8	Secondary	Full-time (1.0)	07/11/2024 01:52 PM

<b>Building Name</b>		
Pennsylvania Distance Learning 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 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Pennsylvania Distance Learning 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	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Pennsylvania Distance Learning 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 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Pennsylvania Distance Learning 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	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 7	Secondary	Full-time (1.0)	07/11/2024 01:44 PM

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		2
<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>
		0.04

<b>Building Name</b>		
Pennsylvania Distance Learning 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%)		14
<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>
		0.7

<b>Building Name</b>		
Pennsylvania Distance Learning 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 Distance Learning 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	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Distance Learning 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	Secondary	15 to 15

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 6	Elementary	Full-time (1.0)	07/11/2024 01:36 PM

<b>Building Name</b>		
Pennsylvania Distance Learning 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	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Distance Learning 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	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Pennsylvania Distance Learning 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	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		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>
		0.05

<b>Building Name</b>		
Pennsylvania Distance Learning 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	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 5	Elementary	Full-time (1.0)	07/11/2024 11:50 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		2
<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>
		0.04

<b>Building Name</b>		
Pennsylvania Distance Learning 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	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Emotional Support program with waiver signed		0.35

<b>Building Name</b>		
Pennsylvania Distance Learning 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	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Distance Learning 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	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Distance Learning 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>
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>
		0.07

<b>Building Name</b>		
Pennsylvania Distance Learning 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	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Pennsylvania Distance Learning 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 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 4	Elementary	Full-time (1.0)	07/11/2024 11:31 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Pennsylvania Distance Learning 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	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Pennsylvania Distance Learning 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 Distance Learning 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)		4
<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>
		0.06

<b>Building Name</b>		
Pennsylvania Distance Learning 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>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 3	Elementary	Full-time (1.0)	07/11/2024 11:21 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		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>
		0.04

<b>Building Name</b>		
Pennsylvania Distance Learning 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	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 2	Elementary	Full-time (1.0)	07/11/2024 11:03 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Distance Learning 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	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Distance Learning 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)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Teacher 1	Multiple	Full-time (1.0)	07/11/2024 11:00 AM

<b>Building Name</b>		
Pennsylvania Distance Learning 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>
Full-Time (80% or More)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Full-time life skills program with waiver competed by parents		0.75

<b>Building Name</b>		
Pennsylvania Distance Learning 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>
Full-Time (80% or More)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.47

This individual has exceeded 1FTE

## Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Equipment - student computers	2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	\$233,393
Equipment - student printers	2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	\$85,512

### 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

The charter school does not have any future facility development plans at this time.

### Memorandum of Understanding

Organization	Purpose
Franklin Park Police Department	school safety
Allegheny Intermediate Unit AIU	Comprehensive services agreement
Allegheny Intermediate Unit Title III	Title III services and support
DAO of Philadelphia - Project GO	Attendance/Truancy
Allegheny County Children Youth and Families	- Transportation
Education Stability Plan-Best Interest Determination- Allegheny Co.	Notice of Responsibilities of LEA and ACCYF under ESSA

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

PA Distance Learning CS-AIU Services Agreement and Special Education Addendum for 2024-2025 fully executed.pdf

AIU 3 Title III signed 5-15-24 (1) (1) - PA Distance Learning Charter School.pdf

2023 MOU Franklin Park PD-PDLCS 2023-07-01.pdf

DAO of Philadelphia Project Go.pdf

Allegheny County CYS Foster Care Transportation MOU (1).pdf

Allegheny County CYS Foster Care BID MOU.pdf

**Articulation Agreements**

**Partnering Institution**

Community College of Allegheny College

**Agreement Type**

**Program/Course Area**

Core Academic subjects

**Upload Articulation Agreement**

CCAC MOU\_ Effective Date-8\_2\_2023.pdf

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**Partnering Institution**

Community College of Philadelphia



**Agreement Type**

**Program/Course Area**

Core Academic Subjects

**Upload Articulation Agreement**

CCP MOU\_ Effective Date-July 1, 2023.pdf

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**Partnering Institution**

Lackawanna College

**Agreement Type**

**Program/Course Area**

Core academic Subjects

**Upload Articulation Agreement**

23-24 Lackawanna Agreement (2).pdf

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**Partnering Institution**

Luzerne County Community College

**Agreement Type**

**Program/Course Area**

Core Academic Subjects

**Upload Articulation Agreement**

Luzerne MOU\_ Expiration Date-6\_30\_25.pdf

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**Partnering Institution**

Penn West

**Agreement Type****Program/Course Area**

core academic subjects

**Upload Articulation Agreement**

Penn West MOU\_ Expiration Date-8\_2\_2028.pdf

## Management Survey

### Charter School Management Survey

#### Charter School Name

Pennsylvania Distance Learning CS

#### Point of Contact Name

Michael Leitera

#### Point of Contact Telephone Number

7247196648

#### Extension

114

#### Point of Contact Email

michael.leitera@padistance.org

### 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

Board Affirmation Annual Report 7-26-24.pdf

### Date of Approval

2024-07-24

## 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

Michael Leitera

## 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

Michael Leitera

## 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

Michael Leitera

## **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**

Michael Leitera

## **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**

Michael Leitera

## **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**

Michael Leitera

COMMONWEALTH OF PENNSYLVANIA  
*CHARTER*  
to operate a public school known as  
**PENNSYLVANIA DISTANCE LEARNING CYBER CHARTER SCHOOL**

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. § 17-1745-A, the Board of Trustees of **Pennsylvania Distance Learning Cyber Charter School** is hereby granted a Charter to operate a public cyber charter school for the period commencing on **July 1, 2024** and ending on **June 30, 2029**. The grant of this Charter was approved by the Pennsylvania Department of Education on December 22, 2023.

It is specifically understood and agreed between the signatories hereto that:

- 1) Pennsylvania Distance Learning Cyber Charter School's Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§ 17-1741-A – 17-1751-A, any amendments thereto enacted during the term of this Charter and any regulations or standards applicable to cyber charter schools;
- 2) Pennsylvania Distance Learning Cyber Charter School may not expand its enrollment beyond a 10% increase of the highest October snapshot count from the previous 3 years. The baseline in this case would be 1412, from the October 2020 snapshot. The Pennsylvania Department of Education will calculate the enrollment parameter and will communicate the enrollment parameter to Pennsylvania Distance Learning Cyber Charter School. Such enrollment parameter may not be surpassed during any period Pennsylvania Distance Learning Cyber Charter School retains the accountability designation of CSI or until a written amendment, which reflects a mutual agreement of Pennsylvania Distance Learning Cyber Charter School and the Pennsylvania Department of Education, modifies this enrollment parameter. If section 1725-A of the Charter School Law, 24 P.S. 17-1725-A (related to Funding for charter schools), is amended, the Department would be willing to meet with PA. Distance to discuss whether a change in the enrollment parameter would be warranted.
- 3) Pennsylvania Distance Learning Charter will add at least one additional board member to its Board of Trustees;
- 4) The granting of this Charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Renewal Application, submitted by the Board of Trustees on October 1, 2019, any previous application(s) approved by the Pennsylvania Department of Education, and the enrollment parameter stated herein. Said Renewal Application and previous application(s) are incorporated by reference as if fully set forth herein;
- 5) This Charter constitutes a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;

- 6) This Charter may be renewed for additional periods of five-year durations and upon any such renewal, a new charter shall be executed by the parties;
- 7) The Pennsylvania Department of Education reserves the right to continue to assess and review Pennsylvania Distance Learning Cyber Charter School's operation of the cyber charter school and notify Pennsylvania Distance Learning Cyber Charter School of any violation of this Charter or other applicable requirements and seek correction of the violation, and to take action against the Pennsylvania Distance Learning Cyber Charter School, if necessary, including revocation or nonrenewal of this Charter based on any information that was or could have been reviewed prior to this charter renewal or that may be discovered during future or ongoing assessments or reviews; and
- 8) This Charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this

31<sup>st</sup> day of Jan., 2024.

ATTEST:

Lizel Anne Lord  
Lizel Anne Lord  
Gymn Johnson  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

BOARD OF TRUSTEES

John Khan  
Stephan Catanzani  
William Donohue  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ATTEST:

Lisa Dishong

PENNSYLVANIA DEPARTMENT OF EDUCATION

Khalid N. Mumtaz  
Khalid N. Mumtaz, Ed.D.  
Secretary of Education

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

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**Board Meeting**

**Date:** September 13, 2023  
**Time:** 4:00 pm  
**Location:** PA Distance Learning Charter School and via  
Teleconference at 888.988.2893, access 73527

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**MINUTES**

MEETING TYPE:     Regular     Special     Proposed     Approved

**A. Call to Order:** The meeting was called to order at 4:02 p.m.

**B. Roll Call**

**Board Member Attendance:**

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

**Other Attendees:**

Michael Leitera, CEO, PDLCS	<input type="checkbox"/> Present	x Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Kimberly Crandall, MS Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	x Present	<input type="checkbox"/> Absent
Nicholas Kocuba, Chief Operating Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Charles Mort, HS Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Robert DiGiandomenico, Dir of Comms, PDLCS	x Present	<input type="checkbox"/> Absent
Stephanie Faith, Special Education Co., PDLCS	x Present	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present	<input type="checkbox"/> Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present	<input type="checkbox"/> Absent

**C. Pledge of Allegiance**

**D. Public Comment:** none

**E. Review of Agenda**

**F. Standard Business**

**i. Meeting Minutes of June 26, 2023 Board Meeting**

Mr. Marous asked for a motion to approve the minutes of the June 26, 2023 Board Meeting.  
Mr. Donahue made the motion; Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes:** 3

**Opposed:** 0



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**G. New Business**

**i. Student Report - none**

**ii. Financial Report**

Mr. Whisman provided the financials for June 30, 2023. He indicated that the annual audit had been started in August and there are no expected changes to the end of fiscal year financials. Current assets are up slightly from June 30, 2022; while total revenues were down slightly. Expenditures were under budget due primarily to a reduction in personnel costs. Mr. Marous inquired as to the investment status of the fund balance. Mr. Whisman indicated that while currently, the balance was invested in certificates of deposit through PNC, with rising interest rates, it may be worthwhile to investigate investing a portion of the fund balance in the PSDLAF, Pennsylvania School District Liquid Asset Fund which is currently offering a 7-day average rate of 5.2%.

Mr. Marous asked for a motion to conditionally approve the move of half of the fund balance to the PSDLAF pending confirmation of investment parameters. Mr. Catazarite made the motion; Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

**iii. State of the School Report**

In the absence of Dr. Leitera, Mr. Kocuba and Ms. Crooks presented the majority of the State of the School Report. Mr. Kocuba started by presenting the current school enrollment figures including total enrollment, enrollment by grade level and retuning students vs new students in 2023-2024. Mr. Marous questioned the current school procedure on student retention. Ms. Crooks explained that in Grades K-8, retention was based on building level principal recommendation, while retention in Grades 9-12 was based on credits. Mr. Kocuba went on to provide staffing information. Mr. DiGiandomenico, Director of Communications, provided an overview of the communication efforts for the upcoming school year. Mr. Marous explained that the focus of the December Board Meeting would be to explore our messaging in a more in-depth manner. Mr. Kocuba provided an update concerning the transition of the Student Information System to Infinite Campus. In his assessment, the implementation has met expectations. As of September 1, 2023, 98.5% of the active students had accessed the student portal. Mr. Marous asked if it would be expected for this percentage to increase to 100%. Mr. Kocuba explained that 48 students had not started attending the school. Mr. Pappaterra indicated that it is highly possible these students would be considered as "DNS" (Did Not Show) if, after ten consecutive days, the student had not logged onto the system. Mr. Marous asked if the school had attempted to reach the 48 students. Mr. Pappaterra answered that per our attendance procedures, families receive an automated phone call, text message and email each day of absence. Additionally, the Attendance team makes a personal call and sends a letter home at both three and six days of unexcused absences.

Mr. Marous provided an update to the Charter renewal process and indicated that there had been productive discussions with PDE and the process had been very positive. There is the intent to have the process finalized in the upcoming weeks.

Ms. Crooks provided data information regarding CSI, standardized testing and school rankings. She emphasized that creating a data culture would be a heavy focus for the 2023 – 2024 school year. Data

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surrounding achievement and growth in Math, ELA and Science was provided spanning the past five years. She stressed that the delivery of this information to the staff has been quite beneficial and the school's continued work with Teacher Clarity and partnerships with School Frontiers should support our efforts to meet our CSI goals.

Mr. Mort, Ms. Crandall and Dr. Ploesch presented the definition of "engagement" vs. "attendance" at the high, middle and elementary school levels. Many parameters of this "definition" are quantifiable and, again, supports the data culture mindset.

Mr. Kocuba explained the school's efforts with GoGuardian to use this program a bit differently which should provide the school with enhanced data with regards to a student's internet browsing activity which should allow teachers and leadership the ability to assess engagement.

Mr. Marous commended the school's direction for the school year and asked for a motion to approve the State of the School report. Mr. Donahue made the motion; Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

**iv. Employee Handbook 2023-2024 Proposed Changes**

Ms. Lord presented the changes to the Employment Handbook which entailed the creation of an appendix focused on Reasonable Accommodations for Pregnant Workers and an appendix detailing the school's Lactation Policy as mandated by the federal Pregnant Workers Fairness Act (PWFA).

Mr. Marous asked for a motion to approve the proposed changes. Mr. Catanzarite made the motion; Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

**H. Reminder of Next Board Meeting**

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on December 4, 2023.

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

The meeting adjourned at 5:26 p.m. and into Executive Session

Board of Trustees Meeting for  
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**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted,

Leigh Anne Lord  
Recording Secretary, Leigh Anne Lord

12-5-23  
Date

William Donahue  
Board Secretary, William Donahue

12-5-23  
Date

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

**Board Meeting**

**Date:** October 17, 2023  
**Time:** 8:30 am  
**Location:** PA Distance Learning Charter School and via  
 Teleconference at 888.988.2893, access 73527

**MINUTES**

MEETING TYPE:     Regular             Special             Proposed             Approved

**A. Call to Order:** The meeting was called to order at 8:32 a.m.

**B. Roll Call**

**Board Member Attendance:**

John Marous, President	x Present - phone	<input type="checkbox"/> Absent
William Donahue, Vice President	x Present - phone	<input type="checkbox"/> Absent
Stephen Catanzarite, Trustee	<input type="checkbox"/> Present	x Absent

**Other Attendees:**

Michael Leitera, CEO, PDLCS	x Present	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Kimberly Crandall, MS Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	<input type="checkbox"/> Present	x Absent
Nicholas Kocuba, Chief Operating Officer, PDLCS	<input type="checkbox"/> Present	x Absent
Charles Mort, HS Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Robert DiGiandomenico, Dir of Comms, PDLCS	<input type="checkbox"/> Present	x Absent
Stephanie Faith, Special Education Co., PDLCS	x Present	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present	<input type="checkbox"/> Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present - phone	<input type="checkbox"/> Absent

**C. Pledge of Allegiance**

**D. Public Comment:** none

**E. Review of Agenda**

**F. New Business**

**i. PA Distance Learning Charter School Charter Renewal**

Mr. Marous provided background information regarding the school's ongoing charter renewal process. Throughout the process, the School has entered into positive dialogue with the Department of Education. As part of the renewal process, PDE has indicated five parameters that must be improved upon in order for the school to exit from its current CSI (Continuous School Improvement) designation. Until such time, the school would be limited to an enrollment of no more than 10% more

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students from the highest enrollment rates over the three previous years. This is a change from their previous stance of an enrollment parameter of 10% higher than the previous year's October 1<sup>st</sup> reported enrollment.

Mr. Marous asked Dr. Leitera to recap the other parameters needed for the CSI designation exodus. We have currently met or exceeded two of the parameters: Attendance and Career Readiness. The school needs to meet a graduation rate of 67% in 2025 at the end of the current CSI designation period. Our current rate for 2021-2022 is 55%. This is our current rate since graduation is a lagging indicator by one year. Finally, composite academic achievement scores in English/Language Arts, Math and Science would need to be met. While the school did accept the exit criteria set for graduation, career standards and attendance, the school did counter the academic achievement composite score parameter due to several factors, including student transience and time in our academic programs. However, in order for the state to meet ESSA requirements, which are federal, PDE has indicated that these measures would have to be met.

Mr. Marous indicated that while some schools are contemplating legal action to eliminate the enrollment cap; his intuition as a single trustee is that litigation would not be a desired strategy. The other trustees agreed. However, if there are changes to the law, the School may pursue a different course of action based on the outcome. PDE has agreed to meet with the school if legislation changes in order to discuss the effects of the legislation and/or financial repercussions to the School should funding changes occur.

Mr. Marous made a motion to approve PDE's charter renewal decision. Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 2**

**Opposed: 0**

**ii. ii. Board Policy Updates – Special Education**

In preparation for the Special Education Department's Cyclical Monitoring, Dr. Leitera explained that several Board Policies were examined by legal counsel and minor changes were made to two of the policies and one policy was created. Ms. Faith, Special Education Coordinator indicated that these policies were last updated in December 2017 in advance of the last audit.

Ms. Faith first presented the Child Find Policy. She explained that the current policy was more procedural in nature and had items that did not need to be included. Legal counsel has tailored the policy to be reflective of the responsibilities of public charter school and more explicit.

Mr. Marous made a motion to approve the Child Find policy. Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 2**

**Opposed: 0**

Ms. Faith then detailed the changes to the Positive Behavior Support Plan and Restraints Policy. Legal counsel's review and revision detailed changes in seclusion and restraint wording in order to be compliant with recent regulations. There were also sections in the old policy that were not required and therefore deleted. She reiterated that the changes were not expansive. Mr. Marous pointed out that these policies should cover what is required by regulation but not be so procedural that the School would lose track of the requirement.

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Mr. Marous made a motion to approve the Positive Behavior Support Plan and Restraints Policy. Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 2**

**Opposed: 0**

The third policy update was actually the creation of a new policy entitled Student Educational Records Policy. While confidentiality has been addressed in the School's Student Handbook, legal counsel indicated that a specific policy was needed in order to address the questions presented in the audit preparation documents. While this policy is extensive, Ms. Faith outlined four areas that are required to be covered. Mr. Pappaterra indicated that nothing in this new policy contradicts what we currently express in our handbooks. The policy will again be reviewed by legal counsel and paired down to only what is required and will be voted upon in the December 2023 Board Meeting.

**B. Reminder of Next Board Meeting**

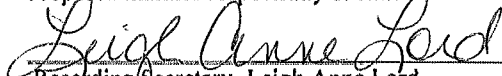
To be held at the Pennsylvania Distance Learning Charter School and by teleconference on December 4, 2023.

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

The meeting adjourned at 9:18 a.m.

**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted.

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

12-5-23  
Date

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

12-5-23  
Date

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**Board Meeting**

**Date:** December 4, 2023  
**Time:** 4:00 pm  
**Location:** Pennsylvania Distance Learning Charter School  
and via Teleconference

**AGENDA**

MEETING TYPE:     Regular     Special     Proposed     Approved

**A. Call to Order:** The meeting convened at 4:02 p.m.

**B. Roll Call**

**Board Member Attendance:**

John Marous, President	x Present	<input type="checkbox"/> Absent
William Donahue, Vice President	x Present phone	<input type="checkbox"/> Absent
Stephen Catanzarite, Trustee	x Present phone	<input type="checkbox"/> Absent

**Other Attendees:**

Michael Leiterra, Chief Executive Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Nick Kocuba, Chief Operating Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Robert DiGiandomenico, Dir of Communications, PDLCS	x Present	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Kim Crandall, Middle School Principal, PDLCS	<input type="checkbox"/> Present	x Absent
Charles Mort, High School Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Stephanie Faith, Special Education Coordinator, PDLCS	x Present	<input type="checkbox"/> Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	x Present	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present	<input type="checkbox"/> Absent
Matt Miller, Senior Associate, HBK	x Present	<input type="checkbox"/> Absent
Tim Gagen, Principal, HBK	x Present	<input type="checkbox"/> Absent
Mary Ann Calderone, PIMS Coordinator, PDLCS	x Present	<input type="checkbox"/> Absent
Gianna Mason, Student, PDLCS	x Present	<input type="checkbox"/> Absent
Nicolette Mason, Student, PDLCS	x Present	<input type="checkbox"/> Absent
Maggie Kelly Brown, Teacher, PDLCS	x Present	<input type="checkbox"/> Absent
Dan Leroy, Guest	x Present	<input type="checkbox"/> Absent
Alex Schuh, Director, School Frontiers	x Present	<input type="checkbox"/> Absent
Mario Gutierrez, Chief Growth Officer, School Frontiers	x Present	<input type="checkbox"/> Absent

**C. Pledge of Allegiance**

**D. Public Comment – none**

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**E. Review of Agenda**

**F. Standard Business**

**i. Meeting Minutes of September 11, 2023 Board Meeting and October 17, 2023 Special Board Meeting**

Mr. Marous asked for a motion to approve the minutes of the September and October Board of Trustees Meetings. Mr. Donahue made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

**G. NEW BUSINESS**

**i. Student Report – Nicolette and Gianna Mason**

The students highlighted events that had occurred since the beginning of the school within the Elementary, Middle School and High School buildings. Their impressions included how personalized the start of school had been for them and they were very impressed with writing across the curriculums. Mr. Marous asked them if there was anything that should be changed within the school. After much thought, Nicolette indicated that an extension of the after school tutoring program would be a great addition. Mr. Marous expressed the Board's appreciation for such a thorough report and Dr. Leitera concurred.

**ii. December 4, 2023 Board Meeting Agenda Change**

Mr. Marous explained that there was a last minute change to the agenda as the school received the June 30, 2023 draft Audit report earlier that day. He asked for a motion to approve the Agenda change. Mr. Catanzarite made the motion. Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

**iii. Audit Report**

Matt Miller and Tim Gagen, auditors with HBK, presented the audit findings through June 30, 2023. Mr. Gagen expressed the continued appreciation of the relationship between their firm, the school and Charter Choices. The audit was under standard review and there were no anticipated findings. Mr. Gagen commented that the school remained in a strong financial position.

Mr. Marous asked for a motion to conditionally approve the June 30, 2023 financial statements. Mr. Catanzarite made the motion. Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**



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**iv. Financial Report**

Mr. Whisman presented the October 31, 2023 financial report and indicated the metrics remain healthy and strong. Total revenues were slightly less than budgeted. This was due to a decrease in the ADM. The ADM has now been revised to 1,206. Dr. Leitera explained that the weekly enrollment change is having a positive effect on enrollment numbers and the retention rate remained steady. Mr. Whisman agreed that enrollment was trending in the right direction. He also reminded the Board that in the September Board Meeting, it was approved to move part of the fund balance from PNC to PSDLAF, Pennsylvania School District Liquid Asset Fund, which is fully liquid and earning an interest of 5.22% vs 3.57% with PNC. Mr. Marous suggested that we continue, in the future, to investigate the possibility of moving more funds into PSDLAF.

Mr. Marous asked for a motion to approve the October 2023 financials. Mr. Donahue made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes:** 3

**Opposed:** 0

**v. State of School Report**

Dr. Leitera presented the State of the School Report reiterating that the school's enrollment was trending back to last year's figures. He highlighted that the special education enrollment rate was now at 24.6%. Ms. Crooks presented the CSI Update after Quarter 1. She highlighted that the CDT benchmark assessment participation rate had increased over last year. This can be attributed to, in part, the utilization of Go Guardian, which provides live monitoring of student engagement activities within the classroom. Mr. Marous inquired about the new 9<sup>th</sup> Grade Academy. Ms. Crooks offered to present a more detailed review of the new program at the next Board Meeting. Mr. Mort explained that the academy presented more mentoring opportunities to the students and as a result, contacts with students and families had increased and many students were on the edge of passing classes. He highlighted that the Academy was very much a team effort with monthly parent sessions and teachers meeting regularly. Ms. Crooks provided more insight into student engagement by presenting several charges that compared live class attendance and its impact on student grades. They have also been able to identify a new target – PNE students (Present Not Engaged). Mr. Marous asked how these students were identified and Ms. Crooks indicated that it was a manual teacher process. Teachers were identifying those students present in live learning but not participating in the class. More metrics were in the works concerning this group of students.

Dr. Leitera introduced Dr. Alex Schuh and Mr. Gutierrez from School Frontiers. Dr. Schuh explained that their work with the school was centered on building capacity around data with the goal of enabling the teaching staff to participate in the full cycle of student growth and measurement. They had been engaged to produce a number of data driven reports for the school. Mr. Marous inquired as to the timeline of the delivery and Dr. Schuh explained that the first round should be ready by year-end.

Mr. Kocuba gave a brief update on the School's repurchase of SchoolMint, which should provide a smoother enrollment process. Ms. Faith provided the initial results of the recent Special Education Audit. The results of this audit, conducted every six years, were extremely

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positive. Mr. Marous congratulated the special education staff for this performance. Mr. Donahue also praised the report.

Mr. Marous asked for a motion to approve the State of School Report. Mr. Donahue made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes:** 3

**Opposed:** 0

**vi. Board Policy Update – Child Find Policy**

Ms. Faith indicated that, as a result of the special education audit, very specific language was required in the Child Find Policy. Dr. Leitera also indicated that the policy had been reviewed by legal counsel.

Mr. Marous made the motion to approve the Child Find Policy. Mr. Donahue seconded. The motion carried unanimously. (Please note that Mr. Catanzarite had to exit the meeting due to another professional commitment.

**Ayes:** 2

**Opposed:** 0

**vii. New Board Policy – Student Educational Records Policy**

Ms. Faith, again indicated that this policy was required based on the special education audit. Mr. Marous made the motion to approve the policy. Mr. Donahue seconded. The motion carried unanimously.

**Ayes:** 2

**Opposed:** 0

**viii. 2024-2025 Proposed Academic Calendar**

Ms. Crooks presented the proposed 2024-2025 Academic Calendar indicating that it was very similar to the 2023-2024 academic calendar. While there were four professional development days built into this year's calendar, this has been reduced to three days for the upcoming school year. There were neither questions nor further discussion.

Mr. Marous made the motion to approve the proposed 2024-2025 academic calendar. Mr. Donahue seconded. The motion carried unanimously.

**Ayes:** 2

**Opposed:** 0

**ix. Director of Communications – Proposed Title Change**

Dr. Leitera proposed a title change for the current Director of Communications; changing the title to Chief Communications Officer. This title change positions the school more strategically as Mr. DiGiandomenico further positions and develops the school's marketing efforts. Mr. Marous indicated the Board's support of the change stressing the upgrades in the school's messaging efforts. He also stated that in the upcoming months, the School and the Board would be participating in a number of working sessions designed to revamp the School's Mission and Vision statement. He indicated that these statements would together direct and drive various programs of the school such as the CSI and Strategic Plans.

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Mr. Marous asked for a motion to approve Mr. DiGiandomenico's title change to Chief Communications Officer. Mr. Donahue seconded the motion. The motion passed unanimously.

**Ayes:** 2

**Opposed:** 0

**H. Reminder of Next Board Meeting**

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on March 4, 2024.

**I. Executive Session - none**

The meeting adjourned at 5:43 p.m.

**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted.

*Leigh Anne Lord*

Recording Secretary, Leigh Anne Lord

January 19, 2024

Date

*William Donahue*

William Donahue (Jan 19, 2024 12:04 EST)

Board Secretary, William Donahue

Jan 19, 2024

Date

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**Board Meeting**

**Date:** January 18, 2024  
**Time:** 3:00 pm  
**Location:** Pennsylvania Distance Learning Charter School  
and via Teleconference

**AGENDA**

MEETING TYPE:     Regular     Special     Proposed     Approved

**A. Call to Order:** The meeting convened at 3:01 p.m.

**B. Roll Call**

**Board Member Attendance:**

John Marous, President	x Present - phone	<input type="checkbox"/> Absent
William Donahue, Vice President	x Present - phone	<input type="checkbox"/> Absent
Stephen Catanzarite, Trustee	x Present - phone	<input type="checkbox"/> Absent

**Other Attendees:**

Michael Leitera, Chief Executive Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Kelly Crooks, Chief Academic Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Nick Kocuba, Chief Operating Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	xPresent	<input type="checkbox"/> Absent
Robert DiGiandomenico, Dir of Communications, PDLCS	xPresent	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	xPresent	<input type="checkbox"/> Absent
Kim Crandall, Middle School Principal, PDLCS	xPresent	<input type="checkbox"/> Absent
Charles Mort, High School Principal, PDLCS	<input type="checkbox"/> Present	x Absent
Stephanie Faith, Special Education Coordinator, PDLCS	xPresent	<input type="checkbox"/> Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	xPresent	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	<input type="checkbox"/> Present	x Absent
Leigh Anne Lord, Recording Secretary, PDLCS	xPresent	<input type="checkbox"/> Absent

**C. Pledge of Allegiance**

**D. Public Comment: none**

**E. Review of Agenda**

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**F. Standard Business**

**i. Meeting Minutes December 4, 2023 Board Meeting**

Mr. Marous asked for a motion to approve the December 4, 2023 Board Meeting Minutes. Mr. Donahue moved. Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes:** 3

**Opposed:** 0

**G. NEW BUSINESS**

**i. PA Distance Learning Charter School Charter Renewal**

Mr. Marous provided background to the school's rechartering efforts. He emphasized that the school had experienced a success rechartering every five years since inception. Although the last rechartering submission was in 2019, it had not been acted upon and this has been the case with other cyber charter schools. Members of the school leadership team have been in numerous discussions with the Pennsylvania Department of Education (PDE) over the past several years. PDE's stance with regards to rechartering has been to limit enrollments into cyber charter schools. As a public school, our stance has been that we do not want to contemplate limiting enrollment or establishing an enrollment cap as that would go against a "School Choice" model. We have provided several alternative paths.

PDE recognizes our position and our discussions have been constructive. We continue to stress that test scores and graduation rates are not viable metrics to evaluate our school as many of our students have not been enrolled with us for a sufficient period of time to see growth. In the end, an enrollment cap will be in place while the school retains the accountability designation of CSI. Once out of CSI, PDE is willing to enter into a dialogue to withdraw the enrollment cap. In addition, if school funding decreases, PDE has also agreed to meet with the school to discuss a change in the enrollment cap parameter.

Mr. Marous maintained that the school's relationship with PDE remains strong. He indicated that he feels the school has two options: (1) to take the opportunity to accept the charter with the parameters or (2) risk operating without a charter and taking the enrollment cap into litigation. He supports Option 1. He then asked for the opinion of the other Board Members and Dr. Leitera.

Mr. Catanzarite expressed that while not in complete agreement with PDE's stance, he did support approving the agreement as this would enable the School the best means of allocating resources to support teachers and students and raise performance.

Mr. Donahue also agreed with the path the School was taking and ultimately felt that diverting our attention to litigation instead of focusing on our students would not be in the best interest of the School.

Dr. Leitera agreed with the assessment of the Board. He stressed that we have a strong CSI facilitator team who is inclusive of PDE and their level of assistance has been overwhelming. He also stressed that the School's leadership team was dedicated to reaching these parameters in order to be released from the enrollment cap. Mr. Marous asked what the likelihood of meeting the parameters. Dr. Leitera stressed that the School knows what to do and how to do it. The School was making the right actions by using data and curriculum to drive instruction and working proactively with the CSI team.

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Mr. Marous asked if any other present staff members wanted to make a comment. Ms. Crooks stated that while the School has a long road to follow, this was a positive step forward and while there is a lot of work to be accomplished, the School's leadership was positive and optimistic.

Mr. Marous asked for a motion to approve the Charter as approved by the Pennsylvania Department of Education on December 22, 2023. Mr. Donahue made the motion and Mr. Catanzarite seconded. The motion passed unanimously.

**Ayes:** 3

**Opposed:** 0

**ii. Change in Meeting Date**

Mr. Marous indicated a business conflict with the March 4, 2024 meeting date. All Board Members agreed to change the meeting date to March 11, 2024.

**iii. Possible Non-Profit Partnership**

Mr. Marous indicated that there was the possibility of working with a non-profit organization based out of Harrisburg who was looking for a cyber charter school to work with their members. More discussions on this will follow once more information is obtained.

**H. Reminder of Next Board Meeting**

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on March 11, 2024.


**I. Executive Session - none**

The meeting adjourned at 3:26 p.m.


**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted.

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

  
\_\_\_\_\_  
Date

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

  
\_\_\_\_\_  
Date

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**Board Meeting**

**Date:** March 11, 2024  
**Time:** 4:00 pm  
**Location:** Pennsylvania Distance Learning Charter School  
and via Teleconference

**AGENDA**

MEETING TYPE:     Regular     Special     Proposed     Approved

**A. Call to Order:** The meeting convened at 4:03 p.m.

**B. Roll Call**

**Board Member Attendance:**

John Marous, President	x Present	<input type="checkbox"/> Absent
William Donahue, Vice President	x Present phone	<input type="checkbox"/> Absent
Stephen Catanzarite, Trustee	x Present phone	<input type="checkbox"/> Absent

**Other Attendees:**

Michael Leitera, Chief Executive Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Nick Kocuba, Chief Operating Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present-phone	<input type="checkbox"/> Absent
Robert DiGiandomenico, Dir of Communications, PDLCS	<input type="checkbox"/> Present	x Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Kim Crandall, Middle School Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Charles Mort, High School Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Stephanie Faith, Special Education Coordinator, PDLCS	x Present	<input type="checkbox"/> Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	x Present - phone	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present	<input type="checkbox"/> Absent
Karen Clutter, Teacher, PDLCS	x Present	<input type="checkbox"/> Absent
Maggie Kelly Brown, Teacher, PDLCS	x Present	<input type="checkbox"/> Absent
Mary Alicandro, SE Records Specialist, PDCLS	x Present	<input type="checkbox"/> Absent
Lumar Robinson, Student, PDLCS	x Present	<input type="checkbox"/> Absent

**C. Pledge of Allegiance**

**D. Public Comment – none**

**E. Review of Agenda**

**F. Standard Business**

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**i. Meeting Minutes of January 18, 2024 Special Board Meeting**

Mr. Marous asked for a motion to approve the minutes of the January Special Board of Trustees Meetings. Mr. Donahue made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

**G. NEW BUSINESS**

**i. Student Report – Lumar Robinson**

Lumar, currently in the 9<sup>th</sup> grade, has attended PDLCS since the 7<sup>th</sup> Grade. He delivered a thorough report on the School's 9<sup>th</sup> Grade Academy program which started in the 23-24 school year. In addition, he added current information regarding other programs in the school. Mr. Marous inquired if there was anything Lumar wished could be changed. He indicated that he did not. Mr. Marous expressed the Board's appreciation for such a thorough report and Dr. Leitera concurred.

**ii. Financial Report**

Mr. Whisman presented the January 31, 2024 financial report and indicated the metrics remain healthy and strong. Total revenues were slightly less than budgeted. This was due to the timing of expenditures. Total expenditures during the period were \$1,155,072 less than budgeted due to the timing of invoices, as well as a decrease in personnel costs. He also indicated that ARP ESSER expenses will be exhausted by the end of the fiscal year. Mr. Marous asked if the school was operating with sufficient staff. Dr. Leitera indicated that it was.

Mr. Marous asked for a motion to approve the January 2024 financials. Mr. Catanzarite made the motion. Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

**iii. State of School Report**

Dr. Leitera presented the State of the School Report indicating that current enrollment was holding steady at 1,297 students. He highlighted that the special education enrollment rate was 25%. Ms. Maggie Kelly Brown, High School Department Lead, presented information regarding the school's new 9<sup>th</sup> Grade Academy. She stressed that in the Fall of 2022, the 9<sup>th</sup> grade passing rate was 45.7%. In the Fall 2023, this had increased to 54.61%. This flowed into Ms. Crooks' discussion on Quality and Expectations. The goal of defining Quality in synchronous and asynchronous lessons will enable the school to accurately assess and evaluate teacher practice as it related to student success and achievement. Dr. Leitera provided an updated to one of the School's initiatives – the Student Academic Support Management System which is being designed to enhance our data practices within the school. This should enable the School to collect the right data which will provide teachers with a more comprehensive, accurate and real-time view of each student. Sample report prototypes designed with our data vendor, LinkIt, were presented to the Board. Finally, Dr. Leitera provided an update to the Board regarding the School's working group, who are developing revamps to the School's



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Purpose, Vision and Mission. Mr. Marous asked for a meeting of the working group and Board, when possible final versions were completed.

Mr. Marous asked for a motion to approve the State of School Report. Mr. Donahue made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes:** 3

**Opposed:** 0

**iv. PSDLAF Investments**

Mr. Whisman presented a resolution for the Board to invest additional funds in PSDLAF as the rates were approximately two percent higher than the rates at PNC. The fund provides great flexibility and is fully liquid. He recommended a further investment of \$2,000,000.

Mr. Marous asked for a motion to adopt the Resolution as presented. Mr. Donahue made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes:** 3

**Opposed:** 0

**v. 2024-2025 Employee Handbook**

Leigh Anne Lord, HR Coordinator, presented the proposed changes to the Employee Handbook and indicated that the handbook has been thoroughly reviewed by outside legal counsel. The major changes included an update on Social Media, Work from Home guidance, and addition to the School's FMLA policy to adhere to special regulations for Schools.

Mr. Marous asked for a motion to approve the 2024-2025 Employee Handbook as presented. Mr. Catanzarite made the motion. Mr. Donahue seconded. The motion carried unanimously.

**Ayes:** 3

**Opposed:** 0

**vi. 2024-2025 Parent Student Handbook**

Mr. Pappaterra, CCO, presented the changes to the Parent Student Handbook. Most changes were made to provide additional clarity, match the school's current practice or adhere to changes in regulations.

Mr. Marous asked for a motion to approve the 2024-2025 Parent Student Handbook as presented. Mr. Donahue made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes:** 3

**Opposed:** 0

**vii. Procurement Using Grant Funds Policy Update**

Mr. Pappaterra presented the changes to the Board policy which would reflect current threshold guidance from the PA Department of Education.

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Mr. Marous asked for a motion to approve the Procurement Using Grant Funds Policy. Mr. Catanzarite made the motion. Mr. Donahue seconded the motion. The motion passed unanimously.

Ayes: 3

Opposed: 0

**viii. Enrollment and Discrimination Policy – New**

Mr. Pappaterra introduced a new Board Policy which was recommended during the recent Special Education Cyclical Monitoring Audit.

Mr. Marous asked for a motion to approve the Enrollment and Discrimination Policy. Mr. Donahue made the motion. Mr. Catanzarite seconded the motion. The motion passed unanimously.

Ayes: 3

Opposed: 0

**H. Reminder of Next Board Meeting**

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on May 6, 2024.

**I. Executive Session - none**

The meeting adjourned at 5:53 p.m.

**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted.

Leigh Anne Lord  
Recording Secretary, Leigh Anne Lord

May 8, 2024  
Date

William Donahue  
Board Secretary, William Donahue

May 8, 2024  
Date

**Board of Trustees Meeting for  
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 Website: www.padistance.org

**Board Meeting**  
**Date:** May 8, 2024  
**Time:** 4:00 pm  
**Location:** Pennsylvania Distance Learning Charter School  
 and via Teleconference

**AGENDA**

MEETING TYPE:     Regular     Special     Proposed     Approved

A. **Call to Order:** The meeting convened at 4:03 p.m.

B. **Roll Call**

**Board Member Attendance:**

John Marous, President	x Present	<input type="checkbox"/> Absent
William Donahue, Vice President	x Present phone	<input type="checkbox"/> Absent
Stephen Catanzarite, Trustee	x Present phone	<input type="checkbox"/> Absent

**Other Attendees:**

Michael Leitera, Chief Executive Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Nick Kocuba, Chief Operating Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present	<input type="checkbox"/> Absent
Robert DiGiandomenico, Chief Communications Off., PDLCS	x Present	<input type="checkbox"/> Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present	<input type="checkbox"/> Absent
Kim Crandall, Middle School Principal, PDLCS	<input type="checkbox"/> Present	x Absent
Charles Mort, High School Principal, PDLCS	<input type="checkbox"/> Present	x Absent
Stephanie Faith, Special Education Coordinator, PDLCS	x Present	<input type="checkbox"/> Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present	<input type="checkbox"/> Absent
Michael Whisman, Charter Choices	x Present	<input type="checkbox"/> Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present	<input type="checkbox"/> Absent
Amy Watenpool, Teacher, PDLCS	x Present	<input type="checkbox"/> Absent
Maggie Kelly Brown, Teacher, PDLCS	x Present	<input type="checkbox"/> Absent
Mary Ann Calderone, PIMS Coordinator, PDCLS	x Present	<input type="checkbox"/> Absent
Kayley Bolha, Student, PDLCS	x Present	<input type="checkbox"/> Absent

C. **Pledge of Allegiance**

D. **Public Comment – none**

E. **Review of Agenda**

F. **Standard Business**

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**i. Meeting Minutes of March 11, 2024 Board Meeting**

Mr. Donahue noted an incomplete sentence in the recap of the State of School Report.

Mr. Marous asked for a motion to approve the minutes of the March 11 Board of Trustee Meeting pending correction. Mr. Donahue made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

**G. NEW BUSINESS**

**i. Student Report – Kayley Bohla**

Kayle, currently in the 12<sup>th</sup> grade, has attended PDLCS since the 8<sup>th</sup> Grade. She is also attending the Community College of Allegheny College under the School's Dual Enrollment Program. She plans to study Business at the Westmoreland Community College in the Fall. She began by stating that she appreciated the challenging and supportive environment of the school. She indicated that in the HS Sociology class, the students developed a deeper understanding of culture through project based learning. In MS, the students prepared for the PSSA exams through a school wide competition. They also really enjoyed the motivational speech delivered by a former NFL player. In Elementary, the students participated in a PSSA Pep Rally and will be enjoying an in person field day in early June. Mr. Marous inquired if there was anything Kayley wished could be changed. She indicated that she did not but pointed out that she appreciated level of the instruction and support that were given when a new computer program was launched. Mr. Marous expressed the Board's appreciation for such a thorough report and Dr. Leitera concurred.

**ii. State of School Report**

Dr. Leitera presented the State of the School Report indicating that current enrollment was continuing to hold steady. The School's enrollment was higher when compared to this time last year. Retention has been a prime focus of the entire school. Mr. Donahue noted that no staff had left since the last meeting and this was perhaps the highest student retention rate that he has seen. Dr. Leitera provided information regarding the recent Federal Programs Monitoring. He indicated that there had been no findings, no material weaknesses and only a few corrective actions, which have been addressed. Students are currently taking the PSSA exams and he provided an overview of the progress in improving the testing locations for the students. As a result, students are able to complete the tests in smaller locations, which makes for a more comfortable experience. He announced that the school had been approved for a PCCD Safety Grant which will provide \$70,000 in grant funds to spend towards hiring a certified school social worker. Mr. Catanzarite congratulated the student and staff retention expressing that this was a healthy indicator of wellness of the school.

Mr. Marous asked for a motion to approve the State of School Report. Mr. Catanzarite made the motion. Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

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**iii. Financial Report**

Mr. Whisman began his report opening with the increase in total assets which was due to an increase in cash and direct receivables. In addition, total expenditures were \$1,493,391 less than budgeted, which was due to, in part, as a decrease in personnel costs due to the timing of new hires and staff retention. Mr. Donahue inquired if the level of staffing was adequate for operating the school. Mr. Whisman explained that the budget bases new hires and their corresponding benefits with a July 1 start date, which explains much of the difference in actual vs. projected. He also highlighted that this is an increase in districts paying directly and that there is a projection of a year-end surplus of \$1,649,546. Mr. Marous commended the conservative approach to the budgeting.

Mr. Marous asked for a motion to approve the State of School Report. Mr. Catanzarite made the motion. Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

**iv. SY 2024-2025 Board Appointments**

Mr. Marous asked for a motion to approve the appointments as recommended. Mr. Donahue made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

**v. SY 2024-2025 Board Meeting Dates**

Mr. Marous asked for a motion to approve the 2024-2025 Board Meeting dates as presented. Mr. Catanzarite made the motion. Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

**vi. 2024-2025 Draft Budget**

Mr. Whisman presented the draft 2024-2025 budget. He started by explaining that the budget is based on an average daily membership (ADM) of 1310 and highlighted that the 2023-2024 ADM is expected to be 1260. He stressed that a conservative approach was being applied. The budget also assumes the special education ratio of 24.67% will continue. He stressed that it was important to remember that ESSER funds would be ending and we still needed to anticipate cyber per-pupil reform. Dr. Leitera commended the staff indicating that cuts had been made in operational areas that are enabling operations to be more efficient and will be of benefit to staff and students. It has been a team effort to be fiscally responsible. Mr. Marous also commended the conservative approach and stressed that it was very reassuring.

Mr. Marous asked for a motion to approve the 2024-2025 Draft Budget for public posting. Mr. Catanzarite made the motion. Mr. Donahue seconded. The motion carried unanimously.

**Ayes: 3**

**Opposed: 0**

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vii. 2024-2025 Technology and Internet Usage Agreement – Update and Reapproval of 2024-2025 Employee Handbook

viii. Conflict of Interest Policy Update

Mr. Pappaterra presented the changes to the policies which were quite minor and highlighted that once the Technology and Internet Usage Agreement was approved, this would be added to the already approved 2024-2025 Employee Handbook. Mr. Marous agreed that the changes were quite minor.

Mr. Marous asked for a motion to approve both the Technology and Internet Usage Agreement and the Conflict of Interest Policy. Mr. Donahue made the motion. Mr. Catanzarite seconded the motion. The motion passed unanimously.

Ayes: 3

Opposed: 0

ix. Student Resolution 412-23

The Board has already received information concerning the Student Resolution. Dr. Leitera reiterated that there were no glaring mistakes made and the settlement would held in trust for the student's K-12 education.

Mr. Marous asked for a motion to approve the Student Resolution. Mr. Donahue made the motion. Mr. Catanzarite seconded the motion. The motion passed unanimously.

Ayes: 3

Opposed: 0

H. Reminder of Next Board Meeting

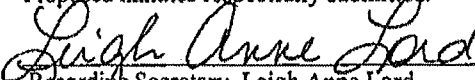
To be held at the Pennsylvania Distance Learning Charter School and by teleconference on June 10, 2024.

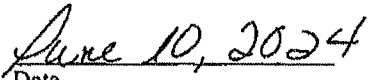
I. Executive Session - none

The meeting adjourned at 5:07 p.m.


**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted.

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

  
\_\_\_\_\_  
Date

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

  
\_\_\_\_\_  
Date

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

PDE-414		Pennsylvania Distance Learning Charter School			SY 2023-24 July 25, 2024		
Complete the following information for all <u>professional staff members</u> .							
Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	AUGUST, CASSANDRA	Elementary & Secondary School Counselor PK-12	K-1	Elementary School Counselor	40 per week	100%	0%
2	AULT, BRINA	Special Education PK-8; Grades PK-4	K-8	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
3	BARLAMAS, GEORGIA	Instructional I Chemistry 7-12, Instructional I Mathematics 7-12, Instructional II Chemistry 7-12, Instructional II Mathematics 7-12, Instructional Physics 7-12	9-12	Secondary Science Teacher	40 per week	100%	0%
4	BARR, NICHOLAS	English 7-12	9-12	English/Communication, 10-12; Other Not Listed Above (certificated personnel)	40 per week	100%	0%
5	BATE, JAMIE	School Speech & Language Pathologist PK-12	K-12	Speech Correction, Elementary, PreK-6	40 per week	100%	0%
6	BATRACK, FELICIA	Special Education PK-8; Grades PK-4	4-5	Special Ed, Resource PreK-12	40 per week	100%	0%
7	BIGOS, JOANNA	Elementary School Counselor K-6, Secondary School Counselor 7-12; Principal PK-12	K-12	Secondary School Counselor	40 per week	100%	0%
8	BILLETDEAUX, ALEXA	Social Studies 7-12	9-12	History, 10-12; Middle Level Social Studies, 7-9	40 per week	100%	0%
9	BLOSE, SARAH	Special Education N-12	9-12	Special Ed, Resource PreK-12	40 per week	100%	0%
10	BORGHETTI, LAUREN	English 7-12; Biology 7-12	8	Middle Level English, 7-9	40 per week	100%	0%
11	BOWMAN, COURTNEY	Early Childhood N-3; Elementary K-6	1	Elementary, Primary Grades 1-3	40 per week	100%	0%
12	BRECHT, JOSEPH	Social Studies 7-12; General Science 7-12	9-12	General Science, Intermediate, 10-12; Other Business Subjects	40 per week	100%	0%
13	BRENC, CATHERINE	Mathematics 7-12	6-8	Middle Level Mathematics, 7-9	40 per week	100%	0%
14	BUCHANAN, ERIKA	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	7 per week	18%	0%
15	BUDD, LAURA	Special Education PK-12; Principal PK-12; Elementary K-6	K-12	Special Ed, Resource PreK-12	40 per week	100%	0%
16	BUTTER, MARISSA	Elementary PK-4; English as a Second Language	K-12	English as Second Language, K-12 Resource (Take student out for language support)	40 per week	36%	64%
17	CAMPBELL, MACKENZIE	English 7-12; Grades 4-6; ELA 7-8	5	Elementary, Intermediate Grades 4-6	40 per week	80%	20%

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
18	CARPENTER, ELISA	Music PK-12	6-8	Music, Secondary, 7-12; Music, Elementary, PreK-6	40 per week	100%	0%
19	CHIVERS, JESSICA	Grades PK-4	3	Elementary, Primary Grades 1-3	40 per week	100%	0%
20	CHUONG, GABRIELLA	Grades PK-4; Reading Specialist PK-12	4	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
21	CLODFELTER, CHRISTINA	Instructional I Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
22	CLUTTER, KAREN	Health K-12; Special Education N-12	9-12	Special Ed, Resource PreK-12	40 per week	100%	0%
23	COLBERT, JESSICA	Mental or Phys Handicapped K-12; Principal PK-12; Reading Specialist PK-12	9-12	Assistant or Vice Secondary Principal	40 per week	100%	0%
24	COLBERT, TRACEY	Bus- Computer-Info Tech K-12; Social Studies 7-9; General Science 7-12; Math 7-9; Chemistry 7-12; Physics 7-12	9-12	Chemistry; Physics, 10-12; Citizenship	40 per week	100%	0%
25	CONTOS, TANYA	Elementary K-6; Citizenship 6-9; English 6-9; Supvr Curriculum & Inst PK-12	K-12	Assistant or Vice Secondary Principal	40 per week	100%	0%
26	CORCORAN, MADISON	Social Studies 7-12; Special Education 7-12	9-12	Special Ed, Resource PreK-12	40 per week	100%	0%
27	CRANDALL, KIMBERLY	Principal PK-12	6-8	Middle School Principal	40 per week	100%	0%
28	CROOKS, KELLY	English 7-12, Supvr Curriculum & Inst PK-12; Principal PK-12	K-12	Assistant Superintendent	40 per week	100%	0%
29	CUTLER, STEPHEN	Social Studies 7-12	7	Middle Level Social Studies, 7-9	40 per week	100%	0%
30	DAYKA, MATTHEW	English 7-12; Computer Science 7-12	9-12	English/Communication, 10-12; Computer Science, Secondary, 7-12	40 per week	100%	0%
31	DEMARK, JOYOUS	Music PK-12	K-2	Music, Elementary, PreK-6	40 per week	100%	0%
32	DERONER, VICTORIA	Instructional Tech Spec PK-12; Social Studies 7-12; Citizenship 7-12; Mid Level English 6-9	9-12	Instructional Technology Specialist; Citizenship	40 per week	100%	0%
33	DONAHUE, TAMARA	Elementary K-6; Special Education PK-12; Reading Specialist PK-12	K-12	Title I/Remedial Math, Elementary, PreK-6	40 per week	100%	0%
34	DONOFRIO, LAUREN	English 7-12	9-12	Middle Level English, 7-9	40 per week	100%	0%
35	DOTSON, AMY	Special Education PK-8; Special Education 7-12; Grades PK-4	8	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
36	ESHELMAN, ELAINE	Mathematics 7-12	9-12	Middle Level Mathematics, 7-9	40 per week	100%	0%
37	EVANCHAK, MATTHEW	Elementary K-6; Special Education N-12; Reading Specialist PK-12	6	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
38	FAITH, STEPHANIE	Elementary K-6, School Psychologist PK-12; Principal PK-12	K-12	Supervisor, Special Education	40 per week	100%	0%
39	FANNING, LINDSEY	Mathematics 7-12	6-8	Assistant or Vice Secondary Principal	40 per week	100%	0%
40	FOX, AMBER	Art PK-12	K-2	Art, Elementary (PreK-6)	40 per week	100%	0%



Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
41	GALANDO, MATTHEW	Elementary K-6; Special Education PK-12	8	Special Ed, Resource PreK-12	40 per week	100%	0%
42	GARAND, JOANN	Special Education PK-12	6	Special Ed, Resource PreK-12	40 per week	100%	0%
43	GATES, CLARE	English 7-12	9-12	English/Communication, 10-12; Other Not Listed Above (certificated personnel)	40 per week	100%	0%
44	GATES, MATTHEW	Bus-Computer Info TechPK-12; Computer Science 7-12	9-12	Computer Science, Secondary, 7-12; Business Education, Secondary	40 per week	100%	0%
45	GLANCY, MELISSA	Elementary K-6; Special Education PK-12	2-3	Special Ed, Resource PreK-12	40 per week	100%	0%
46	GLASER, ANDREW	English 7-12	9-12	English/Communication, 10-12	40 per week	100%	0%
47	GREGORY, REBECCA	Grades PK-4, Grades 5-6, Special Education PK-12	7-12	Special Ed, Resource PreK-12	40 per week	100%	0%
48	HALL, DAVID	Instructional I Health & Physical Educ PK-12 (4805)	K-6	Health and Physical Education, Elementary, PreK-6	40 per week	100%	0%
49	HARMON, MELISSA	Elementary K-6	3	Elementary, Primary Grades 1-3	40 per week	100%	0%
50	HART, WILLIAM	Music K-12; Mid Level Math 7-9; Mid Level Science 7-9; Special Ed PK-8; Grades PK-4	9-12	Music, Secondary, 7-12	40 per week	100%	0%
51	HARTMANN, KATIE	Social Studies 7-12; English as a Second Language; Safety/Drivers Ed 7-12	9-12	History, 10-12; Driver Education	40 per week	100%	0%
52	HARVEY, EMMA	Elementary & Secondary School Counselor PK-12	9-12	Secondary School Counselor	40 per week	100%	0%
53	HEILES, KATHERINE	English 7-12	9-12	Assistant to the Superintendent in Charge of Instruction	40 per week	100%	0%
54	HEINLEIN, ASHLEY	Instructional I Grades PK-4; Instructional I Special Education Expansion PK-8	3	Elementary, Primary Grades 1-3	40 per week	100%	0%
55	HEINZ, LEAH	Special Education PK-8; Grades PK-4	K-2	Title I/Remedial Math, Elementary, PreK-6	40 per week	100%	0%
56	HOFFMAN, AUBREY	Occupational Therapist	K-12	Occupational Therapist	40 per week	100%	0%
57	HONAKER, KARLEY	English 7-12	7-8	Middle Level English, 7-9	40 per week	100%	0%
58	IANNESSA, MAUREEN	Elementary K-6; Family and Consumer Science K-12	K-6	Title I	40 per week	100%	0%
59	JOHNSON, KENNETH	English 7-12; Social Studies 7-12	9-12	Graduation Recovery Teacher	40 per week	100%	0%
60	JOHNSTON, MAGGIE	English 7-12	9-12	English/Communication, 10-12	40 per week	100%	0%
61	JONES, LYDIA	Social Studies 7-12	8	Middle Level Social Studies, 7-9	40 per week	100%	0%
62	JORDAN, DARYLL	Instructional I Art PK-12 (1405)	K-12	Art, Secondary (7-12); Art, Elementary (PreK-6)	40 per week	100%	0%
63	KELLY BROWN, MAGGIE	English 7-12	9-12	English/Communication, 10-12	40 per week	100%	0%

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
64	KIST, JORDAN	Elementary & Secondary School Counselor PK-12	2-3	Elementary School Counselor	40 per week	100%	0%
65	KOCUBA, NICHOLAS	Mathematics 7-12; Safety/Drivers Ed 7-12; Principal PK-12	K-12	Supervisor, Instructional Technology; School Safety and Security Coordinator	40 per week	100%	0%
66	KORBER, JEFFREY	Mathematics 7-12	9-12	Middle Level Mathematics, 7-9; Mathematics, 10-12	40 per week	100%	0%
67	KRIGER, JODI	Library Science PK-12; Special Education PK-12; English 7-12; Social Studies 7-12	9-12	History, 10-12; Social Studies, 10-12; Geography, 10-12	40 per week	100%	0%
68	LAMBERTON, ALYSON	Elementary & Secondary School Counselor PK-12	4-5	Secondary School Counselor	40 per week	100%	0%
69	LATSKO, JENNA	Mathematics 7-12	9-12	Middle Level Mathematics, 7-9; Mathematics, 10-12	40 per week	100%	0%
70	LEITERA, MICHAEL	Principal PK-12; Social Studies 7-12; LOE Superintendent PK-12	K-12	Chief Administrative Officer (charter schools only)	40 per week	100%	0%
71	LEVENSON, ASHLEY	Elementary PK-4; Special Education K-8	5	Elementary School Counselor	40 per week	100%	0%
72	LINGAYAT, EMILY	Biology 7-12	9-12	Biology	40 per week	100%	0%
73	LOWRY, BRIANNA	Spanish PK-12	9-12	Spanish, 7-12	40 per week	100%	0%
74	MARTIN, STACY	Elementary K-6; Reading Specialist PK-12; Special Education PK-12	9-12	Special Ed, Resource PreK-12	40 per week	100%	0%
75	MAUK, SAMANTHA	Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100)	5	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
76	MAYLE, ANDREW	Mathematics 7-12	9-12	Middle Level Mathematics, 7-9; Mathematics, 10-12	40 per week	100%	0%
77	MCKRUIT, JOSHUA	Elementary K-6; Special Education K-8	4	Elementary	40 per week	100%	0%
78	MCNEIL, LAURA	Nurse (contracted 1099 employee)	K-12	School Nurse	20 per month	100%	0%
79	METZ, VALERIE	Special Education PK-8; Special Education 7-12; Grades PK-4	9-12	Special Ed, Resource PreK-12	40 per week	100%	0%
80	MIDDLEMISS, KENNETH	Grades PK-4; Grades 5-6	5	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
81	MILLER, EMILY	Instructional II Grades PK-4 (2825); Instructional II Special Education PK-8 (9226)	K-4	Title I/Remedial Math, Elementary, PreK-6	40 per week	100%	0%
82	MORRONE, MICHAEL	Art PK-12	3-5	Art, Elementary (PreK-6)	40 per week	100%	0%
83	MORT, CHARLES	Elementary PK-6; Principal PK-12	9-12	Secondary Principal	40 per week	100%	0%
84	MORT, MICHELE	Nurse (contracted 1099 employee)	K-12	School Nurse	24 per week	60%	0%
85	MUDD, BETH	Elementary K-6	2	Elementary, Primary Grades 1-3	40 per week	100%	0%
86	MULVEY, KERIANNE	Grades PK-4; Special Education PK-8	K-2	Special Ed, Resource PreK-12	40 per week	100%	0%

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
87	MYSELS, PETER	Social Studies 7-12; Inst Technology Specialist PK-12	9-12	Government, 10-12; Psychology, Social or Behavioral Science; History, 10-12	40 per week	100%	0%
88	NAUGLE, CRYSTAL	Elementary K-6; Special Education N-12; Reading Specialist PK-12	2	Elementary, Primary Grades 1-3	40 per week	100%	0%
89	OTIS, JANINE	Special Education PK-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
90	PATXOT, ANGELA	Spanish PK-12; English 7-12; French PK-12	K-12	Spanish, 7-12; Spanish, Elementary, PreK-6; Other Not Listed Above (certificated personnel); French, 6-12	40 per week	100%	0%
91	PAYNE, BRANDON	Elementary & Secondary School Counselor PK-12	K-5	Assistant or Vice Secondary Principal	40 per week	100%	0%
92	PELLONI, ANGELA	Instructional I Mathematics 7-12 (6800); Instructional I Physics 7-12 (8470)	8	Middle Level Mathematics, 7-9	40 per week	100%	0%
93	PERHAC, TYLER	English 7-12	9-12	Other Not Listed Above (certificated personnel); English/Communication, 10-12	40 per week	100%	0%
94	PETRAGLIA, MARISA	7-12 Social Studies; 7-12 English; Family Consumer Science PK-12	9-12	Instructional Technology Specialist; Psychology, Social or Behavioral Science	40 per week	100%	0%
95	PICCIAFOCO, MATTHEW	Citizenship 7-12; Elementary K-6; Social Studies 7-12; Mid Level Math 6-9	6-8	Title I/Remedial Math, Secondary, 7-12	40 per week	100%	0%
96	PISKURICH, KARLI	Grades PK-4; Special Education PK-12	4	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
97	PLOESCH, AUBREY	Mathematics 6-9; Music PK-12; Principal PK-12	K-5	Elementary Principal	40 per week	100%	0%
98	POLLOCK, PAUL	Grades 4-8 (all subjects 4-6); English 7-8; Math 7-8	6	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
99	PONTIUS, BRAD	Health & Physical Education PK-12	9-12	Health and Physical Education, Secondary, 7-12	40 per week	100%	0%
100	POTTS, BRYCE	Social Studies 7-12	9-12	History, 10-12; Other Not Listed Above (certificated personnel)	40 per week	100%	0%
101	BRECHT, KAYLIE	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3	40 per week	100%	0%
102	PROTHO, AMY	Principal K-12; Elementary & Secondary School Counselor PK-12	7	Secondary School Counselor	40 per week	100%	0%
103	RAUENZAHN, MANDY	Elementary & Secondary School Counselor PK-12	9-12	Secondary School Counselor	40 per week	100%	0%
104	REDA, ANTHONY	Health & Physical Education PK-12	6-8	Health and Physical Education, Secondary, 7-12	40 per week	100%	0%
105	ROMAN, GABRIEL	Mathematics 7-12	9-12	Mathematics, 10-12	40 per week	100%	0%
106	ROONEY, CAROLINE	Grades PK-4; Special Education PK-8	3	Elementary, Primary Grades 1-3	40 per week	100%	0%

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
107	RUDZKI, HANNAH	Grades PK-4	1	Elementary Teacher - 1st Grade	40 per week	100%	0%
108	RUFFIN, KACY	Elementary & Secondary School Counselor PK-12	6	Elementary School Counselor	40 per week	100%	0%
109	RUMBLE, EVAN	Art K-12	9-12	Art, Secondary (7-12)	40 per week	100%	0%
110	SABOL, STEPHANIE	Health & Physical Education PK-12	3-4	Health and Physical Education, Elementary, PreK-6	40 per week	100%	0%
111	SAPP, JESSICA	Music K-12	3-5	Music, Elementary, PreK-6	40 per week	100%	0%
112	SCHMIECH, MEGAN	Biology 7-12	9-12	Secondary Science Teacher	40 per week	100%	0%
113	SCOTTO, DEANNA	Elementary K-6	K-6	Title I/Remedial Math, Elementary, PreK-6	40 per week	100%	0%
114	SELLINGER, SAMANTHA	General Science 7-12; Biology 7-12	9-12	Biology; Earth and Space Science, Intermediate	40 per week	100%	0%
115	SHIRLEY, AMBER	Instructional I English 7-12 (3230)	7	Middle Level English, 7-9	40 per week	100%	0%
116	SIMMONS, SARAH	General Science 7-12; Principal K-12	7	Middle Level Science, 7-9	40 per week	100%	0%
117	SMIALEK, CAROL	Social Studies 7-12; English 7-12	6-8	Assistant or Vice Secondary Principal	40 per week	100%	0%
118	SMITH, BRIANNA	Special Education PK-8; Grades PK-4	K-12	Special Ed, Resource PreK-12	40 per week	100%	0%
119	SMITH, STEPHANIE	Health & Physical Education PK-12	8	Health and Physical Education, Secondary, 7-12	40 per week	100%	0%
120	STEELE, AIMEE	Early Childhood N-3; Elementary K-6	4	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
121	STEIN, COURTNEY	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839) , Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	40 per week	100%	0%
122	THORNTON, AMY	Special Education PK-12; Elementary K-6	K-6	Other, Staff Coach (Not Math, Literacy, Science, or Special Education); Special Ed, Resource PreK-12	40 per week	100%	0%
123	TUROY, ALAINA	Biology 7-12	9-12	Middle Level Science, 7-9	40 per week	100%	0%
124	VERTULLO, JULIA	Instructional II Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	6	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
125	VILELLA, VANESSA	Grades PK-4	K	Kindergarten, age 5 (K5)	40 per week	100%	0%
126	WALDRON, RASHONDA	Elementary K-6	K-5	Title I/Remedial Math, Elementary, PreK-6	40 per week	100%	0%
127	WALLACE, MICHELLE	Grades PK-4	K	Kindergarten, age 5 (K5)	40 per week	100%	0%
128	WATENPOOL, AMY	Elementary K-6; Early Childhood N-3; Special Education N-12	9-12	Special Ed, Resource PreK-12	40 per week	100%	0%
129	WEDDELL, ERIC	Social Studies 7-12, BCIT PK-12	9-12		40 per week	100%	0%
130	WHITE, CHELSEA	Special Education PK-8; Grades PK-4; Special Education 7-12	9-12	Special Ed, Resource PreK-12	40 per week	100%	0%

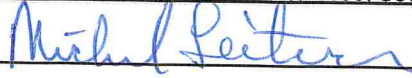
Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
131	WIER, CHRISTINA	Instructional II Elementary K-6 (2810); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Special Education PK-12 (9225); Instructional II Reading Specialist PK-12 (7650)	6-12	Developmental Reading, Secondary Classes, 7-12	40 per week	100%	0%
132	WIERDAK, LISA	Elementary K-6; Special Education PK-8; Exceptional Case Special Education 7-12	6-8	Special Ed, Resource PreK-12	40 per week	100%	0%
133	WILFERT, SAMANTHA	Special Education PK-1; Mid Level Math 6-9; Mid Level English 6-9; Elementary K-6; Early Childhood N-3	5	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
134	WINTER, ADAM	Grades PK-4; Special Education K-8	4	Elementary, Primary Grades 1-3	40 per week	100%	0%
135	WISNIEWSKI, ALAN-MICHAEL	Grades 4-6 (all subjects); Mathematics 7-8	7	Middle Level Mathematics, 7-9	40 per week	100%	0%
136	ZENONE, DANIELLA	Special Education PK-8; Grades PK-4	9-12	Special Ed, Resource PreK-12	40 per week	100%	0%
Total Number of Administrators (do not include CEO) 8				CEO (certified) 1			
Counselors: 10 School Nurses: 2 Others: 5							
Professional Staff: 136							
PA Department of Education, 333 Market Street, Harrisburg, PA 17126-0333							

Preliminary Statement of Revenues, Expenditur  
Include ALL Funds  
as of June 30, 2024

Name of School: Pennsylvania Distance Learning Charter School

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

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
	6520	Dividends on Investments
	6530	Gains or Losses on Sale of Investments
	6540	Earnings on Investments in Real Property
	6590	Other Earnings or Investments
<b>6600</b>		<b>FOOD SERVICE REVENUE</b>
	6610	Daily Sales - Reimbursable Programs
	6620	Daily Sales - Non-Reimbursable Programs
	6630	Special Functions
	6640	Non-Cash Contributions
	6650	Price Reduction for Reduced Price and Free Meals (Debit)
	6690	Other Food Service Revenues
<b>6700</b>		<b>REVENUES FROM STUDENT ACTIVITIES</b>
	6710	Admissions
	6720	Bookstore Sales
	6730	Student Organization Membership Dues and Fees
	6740	Fees
	6750	Student Activity - Special Events
	6790	Other Student Activity Income
<b>6800</b>		<b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>
	6810	Revenue from Local Governmental Units
	6820	Revenue from Intermediary Sources - Commonwealth Funds
	6830	Revenues from Intermediary Sources - Federal Funds
	6832	IDEA (611, 619, Transitions Discovery Grant)
	6839	Charter School Planning Grant
	6890	Other Revenues from Intermediary Sources
<b>6900</b>		<b>OTHER REVENUE FROM LOCAL SOURCES</b>
	6910	Rentals
	6920	Contributions & Donations from Private Sources / Capital Contributions
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)
	6940	Tuition from Patrons
	6941	Regular Day School Tuition
	6942	Summer School Tuition
	6943	Adult Education Tuition
	6944	Receipts From Other LEAs in Pennsylvania - Education
	6945	Receipts from Out-of-State LEAs



	6946	Receipts from Member Districts - AVTS / Special Program Jointure only
	6947	Receipts from Members of Intermediate Units for Education by Withholding
	6948	Receipts from Members of Intermediate Units for Direct Contributions
	6949	Other Tuition from Patrons
	6950	Unassigned
	6960	Services Provide Other Local Governmental Units / LEAs
	6961	Transportation Services Provided Other Pennsylvania LEAs
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above
	6970	Services Provided Other Funds
	6980	Revenue from Community Service Activities
	6990	Refunds and Other Miscellaneous Revenue
	6991	Refunds of a Prior Year Expenditure
	6999	Other Revenues Not Specified Above
<b>7000</b>		<b>REVENUE FROM STATE SOURCES</b>
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES
	7150	Unassigned
	7160	Tuition for Orphans and Children Placed in Private Homes
	7180	Staff and Program Development
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS
	7210	Homebound Instruction
	7220	Vocational Education
	7230	Alternative Education
	7240	Driver Education - Student
	7250	Migratory Children
	7260	Workforce Investment Act (WIA)
	7270	Specialized Education of Exceptional Pupils
	7280	Adult Literacy
	7290	Additional Educational Program Revenues
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS
	7310	Transportation (Regular and Additional)
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy
	7330	Health Services (Medical, Dental, Nurse, Act 25)
	7340	Unassigned
	7350	Sewage Treatment Operations / Environmental Subsidies
	7360	Safe Schools (PCCD security grants)
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
	7505	Ready to Learn Block Grant
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS
	7810	State Share of Social Security and Medicare Taxes
	7820	State Share of Retirement Contributions
7900		REVENUE FOR TECHNOLOGY
	7910	Educational Technology





	7990		Other Technology Grants
<b>8000</b>			<b>REVENUE FROM FEDERAL SOURCES</b>
8100			UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT
	8110		Payments for Federally Impacted Areas - P.L. 81-874
	8190		Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government
8200			UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH
8300			RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT
	8310		Payments for Federally Impacted Areas - P.L. 81-815
	8320		Energy Conservation Grants - TA and ECM
	8390		Other Restricted Federal Grants-in-Aid Directly from the Federal Government
8500			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS
	8510		Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)
	8520		Vocational Education
	8530		Child Nutrition Program
	8540		Nutrition Education and Training
	8560		Federal Block Grants
	8570		Unassigned
	8580		Child Care and Development Block Grants
	8590		Unassigned
8600			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS
	8610		Homeless Assistance Act
	8620		Adult Basic Education
	8640		Headstart
	8650		Unassigned
	8660		Workforce Investment Act (WIA)
	8670		Unassigned
	8680		Unassigned
	8690		Other Restricted Federal Grants-in-Aid through the Commonwealth
8700			FEDERAL STIMULUS FUNDING
	8740		CARES Act, CRRSA Act, and ARP Act Funding
8800			MEDICAL ASSISTANCE REIMBURSEMENTS
<b>9000</b>			<b>OTHER FINANCING SOURCES</b>
9100			SALE OF BONDS
	9110		Bond Issue Proceeds (Gross)
	9120		Proceeds from Refunding of Bonds
9200			PROCEEDS FROM EXTENDED TERM FINANCING
9300			INTERFUND TRANSFERS



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



Preliminary Statement of Revenues, Expenditures  
 Include ALL Functions  
 as of June 30, 201

Name of School: Pennsylvania Distance Learning Charter School

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

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

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

**EXPENDITURES**

<b>1000</b>	<b>INSTRUCTION</b>
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY
1300	VOCATIONAL EDUCATION
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY
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
2130	Attendance Services
2140	Psychological Services
2150	Speech Pathology and Audiology Services
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
2230	Educational Television Services
2240	Computer-Assisted Instruction Support Services
2250	School Library Services
2260	Instruction and Curriculum Development Services
2270	Instructional Staff Professional Development Services
2280	Nonpublic Support Services
2290	Other instructional staff services
2300	SUPPORT SERVICES - ADMINISTRATION
2310	Board Services
2320	Board Treasurer Services
2340	Staff Relations and Negotiations Services
2350	Legal Services
2360	Office of the Superintendent (Executive Director) Services



	2370	Community Relations Services
	2380	Office of the Principal Services
	2390	Other Administration Services
2400		SUPPORT SERVICES - PUPIL HEALTH
2500		SUPPORT SERVICES - BUSINESS
	2510	Fiscal Services
	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
	2630	Care and Upkeep of Grounds Services
	2640	Care and Upkeep of Equipment Services
	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
	2820	Information Services
	2830	Staff Services
	2840	Data Processing Services
	2850	State and Federal Agency Liaison Services
	2860	Management Services
	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
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>
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
5200	FUND TRANSFERS
5300	TRANSFERS INVOLVING COMPONENT UNITS
5400	INTRAFUND TRANSFERS OUT
5800	SUSPENSE ACCOUNT
5900	BUDGETARY RESERVE
<b>TOTAL EXPENDITURES</b>	

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND  
BALANCE AS OF JUNE 30, 2024**

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

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

June 30, 2023



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December 15, 2023

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

Independent Auditor's Report

**Report on the Audit of the Financial Statements**

**Opinions**

We have audited the accompanying financial statements of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School (the School), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Basis for Opinions**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Pennsylvania Distance Learning Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

**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 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 Distance Learning Charter School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

## **Auditor's Responsibilities for the Audit of the Financial Statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Pennsylvania Distance Learning 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 Distance Learning Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### **Required Supplementary Information**

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 to 10, budgetary comparison information on page 36, schedule of proportionate share of the net pension liability on page 37, schedule of proportionate share of the net OPEB liability on page 38, and schedule of proportionate OPEB contributions on page 39 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### **Supplementary Information**

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Pennsylvania Distance Learning Charter School's basic financial statements. The accompanying schedule of expenditures of federal awards, as required by *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

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

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2023, on our consideration of Pennsylvania Distance Learning 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 Pennsylvania Distance Learning Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Pennsylvania Distance Learning Charter School's internal control over financial reporting and compliance.

*Hill, Barth & King LLC*

Certified Public Accountants



## Management's Discussion and Analysis

As management of the Pennsylvania Distance Learning Charter School (the "School"), a charter school, we offer readers of our financial statements this narrative overview and analysis of the financial activities of the Pennsylvania Distance Learning Charter School for the fiscal year ended June 30, 2023. The intent of this discussion and analysis is to look at the School's financial performance as a whole. Readers should also review the basic financial statements and the notes to the financial statements to enhance their understanding of the School's financial performance.

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

### Financial Highlights

- In accordance with GASB 68, the School is reporting its share of the June 30, 2022 total PSERS pension liability calculated at \$10,981,000.
- In accordance with GASB 75, the School is reporting its share of the June 30, 2022 total OPEB liability calculated at \$455,000.
- In total, net position decreased \$200,159 which represents a 3 percent decrease compared to 2022. This decrease was primarily related to an increases in current year amortization and depreciation and pension expense.
- Total assets decreased \$779,072, which represents a 3 percent decrease from 2022. This decrease was due to the increase in accumulated amortization of the right-of-use leased assets related to GASB Statement No. 87.
- Total liabilities increased \$1,790,984, which represents a 9 percent increase from 2022. The increase in liabilities is due to an increase in the PSERS net pension liability which was offset by a reduction in the GASB 87 lease obligation for current year payments.

### Overview of the Financial Statements

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

### Government-Wide Financial Statements

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

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

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

Pennsylvania Distance Learning Charter School  
Management's Discussion and Analysis

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

The Government-Wide Financial Statements can be found on pages 11 and 12 of this report.

### **Fund Financial Statements**

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

#### Governmental Funds

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

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

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

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

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$6,559,406 at the close of its fiscal year. It is important to note that this equity includes \$11,436,000 of Net Pension and OPEB liabilities.

### **Statement of Net Position**

The Statement of Net Position answers the question of how the School did financially during fiscal year 2023. This statement includes all assets and liabilities, both financial and capital, and short-term and long-term, using the accrual basis of accounting and economic resources focus, which is similar to the accounting used by most private-sector companies. This basis of accounting takes into account all revenues and expenses during the year, regardless of when the cash is received or paid.

Pennsylvania Distance Learning Charter School  
Management's Discussion and Analysis

Table 1 provides a summary of the School's Net Assets for the fiscal years 2023 and 2022:

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

	<u>2023</u>	<u>2022</u>
Current Assets	\$ 14,341,140	\$ 13,485,093
Noncurrent Assets	<u>9,442,653</u>	<u>11,077,772</u>
Total Assets	<u>23,783,793</u>	<u>24,562,865</u>
Deferred Outflows of Resources Related to Pension and OPEB	<u>4,481,038</u>	<u>3,134,141</u>
Current Liabilities	2,947,639	1,787,875
Noncurrent Liabilities	<u>18,365,786</u>	<u>16,656,855</u>
Total Liabilities	<u>21,313,425</u>	<u>18,444,730</u>
Deferred Inflows of Resources Related to Pensions and OPEB	<u>392,000</u>	<u>1,415,000</u>
Investment in Capital Assets	876,249	1,514,629
Unrestricted Net Surplus	<u>5,683,157</u>	<u>5,244,936</u>
Total Net Position	<u>\$ 6,559,406</u>	<u>\$ 6,759,565</u>

Total assets decreased \$779,072, which represents a 3 percent decrease from 2022. This decrease was due to the increase in accumulated amortization of the right-of-use leased assets related to GASB Statement No. 87. The increase in liabilities is primarily due to an increase in the PSERS net pension liability offset by the decrease in the GASB 87 lease obligation for current year payments.

**Capital Assets**

At the end of fiscal year 2023, the School had \$876,249 in capital assets which represented a decrease of \$638,380 from 2022. Table 2 shows the respective balance for fiscal years 2023 and 2022.

(Table 2)

	<u>2023</u>	<u>2022</u>
Capital Assets, net	<u>\$ 876,249</u>	<u>\$ 1,514,629</u>

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

Pennsylvania Distance Learning Charter School  
 Management's Discussion and Analysis

**Statement of Activities**

(Table 3)

	<b>Changes in Net Position</b>	
	<u>2023</u>	<u>2022</u>
General Revenues:		
District Funding	\$ 21,378,712	\$ 22,242,356
Federal Entitlement Grants	3,589,161	2,564,615
State Reimbursement	62,186	87,580
Other	<u>333,011</u>	<u>12,268</u>
Total General Revenues	<u>25,363,070</u>	<u>24,906,819</u>
Expenses:		
Instruction	14,215,630	13,437,097
Support Services	9,224,561	7,064,744
Capital Expenses	1,774,310	1,688,688
Interest on Debt	<u>348,728</u>	<u>367,201</u>
Total Expenses	<u>25,563,229</u>	<u>22,557,730</u>
Change in Net Position	<u>\$ (200,159)</u>	<u>\$ 2,349,089</u>

Table 3 shows the changes in net position for fiscal years 2023 and 2022, as well as a listing of revenues and expenses.

The reason for the increase in overall revenues in 2023 was primarily due to an increase in Federal entitlement grants resulting from CARES Act ESSER II and ARP ESSER awards, this impact was offset by a reduction in per-pupil allotment from 2022. The School's expenses increased primarily as a result of increased personnel costs funded by the additional Federal entitlements.

**Statement of Revenues, Expenditures, and Changes in Fund Balances, Budget and Actual – General Fund  
 For the Year Ended June 30, 2023**

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

	<u>Budget</u>	<u>Actual</u>
Revenues:		
Local Revenues	\$ 21,463,917	\$ 21,642,152
State Revenues	38,181	62,186
Federal Revenues	<u>2,865,067</u>	<u>3,589,161</u>
Total Revenues	<u>24,367,165</u>	<u>25,293,499</u>
Expenditures:		
Instruction	14,258,905	13,960,672
Support Services	10,718,106	8,985,846
Capital Expenses	239,000	45,458
Debt Service	<u>1,800</u>	<u>1,282,965</u>
Total Expenses	<u>25,217,811</u>	<u>24,274,941</u>
Change in Fund Balance	<u>\$ (850,646)</u>	<u>\$ 1,018,558</u>

- Total actual revenues during 2023 were higher, \$926,334, than the budget. The School received more Federal entitlement money than budgeted as well higher than budgeted interest income due to the increase in rates during the year.
- Total actual expenses during 2023 were lower, \$942,870, than budgeted. The primary driver of this variance is reduced personnel costs and lower capital expenditures than budgeted.

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

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

### General Fund

In particular, unassigned fund balance is a useful measure of the School's net resources available for spending at the end of the fiscal year. As of the end of the current fiscal year, the School's general fund reported an ending Unassigned Fund Balance of \$2,016,275. This represents approximately 8% of the total year's funding, which will be available to the School in subsequent years.

### **Long-Term Debt**

As of June 30, 2023, the School has no long-term debt.

### **Current Financial Issues**

#### I. District Funding Receivable

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

The School billed 290 various Districts in fiscal year 2023. By year end, the School had collected approximately 97% of its billed revenues, as opposed to a 98% collection rate in fiscal year 2022.

#### II. Enrollment

For the school year ended June 30, 2023, the School had a final Average Daily Membership (ADM) of 1,284 students, generating \$21.6 million in billed revenues. In the coming year, enrollment (ADM) was budgeted at 1,309 students.

#### III. Miscellaneous Statistics

The following represents some miscellaneous financial statistics of the School during the 2023 fiscal year:

Number of Districts billed: 290

Number of Students served: 1,528 (had enrollment days at some point during the year)

Pennsylvania Distance Learning Charter School  
Management's Discussion and Analysis

(Regular Education Funding)

Lowest District Funding Amount:	\$	8,917
Highest District Funding Amount:	\$	22,280
Average District Funding Amount:	\$	12,914

(Special Education Funding)

Lowest District Funding Amount:	\$	18,599
Highest District Funding Amount:	\$	57,371
Average District Funding Amount:	\$	29,621

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

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

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

**Requests for Information**

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**STATEMENT OF NET POSITION**

June 30, 2023

	<b><u>Governmental Activities</u></b>
<b><u>Assets</u></b>	
<b><u>Current Assets</u></b>	
Cash and Cash Equivalents	\$ 11,524,170
Certificates of Deposit	646,479
District Funding Receivable (Net of Allowance)	944,117
Grants Funding Receivable	689,130
Other Receivable	29,268
Prepaid Expenses	507,976
Total Current Assets	<u>14,341,140</u>
<b><u>Noncurrent Assets</u></b>	
Certificate of Deposit - Limited Use	1,082,636
Capital Assets (Net of Depreciation)	876,249
Leased Right-of-Use-Assets (Net of Amortization)	7,460,758
Security Deposits	23,010
Total Noncurrent Assets	<u>9,442,653</u>
<b>Total Assets</b>	<u>23,783,793</u>
<b><u>Deferred Outflows of Resources</u></b>	
Deferred Outflows of Resources Related to Pension and OPEB	<u>4,481,038</u>
<b><u>Liabilities</u></b>	
<b><u>Current Liabilities</u></b>	
Accounts Payable	355,129
Accrued Expenses	835,512
District Funding Payable	458,884
Lease Liability, Current Portion	1,298,114
Total Current Liabilities	<u>2,947,639</u>
<b><u>Noncurrent Liabilities</u></b>	
Lease Liability, Noncurrent	6,929,786
Net OPEB Liability	455,000
Net Pension Liability	10,981,000
Total Noncurrent Liabilities	<u>18,365,786</u>
<b>Total Liabilities</b>	<u>21,313,425</u>
<b><u>Deferred Inflows of Resources</u></b>	
Deferred Inflows of Resources Related to Pension and OPEB	<u>392,000</u>
<b><u>Net Position</u></b>	
Net Investment in Capital Assets	876,249
Unrestricted Net Assets	5,683,157
<b>Total Net Position</b>	<u>\$ 6,559,406</u>

See accompanying notes to financial statements



**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**STATEMENT OF ACTIVITIES**

**Year ended June 30, 2023**

<b><u>Functions/ Programs</u></b>	<b><u>Program Revenues</u></b>				<b><u>Net (Expense) Revenue and Change in Net Position</u></b>
	<b><u>Expenses</u></b>	<b><u>Charges for Services</u></b>	<b><u>Operating Grants and Contributions</u></b>	<b><u>Capital Grants and Contributions</u></b>	
<b>Governmental Activities:</b>					
Instruction	\$ 14,215,630	-	-	-	\$ (14,215,630)
Support Services	9,154,990	-	-	-	(9,154,990)
Depreciation	1,774,310	-	-	-	(1,774,310)
Interest	348,728	-	-	-	(348,728)
<b>Total Governmental Activities</b>	<b>\$ 25,493,658</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(25,493,658)</b>

General Revenues:

District Funding	21,378,712
Federal Entitlement Grants	3,589,161
State Reimbursements	62,186
Other	263,440
	<u>25,293,499</u>

Total General Revenues 25,293,499

Change in Net Position (200,159)

**Net Position, Beginning** 6,759,565

**Net Position, Ending** \$ 6,559,406

See accompanying notes to financial statements

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**BALANCE SHEET - GOVERNMENTAL FUNDS**

June 30, 2023

	<b><u>General</u></b>
<b><u>Assets</u></b>	
Cash and Cash Equivalents	\$ 11,524,170
Certificates of Deposit	646,479
Certificates of Deposit - Limited Use	1,082,636
District Funding Receivable	944,117
Federal Receivable	689,130
Other Receivable	29,268
Prepaid Expenses	507,976
Security Deposits	23,010
<b>Total Assets</b>	<b>\$ 15,446,786</b>
 <b><u>Liabilities</u></b>	
Accounts Payable	\$ 355,129
Accrued Expenses	835,512
District Funding Payable	458,884
<b>Total Liabilities</b>	<b>1,649,525</b>
 <b><u>Fund Balances</u></b>	
Nonspendable	530,986
Committed	11,250,000
Unassigned	2,016,275
<b>Total Fund Balances</b>	<b>13,797,261</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$ 15,446,786</b>

See accompanying notes to financial statements

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES -**  
**GOVERNMENTAL FUNDS**  
**Year ended June 30, 2023**

	<b><u>General</u></b>
<b>Revenues</b>	
Local Revenues	\$ 21,642,152
State Revenues	62,186
Federal Revenues	3,589,161
	<hr/>
<b>Total Revenues</b>	<b>25,293,499</b>
	<hr/>
<b>Expenditures</b>	
Instruction	13,960,672
Support Services	8,985,846
Capital Expenses	45,458
Lease Right-of-Use Asset	69,571
Debt Service	1,282,965
	<hr/>
<b>Total Expenditures</b>	<b>24,344,512</b>
	<hr/>
Excess of revenues over expenditures	948,987
<b>Other Financing Sources</b>	
Lease Financing	69,571
	<hr/>
<b>Total Other Financing Sources</b>	<b>69,571</b>
	<hr/>
<b>Net Change in Fund Balances</b>	<b>1,018,558</b>
	<hr/>
<b>Fund Balances--July 1, 2022</b>	<b>12,778,703</b>
	<hr/>
<b>Fund Balances--June 30, 2023</b>	<b>\$ 13,797,261</b>
	<hr/> <hr/>

See accompanying notes to financial statements

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

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

June 30, 2023

<b>Total Fund Balances per Fund Financial Statements</b>	\$ 13,797,261
Capital assets are not reported in this fund financial statement because they are not current financial resources, but they are reported in the Statement of Net Position:	
Capital Assets	876,249
Leased Assets	7,460,758
Some liabilities, including lease liabilities, net pension and OPEB obligations, are not due and payable in the current period and, therefore, are not reported in the fund financial statement:	
Pension and OPEB	(11,436,000)
Lease Liability	(8,227,900)
Deferred outflows and inflows or resources related to pension and OPEB are applicable to future periods and, therefore, are not reported in the funds:	
Deferred inflows of resources related to pension and OPEB	(392,000)
Deferred outflows of resources related to pension and OPEB	4,481,038
<b>Net Position for Governmental Activities</b>	<b><u><u>\$ 6,559,406</u></u></b>

See accompanying notes to financial statements

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

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

June 30, 2023

<b>Net Change in Fund Balances per Fund Financial Statements</b>	\$ 1,018,558
Capital outlays are reported as expenditures in this fund financial statement because they are current financial resources, but they are presented as assets in the Statement of Activities and depreciated over their estimated economic lives.	45,458
Right-of-use leased assets used in governmental activities are not financial resources and therefore are not reported in the funds.	69,571
Depreciation and amortization expense on governmental capital assets and right-of-use assets are included in the governmental activities in the Statement of Activities.	(1,774,310)
Lease liabilities and payments on leases used in governmental activities are not financial resources and therefore are not reported in the funds.	
Lease liability recognized	(69,571)
Principal payments on lease liabilities	934,237
Governmental funds report School pension and OPEB contributions as expenditures. However in the statement of activities, the cost of pension and OPEB benefits earned net of employee contributions is reported as expense.	<u>(424,102)</u>
<b>Change in Net Position of Governmental Activities</b>	<b><u>\$ (200,159)</u></b>

See accompanying notes to financial statements

# PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

June 30, 2023

### **NOTE 1: ORGANIZATION**

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

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

#### Reporting Entity

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

#### Government-Wide and Fund Financial Statements

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

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

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

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

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

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

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

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

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

The School reports the following major governmental fund:

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

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

**Budget Information**

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

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

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

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

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

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

**Estimates**

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

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

*Cash and Cash Equivalents*

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

*Accounts Receivable*

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

*Prepaid Expenses*

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



**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

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

*Capital Assets*

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

As of June 30, 2023, the School's capital assets had a net book value of \$876,249. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; five years for "Vehicles" and "Furniture and Fixtures," three years for "Computers and Software," and ten years for "Leasehold Improvements." The depreciation expense for the year ended June 30, 2023 was \$683,839. Capital assets at June 30, 2023 consisted of the following:

	<b>June 30, 2022</b>	<b>Additions</b>	<b>Dispositions</b>	<b>June 30, 2023</b>
Leasehold Improvements	\$ 171,952	\$ -	\$ -	\$ 171,952
Furniture and Fixtures	398,392	6,717	-	405,109
Computer and Software	1,354,185	38,741	(379,100)	1,013,826
Vehicles	227,233	-	-	227,233
Capital Assets, at Cost	<u>2,151,762</u>	<u>45,458</u>	<u>(379,100)</u>	<u>1,818,120</u>
Less Accumulated Depreciation	637,132	683,839	(379,100)	941,871
Capital Assets, Net of Depreciation	<u>\$ 1,514,630</u>	<u>\$ (638,381)</u>	<u>\$ -</u>	<u>\$ 876,249</u>

**Government-Wide Net Position**

Government-wide net position is divided into three components:

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

**Fund Statements - Fund Balance**

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

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

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

- Committed - the portion of fund balance that can only be used for specific purposes as a result of formal action by the School's highest level of authority, the school board. Once the item is committed, it cannot be used for any other purpose unless changed by the same procedures used to initially constrain the money, which is the passage of a motion. The School committed \$7,509,469 for future operations use given the potential for district rate reductions, \$2,657,896 for future PSERS contribution expenditures associated with the increasing mandated annual state employer contribution. An additional \$1,082,635 is committed as collateral for the letter-of-credit required under the facility lease. The total committed funds as of June 30, 2023 are \$11,250,000.
- Assigned - reflects the School's intent to use the money for a specific purpose but is not considered restricted or committed. Fund balance may be assigned by the chief executive officer.
- Unassigned - represents the part of spendable fund balance that has not been categorized as restricted, committed or assigned. The general fund is the only fund permitted to have a positive unassigned fund balance.

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

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

**Deposits**

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

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

The deposit policy of the School adheres to state statutes and prudent business practice. Deposits of the School as of June 30, 2023 are maintained in demand deposit and time deposit accounts. There were no deposit or investment transactions during the year that were in violation of either the state statutes or the policy of the School. Pursuant to Act 72 of the Pennsylvania State Legislature, a depository must pledge assets to secure state and municipal deposits. The pledged assets must at least be equal to the total amount of such assets required to secure all of the public deposits at the depository and may be on a pooled basis. Additionally, all such pledged assets must be delivered to a legal custodian.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

**Deposits (Continued)**

At June 30, 2023, the deposits of the School can be categorized to indicate the level of risk assumed. The School had no investments at June 30, 2023 that required disclosure by risk category. The risk categories are as follows:

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

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

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

	<u>Category 1</u>	<u>Category 2</u>	<u>Category 3</u>	<u>Bank Balance</u>	<u>Carrying Amount</u>
<u>Deposits</u>					
June 30, 2023	\$ 897,000	\$ -	\$ 12,356,285	\$ 13,253,285	\$ 13,253,285

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

**NOTE 4: DISTRICT FUNDING RECEIVABLE**

The School invoices the resident school district of each enrolled student based on reimbursement rates established by the Pennsylvania Department of Education. The "District Funding Receivable" on the Statement of Net Position and Balance Sheet - Governmental Funds represents the amounts invoiced to the various school districts, but not collected as of June 30, 2023 reduced by management's estimates of uncollectible amounts based on known circumstances and past experience. The amount of the receivable at year end was \$1,050,460. An allowance of \$106,343 has been recorded as of June 30, 2023, based on management's estimates of uncollectible amounts.

**NOTE 5: GRANTS FUNDING RECEIVABLE**

The School has recorded a grant receivable in the amount of \$689,130 to account for the portion of its federal grant awards allocated to the School, but not received as of June 30, 2023.

**NOTE 6: AGREEMENTS**

The School entered into a three-year agreement with Charter Choices, Inc. effective July 1, 2022. Under this agreement, Charter Choices, Inc. will provide various accounting and compliance reporting services.

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

**NOTE 7: DEFINED BENEFIT PENSION PLAN**

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

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

**General Information about the Pension Plan**

*Plan Description*

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

*Benefits Provided*

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service.

Act 5 of 2017 (Act 5) introduced a hybrid benefit with two membership classes and a separate defined contribution plan for individuals who become new members on or after July 1, 2019. Act 5 created two new hybrid membership classes, Membership Class T-G (Class T-G) and Membership Class T-H (Class T-H) and the separate defined contribution membership class, Membership Class DC (Class DC). To qualify for normal retirement, Class T-G and Class T-H members must work until age 67 with a minimum of 3 years of credited service. Class T-G may also qualify for normal retirement by attaining a total combination of age and service that is equal to or greater than 97 with a minimum of 35 years of credited service.

Benefits are generally between 1% to 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

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

*Benefits Provided (Continued)*

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

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

*Member Contributions*

The contribution rates based on qualified member compensation for virtually all members are presented below:

<b>Member Contribution Rates</b>				
<b>Membership Class</b>	<b>Continuous Employment Since</b>	<b>Defined Benefit (DB) Contribution Rate</b>	<b>DC Contribution Rate</b>	<b>Total Contribution Rate</b>
<b>T-C</b>	Prior to July 22, 1983	5.25%	N/A	5.25%
				6.25%
<b>T-C</b>	On or after July 22, 1983	6.25%	N/A	6.25%
<b>T-D</b>	Prior to July 22, 1983	6.50%	N/A	6.50%
<b>T-D</b>	On or after July 22, 1983	7.50%	N/A	7.50%
<b>T-E</b>	On or after July 1, 2011	7.50% base rate with shared risk provision	N/A	Prior to 7/1/21: 7.50% After 7/1/21: 8.00%
<b>T-F</b>	On or after July 1, 2011	10.30% base rate with shared risk provision	N/A	Prior to 7/1/21: 10.30% After 7/1/21: 10.8%
<b>T-G</b>	On or after July 1, 2019	5.50% base rate with shared risk provision	2.75%	Prior to 7/1/21: 8.25% After 7/1/21: 9.00%
<b>T-H</b>	On or after July 1, 2019	4.50% base rate with shared risk provision	3.00%	Prior to 7/1/21: 7.50% After 7/1/21: 8.25%
<b>DC</b>	On or after July 1, 2019	N/A	7.50%	7.50%

**Shared Risk Summary**

<b>Membership Class</b>	<b>Defined Benefit (DB) Base Rate</b>	<b>Shared Risk Increment</b>	<b>Minimum</b>	<b>Maximum</b>
<b>T-E</b>	7.50%	+/-0.50%	5.50%	9.50%
<b>T-F</b>	10.30%	+/-0.50%	8.30%	12.30%
<b>T-G</b>	5.50%	+/-0.75%	2.50%	8.50%
<b>T-H</b>	4.50%	+/-0.75%	1.50%	7.50%

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

*Employer Contributions*

The School's contractually required contribution rate for fiscal year ended June 30, 2022 was 35.26% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the School were \$1,474,849 for the year ended June 30, 2023.

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

At June 30, 2023, the School reported a liability of \$10,981,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2021 to June 30, 2022. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2023, the School's proportion was .0247 percent, which was an increase of .0048 percent from its proportion measured as of June 30, 2022.

For the year ended June 30, 2023, the School recognized pension expense of \$1,887,059. At June 30, 2023, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net Difference Between Expected and Actual		
Investment Earnings	\$ -	\$ (187,000)
Changes in Assumptions	328,000	-
Changes in Proportions	2,429,000	-
Difference Between Projected and Actual Experience	5,000	(95,000)
Contributions Subsequent to the Measurement Date	1,474,849	-
	<u>\$ 4,236,849</u>	<u>\$ (282,000)</u>

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

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

The \$1,879,000 reported as deferred outflows of resources related to pensions resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30:		
2024	\$	929,000
2025		267,000
2026		260,000

*Changes in Actuarial Assumptions*

The total pension liability as of June 30, 2022 was determined by rolling forward the System's total pension liability at June 30, 2021 to June 30, 2022 using the following actuarial assumptions, applied to all periods included in the measurement:

- Valuation Date - June 30, 2021
- Actuarial cost method - Entry Age Normal -level % of pay
- Investment return - 7.00%, includes inflation at 2.75%
- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50%, and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale
- The discount rate used to measure the Total Pension Liability remained at 7.00% as of June 30, 2022.
- Demographic and economic assumptions approved by the Board for use effective with the June 30, 2021 actuarial valuation:
  - Salary growth rate – decreased from 5.00% to 4.50%.
  - Real wage growth and merit or seniority increases (components for salary growth) – decreased from 2.75% and 2.25% to 2.50% and 2.00%, respectively.
  - Mortality rates - Previously based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. Effective with the June 30, 2021 actuarial valuation, mortality rates are based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.

The actuarial assumptions used in the June 30, 2022 valuation were based on the results of an actuarial experiences study that was performed for the five-year period through June 30, 2020.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

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

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

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

<b>Asset Class</b>	<b>Target Allocation</b>	<b>Long-Term Expected Real Rate of Return</b>
Global Public Equity	28.0%	5.3%
Private Equity	12.0%	8.0%
Fixed Income	33.0%	2.3%
Commodities	9.0%	2.3%
Infrastructure/MLPs	9.0%	5.4%
Real Estate	11.0%	4.6%
Absolute Return	6.0%	3.5%
Cash	3.0%	0.5%
Leverage	-11%	0.5%
	<u>100.0%</u>	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2022.

*Discount Rate*

The discount rate used to measure the total pension liability was 7.00%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.



**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

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

The following presents the net pension liability, calculated using the discount rate of 7.00%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.00%) or 1-percentage-point higher (8.00%) than the current rate:

	<b>1% Decrease</b>	<b>Current</b>	<b>1% Increase</b>
	<b>6.00%</b>	<b>Discount Rate</b>	<b>8.00%</b>
	<b>6.00%</b>	<b>7.00%</b>	<b>8.00%</b>
School's Proportionate Share of Net Pension Liability	\$ 14,204,000	\$ 10,981,000	\$ 8,265,000

*Pension Plan Fiduciary Net Position*

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

**NOTE 8: DEFINED CONTRIBUTION RETIREMENT PLAN**

As an alternative to the PSERS plan, the School offers a 403(b) plan which covers all new employees. PenServ Plan Services, Inc. is designated as the plan administrator. For participating employees, the School matches 100% or the first 5% of mandatory employee pre-tax deferrals to the plan. The plan's initial effective date was July 1, 2015, but the plan was amended effective March 1, 2017. The amendment stated that employees hired after July 1, 2015 and previously participated in PSERS had a right to choose to participate in this plan or participate in PSERS. Also, employees hired after March 1, 2017 who previously participated in PSERS and have not received a break of greater than 60 days in PSERS contributions prior to being hired at the School had the right to choose between participating in the 403(b) plan or continuing to participate in PSERS. Employees are immediately 100% vested in employer contributions. Employee and employer contributions to the plan were approximately \$231,000 and \$152,000 for the year ended June 30, 2023, respectively.

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

Other Postemployment Benefits

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

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

*Health Insurance Premium Assistance Program*

The System provides Premium Assistance which, is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2022, there were no assumed future benefit increases to participating eligible retirees.

*Premium Assistance Eligibility Criteria*

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

- Have 24 ½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age

For Class DC members to become eligible for premium assistance, they must satisfy the following criteria:

- Attain Medicare eligibility with 24 ½ or more eligibility points, or
- Have 15 or more eligibility points and terminated after age 67, and
- Have received all or part of their distributions.

*Pension Plan Description*

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

*Benefits Provided*

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program.

*Employer Contributions*

The School's contractually required contribution rate for the fiscal year ended June 30, 2023 was 0.75% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the School were \$34,189 for the year ended June 30, 2023.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

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

At June 30, 2023, the School reported a liability of \$455,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2022, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2021 to June 30, 2022. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2023, the School's proportion was .0247 percent, which was an increase of .0048 percent from its proportion measured as of June 30, 2022.

For the year ended June 30, 2023, the School recognized OPEB expense of \$46,792. At June 30, 2023, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net Difference Between Expected and Actual		
Investment Earnings	\$ 1,000	\$ -
Changes in Assumptions	50,000	(107,000)
Changes in Proportions	155,000	(1,000)
Difference Between Projected and Actual Experience	4,000	(2,000)
Contributions Subsequent to the Measurement Date	34,189	-
	<u>\$ 244,189</u>	<u>\$ (110,000)</u>

The \$34,189 reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ending June 30:		
2024	\$	27,000
2025		21,000
2026		16,000
2027		14,000

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

*Actuarial Assumptions*

The Total OPEB Liability as of June 30, 2022, was determined by rolling forward the System's Total OPEB Liability as of June 30, 2021 to June 30, 2022 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return – 4.09% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Premium Assistance reimbursement is capped at \$1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Participation rate:
  - Eligible retirees will elect to participate Pre age 65 at 50%
  - Eligible retirees will elect to participate Post age 65 at 70%

The actuarial assumptions used in the June 30, 2021 valuation were based on the results of an actuarial experience study that was performed for the five year period ended June 30, 2020.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2020 determined the employer contribution rate for fiscal year 2022.
- Cost Method: Amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method: Market Value.
- Participation rate: The actual data for retirees benefitting under the Plan as of June 30, 2021 was used in lieu of the 63% utilization assumption for eligible retirees.
- Mortality tables for Males and Females, adjusted to reflect PSERS' experience projected using a modified version of the MP-2015 Mortality Improvement Scale.

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

*Actuarial Assumptions (Continued)*

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

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Cash	100.0%	0.5%

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2022.

*Discount Rate*

The discount rate used to measure the Total OPEB Liability was 4.09%. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments, therefore the plan is considered a "pay-as-you-go" plan. A discount rate of 4.09%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2022, was applied to all projected benefit payments to measure the total OPEB liability.

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

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2022, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2022, 93,293 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2022, 582 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

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

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

The following presents the System net OPEB liability for June 30, 2022, calculated using current Healthcare cost trends as well as what the System net OPEB liability would be if Healthcare cost trends were 1 percentage point lower or 1 percentage point higher than the current rate:

	<u>1% Decrease</u>	<u>Current Trend Rate</u>	<u>1% Increase</u>
System net OPEB liability	\$ 455,000	\$ 455,000	\$ 455,000

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

The following presents the net OPEB liability, calculated using the discount rate of 4.09%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (3.09%) or 1-percentage-point higher (5.09%) than the current rate:

	<u>1% Decrease</u>	<u>Current Discount Rate</u>	<u>1% Increase</u>
	<u>3.09%</u>	<u>4.09%</u>	<u>5.09%</u>
School's Proportionate Share of Net OPEB Liability	\$ 514,000	\$ 455,000	\$ 405,000

*OPEB Plan Fiduciary Net Position*

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

**NOTE 10: RISK MANAGEMENT**

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

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

**NOTE 11: COMMITMENTS AND CONTINGENCIES**

*Grants*

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

*Letter of Credit*

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

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

**NOTE 12: LEASE OBLIGATIONS**

The School entered into a lease for office space located in Sewickley, Pennsylvania. The lease term is one hundred twenty-two months and commenced on June 1, 2020. In June 2021, the School entered into two additional leases in Sewickley, Pennsylvania. The first lease commenced on July 1, 2021 and expires on May 31, 2024 with the option for two additional three-year renewal terms. Monthly payments are \$16,023 and escalate annually. The second lease commenced on January 1, 2022 and expires on May 31, 2027 with the option for two additional three-year renewal terms. Monthly payments are \$6,987 and escalate annually. Rent expense for the year ended June 30, 2023 totaled \$1,090,470. The School has various pieces of equipment under lease through 2027 with monthly payments ranging from \$192 through \$1,345.

Total right-of-use assets under lease for the year ended June 30, 2023 are:

	<u>Cost</u>	<u>Accumulated Amortization</u>
Buildings	\$ 10,410,123	\$ 3,028,474
Equipment	153,728	74,619
Total	<u>\$ 10,563,851</u>	<u>\$ 3,103,093</u>

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS (CONTINUED)**

June 30, 2023

**NOTE 12: LEASE OBLIGATIONS (CONTINUED)**

The future principal and interest payments for the School's leases are as follows:

<u>Year ending June 30:</u>	<u>Principal</u>	<u>Interest</u>
2024	\$ 989,038	\$ 312,222
2025	1,046,743	271,286
2026	1,110,440	228,019
2027	1,175,276	182,135
2028	1,235,508	133,810
2029-2030	2,670,895	112,088

**NOTE 13: LITIGATION**

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

**NOTE 14: RECENT ACCOUNTING PRONOUNCEMENTS**

In May 2020, the GASB issued Statement No. 96, *Subscription-based Information Technology Arrangements*, which is effective for fiscal years beginning after June 15, 2022. This Statement increases the usefulness of governments' financial statements by requiring recognition of right-to-use assets and subscription liabilities for subscription-based information technology arrangements (SBITAs) that previously were recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for SBITA accounting based on the foundational principle that SBITAs are financings of the right to use an underlying asset. Under this Statement, lessee is required to recognize a subscription liability and an intangible right-to-use lease asset. The School has adopted Statement No. 96 for fiscal year 2023.

As a result of implementing GASB Statement No. 89, there was no effect on the School's beginning net position.

**NOTE 15: SUBSEQUENT EVENTS**

The School evaluated its June 30, 2023 financial statements for subsequent events through December 15, 2023, which is the date the financial statements were available to be issued. The School is not aware of any subsequent events which would require recognition or disclosure in the financial statements or notes.



**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES,**  
**BUDGET TO ACTUAL - GENERAL FUND (UNAUDITED)**  
**Year ended June 30, 2023**

	<b>Budgeted Amounts</b>		<b>Actual</b>	<b>Variance with Final Budget Positive (Negative)</b>
	<b>Original</b>	<b>Final</b>		
<b>Revenues</b>				
Local Revenues	\$ 21,463,917	\$ 21,463,917	\$ 21,572,581	\$ 108,664
State Revenues	38,181	38,181	62,186	24,005
Federal Revenues	2,865,067	2,865,067	3,589,161	724,094
<b>Total Revenues</b>	<b>24,367,165</b>	<b>24,367,165</b>	<b>25,223,928</b>	<b>856,763</b>
<b>Expenditures</b>				
Instruction	14,258,905	14,258,905	13,960,672	298,233
Support Services	10,718,106	10,718,106	8,985,846	1,732,260
Capital Expenses	239,000	239,000	45,458	193,542
Debt Service	1,800	1,800	1,282,965	(1,281,165)
<b>Total Expenditures</b>	<b>25,217,811</b>	<b>25,217,811</b>	<b>24,274,941</b>	<b>942,870</b>
<b>Net Change in Fund Balances</b>	<b>(850,646)</b>	<b>(850,646)</b>	<b>948,987</b>	<b>1,799,633</b>
<b>Fund Balances--July 1, 2022</b>	<b>12,778,703</b>	<b>12,778,703</b>	<b>12,778,703</b>	<b>-</b>
<b>Fund Balances--June 30, 2023</b>	<b>\$ 11,928,057</b>	<b>\$ 11,928,057</b>	<b>\$ 13,727,690</b>	<b>\$ 1,799,633</b>

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

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

	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>	<u>June 30, 2014</u>
School's proportion of the net pension liability	0.02470%	0.01990%	0.0170%	0.0163%	0.0153%	0.0140%	0.0143%	0.0158%	0.0140%	0.0110%
School's proportionate share of the net pension liability	\$ 10,981,000	\$ 8,170,000	\$ 8,420,000	\$ 7,626,000	\$ 7,345,000	\$ 6,914,000	\$ 7,087,000	\$ 6,843,000	\$ 5,542,000	\$ 4,503,000
School's covered-employee payroll	\$ 3,634,624	\$ 2,822,102	\$ 2,384,567	\$ 2,249,477	\$ 2,059,924	\$ 1,867,749	\$ 1,850,478	\$ 1,852,051	\$ 2,029,850	\$ 1,791,587
School's proportionate share of the net pension liability as a percentage of its covered-employee payroll	302.12%	289.50%	353.10%	339.01%	356.57%	370.18%	382.98%	369.48%	273.03%	251.34%
Plan fiduciary net position as a percentage of the total pension liability	61.34%	63.67%	54.32%	55.66%	54.00%	51.84%	50.14%	54.36%	57.24%	54.49%

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

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

	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>
School's proportion of the net OPEB liability	0.0247%	0.0199%	0.0170%	0.0163%	0.0153%
School's proportionate share of the net OPEB liability	\$ 455,000	\$ 472,000	\$ 367,000	\$ 347,000	\$ 319,000
School's covered-employee payroll	\$ 3,634,624	\$ 2,822,102	\$ 2,384,567	\$ 2,249,477	\$ 2,059,924
School's proportionate share of the net OPEB liability as a percentage of its covered-employee payroll	12.52%	16.73%	15.39%	15.43%	15.49%
Plan fiduciary net position as a percentage of the total OPEB liability	6.86%	5.30%	5.69%	5.56%	5.56%

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

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

	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>
School's contractually required contribution rate	0.80%	0.82%	0.84%	0.83%	0.83%
School's contributions recognized by the plan	\$ 29,082	\$ 23,084	\$ 20,043	\$ 18,670	\$ 17,097
Difference between employer contributions and proportionate share of total contributions	\$ 82	\$ 259	\$ 259	\$ 379	\$ 402
School's covered-employee payroll	\$ 3,634,624	\$ 2,822,102	\$ 2,384,567	\$ 2,249,477	\$ 2,059,924
School's proportionate contributions as a percentage of its covered-employee payroll	0.80%	0.82%	0.84%	0.83%	0.83%

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

Year ended June 30, 2023

Federal Grantor Pass-Through Grantor Program Title	Federal Assistance Listing Number	Pass-Through Grantor's Number	Grant Amount	Federal Expenditures
<b>U.S. Department of Education</b>				
<b>Pass-Through Pennsylvania Department of Education</b>				
Title I - Improving Basic Programs	84.010	013-231044	\$ 619,189	\$ 619,188
Title I - School Improvement Grant	84.010	042-221044	75,000	<u>75,000</u>
Total Title I Expenditures				<u>694,188</u>
Title II - Supporting Effective Instruction	84.367	020-231044	44,490	<u>44,490</u>
Total Title II Expenditures				<u>44,490</u>
Title IV, Part A - Student Support and Academic Enrichment Program	84.424	144-231044	51,091	<u>51,091</u>
Total Title IV, Part A Expenditures				<u>51,091</u>
<b>Pass-Through Pennsylvania Department of Education</b>				
<b>Allegheny IU</b>				
Title III - English Language Acquisition State Grants	84.365	N/A	1,742	<u>1,742</u>
Total Title III Expenditures				<u>1,742</u>
<b>COVID-19 Relief Funding</b>				
Elementary and Secondary School Emergency Relief II Fund - (ESSER II)	84.425D	200-211044	1,789,392	892,503
American Rescue Plan - Elementary and Secondary School Emergency Relief	84.425U	223-211044	3,616,848	1,416,158
American Rescue Plan - ARP ESSER Learning Loss	84.425U	225-211044	200,937	70,043
American Rescue Plan - ARP ESSER Summer School	84.425U	225-211044	40,187	<u>23,492</u>
Total Education Stabilization Fund Expenditures				<u>2,402,196</u>
<b>Pass-Through Allegheny IU</b>				
IDEA Part B - Special Education Grants to States	84.027	N/A	395,454	<u>395,454</u>
Total Special Education Expenditures				<u>395,454</u>
Total U.S. Department of Education				<u>3,589,161</u>
Total Expenditures of Federal Awards				<u>\$ 3,589,161</u>

See accompanying notes to schedule of expenditures of federal awards

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

Year ended June 30, 2023

**NOTE A: BASIS OF PRESENTATION**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal grant activity of Pennsylvania Distance Learning Charter School under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Pennsylvania Distance Learning Charter School, it is not intended to and does not present the statement of net position, statement of activities, or cash flows of Pennsylvania Distance Learning Charter School.

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

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available. No funds were provided to sub-recipients.

**NOTE C: INDIRECT COST RATE**

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



December 15, 2023

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School (the School), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated December 15, 2023.

**Report on Internal Control over Financial Reporting**

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

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

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

**Report on Compliance and Other Matters**

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

## **Purpose of this Report**

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

*Hill, Barth & King LLC*

Certified Public Accountants





December 15, 2023

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

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

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

**Opinion on Each Major Federal Program**

We have audited Pennsylvania Distance Learning Charter School's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on Pennsylvania Distance Learning Charter School's major federal programs for the year ended June 30, 2023. Pennsylvania Distance Learning Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Pennsylvania Distance Learning Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

**Basis for Opinion on Each Major Federal Program**

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Pennsylvania Distance Learning Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Pennsylvania Distance Learning Charter School's compliance with the compliance requirements referred to above.

**Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Pennsylvania Distance Learning Charter School's federal programs.

## **Auditor's Responsibilities for the Audit of Compliance**

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Pennsylvania Distance Learning Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Pennsylvania Distance Learning Charter School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Pennsylvania Distance Learning Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Pennsylvania Distance Learning Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Pennsylvania Distance Learning Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

## Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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

*Hill, Barth & King LLC*  
Certified Public Accountants

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**

Year ended June 30, 2023

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

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

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

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

Year ended June 30, 2023

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

None

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

None

**PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL**

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

Year ended June 30, 2023

None

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

Division of Federal Programs  
Consolidated Program Review

2023-2024 School Year

Pennsylvania Distance Learning CS  
2605 Nicholson Drive, Suite 4100  
Sewickley, PA 15143

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Michael Leiterra	7247196648	<input type="checkbox"/>
<b>Business Manager:</b>	Charter Choices	215.481.9777	<input type="checkbox"/>
<b>Federal Program Coordinator:</b>	Kelly Crooks	7247196648	<input type="checkbox"/>
<b>Parent/Family Member:</b>	Abby Dubinchik, Compliance Officer		<input checked="" type="checkbox"/>

**Program(s) Reviewed:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Title IA: Program  | <input type="checkbox"/> Title VI-B REAP         |
| <input type="checkbox"/> Ed-Flex Waiver: Review        | <input type="checkbox"/> Title VIIIA             |
| <input checked="" type="checkbox"/> Title IIA: Program | <input checked="" type="checkbox"/> School Level |
| <input type="checkbox"/> Title IIIA: Program           |  |
| <input checked="" type="checkbox"/> Title IVA: Program |  |

**Program Reviewer(s):** Mary Ellen Setlock Dina Cassidy Brenda Kantz

**Program Review Date:** 04/12/2024

# Title IA: Program

## Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1A. For Districts only, Charter Schools mark N/A - Teachers working in a Title IA 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> list of staff on emergency permits	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/14/2024 11:27:17 AM Other Kelly Crooks N/A for Charter Schools</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/5/2024 8:26:00 AM Monitor Mary Ellen Setlock Met 4/5/24.</td> </tr> </tbody> </table>	District Comments	3/14/2024 11:27:17 AM Other Kelly Crooks N/A for Charter Schools	Monitor Comments	4/5/2024 8:26:00 AM Monitor Mary Ellen Setlock Met 4/5/24.
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3/14/2024 11:27:17 AM Other Kelly Crooks N/A for Charter Schools									
Monitor Comments									
4/5/2024 8:26:00 AM Monitor Mary Ellen Setlock Met 4/5/24.									
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title I funds must ensure that at least 75% of their professional staff have the appropriate state certification.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Submit a list of certified and non-certified professional staff working in a Title IA program (all professional staff if in a schoolwide charter) and the PDE 414 form	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/14/2024 11:26:10 AM Other Kelly Crooks A list of all teachers and certifications in the charter school is attached, and 100% of teachers are appropriately state certified.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/9/2024 2:12:33 PM Monitor Mary Ellen Setlock Met 4/9/24.</td> </tr> </tbody> </table>	District Comments	3/14/2024 11:26:10 AM Other Kelly Crooks A list of all teachers and certifications in the charter school is attached, and 100% of teachers are appropriately state certified.	Monitor Comments	4/9/2024 2:12:33 PM Monitor Mary Ellen Setlock Met 4/9/24.
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Monitor Comments									
4/9/2024 2:12:33 PM Monitor Mary Ellen Setlock Met 4/9/24.									

[PCertifications02152024\(1\).xlsx](#)



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
2. For all LEAs - All staff paid with federal funds must be appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> list of staff and certifications of all staff being paid with federal funds broken out by building assignment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1581 126 2053 180" style="text-align: center;"><b>District Comments</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1581 180 2053 391">           3/14/2024 11:26:55 AM            Other Kelly Crooks            A semi-annual certification of all staff being paid with Title I funds is attached.         </td> </tr> <tr> <th data-bbox="1581 391 2053 444" style="text-align: center;"><b>Monitor Comments</b></th> </tr> <tr> <td data-bbox="1581 444 2053 583">           4/5/2024 8:32:45 AM            Monitor Mary Ellen Setlock            Met 4/5/24.         </td> </tr> </tbody> </table>	<b>District Comments</b>	3/14/2024 11:26:55 AM Other Kelly Crooks A semi-annual certification of all staff being paid with Title I funds is attached.	<b>Monitor Comments</b>	4/5/2024 8:32:45 AM Monitor Mary Ellen Setlock Met 4/5/24.
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4/5/2024 8:32:45 AM Monitor Mary Ellen Setlock Met 4/5/24.									

[PADL\\_Titles\\_SemiAnnualCertification\\_FirstSixMonths\\_signed.pdf](#)

**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"/> <b>Updated</b> Equity Plan, with dated agenda and corresponding sign-in sheet	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1507 375 2060 431" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1507 431 2060 678"> <p>4/7/2024 8:40:16 PM State Monitor Brenda Lynn Not Met: The PPT does not address the Equity Plan. The plan the that is attached is adequate but there is no corresponding agenda/sign in date.</p> </td> </tr> <tr> <th data-bbox="1507 678 2060 727" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1507 727 2060 1013"> <p>4/26/2024 3:24:21 PM Director of Compliance Abby Dubinchik Powerpoint with Date as well as Attendance/Feedback for the parent session night has been attached. Date of parent night was 9/27/23.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/7/2024 8:40:16 PM State Monitor Brenda Lynn Not Met: The PPT does not address the Equity Plan. The plan the that is attached is adequate but there is no corresponding agenda/sign in date.</p>	District Comments	<p>4/26/2024 3:24:21 PM Director of Compliance Abby Dubinchik Powerpoint with Date as well as Attendance/Feedback for the parent session night has been attached. Date of parent night was 9/27/23.</p>
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<p style="margin: 0;"> <a href="#">2023-24EquityPlan.docx</a>  <a href="#">_PDLCSAttendanceTitleIParentSessionFall.pdf</a>  <a href="#">_PDLCSTitleIPresentationFALL(1)(2).pdf</a>  <a href="#">Updated-23-24TitleIAnnualTraining-FeedbackandAttendance.xlsx</a>  <a href="#">Updated-2023-2024TitleIPresentation.pdf</a> </p>									

**Component III: Foster Care**

The 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written transportation procedures with signatures	<table border="1"> <thead> <tr> <th data-bbox="1703 375 2060 431">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1703 431 2060 613">                     4/7/2024 9:57:20 PM                      Monitor Mary Ellen Setlock                      Met 4/7/24.                 </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 9:57:20 PM Monitor Mary Ellen Setlock Met 4/7/24.
Monitor Comments							
4/7/2024 9:57:20 PM Monitor Mary Ellen Setlock Met 4/7/24.							
<a href="#">PADistanceLearning_alleggh.comoutransport1.pdf</a>							

**Component IV: Head Start Coordination Requirements**

Each LEA receiving Title IA 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. <b>MOU must be dated to demonstrate it was reviewed this year.</b>					
					<table border="1"> <thead> <tr> <th data-bbox="1617 375 2062 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1617 431 2062 573">                                     3/27/2024 5:10:40 PM                                      Principal Abby Dubinchik                                      N/A as cyber cs                                 </td> </tr> <tr> <th data-bbox="1617 573 2062 630" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1617 630 2062 837">                                     4/8/2024 10:17:50 PM                                      Monitor Mary Ellen Setlock                                      Met 4/8/24. Cyber Charters are exempt from developing a MOU.                                 </td> </tr> </tbody> </table>	District Comments	3/27/2024 5:10:40 PM Principal Abby Dubinchik N/A as cyber cs	Monitor Comments	4/8/2024 10:17:50 PM Monitor Mary Ellen Setlock Met 4/8/24. Cyber Charters are exempt from developing a MOU.
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4/8/2024 10:17:50 PM Monitor Mary Ellen Setlock Met 4/8/24. Cyber Charters are exempt from developing a MOU.									

**Component V: Transition**

Title IA 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"/> 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 and the Consolidated Application Transition and Coordination	<table border="1"> <tr> <td data-bbox="1635 444 2060 500" style="text-align: center;"><b>Monitor Comments</b></td> </tr> <tr> <td data-bbox="1635 500 2060 643">                     4/5/2024 8:49:12 AM                      Monitor Mary Ellen Setlock                      Met 4/25/24.                 </td> </tr> <tr> <td data-bbox="1635 643 2060 695" style="text-align: center;"><b>District Comments</b></td> </tr> <tr> <td data-bbox="1635 695 2060 943">                     4/23/2024 7:25:49 AM                      Director of Compliance Abby Dubinchik                      Transition/Coordination section from FA has been uploaded.                 </td> </tr> </table>	<b>Monitor Comments</b>	4/5/2024 8:49:12 AM Monitor Mary Ellen Setlock Met 4/25/24.	<b>District Comments</b>	4/23/2024 7:25:49 AM Director of Compliance Abby Dubinchik Transition/Coordination section from FA has been uploaded.
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<a href="#">TransitionDocuments2024.pdf</a> <a href="#">PADistanceTransitionPlan.docx</a> <a href="#">Updated-TitleIFA_TransitionandCoordination.pdf</a>									

**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 <b>that includes the required components below and a description of how the components are met at the LEA.</b> 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> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA Parent and Family Engagement policy <b>that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met.</b> LEA must also upload <b>dated</b> parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy.</p> <p><input checked="" type="checkbox"/> LEA Level Parent and Family Engagement policy <b>that includes the required components and a description of how the components are met at the school.</b> PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy.</p>	<table border="1"> <thead> <tr> <th data-bbox="1554 406 2058 462" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1554 462 2058 747"> <p>4/5/2024 8:54:37 AM Monitor Mary Ellen Setlock The Policy does not have a review date. The parent sign-in does not have a date, and the PP is dated September 2023 - not a specific date.</p> </td> </tr> <tr> <th data-bbox="1554 747 2058 803" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1554 803 2058 1039"> <p>4/26/2024 3:26:16 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/5/2024 8:54:37 AM Monitor Mary Ellen Setlock The Policy does not have a review date. The parent sign-in does not have a date, and the PP is dated September 2023 - not a specific date.</p>	District Comments	<p>4/26/2024 3:26:16 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.</p>
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District Comments									
<p>4/26/2024 3:26:16 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.</p>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <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:               <ul style="list-style-type: none"> <li>◦ barriers to greater participation in activities,</li> <li>◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers</li> <li>◦ strategies to support successful school and family interactions</li> </ul> </li> <li>• 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>					
<a href="#">ParentandFamilyEngagement2024.pdf</a> <a href="#">PADLParentFamilyEngagementPolicy.pdf</a> <a href="#">_PDLCSAttendanceTitleIParentSessionFall.pdf</a> <a href="#">Parent-Student-Handbook-2023-2024.pdf</a> <a href="#">2023-24HandbookDItribution-PADistanceLearningCS(1).pdf</a> <a href="#">Updated-23-24TitleIAnnualTraining-FeedbackandAttendance.xlsx</a> <a href="#">Updated-2023-2024TitleIPresentation.pdf</a>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> agendas and corresponding sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside.	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/6/2024 1:00:42 PM State Monitor Dina Cassidy Unmet. PP and sign-in are not dated. There does not appear to be any discussion regarding use of P/F engagement funds.</p> <p style="text-align: center;"><b>District Comments</b></p> <p>4/26/2024 3:26:48 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates. Additionally see column H responses on the Updated Title I Feedback and Attendance excel as parents and stakeholders were requested to provide feedback for allocation of funds.</p> </div>
<p> <a href="#">ParentandFamilyEngagement2024.pdf</a>  <a href="#">_PDLCSAttendanceTitleIParentSessionFall.pdf</a>  <a href="#">_PDLCS_TitleIParentSession-Feedback(Responses)(1).pdf</a>  <a href="#">Updated-23-24TitleIAAnnualTraining-FeedbackandAttendance.xlsx</a>  <a href="#">Updated-2023-2024TitleIPresentation.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%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1556 123 2058 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1556 180 2058 461"> <p>4/6/2024 1:11:47 PM State Monitor Dina Cassidy Unmet. PP/agenda includes discussion of parent involvement opportunities. The P/F engagement Plan is not dated to reflect reviewed date.</p> </td> </tr> <tr> <th data-bbox="1556 461 2058 518" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1556 518 2058 753"> <p>4/26/2024 3:28:37 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/6/2024 1:11:47 PM State Monitor Dina Cassidy Unmet. PP/agenda includes discussion of parent involvement opportunities. The P/F engagement Plan is not dated to reflect reviewed date.</p>	District Comments	<p>4/26/2024 3:28:37 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.</p>
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<a href="#">ParentandFamilyEngagement2024.pdf</a> <a href="#">PADLParentFamilyEngagementPolicy.pdf</a> <a href="#">_PDLCSAttendanceTitleIParentSessionFall.pdf</a> <a href="#">Updated-23-24TitleIAnnualTraining-FeedbackandAttendance.xlsx</a> <a href="#">Updated-2023-2024TitleIPresentation.pdf</a>									
<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>	☐	☑	☐	<p>☑ Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation <b>of the contents of the LEA level policy</b>.</p> <p>☐ Survey of parents that assesses the contents of the LEA parent and family engagement policy. <b>Survey must include questions that address the contents of the parent and family engagement policy.</b></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1560 332 2058 383" style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1560 383 2058 558">           4/6/2024 1:13:27 PM            State Monitor Dina Cassidy            Unmet. PP/agenda &amp; sign-in sheets are not dated.         </td> </tr> <tr> <th data-bbox="1560 558 2058 609" style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td data-bbox="1560 609 2058 859">           4/26/2024 3:28:52 PM            Director of Compliance Abby Dubinchik            Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.         </td> </tr> </tbody> </table>	Monitor Comments	4/6/2024 1:13:27 PM State Monitor Dina Cassidy Unmet. PP/agenda & sign-in sheets are not dated.	District Comments	4/26/2024 3:28:52 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.
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<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>	☑	☐	☐	<p>☑ <b>LEA level budget</b> (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1560 1071 2058 1122" style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1560 1122 2058 1258">           4/9/2024 1:26:14 PM            Monitor Mary Ellen Setlock            Met 4/9/24         </td> </tr> </tbody> </table>	Monitor Comments	4/9/2024 1:26:14 PM Monitor Mary Ellen Setlock Met 4/9/24		
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<a href="#">PADistance23-24Titles_BudgetandExpenditures.xlsx</a>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
6. For those LEAs that received \$500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than \$500,000 in Title I can mark N/A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Building Level budgets that demonstrate at least 90% was allocated to schools <b>AND</b> building expenditures that demonstrate 90% was spent on allowable Parent and Family Engagement activities.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1562 126 1944 168">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1562 168 1944 321">           4/9/2024 1:26:48 PM            Monitor Mary Ellen Setlock            Met 4/9/24         </td> </tr> </tbody> </table>	Monitor Comments	4/9/2024 1:26:48 PM Monitor Mary Ellen Setlock Met 4/9/24
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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	
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"/> Evidence must include intent to participate, copies of outreach attempts, i.e., letters, e-mails, call log AND meeting agenda and sign-in sheet(s) between LEA and nonpublic official(s).	
3. Consultation is ongoing between LEA and nonpublic officials <b>including decisions made as to how to provide services.</b>	<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)	
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 for each participating nonpublic school must be uploaded to eGrants.	
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"/> Virtual visit/meeting	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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	
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"/> Dated copies of letters, emails, AND the Carryover section of eGrants <input type="checkbox"/> Agendas and meeting sign-in sheets between LEA and nonpublic officials AND the Carryover section of eGrants	
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible nonpublic 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"/> Inventory equipment log <b>dated, signed and reviewed</b> annually to ensure the use of equipment and supplies purchased is tracked per Uniform Grants Guidance Sec. 200.313.	
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.  <b>Please note:</b> Third party contracts must not be paid in full up front.  Effective for the 2024-25 school year, contracts will be reviewed to ensure they are amended based on the funding adjustment allocation changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts <b>must</b> include <b>ALL</b> of the following: <ul style="list-style-type: none"> <li>• Breakdown of instructional costs,</li> <li>• Frequency of payments. (monthly, quarterly, etc.),</li> <li>• Type of services to be delivered,</li> <li>• Administrative costs for the provision of services to eligible nonpublic school students</li> <li>• An exit clause</li> <li>• Multi-year contracts DO NOT exceed three years</li> </ul>	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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	
11. LEA has a Nonpublic Program Goal detailing the use of the equitable share as discussed and agreed upon during consultation with the nonpublic official(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Nonpublic Program Goal Section listing nonpublic students measurable goals	
12. Evidence the LEA is following procurement procedures when using a third-party provider for providing nonpublic equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Informal quotes, bids or RFPs	
13. LEA has Title IA Nonpublic complaint procedures available for the nonpublic schools and evidence they were shared with nonpublic official(s) before or during consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND agenda listing review/receipt of Complaint Procedures <input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Mail receipt <input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Email to nonpublic official(s) including a copy of the procedures or the URL link to LEAs website with Complaint Procedures	
14. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement (PFE) set-aside is budgeted 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 AND Budget Description detailing the Nonpublic Parent and Family Engagement share.	
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"/> Data provided by the nonpublic school to determine the number of income eligible students. Including addresses and grade levels only.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>16. Evidence that the district budgeted appropriate Nonpublic Equitable Share.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Number of income eligible (low-income) students (Title IA specific) in eGrants Nonpublic Organizations Summary Section AND Title I budget Summary section of eGrants.	
<p>17. Transferability Sec. 5103(b)</p> <p>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. Evidence that transferability was discussed with the Nonpublic school officials during initial consultation.</p> <p><b>Please note: If the LEA did not transfer funds into Title IA, this can be marked N/A.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Agendas listing topics discussed/sign in sheets. <input type="checkbox"/> Emails including discussion of transferred funds. <input type="checkbox"/> Other documentation to reflect nonpublic consultation occurred, transfer of funds was discussed prior to funds being transferred.	

**Title IIA: 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;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>3/26/2024 10:23:35 AM Principal Abby Dubinchik LEA transferred all funds to Title I.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>4/7/2024 1:03:16 PM Monitor Mary Ellen Setlock Met 4/7/24.</td> </tr> </table>	District Comments	3/26/2024 10:23:35 AM Principal Abby Dubinchik LEA transferred all funds to Title I.	Monitor Comments	4/7/2024 1:03:16 PM Monitor Mary Ellen Setlock Met 4/7/24.
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	<table border="1"> <thead> <tr> <th data-bbox="1598 123 2058 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 180 2058 354">3/26/2024 10:24:11 AM Principal Abby Dubinchik LEA transferred all funds to Title I.</td> </tr> <tr> <th data-bbox="1598 354 2058 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1598 410 2058 553">4/7/2024 1:03:23 PM Monitor Mary Ellen Setlock Met 4/7/24.</td> </tr> </tbody> </table>	District Comments	3/26/2024 10:24:11 AM Principal Abby Dubinchik LEA transferred all funds to Title I.	Monitor Comments	4/7/2024 1:03:23 PM Monitor Mary Ellen Setlock Met 4/7/24.
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3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets <b>that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners)</b> for meetings that took place <b>prior</b> to the writing of the grant.	<table border="1"> <thead> <tr> <th data-bbox="1598 553 2058 675">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 675 2058 967">4/7/2024 9:12:04 PM State Monitor Brenda Lynn Not Met: Grant approval was on 7/20/23, no evidence of meeting prior to engage stakeholders in meeting prior to writing of the grant.</td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 9:12:04 PM State Monitor Brenda Lynn Not Met: Grant approval was on 7/20/23, no evidence of meeting prior to engage stakeholders in meeting prior to writing of the grant.		
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4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.	<table border="1"> <thead> <tr> <th data-bbox="1598 1097 2058 1154">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 1154 2058 1328">3/26/2024 10:24:18 AM Principal Abby Dubinchik LEA transferred all funds to Title I.</td> </tr> <tr> <th data-bbox="1598 1328 2058 1385">Monitor Comments</th> </tr> <tr> <td data-bbox="1598 1385 2058 1521">4/7/2024 1:05:22 PM Monitor Mary Ellen Setlock Met 4/7/24.</td> </tr> </tbody> </table>	District Comments	3/26/2024 10:24:18 AM Principal Abby Dubinchik LEA transferred all funds to Title I.	Monitor Comments	4/7/2024 1:05:22 PM Monitor Mary Ellen Setlock Met 4/7/24.
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B).</p> <ul style="list-style-type: none"> <li>Note: Effective 2024-25, this requirement cannot be marked Not Met.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Documentation of the LEAs professional development plan and educator evaluation framework</li> </ul>	<table border="1"> <tr> <th data-bbox="1600 201 2053 250">District Comments</th> </tr> <tr> <td data-bbox="1600 250 2053 425">           3/26/2024 10:24:28 AM            Principal Abby Dubinchik            LEA transferred all funds to Title I.         </td> </tr> <tr> <th data-bbox="1600 425 2053 474">Monitor Comments</th> </tr> <tr> <td data-bbox="1600 474 2053 613">           4/7/2024 1:05:33 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	District Comments	3/26/2024 10:24:28 AM Principal Abby Dubinchik LEA transferred all funds to Title I.	Monitor Comments	4/7/2024 1:05:33 PM Monitor Mary Ellen Setlock Met 4/7/24.
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<p>6. LEA utilizes tools that measure effectiveness of PD.</p> <ul style="list-style-type: none"> <li>Note: Effective 2024-25, this requirement cannot be marked Not Met.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Tools (i.e., surveys, teacher evaluation forms, student achievement data)</li> <li>Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)</li> </ul>	<table border="1"> <tr> <th data-bbox="1600 714 2053 763">District Comments</th> </tr> <tr> <td data-bbox="1600 763 2053 938">           3/26/2024 10:24:36 AM            Principal Abby Dubinchik            LEA transferred all funds to Title I.         </td> </tr> <tr> <th data-bbox="1600 938 2053 987">Monitor Comments</th> </tr> <tr> <td data-bbox="1600 987 2053 1127">           4/8/2024 10:27:37 PM            Monitor Mary Ellen Setlock            Met 4/8/24.         </td> </tr> </table>	District Comments	3/26/2024 10:24:36 AM Principal Abby Dubinchik LEA transferred all funds to Title I.	Monitor Comments	4/8/2024 10:27:37 PM Monitor Mary Ellen Setlock Met 4/8/24.
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired.</p> <ul style="list-style-type: none"> <li>Note: Effective 2023-2025, this requirement cannot be marked "Not Met"</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).	<table border="1"> <thead> <tr> <th data-bbox="1598 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 180 2062 354">           3/26/2024 10:24:45 AM            Principal Abby Dubinchik            LEA transferred all funds to Title I.         </td> </tr> <tr> <th data-bbox="1598 354 2062 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1598 410 2062 553">           4/7/2024 1:05:48 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	District Comments	3/26/2024 10:24:45 AM Principal Abby Dubinchik LEA transferred all funds to Title I.	Monitor Comments	4/7/2024 1:05:48 PM Monitor Mary Ellen Setlock Met 4/7/24.
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<p>8. Program Goals - Data has been collected for 23-24 program goals Professional Development.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	<table border="1"> <thead> <tr> <th data-bbox="1598 553 2062 610">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 610 2062 849">           3/26/2024 10:24:54 AM            Principal Abby Dubinchik            LEA transferred all funds to Title I.         </td> </tr> <tr> <th data-bbox="1598 849 2062 906">Monitor Comments</th> </tr> <tr> <td data-bbox="1598 906 2062 1049">           4/7/2024 10:18:19 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	District Comments	3/26/2024 10:24:54 AM Principal Abby Dubinchik LEA transferred all funds to Title I.	Monitor Comments	4/7/2024 10:18:19 PM Monitor Mary Ellen Setlock Met 4/7/24.
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4/7/2024 10:18:19 PM Monitor Mary Ellen Setlock Met 4/7/24.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
9. Program Goals - Data has been collected for 23-24 program goals Class Size Reduction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	<table border="1"> <thead> <tr> <th data-bbox="1602 126 2053 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1602 180 2053 354">3/26/2024 10:21:16 AM Principal Abby Dubinchik LEA transferred all funds to Title I.</td> </tr> <tr> <th data-bbox="1602 354 2053 407">Monitor Comments</th> </tr> <tr> <td data-bbox="1602 407 2053 550">4/7/2024 1:06:21 PM Monitor Mary Ellen Setlock Met 4/7/24.</td> </tr> </tbody> </table>	District Comments	3/26/2024 10:21:16 AM Principal Abby Dubinchik LEA transferred all funds to Title I.	Monitor Comments	4/7/2024 1:06:21 PM Monitor Mary Ellen Setlock Met 4/7/24.
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# 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)

**If the LEA received less than \$30,000 and is transferring all funds, answer question #1 and mark N/A for all other questions.**

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> agendas and sign-in sheets <b>that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience)</b> for meetings that took place <b>prior</b> to writing the grant.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>4/7/2024 9:14:53 PM State Monitor Brenda Lynn Not Met: Grant approval was on 7/20/23, no evidence of meeting prior to engage stakeholders in meeting prior to writing of the grant.</td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 9:14:53 PM State Monitor Brenda Lynn Not Met: Grant approval was on 7/20/23, no evidence of meeting prior to engage stakeholders in meeting prior to writing of the grant.		
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<a href="#">_PDLCSAttendanceTitleIParentSessionFall.pdf</a> <a href="#">_PDLCSTitleIPresentationFALL(1)(2).pdf</a> <a href="#">Board-Meeting-Minutes-05092023.pdf</a>									
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. <b>If your LEA transferred all Title IVA funds this requirement can be marked NA.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <b>Dated</b> agendas and sign-in sheets <b>that includes all required stakeholders (Teachers, school leaders, parents, administrators, paraprofessionals, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, higher education (where applicable), and others with relevant experience)</b> for consultation that took place during the implementation of the grant.	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/26/2024 10:33:31 AM Principal Abby Dubinchik LEA transferred all Title IV funds to Title I.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/7/2024 1:06:50 PM Monitor Mary Ellen Setlock Met 4/7/24.</td> </tr> </tbody> </table>	District Comments	3/26/2024 10:33:31 AM Principal Abby Dubinchik LEA transferred all Title IV funds to Title I.	Monitor Comments	4/7/2024 1:06:50 PM Monitor Mary Ellen Setlock Met 4/7/24.
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments								
<p>3. If LEA receives more than \$30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.</p>	<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 style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>           3/26/2024 10:29:23 AM            Principal Abby Dubinchik            The LEA did not receive more than \$30,000 in Title IV funds.         </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>           4/6/2024 1:35:29 PM            State Monitor Dina Cassidy            The LEA received \$48,473.00, but transferred funds to Title I.         </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>           4/7/2024 1:07:18 PM            Monitor Mary Ellen Setlock            Met 4/25/24. LEAs who transfer funds are still required to complete a Needs Assessment when they receive more than \$30,000 in Title IV funds.         </td> </tr> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>           4/23/2024 7:31:06 AM            Director of Compliance Abby Dubinchik            See CSI plan to determine needs.         </td> </tr> </tbody> </table>	District Comments	3/26/2024 10:29:23 AM Principal Abby Dubinchik The LEA did not receive more than \$30,000 in Title IV funds.	Monitor Comments	4/6/2024 1:35:29 PM State Monitor Dina Cassidy The LEA received \$48,473.00, but transferred funds to Title I.	Monitor Comments	4/7/2024 1:07:18 PM Monitor Mary Ellen Setlock Met 4/25/24. LEAs who transfer funds are still required to complete a Needs Assessment when they receive more than \$30,000 in Title IV funds.	District Comments	4/23/2024 7:31:06 AM Director of Compliance Abby Dubinchik See CSI plan to determine needs.
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[Updated-CSISchoolPlan\\_2023-2024\(2\).docx.pdf](#)

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="1619 123 2058 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2058 391"> <p>3/26/2024 10:34:23 AM Principal Abby Dubinchik LEA is a single school entity and transferred all Title IV funds to Title I.</p> </td> </tr> <tr> <th data-bbox="1619 391 2058 448">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 448 2058 586"> <p>4/7/2024 1:07:28 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/26/2024 10:34:23 AM Principal Abby Dubinchik LEA is a single school entity and transferred all Title IV funds to Title I.</p>	Monitor Comments	<p>4/7/2024 1:07:28 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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<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 type="checkbox"/> A <b>statement of expenditures</b> demonstrating funds are allowable and included in the approved application AND the Consolidated Application showing funds in the Effective Use of Technology expenditure section.</p>	<table border="1"> <thead> <tr> <th data-bbox="1619 586 2058 643">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 643 2058 919"> <p>3/26/2024 10:31:44 AM Principal Abby Dubinchik LEA is a single school entity and transferred all Title IV funds to Title I.</p> </td> </tr> <tr> <th data-bbox="1619 919 2058 976">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 976 2058 1117"> <p>4/7/2024 1:07:39 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/26/2024 10:31:44 AM Principal Abby Dubinchik LEA is a single school entity and transferred all Title IV funds to Title I.</p>	Monitor Comments	<p>4/7/2024 1:07:39 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> A <b>statement of expenditures</b> demonstrating funds are allowable and included in the approved application and a copy of the Consolidated Application Well-Rounded narrative.</p>	<table border="1"> <thead> <tr> <th data-bbox="1619 123 2058 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2058 391"> <p>3/26/2024 10:29:44 AM Principal Abby Dubinchik LEA is a single school entity and transferred all Title IV funds to Title I.</p> </td> </tr> <tr> <th data-bbox="1619 391 2058 448">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 448 2058 586"> <p>4/7/2024 1:07:50 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/26/2024 10:29:44 AM Principal Abby Dubinchik LEA is a single school entity and transferred all Title IV funds to Title I.</p>	Monitor Comments	<p>4/7/2024 1:07:50 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> A <b>statement of expenditures</b> demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application Safe and Healthy narrative.</p>	<table border="1"> <thead> <tr> <th data-bbox="1619 586 2058 659">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 659 2058 870"> <p>3/26/2024 10:30:01 AM Principal Abby Dubinchik LEA is a single school entity and transferred all Title IV funds to Title I.</p> </td> </tr> <tr> <th data-bbox="1619 870 2058 927">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 927 2058 1117"> <p>4/7/2024 1:08:09 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/26/2024 10:30:01 AM Principal Abby Dubinchik LEA is a single school entity and transferred all Title IV funds to Title I.</p>	Monitor Comments	<p>4/7/2024 1:08:09 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> A <b>statement of expenditures</b> demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application showing funds in the Effective Use of Technology narrative section.</p>	<table border="1"> <thead> <tr> <th data-bbox="1619 123 2058 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2058 391"> <p>3/26/2024 10:30:12 AM Principal Abby Dubinchik LEA is a single school entity and transferred all Title IV funds to Title I.</p> </td> </tr> <tr> <th data-bbox="1619 391 2058 448">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 448 2058 586"> <p>4/7/2024 1:08:22 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/26/2024 10:30:12 AM Principal Abby Dubinchik LEA is a single school entity and transferred all Title IV funds to Title I.</p>	Monitor Comments	<p>4/7/2024 1:08:22 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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<p>9. Program Goals Well-Rounded Education - Baseline data has been collected for 2023-24 program goals in Well-Rounded Education.</p> <p>Note: Please select N/A if LEA did not allocate funds in this area.</p> <p>Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Data summary narrative</p> <p><input type="checkbox"/> Data Reports</p> <p><input type="checkbox"/> Other tool as identified in program goal section in eGrants.</p>	<table border="1"> <thead> <tr> <th data-bbox="1619 586 2058 643">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 643 2058 886"> <p>3/26/2024 10:35:06 AM Principal Abby Dubinchik LEA transferred all Title IV funds to Title I.</p> </td> </tr> <tr> <th data-bbox="1619 886 2058 943">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 943 2058 1089"> <p>4/7/2024 1:08:36 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/26/2024 10:35:06 AM Principal Abby Dubinchik LEA transferred all Title IV funds to Title I.</p>	Monitor Comments	<p>4/7/2024 1:08:36 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>10. Program Goals - Safe &amp; Healthy - Baseline data has been collected for 2023-24 program goals in Safe &amp; Healthy.</p> <p>Note: Please select N/A if LEA did not allocate funds in this area.</p> <p>Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Data summary narrative</p> <p><input type="checkbox"/> Data Reports</p> <p><input type="checkbox"/> Other tool as identified in program goal section in eGrants.</p>	<table border="1"> <thead> <tr> <th data-bbox="1619 123 2058 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2058 354">           3/26/2024 10:35:12 AM            Principal Abby Dubinchik            LEA transferred all Title IV funds to Title I.         </td> </tr> <tr> <th data-bbox="1619 354 2058 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 410 2058 553">           4/7/2024 1:09:12 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	District Comments	3/26/2024 10:35:12 AM Principal Abby Dubinchik LEA transferred all Title IV funds to Title I.	Monitor Comments	4/7/2024 1:09:12 PM Monitor Mary Ellen Setlock Met 4/7/24.
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<p>11. Program Goals - Effective Use of Technology - Baseline data has been collected for 2023-24 program goals in Effective Use of Technology. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Data summary narrative</p> <p><input type="checkbox"/> Data Reports</p> <p><input type="checkbox"/> Other tool as identified in program goal section in eGrants</p>	<table border="1"> <thead> <tr> <th data-bbox="1619 553 2058 610">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 610 2058 784">           3/26/2024 10:35:19 AM            Principal Abby Dubinchik            LEA transferred all Title IV funds to Title I.         </td> </tr> <tr> <th data-bbox="1619 784 2058 841">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 841 2058 1049">           4/7/2024 1:08:54 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	District Comments	3/26/2024 10:35:19 AM Principal Abby Dubinchik LEA transferred all Title IV funds to Title I.	Monitor Comments	4/7/2024 1:08:54 PM Monitor Mary Ellen Setlock Met 4/7/24.
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## Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

**Division of Federal Program  
Consolidated Program Review  
2023-2024 School Year  
Pennsylvania Distance Learning CS**

**PA Distance Learning Charter School**

**SCHOOL Level Monitoring**

	Name	Check if Interviewed
Principal:	_____	<input type="checkbox"/>
Parent:	Abby Dubinchik, Compliance Officer	<input checked="" type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Mary Ellen Setlock, Dina Cassidy and Brenda Kantz    Visit Date: 4/12/2024

# 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 IA.

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. <b>All instructional paraprofessionals</b> working in a Title IA program are appropriately certified.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> List of paraprofessionals working in the school &amp; their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment</p>	<table border="1"> <thead> <tr> <th data-bbox="1520 423 2049 475">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 475 2049 651"> <p>3/28/2024 8:14:31 AM Principal Abby Dubinchik LEA does not fund paraprofessionals with Title I, II, IV funding.</p> </td> </tr> <tr> <th data-bbox="1520 651 2049 703">Monitor Comments</th> </tr> <tr> <td data-bbox="1520 703 2049 841"> <p>4/7/2024 12:14:08 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/28/2024 8:14:31 AM Principal Abby Dubinchik LEA does not fund paraprofessionals with Title I, II, IV funding.</p>	Monitor Comments	<p>4/7/2024 12:14:08 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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<p>2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter <b>dated</b> and evidence of distribution date</p>	<table border="1"> <thead> <tr> <th data-bbox="1520 922 2049 974">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 974 2049 1287"> <p>4/7/2024 12:21:08 PM Monitor Mary Ellen Setlock The Right-to-Know Teacher Qualifications letter is updated, but the policy in the Handbook is different and has a 2020 date on it. Evidence does not support the distribution of the correct letter.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/7/2024 12:21:08 PM Monitor Mary Ellen Setlock The Right-to-Know Teacher Qualifications letter is updated, but the policy in the Handbook is different and has a 2020 date on it. Evidence does not support the distribution of the correct letter.</p>		
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[\\_PDLCSTitleIPresentationFALL\(1\)\(2\).pdf](#)  
[RighttoKnowLetter,23-24.pdf](#)

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.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know Four Consecutive Week letter AND evidence of distribution date with signature, if distributed. If the letter was not distributed the date is not required in the letter.	<table border="1"> <thead> <tr> <th data-bbox="1514 126 2055 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1514 180 2055 354">           3/28/2024 8:16:37 AM            Principal Abby Dubinchik            Template uploaded in case situation arises where LEA would need to send.         </td> </tr> <tr> <th data-bbox="1514 354 2055 407" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1514 407 2055 550">           4/7/2024 12:22:28 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	District Comments	3/28/2024 8:16:37 AM Principal Abby Dubinchik Template uploaded in case situation arises where LEA would need to send.	Monitor Comments	4/7/2024 12:22:28 PM Monitor Mary Ellen Setlock Met 4/7/24.
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<a href="#">RighttoKnow-4weekletter.docx</a>									

**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 <b>that includes the required components below and a description of how the components are met at the school.</b> 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.  <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> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> School Level Parent and Family Engagement policy <b>that includes the required components and a description of how the components are met at the school.</b> School must also upload <b>dated</b> parent meeting agendas and corresponding sign-in sheets, as well as method of distribution.</p> <p><input checked="" type="checkbox"/> School Level Parent and Family Engagement policy <b>that includes the required components and a description of how the components are met at the school.</b> PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy.</p>	<table border="1"> <thead> <tr> <th data-bbox="1682 410 2058 467" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 467 2058 711"> <p>4/7/2024 12:42:45 PM                      Monitor Mary Ellen Setlock                      The Handbook is dated but there is not a review date on the policy.</p> </td> </tr> <tr> <td data-bbox="1682 711 2058 922"> <p>4/7/2024 9:20:00 PM                      State Monitor Brenda Lynn                      Not Met: Parent sign-in is not dated.</p> </td> </tr> <tr> <th data-bbox="1682 922 2058 979" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1682 979 2058 1258"> <p>4/26/2024 3:30:00 PM                      Director of Compliance Abby Dubinchik                      Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/7/2024 12:42:45 PM                      Monitor Mary Ellen Setlock                      The Handbook is dated but there is not a review date on the policy.</p>	<p>4/7/2024 9:20:00 PM                      State Monitor Brenda Lynn                      Not Met: Parent sign-in is not dated.</p>	District Comments	<p>4/26/2024 3:30:00 PM                      Director of Compliance Abby Dubinchik                      Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.</p>
Monitor Comments										
<p>4/7/2024 12:42:45 PM                      Monitor Mary Ellen Setlock                      The Handbook is dated but there is not a review date on the policy.</p>										
<p>4/7/2024 9:20:00 PM                      State Monitor Brenda Lynn                      Not Met: Parent sign-in is not dated.</p>										
District Comments										
<p>4/26/2024 3:30:00 PM                      Director of Compliance Abby Dubinchik                      Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.</p>										

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the 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 the following <ul style="list-style-type: none"> <li>○ Timely information about Title I programs.</li> <li>○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.</li> <li>○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.</li> <li>○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).</li> </ul> </li> </ul>					



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.</li> <li>○ Describes how the school will 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>					
<a href="#">ParentandFamilyEngagement2024.pdf</a> <a href="#">PADLParentFamilyEngagementPolicy.pdf</a> <a href="#">_PDLCSAttendanceTitleIParentSessionFall.pdf</a> <a href="#">Parent-Student-Handbook-2023-2024.pdf</a> <a href="#">2023-24HandbookDItribution-PADistanceLearningCS(1).pdf</a>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<a href="#">_PDLCS Title I Parent Session-Feedback(Responses)(1).pdf</a> <a href="#">Updated-23-24 Title I Annual Training-Feedback and Attendance.xlsx</a> <a href="#">Updated-2023-2024 Title I Presentation.pdf</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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> <b>Dated</b> Title I meeting agenda and corresponding sign-in sheets</p> <p><input checked="" type="checkbox"/> PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1686 261 2058 310" style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1686 310 2058 594"> <p>4/7/2024 12:52:05 PM Monitor Mary Ellen Setlock The document is dated September 2023, but parent sign-ins are not dated.</p> </td> </tr> <tr> <th data-bbox="1686 594 2058 643" style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td data-bbox="1686 643 2058 927"> <p>4/26/2024 3:30:17 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/7/2024 12:52:05 PM Monitor Mary Ellen Setlock The document is dated September 2023, but parent sign-ins are not dated.</p>	District Comments	<p>4/26/2024 3:30:17 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.</p>
Monitor Comments									
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<a href="#">Parent and Family Engagement 2024.pdf</a> <a href="#">_PDLCS Attendance Title I Parent Session Fall.pdf</a> <a href="#">Updated-23-24 Title I Annual Training-Feedback and Attendance.xlsx</a> <a href="#">Updated-2023-2024 Title I Presentation.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>	☑	☐	☐	<ul style="list-style-type: none"> <li>☐ School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact</li> <li>☑ School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact.</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="1682 121 2058 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 178 2058 389">           3/28/2024 2:58:29 PM            Director of Compliance            Abby Dubinchik            Compact on page 58 of Handbook         </td> </tr> <tr> <th data-bbox="1682 389 2058 446">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 446 2058 609">           4/7/2024 12:52:20 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	District Comments	3/28/2024 2:58:29 PM Director of Compliance Abby Dubinchik Compact on page 58 of Handbook	Monitor Comments	4/7/2024 12:52:20 PM Monitor Mary Ellen Setlock Met 4/7/24.
District Comments									
3/28/2024 2:58:29 PM Director of Compliance Abby Dubinchik Compact on page 58 of Handbook									
Monitor Comments									
4/7/2024 12:52:20 PM Monitor Mary Ellen Setlock Met 4/7/24.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<a href="#">_PDLCSAttendanceTitleIParentSessionFall.pdf</a>					
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	☑	☐	☐	<input type="checkbox"/> <b>Dated</b> Title I meeting agenda & sign-in sheets that indicate topics of discussion <input checked="" type="checkbox"/> PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.	<div style="background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> 4/7/2024 12:53:34 PM Monitor Mary Ellen Setlock Met 4/7/24. Because this is a distance learning CS, dates of viewing vary, beginning in July of 2023.
<a href="#">ParentOrientation,Training,andAttendees.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"/> 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.  <input type="checkbox"/> Resource given to parents to aid in academic support.	<div style="background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> 4/7/2024 12:53:55 PM Monitor Mary Ellen Setlock Met 4/7/24.
<a href="#">ParentOrientation,Training,andAttendees.pdf</a>					
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.	☐	☑	☐	<input type="checkbox"/> SPAC skits and staff agendas and sign in sheets  <input checked="" type="checkbox"/> Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	<div style="background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> 4/7/2024 12:56:47 PM Monitor Mary Ellen Setlock No faculty sign-in documentation .
<a href="#">Staff-ParentConferenceGuidance.pdf</a>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Transition Plan <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<table border="1"> <thead> <tr> <th data-bbox="1688 126 2055 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 180 2055 365">           4/7/2024 12:58:06 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 12:58:06 PM Monitor Mary Ellen Setlock Met 4/7/24.
Monitor Comments							
4/7/2024 12:58:06 PM Monitor Mary Ellen Setlock Met 4/7/24.							
<a href="#">ParentOrientation,Training,andAttendees.pdf</a>							
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"/> All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	<table border="1"> <thead> <tr> <th data-bbox="1688 440 2055 493">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 493 2055 667">           4/7/2024 12:58:26 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 12:58:26 PM Monitor Mary Ellen Setlock Met 4/7/24.
Monitor Comments							
4/7/2024 12:58:26 PM Monitor Mary Ellen Setlock Met 4/7/24.							
<a href="#">Translated_ParentInformationWebsite.pdf</a>							

### Component III: Schoolwide Programs

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

Sec. 1114

If the school does not operate a Schoolwide Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. An approved Schoolwide Plan is present in the FRCPP.</p> <p>ESEA §1114(b)(6) requires that the schoolwide plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Additionally §1114(b)(7) the schoolwide plan needs to include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in §1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	<table border="1"> <thead> <tr> <th data-bbox="1740 472 2053 521">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1740 521 2053 695">           4/7/2024 12:59:04 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 12:59:04 PM Monitor Mary Ellen Setlock Met 4/7/24.
Monitor Comments							
4/7/2024 12:59:04 PM Monitor Mary Ellen Setlock Met 4/7/24.							
<a href="#">FRCPPApprovedPADL.pdf</a>							

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>For newly identified Schoolwide schools - Agendas and sign-in sheets</b> demonstrating plan was developed in the year prior to initial implementation.</p> <p>OR</p> <p>☑ <b>For existing Schoolwide schools - agendas and sign-in sheets</b> demonstrating plan was updated within a year of the monitoring visit.</p>	<table border="1"> <thead> <tr> <th data-bbox="1738 126 2053 181">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1738 181 2053 354"> 4/7/2024 1:00:45 PM  Monitor Mary Ellen Setlock  Met 4/7/24. </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 1:00:45 PM Monitor Mary Ellen Setlock Met 4/7/24.
Monitor Comments							
4/7/2024 1:00:45 PM Monitor Mary Ellen Setlock Met 4/7/24.							
<a href="#">Board-Meeting-Minutes-05092023.pdf</a>							
<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>☑ <b>Copies of data reports</b></p>	<table border="1"> <thead> <tr> <th data-bbox="1738 706 2053 761">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1738 761 2053 933"> 4/7/2024 1:02:34 PM  Monitor Mary Ellen Setlock  Met 4/7/24. </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 1:02:34 PM Monitor Mary Ellen Setlock Met 4/7/24.
Monitor Comments							
4/7/2024 1:02:34 PM Monitor Mary Ellen Setlock Met 4/7/24.							
<a href="#">CSIQuarter1Meeting,2023(ongoingrevisionstoschoolwideplan).pdf</a> <a href="#">CSIQuarter2Meeting2024(ongoingrevisionstoschoolwideplan).pdf</a>							
<p><b>Note: If the school does not have an approved 2023-24 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</b></p>							



**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.	
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of programs, activities, and academic courses provided to eligible children	
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of instructional strategies including activities that strengthen the academic program provided to eligible children	
4. The Title I school coordinates with and supports the regular education program.  Please note: this may include services to assist preschool children in the transition from early childhood education programs such as Head Start 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	

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	

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

Division of Federal Programs  
Consolidated Program Review

2023-2024 School Year

Pennsylvania Distance Learning CS  
2605 Nicholson Drive, Suite 4100  
Sewickley, PA 15143

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Michael Leitera	888-997-3352	<input type="checkbox"/>
<b>Business Manager:</b>	Mike Whisman	215-481-9777	<input type="checkbox"/>
<b>Federal Program Coordinator:</b>	Abby Dubinchik, Compliance Officer		<input checked="" type="checkbox"/>
<b>Parent/Family Member:</b>			<input type="checkbox"/>

School Level:

Program Reviewer: Mary Ellen Setlock, Dina Cassidy and Brenda Kantz

Visit Date(s): 04/12/2024

# Component I: General Fiscal Requirements

## Requirements

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Title IA Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with Title IA allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the 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>	<p style="text-align: center;"><b>District Comments</b></p> <p>3/25/2024 11:14:50 AM Principal Abby Dubinchik The LEA did not carry over funding.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/7/2024 1:10:18 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
<p>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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> <b>Must include LEA budget with Title I allocation for each Title I building AND must also include</b> a copy of the Title I application within the Consolidated Application to verify allocation by building</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>3/25/2024 11:15:30 AM Principal Abby Dubinchik The school is both its own LEA and School. No rank and distribution required.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/8/2024 10:53:24 PM Monitor Mary Ellen Setlock Met 4/25/24.</p> <p style="text-align: center;"><b>District Comments</b></p> <p>4/23/2024 7:11:33 AM Director of Compliance Abby Dubinchik Uploaded Selection of Schools.</p>

[Updated-TitleIFA\\_SelectionofSchools.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments						
	2. Schools with more than 75% of students from low-income families must receive services and can only be exempted with a written permission from PDE. LEAs cannot mark this as not applicable for any school that meets this criterion.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of schools served, building level budgets aligned with Consolidated Application	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1688 128 2055 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 180 2055 391">           3/25/2024 11:16:51 AM            Principal Abby Dubinchik            The school is both its own LEA and School. No rank and distribution required.         </td> </tr> <tr> <th data-bbox="1688 391 2055 443" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 443 2055 613">           4/8/2024 10:53:53 PM            Monitor Mary Ellen Setlock            Met 4/25/24.         </td> </tr> <tr> <th data-bbox="1688 613 2055 665" style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td data-bbox="1688 665 2055 870">           4/23/2024 7:11:41 AM            Director of Compliance Abby Dubinchik            Uploaded Selection of Schools.         </td> </tr> </tbody> </table>	District Comments	3/25/2024 11:16:51 AM Principal Abby Dubinchik The school is both its own LEA and School. No rank and distribution required.	Monitor Comments	4/8/2024 10:53:53 PM Monitor Mary Ellen Setlock Met 4/25/24.	District Comments	4/23/2024 7:11:41 AM Director of Compliance Abby Dubinchik Uploaded Selection of Schools.
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<a href="#">Updated-TitleIFA_SelectionofSchools.pdf</a>												
	3. Pre-kindergarten children are excluded from the poverty count of any school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PIMS Report on Economically Disadvantaged  <input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1688 948 2055 1000" style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 1000 2055 1177">           4/7/2024 1:10:59 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 1:10:59 PM Monitor Mary Ellen Setlock Met 4/7/24.				
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<a href="#">ACS_115220003_Oct_Student_2023-24_20231219_0926(1).pdf</a>												

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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, 1116(a)(3)</p>	<p>1A. 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Must include statement of expenditures for the Homeless set aside AND must also include</b> Consolidated Application Reservation of Funds page	<table border="1"> <thead> <tr> <th data-bbox="1682 123 2062 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 180 2062 436">           4/7/2024 1:11:23 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 1:11:23 PM Monitor Mary Ellen Setlock Met 4/7/24.		
Monitor Comments										
4/7/2024 1:11:23 PM Monitor Mary Ellen Setlock Met 4/7/24.										
<a href="#">PADistance23-24Titles_BudgetandExpenditures.xlsx</a> <a href="#">PADL_TitleIFA_ReservationofFunds.pdf</a>										
	<p>1B. If the LEA has a Homeless Liaison paid with federal funds, time documentation was completed.</p> <ul style="list-style-type: none"> <li>• If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.</li> <li>• If that staff member works on one cost objective, semi-annual time certifications must be completed.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.  <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<table border="1"> <thead> <tr> <th data-bbox="1682 534 2062 591">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 591 2062 769">           3/25/2024 12:24:54 PM            Principal Abby Dubinchik            No funds reserved for homeless liaison.         </td> </tr> <tr> <th data-bbox="1682 769 2062 826">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 826 2062 1175">           4/7/2024 1:11:42 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	District Comments	3/25/2024 12:24:54 PM Principal Abby Dubinchik No funds reserved for homeless liaison.	Monitor Comments	4/7/2024 1:11:42 PM Monitor Mary Ellen Setlock Met 4/7/24.
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4/7/2024 1:11:42 PM Monitor Mary Ellen Setlock Met 4/7/24.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>2A. 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"/> <b>Must include statement of expenditures for the Foster set aside AND must also include Consolidated Application Reservation of Funds page</b></p>	<table border="1"> <thead> <tr> <th data-bbox="1688 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 180 2062 354"> <p>3/25/2024 12:25:26 PM Principal Abby Dubinchik No funds reserved for foster care students.</p> </td> </tr> <tr> <th data-bbox="1688 354 2062 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 410 2062 586"> <p>4/7/2024 1:12:05 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/25/2024 12:25:26 PM Principal Abby Dubinchik No funds reserved for foster care students.</p>	Monitor Comments	<p>4/7/2024 1:12:05 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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<p>4/7/2024 1:12:05 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>										
	<p>2B. If the LEA has a Foster Care Liaison paid with federal funds, time documentation was completed.</p> <ul style="list-style-type: none"> <li>• If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.</li> <li>• If that staff member works on one cost objective, semi-annual time certifications must be completed.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</p> <p><input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective</p>	<table border="1"> <thead> <tr> <th data-bbox="1688 586 2062 711">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 711 2062 885"> <p>3/25/2024 12:26:59 PM Principal Abby Dubinchik No funds spent on Foster Care Liaison.</p> </td> </tr> <tr> <th data-bbox="1688 885 2062 941">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 941 2062 1260"> <p>4/7/2024 1:12:20 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/25/2024 12:26:59 PM Principal Abby Dubinchik No funds spent on Foster Care Liaison.</p>	Monitor Comments	<p>4/7/2024 1:12:20 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	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"> <tr> <th data-bbox="1682 123 2062 180">District Comments</th> </tr> <tr> <td data-bbox="1682 180 2062 391">3/25/2024 12:27:36 PM Principal Abby Dubinchik LEA does not use the Salary and Fringe Benefit set aside</td> </tr> <tr> <th data-bbox="1682 391 2062 448">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 448 2062 621">4/7/2024 1:12:35 PM Monitor Mary Ellen Setlock Met 4/7/24.</td> </tr> </table>	District Comments	3/25/2024 12:27:36 PM Principal Abby Dubinchik LEA does not use the Salary and Fringe Benefit set aside	Monitor Comments	4/7/2024 1:12:35 PM Monitor Mary Ellen Setlock Met 4/7/24.
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4/7/2024 1:12:35 PM Monitor Mary Ellen Setlock Met 4/7/24.										
	4A. 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"/> <b>Must include statement of expenditures for each set aside AND must also include LEA Title IA budget</b>	<table border="1"> <tr> <th data-bbox="1682 691 2062 748">District Comments</th> </tr> <tr> <td data-bbox="1682 748 2062 959">3/25/2024 12:28:10 PM Principal Abby Dubinchik LEA does not use other optional set asides as described here.</td> </tr> <tr> <th data-bbox="1682 959 2062 1016">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 1016 2062 1190">4/7/2024 1:12:58 PM Monitor Mary Ellen Setlock Met 4/7/24.</td> </tr> </table>	District Comments	3/25/2024 12:28:10 PM Principal Abby Dubinchik LEA does not use other optional set asides as described here.	Monitor Comments	4/7/2024 1:12:58 PM Monitor Mary Ellen Setlock Met 4/7/24.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>4B. If the LEA reserved funds for State and Federal Liaison, time documentation was completed.</p> <ul style="list-style-type: none"> <li>If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.</li> <li>If that staff member works on one cost objective, semi-annual time certifications must be completed.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</li> <li><input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective</li> </ul>	<table border="1"> <tr> <th data-bbox="1688 123 2060 180">District Comments</th> </tr> <tr> <td data-bbox="1688 180 2060 391">           3/25/2024 12:28:31 PM            Principal Abby Dubinchik            LEA does not reserve funds for State and Federal Liaison         </td> </tr> <tr> <th data-bbox="1688 391 2060 448">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 448 2060 610">           4/7/2024 1:13:10 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	District Comments	3/25/2024 12:28:31 PM Principal Abby Dubinchik LEA does not reserve funds for State and Federal Liaison	Monitor Comments	4/7/2024 1:13:10 PM Monitor Mary Ellen Setlock Met 4/7/24.
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	<p>4C. If the LEA reserved funds for Pre-K Programs and uses federal funds for staff salaries and/or benefits, time documentation was completed.</p> <ul style="list-style-type: none"> <li>If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.</li> <li>If that staff member works on one cost objective, semi-annual time certifications must be completed.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</li> <li><input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective</li> </ul>	<table border="1"> <tr> <th data-bbox="1688 732 2060 789">District Comments</th> </tr> <tr> <td data-bbox="1688 789 2060 1000">           3/25/2024 12:28:48 PM            Principal Abby Dubinchik            LEA does not reserve funds for Pre-K Programs.         </td> </tr> <tr> <th data-bbox="1688 1000 2060 1057">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 1057 2060 1219">           4/7/2024 1:13:25 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	District Comments	3/25/2024 12:28:48 PM Principal Abby Dubinchik LEA does not reserve funds for Pre-K Programs.	Monitor Comments	4/7/2024 1:13:25 PM Monitor Mary Ellen Setlock Met 4/7/24.
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Monitor Comments										
4/7/2024 1:13:25 PM Monitor Mary Ellen Setlock Met 4/7/24.										

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	<div style="background-color: #cccccc; padding: 2px;"><b>District Comments</b></div> <p>3/25/2024 12:29:14 PM Principal Abby Dubinchik LEA does not reserve funds for Neglected Institution served.</p> <div style="background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> <p>4/7/2024 1:13:39 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
Transferability into Title IA Sec. 5103(b)	1A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IA, this can be marked NA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page</b>	<div style="background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> <p>4/7/2024 1:14:13 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>

[PADistance23-24Titles\\_BudgetandExpenditures.xlsx](#)  
[PADL\\_TitleIFA\\_Transferability.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>1B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none"> <li>If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.</li> <li>If that staff member works on one cost objective, semi-annual time certifications must be completed.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.  <input checked="" type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<table border="1"> <thead> <tr> <th data-bbox="1682 123 2062 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 180 2062 355">           4/7/2024 1:15:13 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 1:15:13 PM Monitor Mary Ellen Setlock Met 4/7/24.		
Monitor Comments										
4/7/2024 1:15:13 PM Monitor Mary Ellen Setlock Met 4/7/24.										
<a href="#">PADL_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf</a>										
Transferability into Title IIA	<p>2A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IIA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> <b>Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page</b>	<table border="1"> <thead> <tr> <th data-bbox="1682 824 2062 881">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 881 2062 1057">           3/25/2024 12:34:37 PM            Principal Abby Dubinchik            No funds transferred into Title II.         </td> </tr> <tr> <th data-bbox="1682 1057 2062 1114">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 1114 2062 1287">           4/7/2024 1:15:30 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	District Comments	3/25/2024 12:34:37 PM Principal Abby Dubinchik No funds transferred into Title II.	Monitor Comments	4/7/2024 1:15:30 PM Monitor Mary Ellen Setlock Met 4/7/24.
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	<p>2B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none"> <li>If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.</li> <li>If that staff member works on one cost objective, semi-annual time certifications must be completed.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</li> <li><input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective</li> </ul>	<table border="1"> <tr> <th data-bbox="1688 123 2060 180">District Comments</th> </tr> <tr> <td data-bbox="1688 180 2060 354">           3/25/2024 12:34:47 PM            Principal Abby Dubinchik            No funds transferred into Title II.         </td> </tr> <tr> <th data-bbox="1688 354 2060 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 410 2060 578">           4/7/2024 1:15:47 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	District Comments	3/25/2024 12:34:47 PM Principal Abby Dubinchik No funds transferred into Title II.	Monitor Comments	4/7/2024 1:15:47 PM Monitor Mary Ellen Setlock Met 4/7/24.
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4/7/2024 1:15:47 PM Monitor Mary Ellen Setlock Met 4/7/24.										
Transferability into Title IIIA	<p>3A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IIIA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page</b></li> </ul>	<table border="1"> <tr> <th data-bbox="1688 833 2060 889">District Comments</th> </tr> <tr> <td data-bbox="1688 889 2060 1063">           3/25/2024 12:35:14 PM            Principal Abby Dubinchik            No funds transferred into Title III.         </td> </tr> <tr> <th data-bbox="1688 1063 2060 1120">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 1120 2060 1292">           4/7/2024 1:16:03 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	District Comments	3/25/2024 12:35:14 PM Principal Abby Dubinchik No funds transferred into Title III.	Monitor Comments	4/7/2024 1:16:03 PM Monitor Mary Ellen Setlock Met 4/7/24.
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	<p>3B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none"> <li>If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.</li> <li>If that staff member works on one cost objective, semi-annual time certifications must be completed.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</li> <li><input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective</li> </ul>	<table border="1"> <tr> <th data-bbox="1688 123 2060 180">District Comments</th> </tr> <tr> <td data-bbox="1688 180 2060 354">           3/25/2024 12:35:21 PM            Principal Abby Dubinchik            No funds transferred into Title III.         </td> </tr> <tr> <th data-bbox="1688 354 2060 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 410 2060 578">           4/7/2024 1:16:25 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	District Comments	3/25/2024 12:35:21 PM Principal Abby Dubinchik No funds transferred into Title III.	Monitor Comments	4/7/2024 1:16:25 PM Monitor Mary Ellen Setlock Met 4/7/24.
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Monitor Comments										
4/7/2024 1:16:25 PM Monitor Mary Ellen Setlock Met 4/7/24.										
Transferability into Title IVA	<p>4A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IVA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page</b></li> </ul>	<table border="1"> <tr> <th data-bbox="1688 829 2060 886">District Comments</th> </tr> <tr> <td data-bbox="1688 886 2060 1060">           3/25/2024 12:38:34 PM            Principal Abby Dubinchik            No funds transferred into Title IV.         </td> </tr> <tr> <th data-bbox="1688 1060 2060 1117">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 1117 2060 1284">           4/7/2024 1:16:50 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	District Comments	3/25/2024 12:38:34 PM Principal Abby Dubinchik No funds transferred into Title IV.	Monitor Comments	4/7/2024 1:16:50 PM Monitor Mary Ellen Setlock Met 4/7/24.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>4B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none"> <li>If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.</li> <li>If that staff member works on one cost objective, semi-annual time certifications must be completed.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.  <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<table border="1"> <thead> <tr> <th data-bbox="1682 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 180 2062 354">           3/25/2024 12:38:39 PM            Principal Abby Dubinchik            No funds transferred into Title IV.         </td> </tr> <tr> <th data-bbox="1682 354 2062 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 410 2062 578">           4/7/2024 1:17:22 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	District Comments	3/25/2024 12:38:39 PM Principal Abby Dubinchik No funds transferred into Title IV.	Monitor Comments	4/7/2024 1:17:22 PM Monitor Mary Ellen Setlock Met 4/7/24.
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Monitor Comments										
4/7/2024 1:17:22 PM Monitor Mary Ellen Setlock Met 4/7/24.										
<p>Comparability</p> <p>The LEA complies with the comparability provisions of Title IA.</p> <p>Sec. 1118(c)</p>	<p>1. Title IA Comparability Report comparing Title IA. 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"/>	<input type="checkbox"/> Detailed Data Sheet and Assurance page  <input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt.	<table border="1"> <thead> <tr> <th data-bbox="1682 829 2062 886">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 886 2062 1073">           4/7/2024 1:17:07 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 1:17:07 PM Monitor Mary Ellen Setlock Met 4/7/24.		
Monitor Comments										
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[PADistanceComparabilityAssurance24.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. For LEAs that are required to complete the Detailed Data Sheet, data must be uploaded to ensure information submitted in the Comparability site, Detailed Data Sheet matches.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Enrollment data used to complete Detailed Data Sheet	<table border="1"> <tr> <th data-bbox="1682 123 2062 180" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1682 180 2062 354">3/25/2024 12:42:37 PM Principal Abby Dubinchik LEA not required to upload detailed data sheet.</td> </tr> <tr> <th data-bbox="1682 354 2062 410" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 410 2062 586">4/7/2024 1:17:39 PM Monitor Mary Ellen Setlock Met 4/7/24.</td> </tr> </table>	District Comments	3/25/2024 12:42:37 PM Principal Abby Dubinchik LEA not required to upload detailed data sheet.	Monitor Comments	4/7/2024 1:17:39 PM Monitor Mary Ellen Setlock Met 4/7/24.
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<p>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>	1. Title IIA the LEA approved budget and records of expenditures of Title IIA funds match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Must include statement of Expenditures for Title IIA AND must also include LEA Title IIA budget.</b>	<table border="1"> <tr> <th data-bbox="1682 586 2062 711" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1682 711 2062 959">3/26/2024 2:23:57 PM Principal Abby Dubinchik All of the Title IIA funds were transferred into Title I. (NO BUDGET for Title IIA).</td> </tr> <tr> <th data-bbox="1682 959 2062 1016" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 1016 2062 1187">4/7/2024 1:22:24 PM Monitor Mary Ellen Setlock Met 4/7/24.</td> </tr> </table>	District Comments	3/26/2024 2:23:57 PM Principal Abby Dubinchik All of the Title IIA funds were transferred into Title I. (NO BUDGET for Title IIA).	Monitor Comments	4/7/2024 1:22:24 PM Monitor Mary Ellen Setlock Met 4/7/24.
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[PADistance23-24Titles\\_BudgetandExpenditures.xlsx](#)



Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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 IIIA the LEA approved budget and records of expenditures of Title IIIA funds match.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> <b>Must include statement of Expenditures for Title IIIA AND must also include LEA Title IIIA budget.</b></p>	<table border="1"> <thead> <tr> <th data-bbox="1682 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 180 2062 354"> <p>3/25/2024 12:50:35 PM Principal Abby Dubinchik The school does not run its own Title III program</p> </td> </tr> <tr> <th data-bbox="1682 354 2062 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 410 2062 586"> <p>4/7/2024 1:22:44 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/25/2024 12:50:35 PM Principal Abby Dubinchik The school does not run its own Title III program</p>	Monitor Comments	<p>4/7/2024 1:22:44 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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<p>Supplement/Supplant</p> <p>Sec. 1118(b)</p>	<p>1. Title IVA - 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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> <b>Must include statement of Expenditures for Title IVA AND must also include LEA Title IVA budget.</b></p>	<table border="1"> <thead> <tr> <th data-bbox="1682 586 2062 659">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1682 659 2062 922"> <p>3/26/2024 2:23:26 PM Principal Abby Dubinchik All Title IV funds have been transferred into Title IA.</p> </td> </tr> <tr> <th data-bbox="1682 922 2062 979">Monitor Comments</th> </tr> <tr> <td data-bbox="1682 979 2062 1154"> <p>4/7/2024 1:23:01 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/26/2024 2:23:26 PM Principal Abby Dubinchik All Title IV funds have been transferred into Title IA.</p>	Monitor Comments	<p>4/7/2024 1:23:01 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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[PADistance23-24Titles\\_BudgetandExpenditures.xlsx](#)

# Component II: Uniform Grant Guidance (UGG)

## Requirements

The Uniform Grant Guidance (UGG) are federal grants management rules that apply to all awards issued by all federal awarding agencies. The purpose is to protect LEAs against fraud, waste and abuse of federal funds. It applies to every federal grant awarded by Congress. UGG was created and amended by the Office of Management and Budget (OMB).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>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.</p> <p><b>NOTE: 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>UGG Sec 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="1642 415 2062 467">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 467 2062 610"> <p>4/7/2024 9:05:43 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/7/2024 9:05:43 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
Monitor Comments								
<p>4/7/2024 9:05:43 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>								
						<p><a href="#">PADL_auditFY22.pdf</a> <a href="#">PADL_auditFY23.pdf</a></p>		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved/submit date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IA, Title IIA, Title IIIA and/or Title IVA expenditures, showing very 1st expense using current years funds.	<table border="1"> <thead> <tr> <th data-bbox="1644 123 2062 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1644 180 2062 358">           4/7/2024 9:33:36 PM            State Monitor Brenda Lynn            Grant submitted 7/20/23, first expenditure was 7/30/23.         </td> </tr> <tr> <td data-bbox="1644 358 2062 505">           4/7/2024 10:23:30 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 9:33:36 PM State Monitor Brenda Lynn Grant submitted 7/20/23, first expenditure was 7/30/23.	4/7/2024 10:23:30 PM Monitor Mary Ellen Setlock Met 4/7/24.	
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<a href="#">PADistance23-24Titles_BudgetandExpenditures.xlsx</a>										
Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Federal Program document(s) (i.e., invoices paid from federal funds) from up to 7 years ago.  <input type="checkbox"/> Record retention policy that includes how <b>federal program</b> records are maintained AND screenshot of federal files/records.  <input checked="" type="checkbox"/> Photo of files/records	<table border="1"> <thead> <tr> <th data-bbox="1644 570 2062 626" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1644 626 2062 764">           4/6/2024 3:54:22 PM            State Monitor Dina Cassidy            Met 4/26/24         </td> </tr> <tr> <th data-bbox="1644 764 2062 821" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1644 821 2062 1032">           4/23/2024 7:16:04 AM            Director of Compliance Abby Dubinchik            Uploaded additional record retention snapshots.         </td> </tr> </tbody> </table>	Monitor Comments	4/6/2024 3:54:22 PM State Monitor Dina Cassidy Met 4/26/24	District Comments	4/23/2024 7:16:04 AM Director of Compliance Abby Dubinchik Uploaded additional record retention snapshots.
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<a href="#">ElectronicRecordSnapshot2017-2018(screenshot).docx</a> <a href="#">Updated-RecordRetentionSnapshots.docx</a>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board Approved 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="1642 123 2062 180" style="text-align: center;"><b>Monitor Comments</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 180 2062 670"> <p>4/7/2024 9:37:43 PM</p> <p>State Monitor Brenda Lynn</p> <p>Not Met: Policy is missing required language: Reporting Conflicts of Interest 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.</p> </td> </tr> <tr> <th data-bbox="1642 670 2062 727" style="text-align: center;"><b>District Comments</b></th> </tr> <tr> <td data-bbox="1642 727 2062 966"> <p>4/26/2024 3:16:59 PM</p> <p>Director of Compliance Abby Dubinchik</p> <p>School will review and revise Conflict of Interest policy following.</p> </td> </tr> </tbody> </table>	<b>Monitor Comments</b>	<p>4/7/2024 9:37:43 PM</p> <p>State Monitor Brenda Lynn</p> <p>Not Met: Policy is missing required language: Reporting Conflicts of Interest 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.</p>	<b>District Comments</b>	<p>4/26/2024 3:16:59 PM</p> <p>Director of Compliance Abby Dubinchik</p> <p>School will review and revise Conflict of Interest policy following.</p>
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[PADL\\_Conflict-of-Interest-policy.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>Allowability of Costs Procedures</p> <p>UGG Sec 200.403</p>	<p>1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the LEA expends its funds the procedures must include the following cost principles:</p> <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"/>	<p><input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1650 123 2032 175" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 175 2032 318"> <p>4/7/2024 8:41:26 PM</p> <p>Monitor Mary Ellen Setlock</p> <p>Met 4/7/24.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/7/2024 8:41:26 PM</p> <p>Monitor Mary Ellen Setlock</p> <p>Met 4/7/24.</p>
Monitor Comments								
<p>4/7/2024 8:41:26 PM</p> <p>Monitor Mary Ellen Setlock</p> <p>Met 4/7/24.</p>								
<p><a href="#">PADL_Allowable-Use-of-Funds-and-Adherence-to-Uniform-Grants-Policy-02292016.pdf</a></p>								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Procurement Procedures UGG Sec 200.320, 200.88	1. Procurement the LEA maintains purchasing procedures. <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"/>	<input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels.	<table border="1"> <tr> <th data-bbox="1642 123 2032 180">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 180 2032 318">           4/7/2024 8:41:47 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	Monitor Comments	4/7/2024 8:41:47 PM Monitor Mary Ellen Setlock Met 4/7/24.		
Monitor Comments										
4/7/2024 8:41:47 PM Monitor Mary Ellen Setlock Met 4/7/24.										
<a href="#">ProcurementUsingGrantFundsPolicy(1).pdf</a>										
	2. Implementation of Procurement Procedures. Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services	<table border="1"> <tr> <th data-bbox="1642 894 2032 951">District Comments</th> </tr> <tr> <td data-bbox="1642 951 2032 1089">           3/25/2024 2:25:46 PM            Principal Abby Dubinchik            Not effective until 24-25         </td> </tr> <tr> <th data-bbox="1642 1089 2032 1146">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 1146 2032 1286">           4/7/2024 8:41:58 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	District Comments	3/25/2024 2:25:46 PM Principal Abby Dubinchik Not effective until 24-25	Monitor Comments	4/7/2024 8:41:58 PM Monitor Mary Ellen Setlock Met 4/7/24.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Cash Management Procedures  UGG Sec. 200.305	1. Cash Management the LEA must maintain written procedures to implement the following cash management requirements: <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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Cash Management Procedures are available that address all three components.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1650 123 2032 175" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 175 2032 318">           4/7/2024 8:42:08 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 8:42:08 PM Monitor Mary Ellen Setlock Met 4/7/24.
Monitor Comments								
4/7/2024 8:42:08 PM Monitor Mary Ellen Setlock Met 4/7/24.								

[TabV-CashManagementPolicyReviewed12062021\(1\).pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board approved policy - Policy does not have to be specific to federal funds.	<table border="1"> <thead> <tr> <th data-bbox="1642 123 2032 191">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 191 2032 321">           4/7/2024 8:42:17 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	Monitor Comments	4/7/2024 8:42:17 PM Monitor Mary Ellen Setlock Met 4/7/24.		
Monitor Comments										
4/7/2024 8:42:17 PM Monitor Mary Ellen Setlock Met 4/7/24.										
<a href="#">PADL_Business-Travel-and-Reimbursement-Policy.pdf</a>										
	2. Implementation of Travel Reimbursement Policy  Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.	<table border="1"> <thead> <tr> <th data-bbox="1642 797 2032 857">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 857 2032 992">           3/25/2024 2:31:05 PM            Principal Abby Dubinchik            Not effective until 24-25         </td> </tr> <tr> <th data-bbox="1642 992 2032 1052">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 1052 2032 1187">           4/7/2024 8:42:32 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </tbody> </table>	District Comments	3/25/2024 2:31:05 PM Principal Abby Dubinchik Not effective until 24-25	Monitor Comments	4/7/2024 8:42:32 PM Monitor Mary Ellen Setlock Met 4/7/24.
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4/7/2024 8:42:32 PM Monitor Mary Ellen Setlock Met 4/7/24.										



Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Prior Written Approval for Various Expenditures</p> <p>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"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives.</li> <li><input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</li> </ul>	<p style="text-align: center;"><b>District Comments</b></p> <p>3/25/2024 2:32:01 PM Principal Abby Dubinchik No expenditures requiring prior approval</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/7/2024 8:42:51 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
<p>Time and Effort Procedures</p>	<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Written Procedure for Time and Effort (do not need board approval). Please note: Federal Fiscal Compliance Policy 626 does not meet this requirement.</li> </ul>	<p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/6/2024 4:01:35 PM State Monitor Dina Cassidy Met. 4/29/24</p> <p style="text-align: center;"><b>District Comments</b></p> <p>4/26/2024 3:15:57 PM Director of Compliance Abby Dubinchik Updated Time and Effort Procedures have been uploaded.</p>

[CertificationofEmployeeTimeandEffort-WrittenProcedure.docx](#)  
[UpdatedTimeandEffortProcedures2024v1.0.docx](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Title IA Time Documentation  UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for <b>all</b> employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none"> <li>Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<table border="1"> <tr> <th data-bbox="1650 123 2032 175">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 175 2032 318">           4/7/2024 8:44:19 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	Monitor Comments	4/7/2024 8:44:19 PM Monitor Mary Ellen Setlock Met 4/7/24.		
Monitor Comments										
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	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1"> <tr> <th data-bbox="1650 667 2032 719">District Comments</th> </tr> <tr> <td data-bbox="1650 719 2032 933">           3/25/2024 3:01:03 PM            Principal Abby Dubinchik            All employees funded under Title I, II, IV work 100% on single cost objectives.         </td> </tr> <tr> <th data-bbox="1650 933 2032 985">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 985 2032 1128">           4/7/2024 8:44:43 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	District Comments	3/25/2024 3:01:03 PM Principal Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives.	Monitor Comments	4/7/2024 8:44:43 PM Monitor Mary Ellen Setlock Met 4/7/24.
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	<p>3. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff</p>	<table border="1"> <tr> <th data-bbox="1644 123 2062 180" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1644 180 2062 391"> <p>3/25/2024 3:01:45 PM Principal Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives.</p> </td> </tr> <tr> <th data-bbox="1644 391 2062 448" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1644 448 2062 586"> <p>4/7/2024 8:44:59 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </td> </tr> </table>	District Comments	<p>3/25/2024 3:01:45 PM Principal Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives.</p>	Monitor Comments	<p>4/7/2024 8:44:59 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Title IIA Time Documentation  UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for <b>all</b> employees paid through a federal grant and working on a single cost objective.  <ul style="list-style-type: none"> <li>Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<table border="1"> <tr> <th data-bbox="1642 123 2062 180">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 180 2062 318">           4/7/2024 8:49:13 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	Monitor Comments	4/7/2024 8:49:13 PM Monitor Mary Ellen Setlock Met 4/7/24.		
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Title IIIA Time Documentation  UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for <b>all</b> employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none"> <li>Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	<table border="1"> <tr> <th data-bbox="1642 123 2062 180">District Comments</th> </tr> <tr> <td data-bbox="1642 180 2062 354">           3/25/2024 3:04:39 PM            Principal Abby Dubinchik            LEA does not run their own Title III program.         </td> </tr> <tr> <th data-bbox="1642 354 2062 410">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 410 2062 602">           4/7/2024 8:46:39 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	District Comments	3/25/2024 3:04:39 PM Principal Abby Dubinchik LEA does not run their own Title III program.	Monitor Comments	4/7/2024 8:46:39 PM Monitor Mary Ellen Setlock Met 4/7/24.
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Title IVA Time Documentation  UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for <b>all</b> employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none"> <li>Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/7/2024 8:47:43 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </div>
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Title IA Equipment and Related Property  UGG Sec. 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) <b>for current and prior years.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log of items purchased with Title I A.	<table border="1"> <tr> <th data-bbox="1644 123 2062 180" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1644 180 2062 354">           3/25/2024 3:07:09 PM            Principal Abby Dubinchik            LEA does not purchase equipment with Title I funds.         </td> </tr> <tr> <th data-bbox="1644 354 2062 410" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1644 410 2062 553">           4/7/2024 8:53:43 PM            Monitor Mary Ellen Setlock            Met 4/7/24.         </td> </tr> </table>	District Comments	3/25/2024 3:07:09 PM Principal Abby Dubinchik LEA does not purchase equipment with Title I funds.	Monitor Comments	4/7/2024 8:53:43 PM Monitor Mary Ellen Setlock Met 4/7/24.
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[PADistance23-24Titles\\_BudgetandExpenditures.xlsx](#)

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<a href="#">PADistance23-24Titles_BudgetandExpenditures.xlsx</a>								

## Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

**Division of Federal Program  
Consolidated Program Review  
2023-2024 School Year  
Pennsylvania Distance Learning CS**

**Pennsylvania Distance Learning Charter School**

**SCHOOL Level Monitoring**

	Name	Check if Interviewed
Principal:	_____	<input type="checkbox"/>
Parent:	Abby Dubinchik, Compliance Officer	<input checked="" type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Mary Ellen Setlock, Dina Cassidy and Brenda Kantz    Visit Date: 4/12/2024

# School Level Monitoring

## Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Time Documentation  UGG Sec. 200.430	<p>1. The LEA and Title I School maintains semi-annual certifications for <b>all</b> employees paid through a federal grant and working on a single cost objective.</p> <ul style="list-style-type: none"> <li>Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<p><b>Monitor Comments</b></p> <p>4/7/2024 9:12:49 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>
<a href="#">PADL_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf</a>						
	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<p><b>District Comments</b></p> <p>3/25/2024 4:10:50 PM Principal Abby Dubinchik All employee time documented on semi-annual certifications.</p> <p><b>Monitor Comments</b></p> <p>4/7/2024 9:13:03 PM Monitor Mary Ellen Setlock Met 4/7/24.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. The LEA and Title I School maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div data-bbox="1703 126 2053 175" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1703 178 2053 425"> <p>3/25/2024 4:11:02 PM Principal Abby Dubinchik All employee time documented on semi-annual certifications.</p> </div> <div data-bbox="1703 428 2053 477" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1703 480 2053 656"> <p>4/7/2024 9:13:20 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </div>
Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting <b>ALL</b> Title IA expenditures.	<input checked="" type="checkbox"/>	<input 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 data-bbox="1703 727 2053 776" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1703 779 2053 964"> <p>4/7/2024 9:14:32 PM Monitor Mary Ellen Setlock Met 4/7/24.</p> </div>

[PADistance23-24Titles\\_BudgetandExpenditures.xlsx](#)

**This is the 2023 CAV for Pennsylvania Distance Learning CS**

**Topic:** Title IA: Program - Component II: Equity Plan

**Issue:** 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.

**Corrective Action:** The LEA will submit an Equity Plan and agendas and sign in sheets demonstrating an annual review occurred. LEAs can use documentation from 2024-25 to address this corrective action.

**Updated** Equity Plan, with dated agenda and corresponding sign-in sheet

CA Due:

Ext Date:

Closed:

CA Not Required:

Monitor Comments
<p>4/7/2024 8:40:16 PM                      State Monitor Brenda Lynn                      Not Met: The PPT does not address the Equity Plan. The plan the that is attached is adequate but there is no corresponding agenda/sign in date.</p>
District Comments
<p>4/26/2024 3:24:21 PM                      Director of Compliance Abby Dubinchik                      Powerpoint with Date as well as Attendance/Feedback for the parent session night has been attached. Date of parent night was 9/27/23.</p>

- [2023-24EquityPlan.docx](#)
- [\\_PDLCSAttendanceTitleIParentSessionFall.pdf](#)
- [\\_PDLCSTitleIPresentationFALL\(1\)\(2\).pdf](#)
- [Updated-23-24TitleIAnnualTraining-FeedbackandAttendance.xlsx](#)
- [Updated-2023-2024TitleIPresentation.pdf](#)



# This is the 2023 CAV for Pennsylvania Distance Learning CS

**Topic:** Component II: Uniform Grant Guidance (UGG) - Requirements

**Issue:** 1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:

- Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)
- Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)
- Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)
- Mandatory Disclosure- (potential conflict disclosed in writing)

Board Approved 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 *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.*

CA Due:

Ext Date:

Closed:

CA Not Required:

**Corrective Action:** The LEA will submit a Conflict of Interest Policy.

<b>Monitor Comments</b>
4/7/2024 9:37:43 PM State Monitor Brenda Lynn Not Met: Policy is missing required language: Reporting Conflicts of Interest 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.
<b>District Comments</b>
4/26/2024 3:16:59 PM Director of Compliance Abby Dubinchik School will review and revise Conflict of Interest policy following.

[PADL\\_Conflict-of-Interest-policy.pdf](#)

**Topic:** Title IA: Program - Component VI: Parent and Family Engagement

**Issue:** 1. LEA has a written Parent and Family Engagement policy **that includes the required components below and a description of how the components are met at the LEA.**  
Required Components:

- description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application)
- 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
- description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs
- description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying:
  - barriers to greater participation in activities,
  - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
  - strategies to support successful school and family interactions
- description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and
- description of involvement of parents in the activities of the Title I schools.

- LEA Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met.** LEA must also upload **dated** parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy.
- LEA Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school.** PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy.

CA Due:

Ext Date:

Closed:

CA Not Required:

**Corrective Action:** The LEA will submit a copy of LEA Parent and Family Engagement Policy, agendas and sign in sheets to demonstrate the policy was reviewed at least annually, and method of distribution. LEAs can use documentation from 2024-25 to address this corrective action.

**Monitor Comments**

4/5/2024 8:54:37 AM

Monitor Mary Ellen Setlock

The Policy does not have a review date. The parent sign-in does not have a date, and the PP is dated September 2023 - not a specific date.

**District Comments**

4/26/2024 3:26:16 PM

Director of Compliance Abby Dubinchik

Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.

[ParentandFamilyEngagement2024.pdf](#)

[PADLParentFamilyEngagementPolicy.pdf](#)

[\\_PDLCSAttendanceTitleIParentSessionFall.pdf](#)

[Parent-Student-Handbook-2023-2024.pdf](#)

[2023-24HandbookDItribution-PADistanceLearningCS\(1\).pdf](#)

[Updated-23-24TitleIAnnualTraining-](#)

[FeedbackandAttendance.xlsx](#)

[Updated-2023-2024TitleIPresentation.pdf](#)

**Topic:** Title IA: Program - Component VI: Parent and Family Engagement

**Issue:** 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)

**Corrective Action:** The LEA will submit agendas and sign in sheets to demonstrate that parents and family members were involved in the decision on how the set aside funds were spent. LEAs can use documentation from 2024-25 to address this corrective action.

**Dated** agendas and corresponding sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside.

CA Due:

Ext Date:

Closed:

CA Not Required:

Monitor Comments
4/6/2024 1:00:42 PM State Monitor Dina Cassidy Unmet. PP and sign-in are not dated. There does not appear to be any discussion regarding use of P/F engagement funds.
District Comments
4/26/2024 3:26:48 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates. Additionally see column H responses on the Updated Title I Feedback and Attendance excel as parents and stakeholders were requested to provide feedback for allocation of funds.

[ParentandFamilyEngagement2024.pdf](#)  
[\\_PDLCSAttendanceTitleIParentSessionFall.pdf](#)  
[\\_PDLCSTitleIParentSession-Feedback\(Responses\)\(1\).pdf](#)  
[Updated-23-24TitleIAnnualTraining-FeedbackandAttendance.xlsx](#)  
[Updated-2023-2024TitleIPresentation.pdf](#)

**Topic:** Title IA: Program - Component VI: Parent and Family Engagement

**Issue:** 3. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, **including at least one of the following:**

- supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies.
- supporting programs that reach parents and family members at home, in the community, and at school
- disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members
- collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
- engaging in any other activities and strategies that the LEA determines 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.)

- LEA Parent and Family Engagement policy that **includes at least one of the five bullets**, parent meeting agenda and sign in sheet

CA Due:

Ext Date:

Closed:

CA Not Required:

**Corrective Action:** The LEA will submit the Parent and Family Engagement Policy that includes one of the five bullets. LEAs can use documentation from 2024-25 to address this corrective action.

<b>Monitor Comments</b>
4/6/2024 1:11:47 PM State Monitor Dina Cassidy Unmet. PP/agenda includes discussion of parent involvement opportunities. The P/F engagement Plan is not dated to reflect reviewed date.
<b>District Comments</b>
4/26/2024 3:28:37 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.

[ParentandFamilyEngagement2024.pdf](#)  
[PADLParentFamilyEngagementPolicy.pdf](#)  
[\\_PDLCSAttendanceTitleIParentSessionFall.pdf](#)  
[Updated-23-24TitleIAnnualTraining-FeedbackandAttendance.xlsx](#)  
[Updated-2023-2024TitleIPresentation.pdf](#)

**Topic:** Title IA: Program - Component VI: Parent and Family Engagement

**Issue:** 4. LEA must conduct an annual evaluation of **the content and effectiveness of the parent and family engagement policy** use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.

**Corrective Action:** The LEA will submit surveys and collated results OR agendas and sign in sheets from parent meetings to demonstrate the contents of the Parent and Family Engagement Policy was evaluated and results reviewed. LEAs can use documentation from 2024-25 to address this corrective action.

- Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation **of the contents of the LEA level policy.**
- Survey of parents that assesses the contents of the LEA parent and family engagement policy. **Survey must include questions that address the contents of the parent and family engagement policy.**

CA Due:

Ext Date:

Closed:

CA Not Required:

Monitor Comments
4/6/2024 1:13:27 PM State Monitor Dina Cassidy Unmet. PP/agenda & sign-in sheets are not dated.
District Comments
4/26/2024 3:28:52 PM Director of Compliance Abby Dubinchik Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.



**Topic:** Title IIA: Program - Component I

**Issue:** 3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff.

**Corrective Action:** The LEA will submit dated agendas and sign in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant. If this requirement did not occur prior to submitting the 2024-25 Consolidated application, LEAs can include a plan to address this requirement.

Dated agendas and sign-in sheets **that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners)** for meetings that took place **prior** to the writing of the grant.

CA Due:

Ext Date:

Closed:

CA Not Required:

**Monitor Comments**

4/7/2024 9:12:04 PM

State Monitor Brenda Lynn

Not Met: Grant approval was on 7/20/23, no evidence of meeting prior to engage stakeholders in meeting prior to writing of the grant.

**Topic:** Title IVA: Program - Component I:

**Issue:** 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.

- Dated** agendas and sign-in sheets **that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience)** for meetings that took place **prior** to writing the grant.

CA Due: 10/11/2024

Ext Date:

Closed:

CA Not Required:

**Corrective Action:** The LEA will submit dated agendas and sign in sheets that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience) for meetings that took place prior to writing the grant. If this requirement did not occur prior to submitting the 2024-25 Consolidated application, LEAs can include a plan to address this requirement.

Monitor Comments
4/7/2024 9:14:53 PM State Monitor Brenda Lynn Not Met: Grant approval was on 7/20/23, no evidence of meeting prior to engage stakeholders in meeting prior to writing of the grant.

[\\_PDLCSAttendanceTitleIParentSessionFall.pdf](#)  
[\\_PDLCSTitleIPresentationFALL\(1\)\(2\).pdf](#)  
[Board-Meeting-Minutes-05092023.pdf](#)

**Topic:** School Level Monitoring - PA Distance Learning Charter School - Component I: Appropriately State Certified

**Issue:** 2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.

**Corrective Action:** The LEA will submit a copy of the letter notifying parents if their child was taught by a teacher who is not appropriately state certified for four consecutive weeks or more. LEAs can use documentation from 2024-25 to address this corrective action.

Copy of Right-to-Know - Teacher Qualifications letter **dated** and evidence of distribution date

CA Due:

Ext Date:

Closed:

CA Not Required:

**Monitor Comments**

4/7/2024 12:21:08 PM

Monitor Mary Ellen Setlock

The Right-to-Know Teacher Qualifications letter is updated, but the policy in the Handbook is different and has a 2020 date on it. Evidence does not support the distribution of the correct letter.

[\\_PDLCSTitleIPresentationFALL\(1\)\(2\).pdf](#)  
[RighttoKnowLetter,23-24.pdf](#)

**Topic:** School Level Monitoring - PA Distance Learning Charter School - Component II: Parent and Family Engagement

**Issue:** 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 **that includes the required components below and a description of how the components are met at the school**. 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.

**All the following are Required components:**

- Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement

CA Due:

Ext Date:

Closed:

CA Not Required:

- Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I.
- Provide Title I parents the following
  - Timely information about Title I programs.
  - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
  - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
  - If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).
  - Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.
  - Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.
  - States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.
  - 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.
- ◻ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school.** School must also upload **dated** parent meeting agendas and corresponding sign-in sheets, as well as method of distribution.
- ◻ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school.** PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy.

- 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.
- States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.
- States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).

**Corrective Action:** The LEA will submit a copy of their school building parent and family engagement policy, agendas and sign in sheets to demonstrate parent and family input, and method of distribution. LEAs can use documentation from 2024-25 to address this corrective action.

<b>Monitor Comments</b>
<p>4/7/2024 12:42:45 PM            Monitor Mary Ellen Setlock            The Handbook is dated but there is not a review date on the policy.</p>
<p>4/7/2024 9:20:00 PM            State Monitor Brenda Lynn            Not Met: Parent sign-in is not dated.</p>
<b>District Comments</b>
<p>4/26/2024 3:30:00 PM            Director of Compliance Abby Dubinchik            Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.</p>

ParentandFamilyEngagement2024.pdf  
PADLParentFamilyEngagementPolicy.pdf  
\_PDLCSAttendanceTitleIParentSessionFall.pdf  
Parent-Student-Handbook-2023-2024.pdf  
2023-24HandbookDIstribution-PADistanceLearningCS(1).pdf  
\_PDLCSTitleIParentSession-Feedback(Responses)(1).pdf  
Updated-23-24TitleIAnnualTraining-  
FeedbackandAttendance.xlsx  
Updated-2023-2024TitleIPresentation.pdf

**Topic:** School Level Monitoring - PA Distance Learning Charter School - Component II: Parent and Family Engagement

**Issue:** 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.

**Corrective Action:** The LEA will submit invitations, agendas and sign in sheets, or minutes of the Title I parent and family engagement meeting for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action.

**Dated** Title I meeting agenda and corresponding sign-in sheets

PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.

CA Due: 10/11/2024

Ext Date:

Closed:

CA Not Required:

**Monitor Comments**

4/7/2024 12:52:05 PM

Monitor Mary Ellen Setlock

The document is dated September 2023, but parent sign-ins are not dated.

**District Comments**

4/26/2024 3:30:17 PM

Director of Compliance Abby Dubinchik

Uploaded updated 9/27/2023 parent session attendance/feedback and powerpoint with dates.

[ParentandFamilyEngagement2024.pdf](#)  
[\\_PDLCSAttendanceTitleIParentSessionFall.pdf](#)  
[Updated-23-24TitleIAnnualTraining-FeedbackandAttendance.xlsx](#)  
[Updated-2023-2024TitleIPresentation.pdf](#)

**Topic:** School Level Monitoring - PA Distance Learning Charter School -  
Component II: Parent and Family Engagement

**Issue:** 6. **ALL** schools' teachers and staff shall **annually** be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.

**Corrective Action:** The LEA will submit staff/parent meeting agendas and sign-in sheets or SPAC skits and staff agendas and sign in sheets for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action.

- SPAC skits and staff agendas and sign in sheets
- Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)

CA Due:

Ext Date:

Closed:

CA Not Required:

Monitor Comments
4/7/2024 12:56:47 PM Monitor Mary Ellen Setlock No faculty sign-in documentation .

[Staff-ParentConferenceGuidance.pdf](#)



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

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

Charter School: Pennsylvania Distance Learning CS

Chief Executive Officer: Dr. Michael Leiterra

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

BSE Special Education Adviser: Cortney Verner

Date of Report: January 16, 2024

Date Final Report Sent to LEA: January 16, 2024

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

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

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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 0 1 0 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					2 0 0 0 4 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.		
						<b>Topical Area 2: Delivery of Service</b>			
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.			
	N					17A. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>			
	N					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>			
14	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
14	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	14		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
7	0	7		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?			
5	0	9		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
10	0	4		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
14	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>			
					4 1 0 0 1 0	P 55. My child does classroom work in a regular classroom with students without disabilities.  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
					5 0 0 1 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.  Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 1 0 0	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 0 0 1 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.  Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways? It provides my student with the chance to catch up work and work at their own pace. The student attends and is improving. It's an opportunity for my student to develop skills. Is able to access grade level curriculum and have social opportunities with same age peers. Is able to access and participate in general education curriculum and interact with same age peers. Doing a great job keeping up and completing academic activities. Skill sets are improving. Participation has increased and enthusiasm has gone up. Will frequently participate in class activities. Is able to participate in class activities. Enjoys interaction with peers. Has done well this year and has progressed in all areas.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
10	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
10	0	0				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?			
8	2	0				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	2				SE 95c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>We discussed the need to receive additional support.  The decision was due to skill set needs.  There are needs for academic subject areas that were identified.  It was based on student needs.  It was based on student needs for specific identified academic areas.  Requires individualized instruction in specific academic areas.  Has specific needs for individualized and academic interventions.  Receives support as needed in identified academic areas.</p>			
0	0	2				<p>SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?  Needs and recommendations from teachers, parents and evaluators.  The amount of time was based on the needs from the reevaluation.  The least restrictive environment and only to address the needs of the student.  It was based on the student's academic needs.  Team decision regarding how much of what service child needed.  It was based on academic need in subject areas.  It was determined by academic subject areas that needed to be addressed.  IEP team determined what was needed to sufficiently meet needs.</p>			
10	0	0				<p>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?</p>			
10	0	0				<p>SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?</p>			
10	0	0				<p>SE 97. Have necessary supports been offered and/or provided to enable that participation?</p>			
9	0	1				<p>SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?</p>			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						<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.			
	N					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.	Improvement plan not required as the LEA currently utilizes SSIP and CIS plans to support graduation rate improvement consistent with needs for students identified as special education.		
	N					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.	Improvement plan not required as the LEA currently utilizes SSIP and CIS plans to support drop-out rate improvement consistent with needs for students identified as special education.		
		X				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.			
Y						11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b>  <b>Standard:</b> Students with disabilities are provided for in the least restrictive environment			
	N					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.	The LEA will submit an improvement plan addressing participation in state assessments as it applies to Math grades 4 and 8 and ELA grades 4 and 8.		
Y						16A. <b>FSA-LOCAL ASSESSMENT</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<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>			
3	0	7				FR 153. PTE-Consent Form is present in the student file			
3	0	7				FR 154. Demographic data			
3	0	7				FR 155. Reason(s) for referral for evaluation			
3	0	7				FR 156. Proposed types of tests and assessments			
3	0	7				FR 157. Contact person's name and contact information			
3	0	7				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
3	0	7				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
6	0	4				FR 194. PTRE-Consent Form is present in the student file			
6	0	4				FR 195. Demographic data			
6	0	4				FR 196. Reason for reevaluation			
6	0	4				FR 197. Types of assessment tools, tests and procedures to be used			
6	0	4				FR 198. Contact person's name and contact information			
6	0	4				FR 199. Parent has selected a consent option			
6	0	4				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any 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>			
3	0	7				FR 160. ER is present in the student file			
3	0	7				FR 161. Evaluation was completed within timelines			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				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)			
3	0	7				FR 163. Demographic data			
3	0	7				FR 164. Date report was provided to parent			
3	0	7				FR 165. Reason(s) for referral			
3	0	7				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
3	0	7				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
3	0	7				FR 168. Teacher observations and observations by related service providers, when appropriate			
3	0	7				FR 169. Recommendations by teachers			
3	0	7				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			
3	0	7				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.			
2	0	8				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)			
3	0	7				FR 173. Lack of appropriate instruction in reading			
3	0	7				FR 174. Lack of appropriate instruction in math			
3	0	7				FR 175. Limited English proficiency			
3	0	7				FR 176. Present levels of academic achievement			
3	0	7				FR 177. Present levels of functional performance			
3	0	7				FR 178. Behavioral information			
3	0	7				FR 179. Conclusions			
3	0	7				FR 180. Disability Category			
3	0	7				FR 181. Recommendations for consideration by the IEP team			
3	0	7				FR 182. Evaluation Team Participants documented			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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>			
7	0	3				FR 207. RR is present in the student file			
7	0	3				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
7	0	3				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)			
7	0	3				FR 210. Demographic data			
7	0	3				FR 211. Date IEP team reviewed existing evaluation data			
7	0	3				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
7	0	3				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 214. Aptitude and achievement tests			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 215. Current classroom based assessments and local and/or state assessments			
7	0	3				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
7	0	3				FR 217. Teacher recommendations			
7	0	3				FR 218. Lack of appropriate instruction in reading			
7	0	3				FR 219. Lack of appropriate instruction in math			
7	0	3				FR 220. Limited English proficiency			
7	0	3				FR 221. Conclusion regarding need for additional data is indicated			
1	0	9				FR 222. Reasons additional data are not needed are included			
7	0	3				FR 223. Determination whether the child has a disability and requires special education			
7	0	3				FR 224. Disability category(ies)			
7	0	3				FR 225. Summary of findings includes student's educational strengths and needs			
7	0	3				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
7	0	3				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
6	0	4				FR 228. Interpretation of additional data			
4	0	6				FR 229. Documentation that the student does not achieve adequately for age, etc.			
4	0	6				FR 230. Indication of process(es) used to determine eligibility			
4	0	6				FR 231. Instructional strategies used and student-centered data collected			
4	0	6				FR 232. Educationally relevant medical findings, if any			
4	0	6				FR 233. Effects of the student's environment, culture, or economic background			
4	0	6				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
4	0	6				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
4	0	6				FR 236. Observation in the student's learning environment			
4	0	6				FR 237. Other data if needed			
4	0	6				FR 238. Statement for all 6 items			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 239. Documentation of Evaluation Team Participants			
4	0	6				FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
6	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
6	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
6	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?			
2	0	4	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	6	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
4	0	6				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
5	0	5				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
5	0	5				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
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			
4	0	6				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			
5	0	5				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 267. Local Education Agency Representative			
3	0	7				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
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			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
7	0	3				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
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			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
7	0	3				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			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			
5	0	5				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	0	5				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
5	0	5				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
5	0	5				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
5	0	5				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	5				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	5				FR 292c. Annual goals are related to the student's transition services			
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
5	0	5				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
3	0	7				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
3	0	7				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
3	0	7				FR 297. If the student will participate in the PASA, how student's performance will be documented			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
2	0	8				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<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			
3	0	7				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
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			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				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			
5	0	5				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			
5	0	5				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<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>			
6	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
6	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
6	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
2	0	4	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?			
6	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
6	0	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you?			
6	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?			
5	0	0	1			P 35. Was the current IEP developed at the IEP meeting?			
5	0	0	1			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?			
6	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	6	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	6	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		6	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
8	0	2				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	2	5				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	7				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>			
6	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?			
6	0	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
8	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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?			
8	0	2				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
9	0	1				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	1				SE 117b. If yes, in what ways? Has made extreme progress in all needed areas and skills. Engagement with same age peers and exposure to the general education curriculum. Able to participate with same age peers and develop social skills. It allows for participation with same age peers. Receiving academic support, socializing with peers, seeing all areas of the grade level curriculum. Socially adaptable. Adapted curriculum. Able to engage with peers and have exposure to grade level curriculum and socialization. Has some academic needs but is progressing well with appropriate supports.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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>			
6	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?			
6	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					6 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
6	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
10	0	0				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?			
3	0	7				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?			
0	0	10				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				GE 79c. If yes, what reasons were discussed for recommending removal?			
0	0	10				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
3	0	7				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?			
3	0	7				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
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>			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	4	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?			
5	1	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?			
5	1	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
5	0	0	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	6	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?			
3	0	3	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?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
3	0	7				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
3	0	3	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	0	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
6	0	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	0	0			P 50c. If yes, what reasons were discussed for recommending removal? The team discussed my child's academic need for more individualized instruction. We discussed my child's academic needs. It was based on my child's academic needs. My child had specific academic concerns that required supports. We discussed my child's needs and the team contributed. It was based on my child's academic need for individualized instruction.			
0	0	0	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? It was based on my child's need in particular academic subjects. This was a team decision. It was an IEP team decision. It was based on what was needed. IEP team. It was based on my child's schedule and academic needs.			
6	0	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
6	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>My child loves school and is doing really good.</p> <p>It has helped my child with the development of social skills.</p> <p>My child enjoys classes and has an opportunity to participate.</p> <p>Does not need that much.</p> <p>Teachers do address my child and I can walk away knowing the staff are on top of it.</p> <p>In general my child is benefiting, but also participation in non-academic subject areas.</p>			
0	0	6	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					<p>3 Always</p> <p>0 Sometimes</p> <p>0 Rarely</p> <p>0 Never</p> <p>0 Don't Know</p> <p>3 Does not Apply</p>	P 59. I am satisfied with the transition services developed for my child.			
					<p>6 Always</p> <p>0 Sometimes</p> <p>0 Rarely</p> <p>0 Never</p> <p>0 Don't Know</p> <p>0 Does not Apply</p>	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
5	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
7	0	3				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>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
		0	0		1 3 1 5 1 3 1 5	P 66. Tell me anything you really like about your child's special education program. c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude			
		4	1		1	P 67. Tell me anything you would like to change about the program. n. other			
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			
		0	0		1 2 3	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program. Thank you for finding those teachers. I think it is a wonderful program. We are thrilled with the program and the progress our child has made and strongly wish all parents would investigate this option.			
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				SE 101. Do you hold the required certification to implement this student's program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
10	0	0				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
0	0	10				SE 101b. If no, what training or support would assist you?			
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.)			
5	0	5				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	6	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?			
					6 0 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						<b>Topical Area 8: Other Non-compliance Issues</b>			
						<b>Topical Area 9: Other Improvement Plan Issues</b>			

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

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

**Document Owner: Special Education**

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

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

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

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

**Guidelines and/or Procedures:**

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

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



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# PASA Getting Ready: What Special Education Administrators Need to Know about PASA DLM Participation and 1% Compliance Requirements

**2023-24**





# Welcome Special Education Administrator/ PASA Assessment Coordinator (AC)

- This presentation is designed to provide a high-level overview of important tasks for the Special Education Administrator/PASA AC and the 2023-24 1% compliance requirements for LEAs.
- Please reference the links to additional resources embedded throughout the presentation for more information and full training requirements.
- **At least one PASA AC/Special Education Administrator must submit the required completion survey at the end of this training on behalf of the LEA.**



# Top 5 'Need to Knows' for the 2024 PASA DLM and LEA 1% Compliance Requirements

1. Know the students who qualify
2. Know the PASA AC role and training requirements
3. Know state assessment participation requirements
4. Know the required actions to address 1% oversight and monitoring for LEAs (Updated for 2023-24)
5. Know where to find resources and support



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# #1 Know the Students Who Qualify

PASA DLM Eligibility  
Decision-Making





# Who Participates in the PASA?

- Only those students with the **MOST** significant cognitive disabilities who *meet **all six PASA eligibility criteria***
- IEP Team reviews each of the six criteria to determine if the student meets all 6
- The decision is documented in section IV of the IEP and reviewed annually

# PASA Eligibility Criteria

- PASA Eligibility Criteria: Decision-Making Companion Tool is the resource that IEP teams are required to use when determining eligibility for participation in the PASA.
- [PASA Eligibility Criteria](#) (PDF) is available on the PDE website.



**PASA Eligibility Criteria: Decision Making Companion Tool**

The PASA Eligibility Criteria Decision Making Companion Tool is a resource provided to individualized education program (IEP) teams in Pennsylvania to assist in determining eligibility for the Pennsylvania Alternate System of Assessment (PASA). The PASA is appropriate for students with the most significant cognitive disabilities who meet all of regulatory-based factors. Additional considerations are provided that further define the criteria and assist IEP teams in decision-making factors that the IEP team should not consider in eligibility determination are also identified.

The IEP team must answer "YES" to all criteria in order for the student to participate in the PASA. If the answer is "NO" to any of the questions, the student must participate in the PAU/PAU-Alt with or without accommodations, as determined appropriate to the IEP team.

- 1** — YES: All the student has passed L, S, L, A as a primary requirement of the alternate system (PASA) or the alternate system (PAU/PAU-Alt) as required by the assessment design.
- 2** — YES: See the student has significant cognitive disability? Pennsylvania defines significant cognitive disability as a student who has a significant cognitive disability as defined in 22 Pa. Code § 14.101. The student must have a significant cognitive disability that is determined by using a range of appropriate assessment tools and data sources.
- 3** — YES: Describe student's unique characteristics, strengths, and needs. The student must have unique characteristics, strengths, and needs that are not addressed by general academic, functional, and cognitive activities, including and relevant to the student's unique characteristics, strengths, and needs.
- 4** — YES: See the student's unique characteristics, strengths, and needs. The student must have unique characteristics, strengths, and needs that are not addressed by general academic, functional, and cognitive activities, including and relevant to the student's unique characteristics, strengths, and needs.
- 5** — YES: See the student's unique characteristics, strengths, and needs. The student must have unique characteristics, strengths, and needs that are not addressed by general academic, functional, and cognitive activities, including and relevant to the student's unique characteristics, strengths, and needs.
- 6** — YES: Describe student's participation in the general curriculum. The student must have unique characteristics, strengths, and needs that are not addressed by general academic, functional, and cognitive activities, including and relevant to the student's unique characteristics, strengths, and needs.

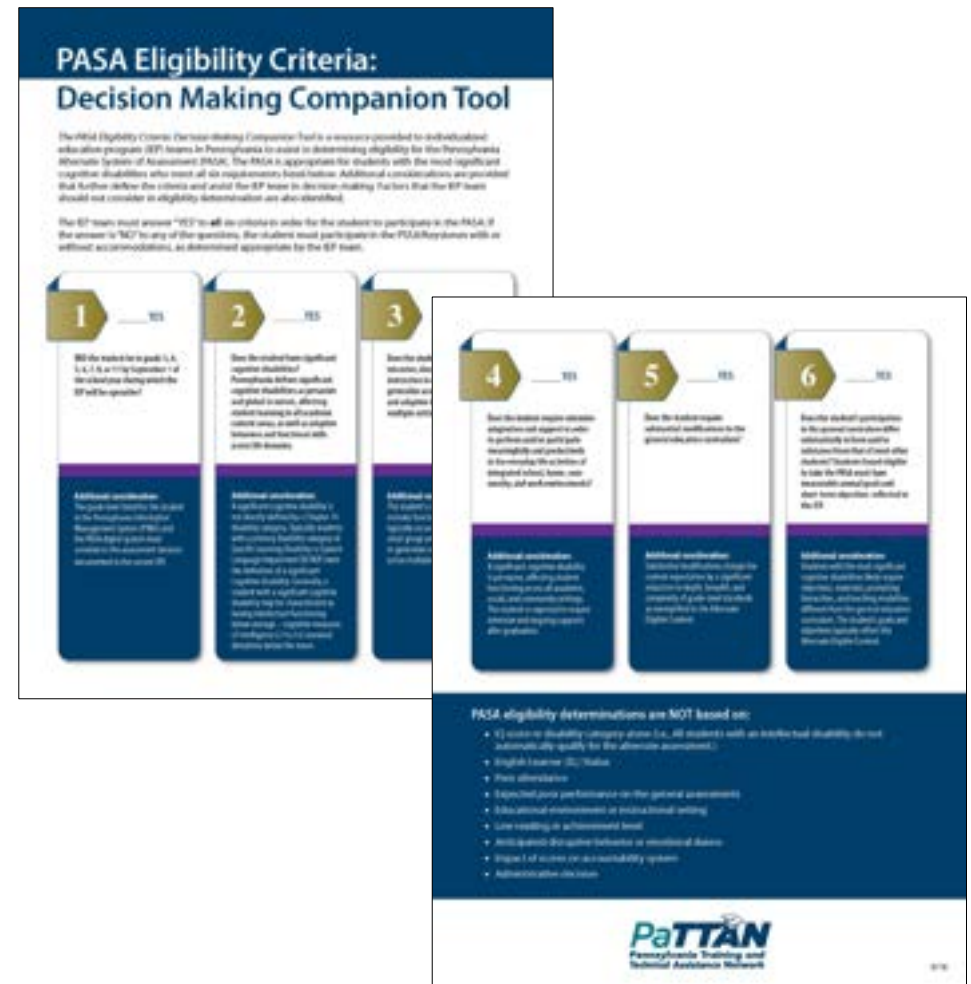
**PASA eligibility determinations are NOT based on:**

- IQ score or disability category alone (i.e., all students with an intellectual disability do not automatically qualify for the alternate assessment).
- English learner (EL) status.
- Prior alternative.
- Expected score performance on the general assessment.
- Educational environment or instructional setting.
- Site reading or achievement level.
- Anticipated discipline behavior or emotional status.
- Paper 147 scores or accountability system.
- Administrative decision.

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# PASA Eligibility Criteria Training

- Access the links on this slide for a more in depth look at the each of the six PASA Eligibility Criteria and resources to share with IEP teams:
- [PASA Eligibility Training](#) (PDF) (see slides 39-76)
- [Characteristics of students eligible for the alternate assessment- DLM](#) training video



**PASA Eligibility Criteria: Decision Making Companion Tool**

The PASA Eligibility Criteria Decision-Making Companion Tool is a necessary resource for individualized education programs (IEP) teams in Pennsylvania as stated in determining eligibility for the Pennsylvania Assessment System of Assessment (PASA). The PASA is appropriate for students with the most significant cognitive disabilities who meet all six requirements listed below. Additional considerations are provided that further define the criteria and assist the IEP team in decision-making factors that the IEP team should not consider in eligibility determination are also identified.

The IEP team must answer "YES" to all six criteria in order for the student to participate in the PASA. If the answer is "NO" to any of the questions, the student must participate in the PUA Assessment with or without accommodations, as determined appropriate for the IEP team.

- 1** — YES  
 Will the student be paid U.S. L.S.A. as a regular member of the classroom during which the IEP will be provided?  
 Additional consideration: The student must be a member of the Pennsylvania Assessment System of Assessment (PASA) as a regular member of the classroom during which the IEP will be provided.
- 2** — YES  
 Does the student have significant cognitive disability?  
 Pennsylvania defines significant cognitive disability as a student who has a cognitive disability that significantly impacts the student's ability to learn general academic content and skills at the same level as students with average abilities.  
 Additional consideration: A significant cognitive disability is a disability that significantly impacts the student's ability to learn general academic content and skills at the same level as students with average abilities. This includes students with intellectual disability, autism spectrum disorder, and other disabilities that significantly impact the student's ability to learn general academic content and skills at the same level as students with average abilities.
- 3** — YES  
 Does the student have a disability that significantly impacts the student's ability to learn general academic content and skills at the same level as students with average abilities?  
 Additional consideration: A significant cognitive disability is a disability that significantly impacts the student's ability to learn general academic content and skills at the same level as students with average abilities. This includes students with intellectual disability, autism spectrum disorder, and other disabilities that significantly impact the student's ability to learn general academic content and skills at the same level as students with average abilities.
- 4** — YES  
 Does the student have a disability that significantly impacts the student's ability to learn general academic content and skills at the same level as students with average abilities?  
 Additional consideration: A significant cognitive disability is a disability that significantly impacts the student's ability to learn general academic content and skills at the same level as students with average abilities. This includes students with intellectual disability, autism spectrum disorder, and other disabilities that significantly impact the student's ability to learn general academic content and skills at the same level as students with average abilities.
- 5** — YES  
 Does the student have a disability that significantly impacts the student's ability to learn general academic content and skills at the same level as students with average abilities?  
 Additional consideration: A significant cognitive disability is a disability that significantly impacts the student's ability to learn general academic content and skills at the same level as students with average abilities. This includes students with intellectual disability, autism spectrum disorder, and other disabilities that significantly impact the student's ability to learn general academic content and skills at the same level as students with average abilities.
- 6** — YES  
 Does the student have a disability that significantly impacts the student's ability to learn general academic content and skills at the same level as students with average abilities?  
 Additional consideration: A significant cognitive disability is a disability that significantly impacts the student's ability to learn general academic content and skills at the same level as students with average abilities. This includes students with intellectual disability, autism spectrum disorder, and other disabilities that significantly impact the student's ability to learn general academic content and skills at the same level as students with average abilities.

**PASA eligibility determinations are NOT based on:**

- IQ score or disability category alone (i.e., all students with an intellectual disability do not automatically qualify for the alternate assessment)
- English learner (EL) status
- Prior attendance
- Expected prior performance on the general assessment
- Educational environment or instructional setting
- Size reading or achievement level
- Anticipated response behavior or emotional status
- Paper 1 of scores on an accountability system
- Administrative decision

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# PASA Eligibility:

## What does the data say? (1)

- IEP teams must review each of the state's 6 criteria and use **student data** to support their answer to each of the questions.
- The decision must be reviewed annually as an IEP team using current data.
- It is not acceptable to qualify the student based upon past IEP team decisions and previous PASA eligibility.

# PASA Eligibility: What does the data say? (2)

- Criteria # 2 defines a student with the **most significant cognitive disability**
  - Full scale IQ of at least 2.5 standard deviations below is typically associated with an **IQ of 63 or lower**
  - Students with a primary disability of Specific Learning Disability, Speech (Only) or Emotional Disturbance typically do not meet the PASA eligibility criteria and are considered 'red flags' for eligibility.



# PASA Eligibility: What does the data say? (3)

- Adaptive Behavior Skills (referenced in criteria #2 and #3)
  - Reference the current ER (Evaluation Report) or RR (Reevaluation Report). Does the student have scores in the ‘**Extremely Low**’ range on multiple areas of adaptive behavior scales or measures?
  - Does the student have IEP goals devoted to adaptive behavior skills (e.g., feeding, toileting, self-help, etc.)?
  - If the student is of transition age, does the transition plan in the IEP include an **independent living goal**?

# PASA Eligibility:

## What does the data say? (4)

- Expected to require intensive and ongoing supports after graduation (criteria #4)
- Does the student have or require agency supports? (e.g., supports coordination)
- What is the student's planned pathway for graduation?
  - Typically, students who take the PASA graduate based upon successful completion of the IEP.
  - PASA eligible students often stay in school placements until age 21.

# Guidance for IEP Teams

- Eligibility determination is for all tested subject areas for the given testing year.
- It is not permissible to take the PASA in one subject and the PSSA/Keystone in another in the same testing year.
- The IEP team cannot exempt a student from state assessment.
- The role of the IEP team is to confirm whether the student meets all criteria or not. **The IEP team does not have the authority to change or override the state eligibility criteria.**



# PASA Eligibility: Common Misconceptions (1)

All students in a Life Skills class should take the PASA

- *No – eligibility decisions must be made according to the PASA criteria.*
- *Eligibility decisions are not made based upon classroom placement, disability category or administrative convenience*

The student reads well below grade level. They will not be able to read the content of the PSSA/Keystone Exams.

- *No – reading below grade level alone does not qualify a student for the PASA.*
- *The IEP team should consider what accommodations may be helpful on the general assessment for the student*



# PASA Eligibility: Common Misconceptions (2)

My student does not qualify for PASA, but the PSSA is going to be too difficult for them.

- *No – eligibility decisions are not based on which assessment may be a better fit.*
- *The IEP team must be able to answer ‘yes’ to all 6 PASA criteria for the student to qualify.*

The statewide assessments are not a good fit from my student. Should I talk to the parent about opting the student out?

- *No – schools cannot initiate a parent opt out.*



# #2 Know the PASA AC Role and Training Requirements

PASA Assessment Coordinator requirements pertaining to the PASA DLM enrollment and test administration procedures



# PASA Assessment Coordinator (AC)

- PASA AC Role and Responsibilities
  - Point of contact on behalf of the LEA to the state and vendor
  - Receives communications from the PA Alternate Assessment team ([alternateassessment@pattankop.net](mailto:alternateassessment@pattankop.net))
  - Ensures all PASA eligible students are accurately enrolled and assessed in the DLM Kite Portal
  - Enters 'special circumstance codes' in the Kite portal for non-assessed students

# PASA AC

- A Special Education Administrator **must** be included with the PASA AC role.
- More than one PASA AC may be assigned in the Kite Portal.
- If your LEA/Service Provider has an individual other than the Special Ed Administrator (e.g., Lead Teacher, Administrative Assistant) currently serving as a PASA AC, they can remain. However, a Special Education Administrator must be added as well.
- PASA AC (Assessment Coordinator) and DTC (District Test Coordinator) are the same (terminology is interchangeable between PA and the DLM roles).
- Contact [alternateassessment@pattankop.net](mailto:alternateassessment@pattankop.net) immediately if the assigned PASA AC has been updated for your entity this year.



# Important Dates

- [2023-24 PASA DLM Instruction and Assessment Calendar \(PDF\)](#)
- *Refer to the calendar for full details and timelines on required training, enrollment, and test administration.*

PASA DLM Activity	Date
Enrollment	October 16 – November 17, 2023
PASA DLM Assessment Window	March 11- May 3, 2024
Score Reports Available Electronically	June 14, 2024
Score Reports Mailed	July 26, 2023

# Required RTAT for PASA ACs

- **New for 2023-24:**
  - Required Test Administrator Training (RTAT) is an annual training required of all test administrators. Beginning in 2024, it will also be a required training for PASA ACs. Any PASA AC who has voluntarily participated in the course previously will be required to complete the refresher course only. Any PASA AC who has not participated in RTAT will be required to complete the full course. After the full training is completed, the refresher course will be required in subsequent years.
  - The PASA AC must also complete the required data management training as outlined in the 2024 PASA DLM Instruction and Assessment Calendar.

# Parent Religious Opt-Out Procedure

- Chapter 4 of Title 22 of the Pa. Code (22 Pa. code 4.4) provides the right of any parent/guardian to excuse their child from the state assessment if, upon inspection of the testing materials, they find the assessment to conflict with their religious beliefs.
  - Must be parent initiated
  - **Parent must come into the school to review online, released testlets with school administrator**
  - Written request to Chief School Administrator for religious opt out
  - Counts negatively against the school's participation rate in accountability reporting
  - Updated procedure can be accessed in the appendix of the [PASA Assessment Coordinator Manual](#) (PDF)



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# #3 Know State Assessment Participation Requirements

Federal and State Regulations



# 95% Participation Requirement

- The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires every state to develop a State Performance Plan (SPP) which describes how states are improving educational outcomes for students with disabilities and complying with the IDEA.
- Student participation and performance on statewide assessments (SPP Indicator 3A) includes a 95 percent participation target for students with IEPs participating on statewide assessments.
- States must be able to meet the 95% participation requirement for students with disabilities to apply for a waiver on the 1% threshold requirement.

# 1% Threshold Requirement

- Every Student Succeeds Act (ESSA) stipulates that states may not assess more than 1% of their total tested population on an alternate statewide assessment.
- PA historically assessed 2% of students on the PA Alternate System of Assessment (PASA).
- PA has been in corrective action with the US Department of Education for exceeding this federal regulation since 2019.
- PA has not been able to obtain a waiver for the 1% threshold due to failure to meet the 95% participation requirement.
- More information on the 1.0 Percent Threshold and requirements for LEAs can be accessed on the BSE website: [1.0 Percent Threshold Requirements](#)

# 1% Threshold Data

- [ESSA Dashboard 2021 | Tableau Public](#)
  - Select the ‘PASA Participation’ tab at the top of the homepage to view overall state participation rates as well as LEA data

Learn all about Tableau Community Projects, exp

ESSA\_Dashboard\_2021 by Pennsylvania Department of Education

▼ < Educator Equity District | State Student Assessment Me... | District Student Assessment ... | School Student As

2020-2021 PASA Participation - State

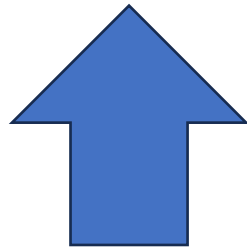
Grade	Subject	# PASA	% PASA
003	E	1,929	2.05%
	M	1,921	2.02%
004	E	1,918	2.02%
	M	1,916	2.00%
	S	1,911	2.03%
005	E	1,877	2.00%
	M	1,878	2.00%
006	E	1,940	2.08%
	M	1,938	2.07%
007	E	1,879	2.01%
	M	1,880	2.00%
008	E	1,889	2.13%
	M	1,889	2.14%
	S	1,872	2.15%
011	E	1,573	12.24%



# Understanding the Participation Rates

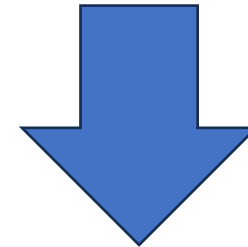
## 95% Participation Rate

- PA must improve the overall participation rate of students with disabilities in statewide assessment (PSSA, Keystone, and PASA DLM)



## 1% Threshold

- PA must ensure that no more than 1% of total tested students are assessed on an alternate assessment (PASA DLM)



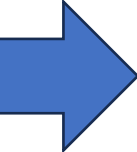


## CMCI – Cyclical Monitoring for Continuous Improvement of LEAs Participation in Statewide Assessment (SPP 3A) and Local Assessments

- **Standard** – Participation in Statewide Assessments  
The LEA's population of students who participate in state assessment is comparable with the state data.
- **Regulatory Base** – Participation in Assessments – 34 CFR 300.160(a)  
General. A State must ensure that all children with disabilities are included in all general state and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

# CMCI Student IEP File Review

FR 297 is  
N/A for  
PASA DLM



IV. Participation in State and Local Assessments (IEP)					
<i>(Questions 293-297 are applicable to statewide assessment of students in grades 3 through 8 (PSSA/PASA) and high school (Keystone Exams/Grade 11 PASA) for all other grades indicate NA)</i>					
The following information is present:					
		YES	NO	NA	
293.	Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLs, Alternate ACCESS for ELLs or PASA)	293	___	___	___
294.	If the student will participate in the PSSA/Keystone Exams, documentation of IEP team decision regarding participation with or without accommodations	294	___	___	___
295.	If the student will participate in the PASA an explanation of why the student cannot participate in the PSSA/Keystone Exams	295	___	___	___
296.	If the student will participate in the PASA, explanation of why PASA is appropriate	296	___	___	___
297.	If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)	297	___	___	___
<b><i>If a LEA administers a local assessment in any grade, the LEA is required to offer a local alternate assessment. (Questions 298-301 are applicable only to those grades in which a local assessment is administered - for all other grades indicate NA)</i></b>					
The following information is present:					
298.	Indication of IEP team decision regarding participation in local assessments (local or alternate local)	298	___	___	___
299.	If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations	299	___	___	___
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	300	___	___	___
301.	If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate	301	___	___	___

306. Short Term Objectives (Required for students with disabilities who take the alternate assessment aligned to alternate achievement standards – PASA; for other students indicate NA.

# English Learner Student Participation

## Academic Assessments

- English Learner (EL) students in their first 12 months of enrollment in U.S. schools are not required to take the ELA PSSA or Literature Keystone Exam
- EL students who meet the eligibility criteria to take the PASA DLM follow the same requirements
- Note: EL PASA students must be enrolled, rostered and have a first contact survey completed for all tested subjects.

## English Language Proficiency Assessment

- All ELs, K-12, are required to take the [ACCESS for ELLs®](#) English Language Proficiency Test
- ELs who meet the eligibility criteria to take the PASA DLM participate in the [Alternate ACCESS for ELLs®](#)



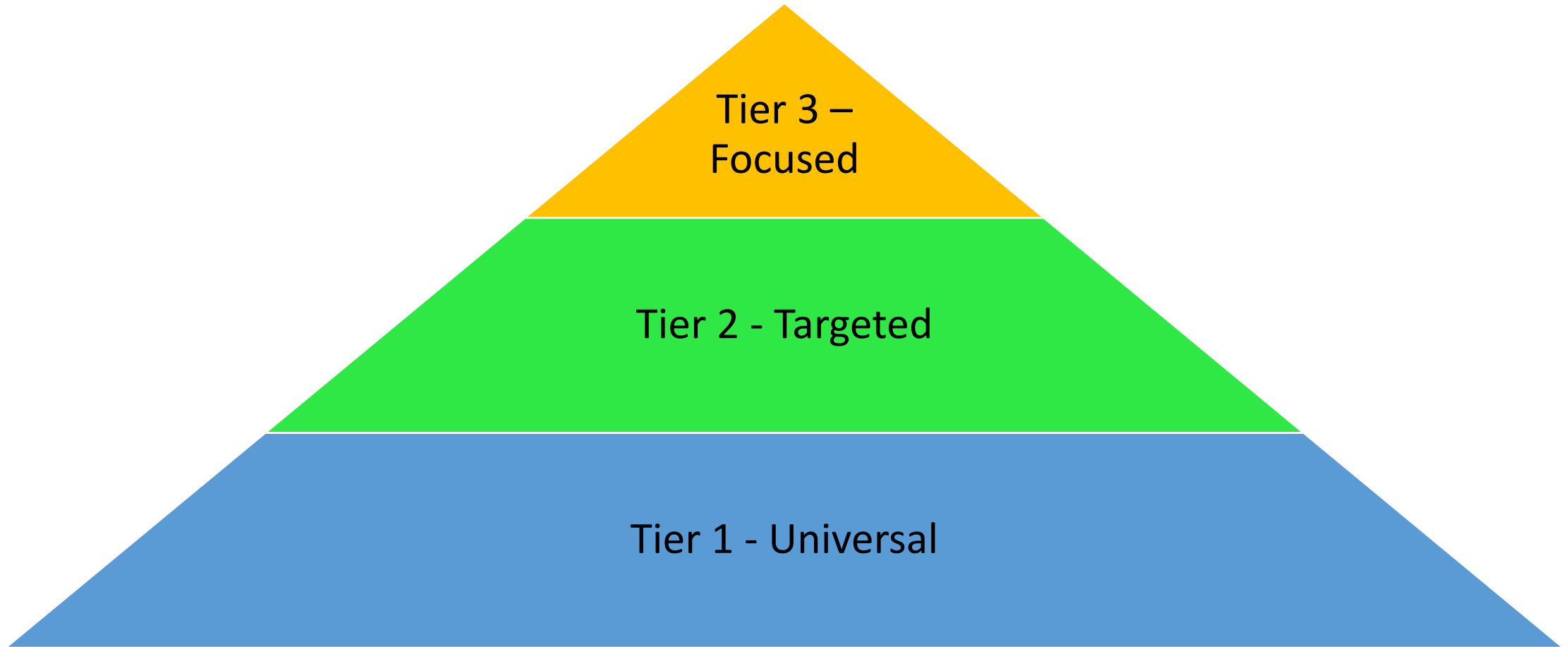
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# #4 Know the Required Actions to Address 1% Compliance for LEAs

Updated Process and Requirements 2023-24



# PA Tiered System of LEA 1% Oversight & Monitoring





# New - 1%-Tiered System of Oversight and Monitoring

- The process has been streamlined to include all 3 tiers in one form/survey submission to occur in early fall.
- The new process allows the LEA to review PASA DLM participation data prior to enrolling students for the current year.
- LEAs must ensure IEP teams meet to review students who may not meet all six PASA eligibility prior to enrolling and/or testing this year.



# How Does The Process Work?

- ALL LEAs (school districts, charter schools) will receive 2 separate email notifications from BSE in September
- The emails will be sent to the Special Education Administrator/PASA AC on file. (Reminder to update [alternateassessment@pattankop.net](mailto:alternateassessment@pattankop.net) if there has been a change this year for your LEA)

# Tier Identification Email #1

- The first email will provide the LEA with 2023 tested data and their identified tier:
  - **1% participation rate** (the percentage of students who participated in the PASA DLM in 2023)
  - **95% participation rate** (the percentage of students with disabilities who participated in all statewide assessment including PSSA, Keystone Exams, and PASA DLM in 2023)
  - This email will come from: [alternateassessment@pattankop.net](mailto:alternateassessment@pattankop.net) on September 18, 2023



# Tier Identification Form

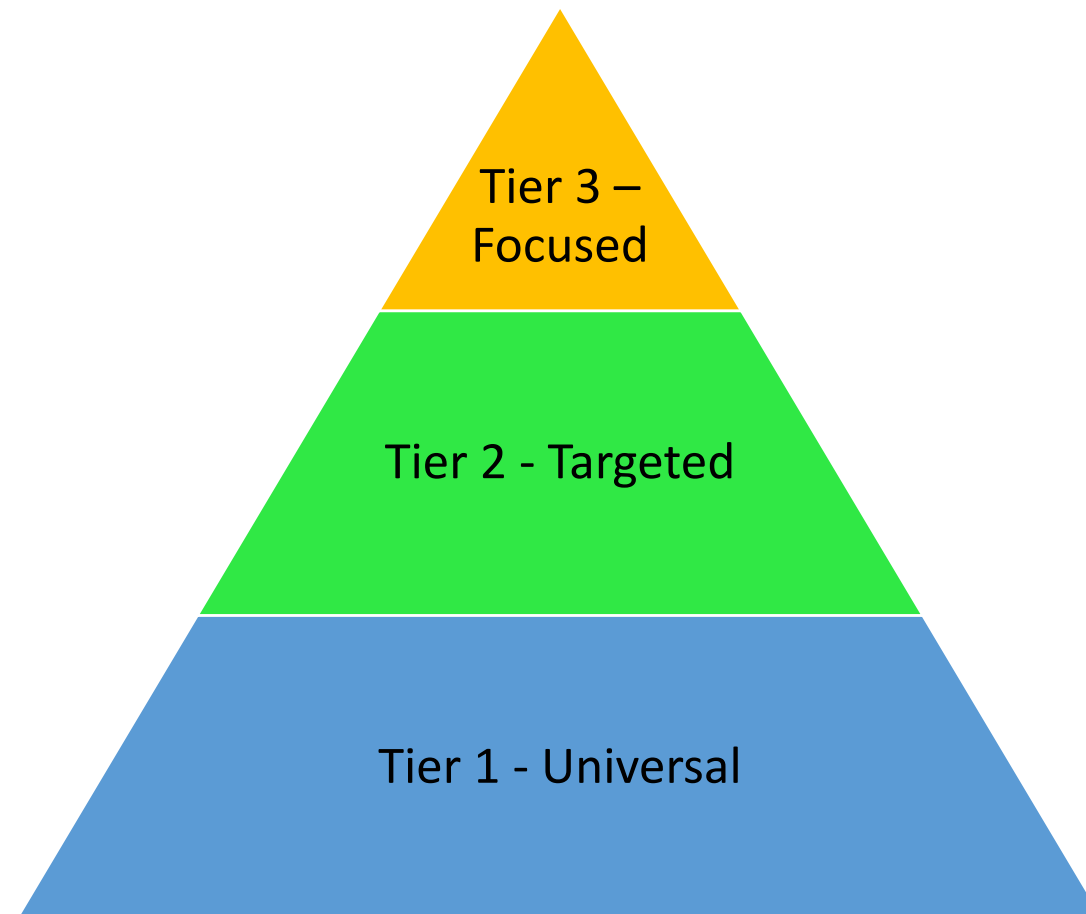
- Pennsylvania Alternate System of Assessment (PASA) and the 1% Threshold Justification: Tiered System of Compliance Monitoring
  - The form will include all tier questions.
  - The LEA should review the questions relevant to their identified tier to prepare for electronic submission of required responses.
  - [ESSA 1.0 Percent Threshold Justification Requirements](#)

# Tier Identification Email #2

- The second email will include the LEA's **personalized survey link** to submit electronic responses
  - The survey link will automatically direct the LEA to the required questions for their identified tier.
  - This email will come from: [lihampe@pa.gov](mailto:lihampe@pa.gov) via SurveyMonkey on September 20, 2023.

# Tier 1

- Tier 1 LEAs (Universal) must submit their demographic information and anticipated 2024 PASA percentage rate. Those LEAs who exceeded last year and/or will exceed this year are required to also answer a series of justification questions via the survey link.



# The 1% Calculation

# of students enrolled to take the PASA

# of students enrolled in grades 3-8 and 11

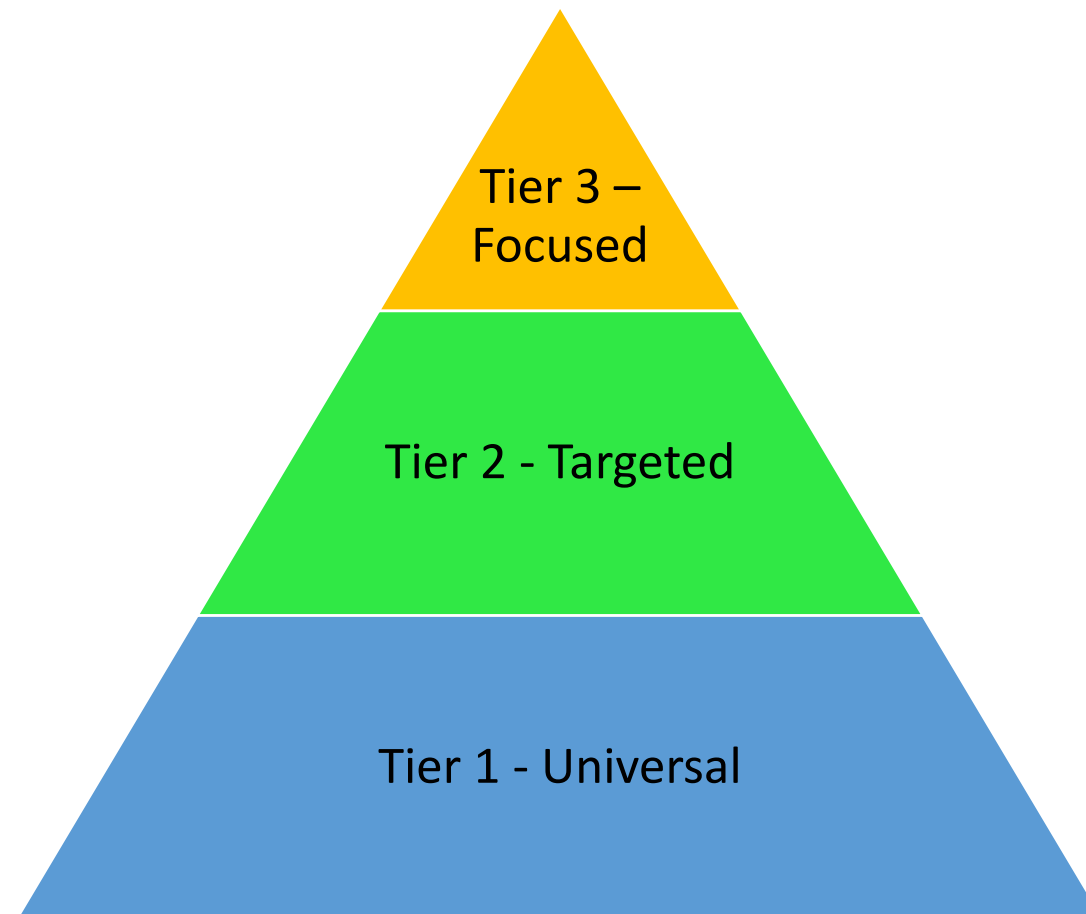
X 100 = PASA %

For example: if the LEA has 2 students taking the PASA and 450 total students enrolled in the tested grades (regardless of what test they take), the calculation would be:

$$(2)/(450) \times 100 = .4\%$$

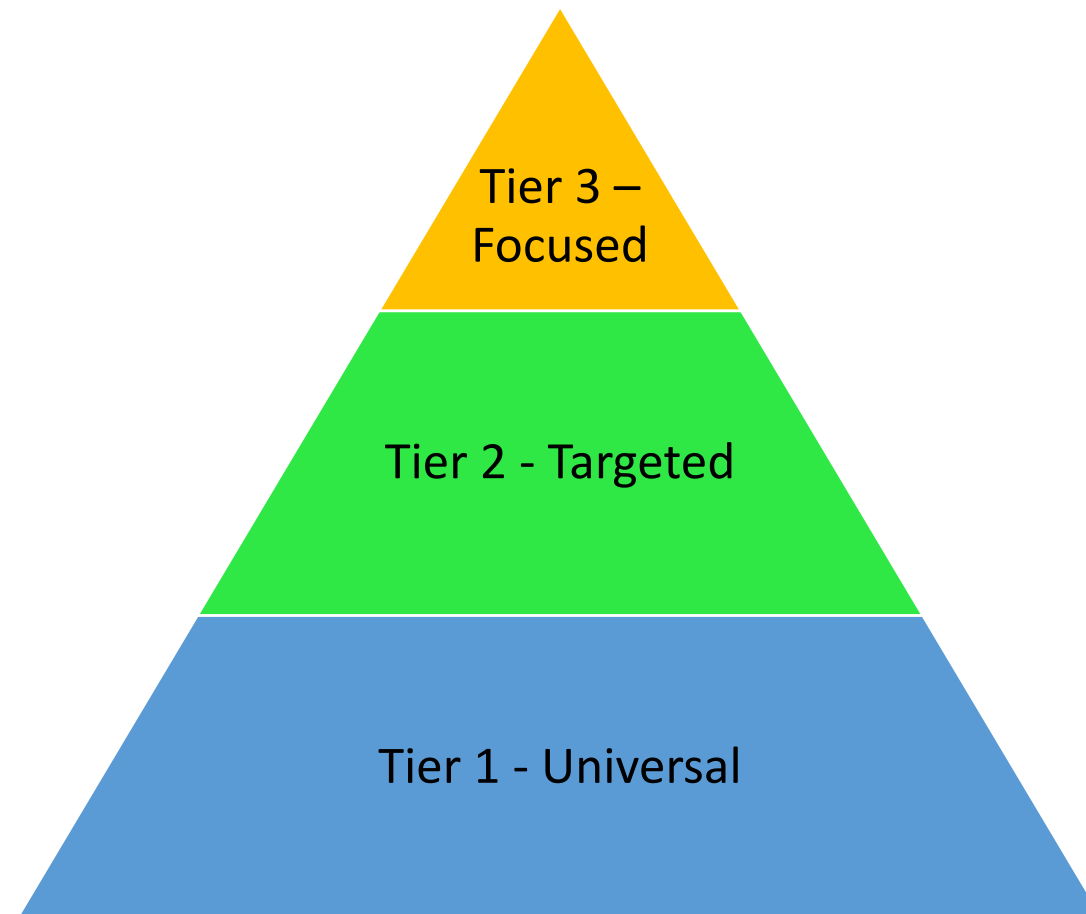
# Tier 2

- Tier 2 LEAs (Targeted) must complete all tier 1 justification questions **and** provide additional information as outlined on the form and survey. These LEAs may be subject to additional review and/or on-site visits from BSE.



# Tier 3

- Tier 3 LEAs (focused) must complete all tier 1 and tier 2 survey questions and work directly with BSE on the Intensive Needs Review process. This includes the Intensive Needs Review data protocol and submission of IEPs. These LEAs are also subject to additional review and/or on-site visits from BSE.



# LEA Required Actions Review

- View PASA Getting Ready: At the conclusion of this presentation, submit the verification survey at the link provided on the last slide of this PPT.
- Review the data provided in the first email sent on September 18, 2023. The email will include the LEA's identified tier. Review the form for questions that will be required for your identified tier.
- Complete the required questions for your identified tier via the personalized survey link provided in the second email sent on September 20, 2023.
- All required tier survey responses must be submitted via the personalized survey link by **October 16, 2023**
- Ensure non-eligible students are designated properly in PIMS to prevent enrollment into the Kite Educator Portal.



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# #5 Know Where to Find Resources and Support



# Important Websites

- [PASA DLM Instruction and Assessment Resource Hub](#)- includes assessment and instructional resources provided by the PA Alternate Assessment Team such as the annual training calendar, quick start guides and more.
- [Pennsylvania DLM homepage](#)- Dynamic Learning Maps (DLM) is the assessment vendor for PA. This site provides all DLM specific information (e.g., manuals, video tutorials, access to trainings, etc.)
- [BSE Assessment](#)- provides PASA information and 1% threshold requirement information

# 1% Compliance Resources

- [PASA Eligibility Criteria: Decision Making Companion Tool](#) (PDF) - PA's PASA DLM eligibility criteria for IEP teams
- [State Assessment Participation: Why it Matters](#) (PowerPoint) - slides to address PASA eligibility and 95% participation rates
- [PASA DLM parent and family FAQ](#)- this resource can be helpful to IEP teams when discussing PASA participation with families. The resource is housed on the PaTTAN website and is available in translated formats.
- [10% of the 1% - Students with the Most Complex Needs – YouTube](#)- short video developed by DLM to outline how the assessment is built to support students with the most significant cognitive disabilities.

# 95% Participation Resources

- [Developing an Assessment Participation Action Plan: A Tool for District Leaders \(NCEO Tool #14\) \(umn.edu\)](#) (PDF) - this tool may be used as an action plan template for LEAs/schools who are not meeting the 95% participation requirement.
- [Resources | NCEO](#)- various customizable templates for schools to convey the importance of state assessment participation to students and stakeholders
- [Reasons Why Students with Disabilities Should Take State Tests: A Customizable Template for a Flyer for Parents and Families \(NCEO Tool #9\) \(umn.edu\)](#) (PDF)



# PASA Assessment Coordinator Support

- DLM Kite Service Desk
  - 1-855-277-9751
  - [DLM-support@ku.edu](mailto:DLM-support@ku.edu)
- PA Alternate Assessment Team
  - [alternateassessment@pattankop.net](mailto:alternateassessment@pattankop.net)
  - Enrollment and data management
- PaTTAN DLM Core Team (regional representatives – see next slide)
  - Training questions
  - Resource questions
  - General PASA DLM questions



# PA Alternate Assessment Team Directory

TOPIC	NAME	CONTACT INFORMATION
PASA and Accountability	Lisa Hampe Lynda Lupp	<a href="mailto:lihampe@pa.gov">lihampe@pa.gov</a> <a href="mailto:llupp@pattankop.net">llupp@pattankop.net</a>
PASA Enrollment and Data Management	PA Help Desk	<a href="mailto:alternateassessment@pattankop.net">alternateassessment@pattankop.net</a>
PASA Eligibility and ESSA 1% Threshold Compliance	Lisa Hampe Lisa Hauswirth Lynda Lupp	<a href="mailto:lihampe@pa.gov">lihampe@pa.gov</a> <a href="mailto:lhauswirth@pa.gov">lhauswirth@pa.gov</a> <a href="mailto:llupp@pattankop.net">llupp@pattankop.net</a>
DLM Trainings, Instructional Resources, and General PASA DLM Questions	Kelley DesLauriers (West) Meredith Penner (East) Tara Russo (Central)	<a href="mailto:kdeslauriers@pattanpgh.net">kdeslauriers@pattanpgh.net</a> <a href="mailto:mpenner@pattankop.net">mpenner@pattankop.net</a> <a href="mailto:TRusso@pattan.net">TRusso@pattan.net</a>

# Required Completion Link

- Viewing PASA Getting Ready is a required training per BSE for Special Education Administrators/PASA ACs.
- At least one Special Education Administrator/PASA AC must view the training and complete the link below on behalf of your entity.
- After viewing the training, click on the link below to verify completion of this webinar. Save the confirmation message as documentation.

<https://www.surveymonkey.com/r/23-24PASA-Getting-Ready>

# Contact/Mission

For more information on PASA Getting Ready please visit PDE's website at [www.education.pa.gov](http://www.education.pa.gov)

*The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.*

# CERTIFICATE of ACHIEVEMENT

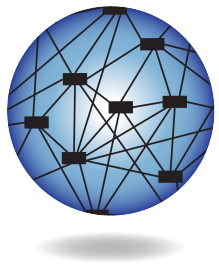
This is to certify that

**Stephanie Faith**

has successfully completed the course

**PA 2023–24 Required Training for New DLM  
Test Administrators**

*December 14, 2023*



**DYNAMIC**<sup>®</sup>  
LEARNING MAPS



**pennsylvania**  
DEPARTMENT OF EDUCATION



9:45- Screen to Intervene- Integrating Preventative Mental Health Services- Tier 1  
[latimer1@usf.edu](mailto:latimer1@usf.edu) Joseph Latimer- University of South Florida  
School Mental Health Collaborative- [smhcollaborative.org](http://smhcollaborative.org)

SABERS assessment- 30 seconds per student-- social academic behavior risk screener- 2 times a year  
<https://fastbridge.illuminateed.com/hc/en-us/articles/1260802463290-SAEBRS-Overview>

SEBA Model-<https://sebasuccess.weebly.com/what-is-seba.html>

Universal Screening- social, academic, emotional

-students at risk

Less than 20%- Tier 1

School wide greater 20% but less than 20% classroom based- Tier 1

School wide and classroom is greater 20%- Tier 2

Identify risk for each classroom- provide supports for that classroom

Good Behavior game- competition between students--explicit instruction/reinforcement of academic enablers

Take Home Resources--

Take aways- look at data, what are we actively doing with the data from the PASS survey

11 am--Finding Joy Through Autism---Ben Harcroft

CA- goal to travel by himself, went on vacation, but did not plan- so planed,

Problem overshadows actual issue

Parent- is it my fault, refrigerator mother theory, fear of the future, afraid to share with family, safety concerns, behavior issues- because of speech

Levels of autism

1970s Ivar Lovass

ABA Therapy

90s-

Autism speaks- M-chat today

1988- Rain man

Neuro Tirbes

In a different key

The out of sync child- hyper hypo

Easter Seals- IU

Sensory Seekers or Avoiders

Dubard Association Method- cursive, nouns, en coded and de code- 44 phnomes

Teach explicitly- look in eyes and shake hands

SE divorce rate is 80%

Fair is not always equal- slide with kids at baseball game on stools (Amy D)

Special siblings by Mary McQue

Exclusion- have a place without your sibling

Speech and Assumptions-

Assume person is aware and can understand

Just because you can't speak doesn't mean you are not intelligent

Conversation or directions?- internally processing

dmv-practice-.test-com/pennsylvania/car

Apply for Med Ass in PA

Learning to take meds- try tic tacs

Change from I am sorry to Thank you-- being late ex

Special Access passes for parks

Stickers- Please be patient I have autism

Benergy.com

2:15 What is inclusive post secondary education

ThinkCollege

<https://thinkhighered.net/>

15% of ID adults are working in gen pop

If go to college- 59% are working after graduation  
92% satisfied social experience after college

IPSE- Inclusive Postsecondary Edu

-certificate or credential

Think college- 14 years of data on 4,000 students, 131 college/universities, 330 programs in US, 22,000 courses

-need classes that pursue are of their interests, learn about what will advance them to their goals

41% offer housing- not glorified group home, living with stu without disabilities

18 colleges in PA

Thinkcollege.net college search

thinkhigheredu.org

Pa inclusive higher edu assoc- PIHEC.com

-enriches the campus not just the students

College campus like a mini town where they can build independent living skills

Each college has a different program requirements

IPSC- diagnosis and documentation for ID, IEP, or edu testing, can also be secondary diagnosis, but must have it

- Many have an age range, but some have non traditional

If someone expects you to go to college, you will go

<https://tinyurl.com/4935ay8c>

3:30- Real life Scenarios, Real- life Fixes” Addressing Specific Challenges in School’ Family Collaborations

Dr. Batya Elbaum

2 sets of collaborators

Unified sports- bochci and track

PALCS-

# BASIC FBA

## Functional Behavior Assessment Part 1

August 2023

Stephanie Faith - Director of Special Education

Ashley Levenson - Behavior Specialist

Joanna Bigos - HS School Counselor Success Coach + SAP Coordinator



# The purpose of this training is to:

## **School Systems**

Improve School Systems through efficient teaming, data systems, forms and procedures to promote Behavior Intervention Plan development, implementation and evaluation.

## **School Culture**

This training will help establish a common language and understanding of behavior and function-based intervention across all staff.

## **PA Distance Learning CS November Audit**

This training will help prepare you for our audit if you are asked about behavior interventions in our school.

## Goals of School-wide FBA Training:

- To provide staff with a framework and tools for understanding problem behavior and behavioral intervention to support them with students with persistent problem behavior in their classroom.
- To create a common language and framework across staff for understanding behavior and behavioral intervention.
  - This should (a) provide teachers and staff with additional skills and tools for understanding and intervening when they are working with students engaging in persistent challenging behavior and, (b) increase teacher and staff ability to more effectively and efficiently participate in the FBA/BIP process for their students.
- Collect data to guide Tier 2 Intervention Planning
- Teacher completion of the ABC Tracker can be used as part of the Request for Collaboration process when referring students for Tier 2 Behavior Support.
- Discuss my role as a behavior specialist moving forward

# Let's begin...



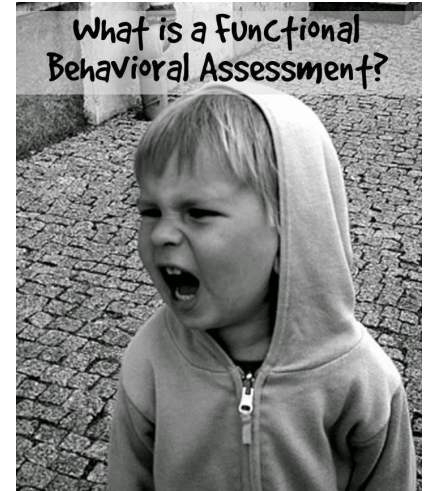


# What is a functional behavioral assessment?

A functional behavioral assessment (FBA) is a process for gathering information about behaviors of concern, **whether the behaviors are academic, social or emotional**. The FBA helps to better understand what may be prompting the behavior which occurs and to understand the function of the behavior.

For example:

Academic-related behaviors could be... not completing asynchronous assignments or class work.



## Observing using A-B-C Data

- **Antecedent** - the events, action, or circumstances that occur before a behavior.
- **Behavior** - The behavior.
- **Consequences** - The action or response that follows the behavior.

# Always start with “B”

Start by defining the behavior

Routine:  
Where, place, time

**A**ntecedent (trigger):

When \_\_\_\_ happens...

**B**ehavior:

The student does (what) ...

---

**C**onsequence:

... and as a result

---

**You must understand from the perspective of the student.**

# Definitions of behaviors need to be:

→ **Specific:** clearly defined in detail

→ **Observable:** action that can be seen

→ **Measurable:** action that can be counted or times

*\*It should leave no doubt - anyone who does not know that student could recognize / point out the behavior.*

# Defining Behavior

What does the behavior look like?

Is it:

Specific ✓

Observable ✓

Measurable ✓

***Talking out: Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom.***

## **Examples of Talking Out:**

Answering a question directed to another student

Talking when the teacher is giving directions

Talking to peers during independent work time

## **Non-Examples of Talking Out:**

Answering a question that the teacher directed to the child

Yelling to another student during recess

Talking with a peer during group work

# Antecedents

Antecedents are WHEN and WHERE (routines) the behavior occurs

Routine:  
Where, place, time

**A**ntecedent (trigger):  
When \_\_\_\_ happens...

**B**ehavior:  
The student does (what) ...  
\_\_\_\_\_

# Antecedents (Routines and Triggers)

**Where** = (Routines) where the problem behavior is most likely to occur (place and time)

Example: During ELA class, during transition from one activity to another,

**When** = Specific events (or antecedents) within a routine that “trigger” the problem behavior

Example: When asked to turn on the camera, when called on in class

**During Math class (routine), when asked to turn on mic and camera (trigger), the student spams the chat with inappropriate language.**

# Consequence

To determine the consequence, identify what happens right after the behavior....

Identify the outcome that is most meaningful to the student.



Routine:  
Where, place, time

**A**ntecedent (trigger):

When \_\_\_\_ happens...

**B**ehavior:

The student does (what) ...

---

**C**onsequence:

... and as a result

---

Example: During ELA class (**routine**), when asked to complete the activity (**antecedent**), the student turns off his camera (**behavior**) and as a result, **the student does not complete the activity (consequence)**.

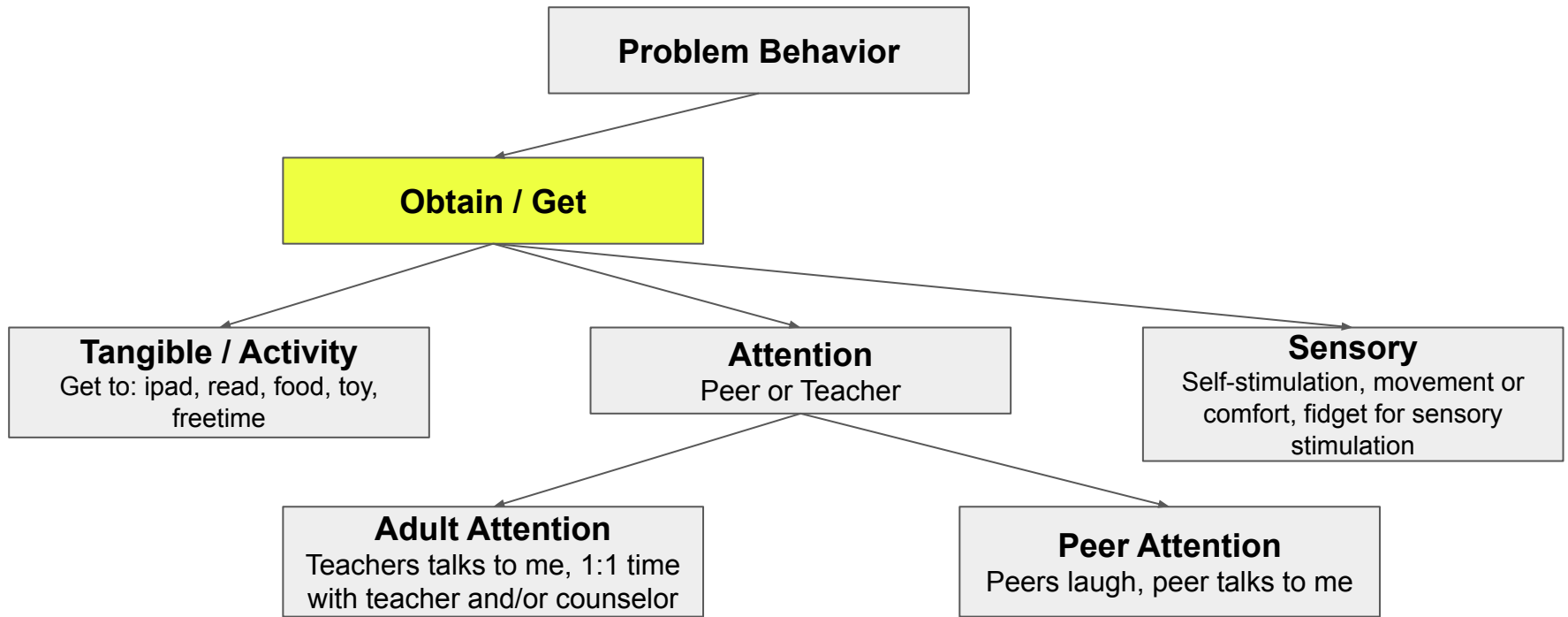


Function (Why)

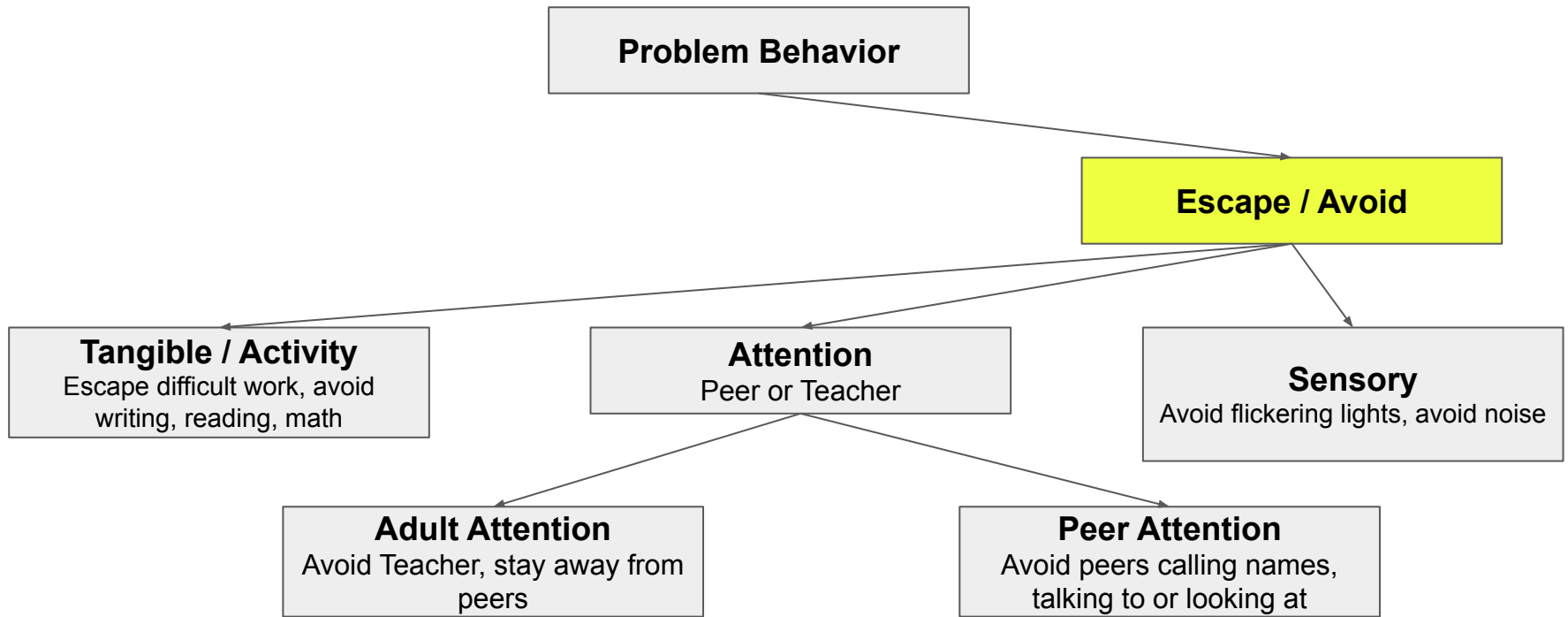
Is it to...

**Obtain / Get or Escape / Avoid**





## Function of Behavior - Obtain / Get



## Function of Behavior - Escape / Avoid

# Function (Why)

Routine:  
Where, place, time

**A**ntecedent (trigger):

When \_\_\_\_ happens...

**B**ehavior:

The student does (what) ...

\_\_\_\_\_

**C**onsequence:

... and as a result

\_\_\_\_\_

**F**unction (Why)

Therefore, the function of the behavior is to \_\_\_\_\_

**\*Always see from the students perspective!!!**



# Setting Events



Setting events can be difficult to identify and are often unknown. They are not permanent student characteristics; they come and go.

Routine:

Where, place, time

## Setting Events

events that can “set up” the behavior but happens outside of the routine.

**A**ntecedent (trigger):

When \_\_\_\_ happens...

**B**ehavior:

The student does (what) ...  
\_\_\_\_\_

**C**onsequence:

... and as a result  
\_\_\_\_\_

*Setting events can help us  
predict that the problem  
behavior will occur.*

# “Set Ups”

## EXAMPLES:

- ★ Lack of sleep
- ★ Change in routine (substitute teacher)
- ★ Forgetting to take medication
- ★ Home environment (fight with sibling)
- ★ Reprimand at school
- ★ Low scores in class/assignments

## NON-EXAMPLES:

- ★ Diagnosed with ADHD/ADD or Autism
- ★ “Bad” home life

Build Summary Statements from Patterns of Behavior

★ **Patterns** > Single Occurrence



# Scenario

During story time discussion, Michelle blurts out answers or spams the chat when she is not called on by the teacher. When this happens, the teacher shuts off the chat and redirects Michelle in an effort to calm her down. This is most likely to happen on days when Michelle has not had her medication.

Setting Event

Routine

Antecedent

Behavior

Consequence

Function

# Scenario

During story time discussion, Michelle blurts out answers or spams the chat when she is not called on by the teacher. When this happens, the teacher shuts off the chat and redirects Michelle in an effort to calm her down. This is most likely to happen on days when Michelle has not had her medication.

Setting Event - Student does not take medication

Routine

Antecedent

Behavior

Consequence

Function

# Scenario

During story time discussion, Michelle blurts out answers or spams the chat when she is not called on by the teacher. When this happens, the teacher shuts off the chat and redirects Michelle in an effort to calm her down. This is most likely to happen on days when Michelle has not had her medication.

Setting Event - Student does not take medication

Routine - During story time discussion

Antecedent

Behavior

Consequence

Function

# Scenario

During story time discussion, Michelle blurts out answers or spams the chat when she is not called on by the teacher. When this happens, the teacher shuts off the chat and redirects Michelle in an effort to calm her down. This is most likely to happen on days when Michelle has not had her medication.

Setting Event - Student does not take medication

Routine - During story time discussion

Antecedent - When other students are called on

Behavior

Consequence

Function

# Scenario

During story time discussion, Michelle blurts out answers or spams the chat when she is not called on by the teacher. When this happens, the teacher shuts off the chat and redirects Michelle in an effort to calm her down. This is most likely to happen on days when Michelle has not had her medication.

Setting Event - Student does not take medication

Routine - During story time discussion

Antecedent - When other students are called on

Behavior - blurts out answers or spams the chat

Consequence

Function

# Scenario

During story time discussion, Michelle blurts out answers or spams the chat when she is not called on by the teacher. When this happens, the teacher shuts off the chat and redirects Michelle in an effort to calm her down. This is most likely to happen on days when Michelle has not had her medication.

Setting Event - Student does not take medication

Routine - During story time discussion

Antecedent - When other students are called on

Behavior - blurts out answers or spams the chat

Consequence - the teacher shuts off the chat and speaks with the student

Function

# Scenario

During story time discussion, Michelle blurts out answers or spams the chat when she is not called on by the teacher. When this happens, the teacher shuts off the chat and speaks to Michelle in an effort to calm her down. This is most likely to happen on days when Michelle has not had her medication.

**Setting Event** - Student does not take medication

**Routine** - During story time discussion

**Antecedent** - When she is not called on by the teacher

**Behavior** - blurts out answers or spams the chat

**Consequence** - the teacher shuts off the chat and speaks with the student

**Function** - **get** adult attention (she wants to be called on by the teacher)

Summary statement: During story time discussion, when Michelle is not called on by the teacher, the student will blurt out answers or spam the chat and as a result, the teacher will shut off the chat and speak to the student.

Therefore, the function of the behavior is to get adult attention.

# *Goals, Hopes and Dreams for 2023 - 2024 School Year*

**I am not the attendance police.**

**I am not community engagement.**

**I will be collaborating with both.**

**My main focus is student BEHAVIOR.**

**Getting to the root of the behavior, and DOING SOMETHING about it.**



**Data will be your best friend.**

**I cannot help our students without data collected by teachers.**

**Dr. Leitera and Ms. Faith had BOY meeting, PLEASE KNOW YOUR STUDENTS! Build relationships.**

## **My Goals:**

Collaborate with ALL academic teams. Elem, Middle & High

Educate families on Behavior, Communicate with the parents or guardian

Set expectations, Designing routines

Working directly with Emotional/Autistic Support programs, along with special education

Ripple Effects!

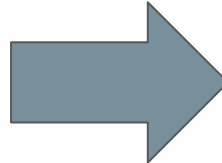


# First Steps in the Process for Developing The Behavior Plan

## Instructional Staff

### Steps to Take:

1. Identify an observed, pattern behavior
2. Document where and when this behavior is occurring (Tracker)
3. Collaborate with student's academic team, including interventionists and counselors to see if the behavior is occurring elsewhere and discuss problem-solving techniques
4. Contact the student and parent to discuss problem behavior and a plan of action
5. After 2 weeks of data collection, if there is minimal to no progress, THEN you can complete an RFC and use the "File Gallery" to upload any behavior tracker used.



## Behavior Specialist

### Steps to Take:

1. Review the RFC
2. Reach out to the point of contact and grade level team
3. Review Data and Supports that were put in place to see what was successful and what was not.
4. Check-in with Parent to gather more information on problem behavior
5. Begin to discuss possible interventions with the team in which the problem behavior resides

# RFC - <https://padistance.linkit.com/>

 **Intervention Manager** **IM Dashboard**

<input type="checkbox"/>	#	Student Name		Total Docume...
<input type="checkbox"/>	1	Testfamily, K8student		

Documents

Type	School Year	Status	Start Date	End Date	Created By
------	-------------	--------	------------	----------	------------

- Request for Collaboration (RFC)
- Intervention Plan

- Student Demographics
- Assessment Data
- Student Strengths
- Student Areas of Concern
- Prior Skills and Strategies
- Counseling Information
- Health/Wellness Areas of Concern
- Community Engagement/ Social ...
- Data Collection Methods
- File Gallery

How do we collect the  
FBA data?

# How to complete the ABC Tracker

## example

1. Identify one of your students with **recurring problem behavior**
2. Fill in the daily schedule on the Routines Analysis (on p.1 or Part A) for the times you are with the student during the day.
3. Rank the likelihood of behavior on 1 to 6 scale for the different routine on the students schedule. If the ranking is a 4 or higher describe the specific problem behavior and any current interventions in place.
4. Based on the ratings, prioritize the most concerning routine in the student's day.
5. On the ABC tracker (p.2/Part B) *each time the students engages in problem behavior during the prioritized routine, document the Behavior, Antecedent and Consequence.*
6. After 5-6 incidents of behavior have been documented (1-2 weeks), develop a Summary of Behavior and determine the function of student behavior.

# ABC Tracker

## Routines Analysis

Part A

Student: \_\_\_\_\_ Grade \_\_\_\_\_  
 Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*If you only work with the student during a single routine or subject (e.g. you are the P.E. teacher or you teach the student in one subject) you can disregard the routines analysis and go on to Part B.**

**ROUTINES ANALYSIS:** Complete the student's daily schedule (Time & Routine/Subject columns). Next rate the Likelihood of Problem Behavior for each routine. **For routines rated 5 or higher**, complete the final two columns: Identify the Problem Behavior and Current Interventions.

Time	Routine/Subject/Activity & Staff Involved	Likelihood of Problem Behavior	Identify Problem Behavior(s)	Current Intervention for the Problem Behavior
8:45-9:45	<b>Example:</b> Math w/ Mrs. Jenkins	Low 1 2 3 4 <b>5</b> 6	Disruptive/Defiant; negative comments	Move to Seat next to teacher's desk
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		

# ABC Tracker

# ABC Tracker

Part B

Student \_\_\_\_\_ Staff \_\_\_\_\_ Dates \_\_\_\_\_

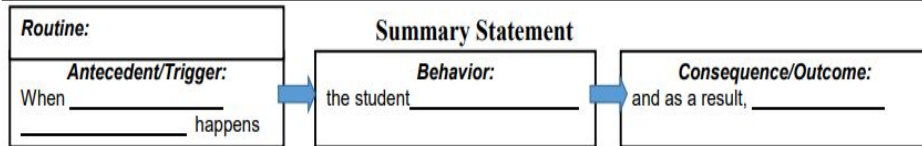
Identify a student with recurring challenging behavior. Focus on a single routine (see Part A to identify and prioritize a routine) and track occurrences of the problem behavior during the prioritized **routine (subject or time of day)**. Each time a problem behavior occurs during this routine over the next weeks document the A-B-C sequence. Use the data collected to identify patterns or trends across occurrences to form a **Summary Statement** describing the student's behavior below.

Prioritized Routine/ Subject/ Activity (see p. 1) →	Time of Day:	Start time: End time:	
Date/Time	When... (Antecedent)...happens	The Student... (Behavior)	And as a result... (Consequence)
<b>Example</b> Date: Feb 8 Time: 10:25	Asked to complete worksheet (multi-digit multiplication & work problems) independently	Verbally refuse to work, say "This is stupid", wander room & make negative comments	Teacher will leave student alone & students gets to avoid difficult task/worksheet
1 <sup>st</sup> Incident Date: Time:			
2 <sup>nd</sup> Incident Date: Time:			
3 <sup>rd</sup> Incident Date: Time:			
4 <sup>th</sup> Incident Date: Time:			
5 <sup>th</sup> Incident Date: Time:			

**Prioritized Routine:** Based on the ratings above select the routine or subject of greatest concern. Complete Part B of this form during the prioritized routine to track the student's A-B-C sequences.

Routine #	Routine/Subject/Activity	Problem Behavior(s): Provide an Observable & Measurable Definition
1		

<b>Is Behavior of Concern an Immediate Danger to self/others?</b>	YES NO (Circle One)	<b>If YES, refer case to Behavior Specialist immediately</b>
If the behavior is <b>NOT</b> an immediate danger to self or others – the staff member should fully complete the ABC Tracker on the back side of this form to better understand the behavior.		



Therefore, the function of the behavior is to **get / avoid** \_\_\_\_\_  
 (circle one) (detail what is obtained or avoided)

A vibrant blue background featuring a collage of colorful sticky notes (yellow, light blue, light green, light orange, and white) pinned together. Each sticky note has a large, hand-drawn black question mark. The notes are arranged in a cluster, with some overlapping. The background is decorated with white polka dots, white and blue geometric shapes (triangles and chevrons), and a white diagonal line. The word "QUESTIONS" is written in a large, black, hand-drawn font across the center of the collage.

# QUESTIONS

# Contact information

## Stephanie Faith

Ext: 105

Main building - 308

[stephanie.faith@padistance.org](mailto:stephanie.faith@padistance.org)

## Ashley Levenson

Ext:102

Main building - 230

[ashley.levenson@padistance.org](mailto:ashley.levenson@padistance.org)

## Joanna Bigos

Ext: 147

Main building - 310

[joanna.bigos@padistance.org](mailto:joanna.bigos@padistance.org)

***FBA Training - PART 2 will be in November, after Quarter 1.***

Additional Resource are located in Schoology - Staff Resource Center - Behavior Specialist Folder

Thank you

Timestamp	Email Address	Please select your supe	I verify that I completed all parts of the required training or task.
8/25/2023 8:59:42	alaina.turocy@padistance	Kim Crandall	I verify I completed all parts of the training and/or task
8/25/2023 13:10:39	alexa.billetdeaux@padist	Charlie Mort	I verify I completed all parts of the training and/or task
8/30/2023 15:06:58	alyson.lamberton@padist	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/25/2023 12:51:59	amber.fox@padistance.or	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/25/2023 11:09:47	amy.dotson@padistance.	Stephanie Faith	I verify I completed all parts of the training and/or task
8/25/2023 15:18:51	amy.protho@padistance.c	Kim Crandall	I verify I completed all parts of the training and/or task
8/25/2023 13:43:17	amy.watenpool@padistar	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 11:06:14	andrew.mayle@padistanc	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 9:33:27	anthony.reda@padistance	Kim Crandall	I verify I completed all parts of the training and/or task
8/25/2023 12:29:34	aubrey.ploesch@padistar	Kelly Crooks	I verify I completed all parts of the training and/or task
8/25/2023 9:49:28	bethann.mudd@padistan	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/25/2023 11:25:05	bill.hart@padistance.org	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/25/2023 11:11:57	brianna.lowry@padistanc	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 11:06:53	brina.ault@padistance.org	Stephanie Faith	I verify I completed all parts of the training and/or task
8/25/2023 9:00:25	carol.smialek@padistance	Kim Crandall	I verify I completed all parts of the training and/or task
8/25/2023 9:49:58	caroline.rooney@padistar	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/25/2023 12:07:25	cassandra.august@padis	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/30/2023 8:22:49	catherine.brenc@padistar	Kim Crandall	I verify I completed all parts of the training and/or task
8/25/2023 11:11:49	chelsea.white@padistanc	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 9:49:06	courtney.bowman@padis	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/25/2023 9:48:48	crystal.naugle@padistanc	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/25/2023 8:21:26	daryll.jordan@padistance	Kim Crandall	I verify I completed all parts of the training and/or task
8/25/2023 8:57:41	elisa.carpenter@padistan	Kim Crandall	I verify I completed all parts of the training and/or task
8/25/2023 10:32:22	emily.lingayat@padistanc	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 8:59:50	emily.miller@padistance.c	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/25/2023 13:07:12	emma.harvey@padistanc	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 11:25:16	evan.rumble@padistance	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 11:09:32	gabriel.roman@padistanc	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 11:08:39	gabriella.feil@padistance	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/25/2023 9:49:40	hannah.rudzki@padistanc	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/25/2023 10:42:35	jeffrey.korber@padistance	Charlie Mort	I verify I completed all parts of the training and/or task



<b>Timestamp</b>	<b>Email Address</b>	<b>Please select your supe</b>	<b>I verify that I completed all parts of the required training or task.</b>
8/25/2023 10:23:10	jenna.latsko@padistance	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 10:06:30	jessica.chavers@padistar	Aubrey Ploesch	I verify I completed all parts of the training and/or task
10/30/2023 14:39:31	jessica.sapp@padistance	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 13:11:49	joanna.bigos@padistance	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 11:14:03	jodi.kriger@padistance.or	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 9:02:37	joyous.demark@padistan	Aubrey Ploesch	I verify I completed all parts of the training and/or task
10/31/2023 7:53:29	julia.vertullo@padistance.	Kim Crandall	I verify I completed all parts of the training and/or task
10/31/2023 11:10:20	kacy.ruffin@padistance.or	Kim Crandall	I verify I completed all parts of the training and/or task
8/25/2023 10:45:38	karen.clutter@padistance	Charlie Mort	I verify I completed all parts of the training and/or task
10/30/2023 14:27:57	karley.honaker@padistan	Kim Crandall	I verify I completed all parts of the training and/or task
8/25/2023 12:18:58	katherine.heiles@padista	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 9:48:23	kaylie.prementine@padis	Aubrey Ploesch	I verify I completed all parts of the training and/or task
10/31/2023 9:52:01	ken.middlemiss@padistar	Aubrey Ploesch	I verify I completed all parts of the training and/or task
8/25/2023 11:12:17	lainey.eshelman@padista	Charlie Mort	I verify I completed all parts of the training and/or task
8/25/2023 10:45:38	laura.budd@padistance.o	Kelly Crooks	I verify I completed all parts of the training and/or task
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8/25/2023 10:03:28	lauren.donofrio@padistar	Charlie Mort	I verify I completed all parts of the training and/or task
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8/25/2023 9:00:09	melissa.glancy@padistan	Kim Crandall	I verify I completed all parts of the training and/or task

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8/25/2023 9:59:21	michelle.wallace@padista	Aubrey Ploesch	I verify I completed all parts of the training and/or task
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1/31/2024 7:49:39	deanna.scotto@padistan	Aubrey Ploesch	I verify I completed all parts of the training and/or task



# Social Emotional Learning in an Online Environment

Allegheny Intermediate Unit  
August 23, 2023

Shanna Bradfield  
Jacob Minsinger





# AIU Mission & Vision

## Our Mission

We are an educational community that advocates and advances equitable opportunities for every learner.

## Our Vision

Through equitable access, all learners achieve their full potential.



# Materials



<https://tinyurl.com/bddssuc9>



# Agenda

- What is SEL?
- Relationships & SEL
- Teaching & Generalization of Skills
- SEL & Literature



# Mood Meter

1. What color(s) do you find yourself?
2. Are there specific feelings that resonate more with you?
3. Move to the corner of the room that represents a color you selected.

Enraged	Furious	Frustrated	Shocked	<b>M</b>	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	<b>O</b>	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	<b>O</b>	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	<b>D</b>	Pleasant	Joyful	Proud	Blissful
<b>M</b>	<b>O</b>	<b>O</b>	<b>D</b>	<b>M</b>	<b>E</b>	<b>T</b>	<b>E</b>	<b>R</b>
Disgusted	Disappointed	Glum	Ashamed	<b>E</b>	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	<b>T</b>	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	<b>E</b>	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	<b>R</b>	Relieved	Restful	Tranquil	Serene

# Small Group Conversation

1. If someone asked you to define Social Emotional Learning, what words come to mind?





# SEL Evidence

These meta-analyses provide evidence of SEL program effectiveness for students in every grade level (PreK–12) and have shown medium to large effect sizes on the following outcomes:

- SEL programs, usually taught by classroom teachers, promote the development of social and emotional competencies.
- Fostering these competencies facilitates positive, prosocial behaviors and positive relationships with others.
- SEL programs reduce disruptive behavior problems and emotional distress.
- Fostering these competencies increases students' engagement in learning and subsequently improves students' cognitive and academic performance.

Two of these meta-analyses have examined longer-term effects and found sustained positive impacts. These findings hold across all grade levels and across gender, ethnicity and race, income, and other demographic variables.



## Evidence for Social and Emotional Learning in Schools

Mark T. Greenberg

LEARNING  
POLICY  
INSTITUTE

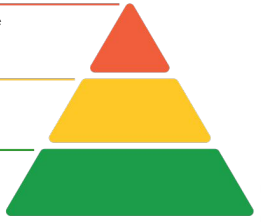
MARCH 2023



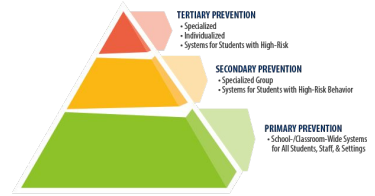
# MTSS UMBRELLA

## ACADEMICS

- Tier III**  
Individualized intensive interventions
- Tier II**  
Targeted small group interventions for at-risk students
- Tier I**  
Whole class research-based core instruction



## BEHAVIOR



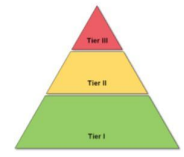
# PBIS

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

## Social/ Emotional Learning



# SAP





# Tier 1



- Schoolwide SEL curriculum/Classroom Champions/Others?
- Universal expectations, rules, and routines in all non-classroom settings
- Opportunities to Teach, Model, Practice, Reinforce skills
- Equitable Discipline and Classroom Management Practices
- Focus on building strong relationships adult to student, adult to adult, student to student



# Tier 2



- More opportunities to Teach, Model, Practice, & Reinforce skills taught at Tier 1
- Incorporate specific SEL goals into CICO intervention
- Small group instruction using targeted curriculum based upon needs of the group with opportunities for generalization (Lunch Bunch, School Counselor groups, etc.)
- Peer/adult mentoring/Check & Connect (Basic)



# Tier 3



- FBA/PBSP with individualized SEL & Behavioral goals
- School-Based Behavioral Health Services
- Person-Centered Planning/RENEW
- Wrap Around/Agency Support
- Check & Connect (Intensive) with SEL work embedded
- Individualized Guided Social Skills Practice
  - Plan for generalization!



# What is Social Emotional Learning?



# What is SEL?



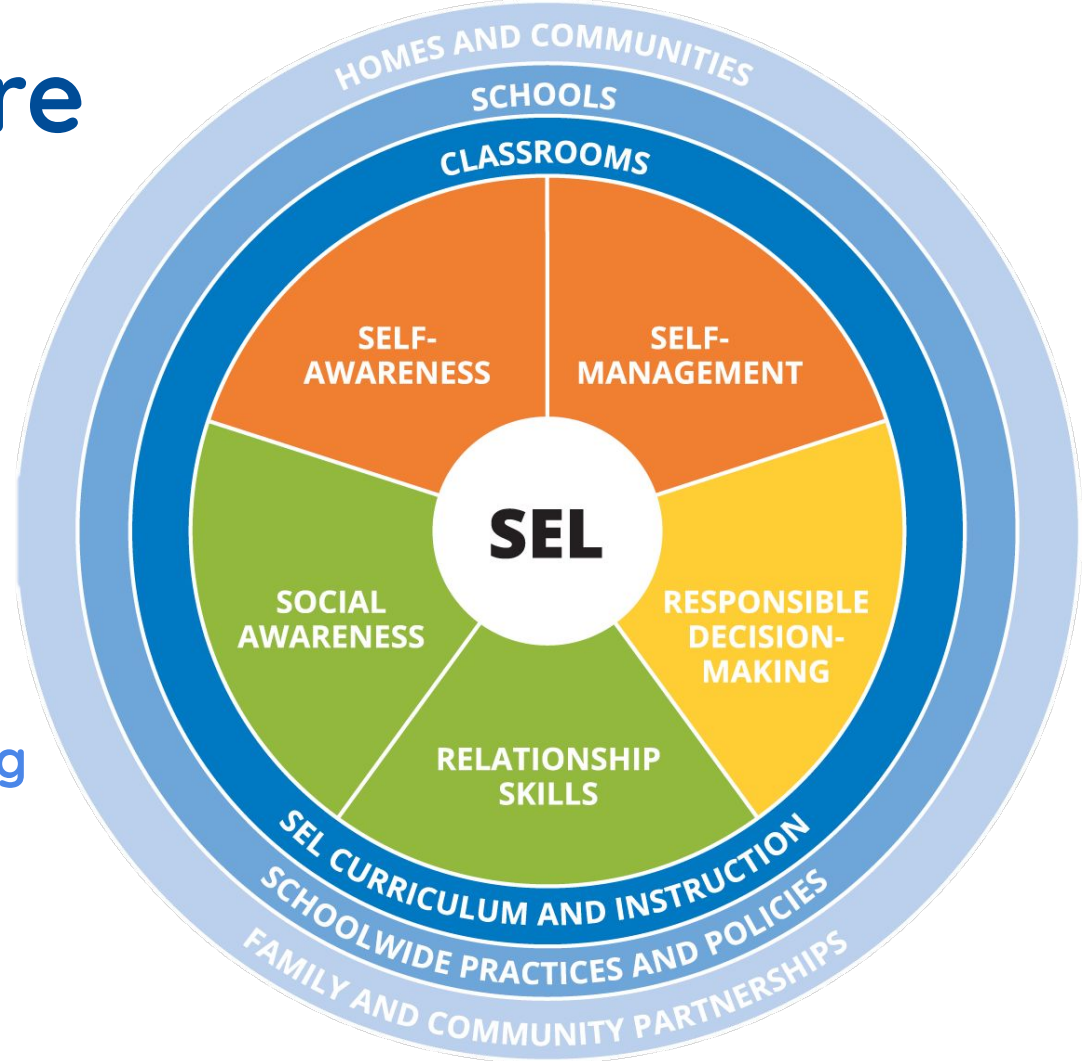
CASEL Definition:

- Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



# The CASEL 5 Core Learning Competencies




1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making





# PA Career Ready Skills

## The Pennsylvania Career Ready Skills Continuum

PA Career Readiness Skills Categories	PA CRS Grade Band (Pre-K –K)	PA CRS Grade Band (1-5)	PA CRS Grade Band (6-8)	PA CRS Grade Band (9-12)
<b>A. Self-Awareness and Self-Management</b> <i>Recognize and regulate emotions</i>  <b>Related Employability Skills:</b> Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing	Recognize and label basic feelings.	Identify different ways of expressing a feeling.	Identify behavioral expressions of feelings within a context.	Evaluate behaviors in relation to the impact on self and others.
	Demonstrate awareness of self and one's own preferences.	Identify one's own strengths, needs, and preferences.	Explain to others one's own strengths, needs, and preferences specific to a context.	Advocate for oneself in education, employment, and within the community.
	Distinguish between situations that elicit positive or negative feelings.	Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).	Identify and select coping skills relevant to adverse situations.	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.
	Express a want and the means to achieve it.	Distinguish among and set short term, mid-range, and long-term goals.	Identify and evaluate distractors that impact reaching ones' goals.	Establish and pursue goals or post-secondary education, employment, and living within the community.
<b>B. Establishing and Maintaining Relationships</b> <i>Communicate and collaborate amongst diversity</i>  <b>Related Employability Skills:</b> Problem solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect	Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.	Explain ways to establish relationships that are positive and supportive of others.	Explain how empathy and perspective taking foster relationship building.	Establish pro-social relationships to support self and others.
	Identify similarities and differences between self and others.	Demonstrate respect for the uniqueness of others.	Interact with others demonstrating respect, cooperation, and acceptance.	Explain how you situate yourself in a diverse community.
	Engage in reciprocal communication with peers and adults.	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.	Explain how expressive communication strategies can affect others.	Select expressive communication strategies specific to context.
	Recognize that conflict occurs and identify ways to respond.	Identify multiple ways to solve conflicts and practice solving problems.	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.	Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.
<b>C. Social Problem-Solving Skills</b> <i>Demonstrate empathy and respectful choice</i>  <b>Related Employability Skills:</b> Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking, Professionalism, Reading, Writing, Problem Solving	Acknowledge the consequences of choices.	Identify consequences of a decision to oneself and others prior to action.	Make a decision based upon anticipated consequences.	Evaluate consequences from a personal, and civic perspective to inform decision-making.
	Identify similarities and differences of various social contexts.	Identify possible behaviors and anticipate reactions in response to a specific social context.	Distinguish among various social contexts and how they impact personal feelings.	Situate self in any social context as a means to determine a response.
	Recognize and respond to the feelings of others.	Respond to others given a sense of the others' point of view.	Analyze various perspectives on a situation.	Evaluate how societal conventions may influence the perspectives of individuals.

# Alignment of Core Competencies with PA CRS



Self-Awareness and Self- Management

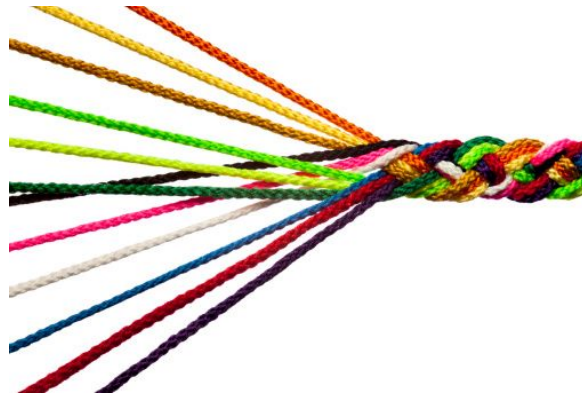
Establishing and Maintaining Relationships

Social Problem Solving Skills



# Key Points

- SEL cannot be seen as an add-on; something that we do on a Tuesday morning or only during morning meetings/circles
- SEL is NOT the next new, shiny thing
- SEL must be meaningfully and authentically integrated into through MTSS to benefit ALL students
- SEL is much more than finding the right program or curriculum to implement!





# Relationships & SEL

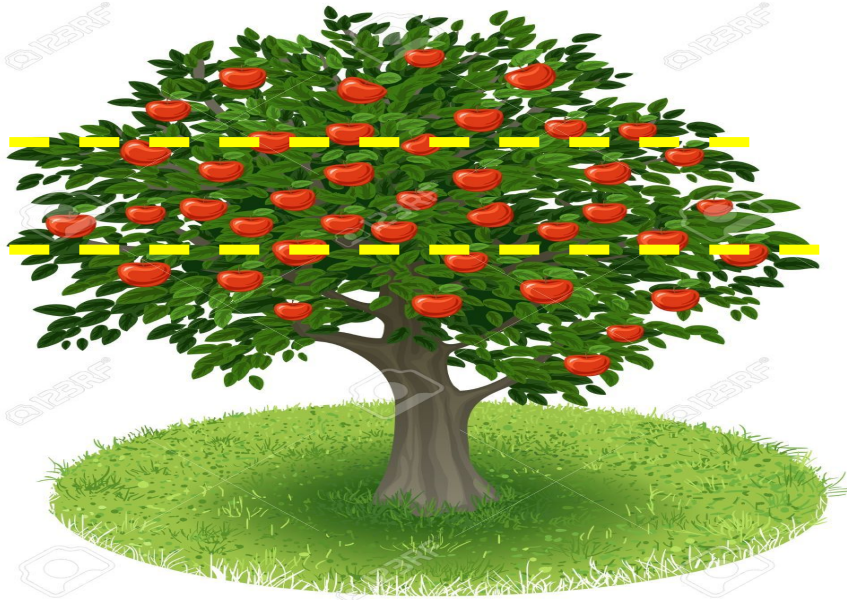


# Why Are Relationships Important?

1. Building positive relationships with students can lead to improved academic results.
2. Feeling safe and comfortable can motivate students to continue to login to class and improve attendance.
3. It can boost positive behaviors!



## Relationships: Identifying Who Needs it the Most



(Clay Cook, 2021)

Separate the tree into thirds

- **Bottom** = low hanging fruit (easy to build relationship)
- **Middle** = those who require more effort but you have a relationship with
- **Top** = difficult to reach students who need you to extend a relationship ladder

# Under the Surface Questions

- Does the student feel like they belong?
- Are we honoring their voice?
- Does the student feel safe (physical, psychological, emotional)?
- Is the student engaged in class activities?
- What do adult and peer relationships look like?
- Does the student have a history of trauma?
- Does the student struggle with attendance, behavior, academic performance?



# Relationship Strategies

- 2 X 10
- Greetings at the Virtual Door/Use their name
- Increase Behavior Specific Praise
- Get to know students
- Use of breakout rooms, Google Docs, Chats, discussion boards for 1:1 and small group discussions
- Increase active engagement in class, so students can have their voice heard

Ways to Connect at Start of School Year

“

No significant learning occurs without a significant relationship.

— Dr. James P. Comer,  
Yale Child Study Center

edutopia





# Other Tips








1. Soft start to class:
  - Read an article or book of choice
  - Play a game together, like trivia Math games and challenge problems
  - Reflection questions and journal prompts
  - Talk to a classmate in a breakout room
  - Jigsaw puzzles, artwork, scavenger hunt, other activity with materials at home
2. Do frequent check-ins for all students
3. Incorporate group work into most classes, mixing groups on a regular basis
4. Ask for student feedback regularly – “Friday Feedback”

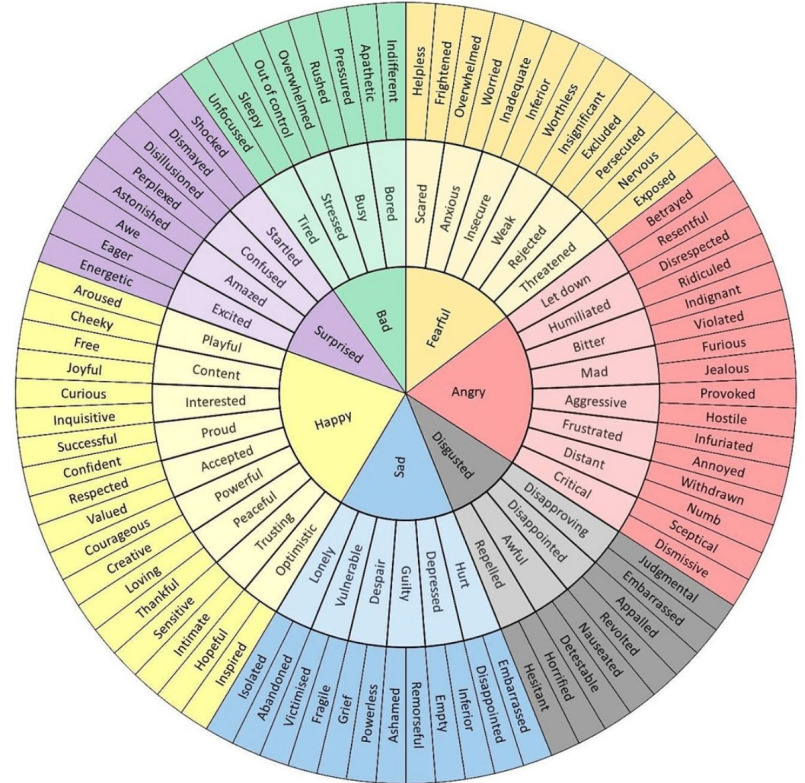
# Check-Ins

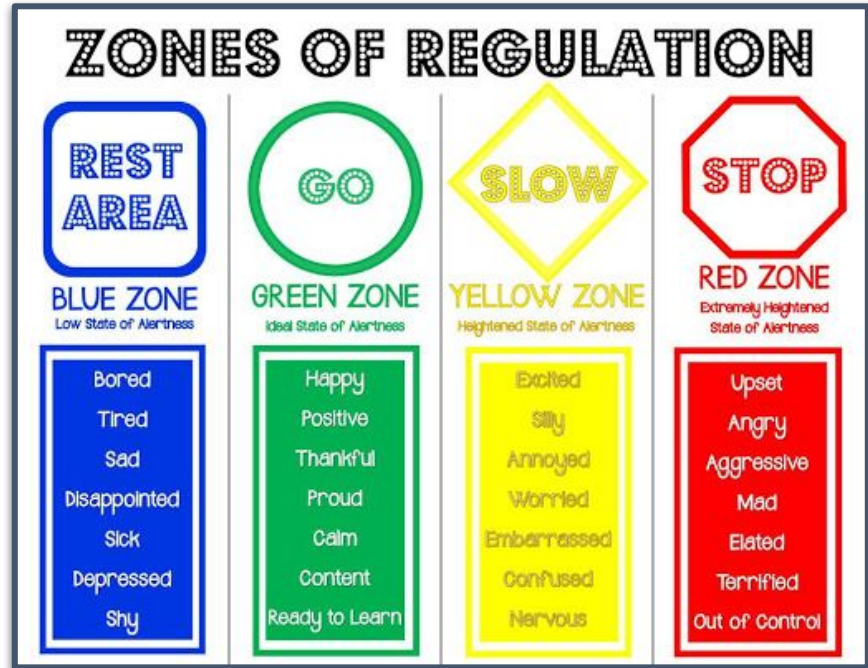
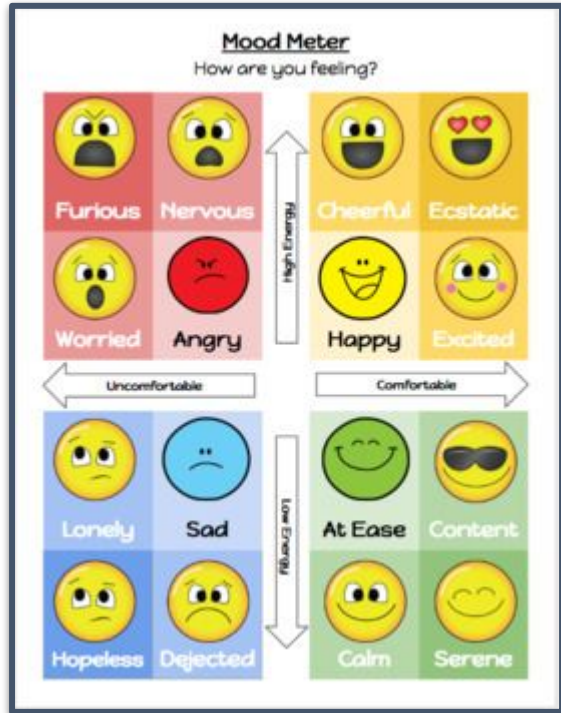
Energy Needed (Match for the Activity)	My Energy (Where I Am)
Maxed Out / Frenzied	
Amped Up / Fidgety	
Focused / Purposeful	
Settled / Calm	
Sleepy / Still	
Asleep	

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Enraged	Furious	Frustrated	Shocked	<b>M</b>	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	<b>O</b>	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	<b>O</b>	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	<b>D</b>	Pleasant	Joyful	Proud	Blissful
<b>M</b>	<b>O</b>	<b>O</b>	<b>D</b>	<b>M</b>	<b>E</b>	<b>T</b>	<b>E</b>	<b>R</b>
Disgusted	Disappointed	Glum	Ashamed	<b>E</b>	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	<b>T</b>	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	<b>E</b>	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	<b>R</b>	Relieved	Restful	Tranquil	Serene

<b>5</b>	Rage, Furious	
<b>4</b>	Angry, Mad	
<b>3</b>	Frustrated, Confused, Annoyed, Sad	
<b>2</b>	Nervous, Worried, Anxious	
<b>1</b>	Happy, Calm, Satisfied, Pleased, Okay	





# Partner Talk

1. What is one strategy you have used to build relationships with students?
2. What is one new strategy you are willing to try?
3. How can we use the data we gather from SEL check-ins/meetings with students to inform support/instruction?



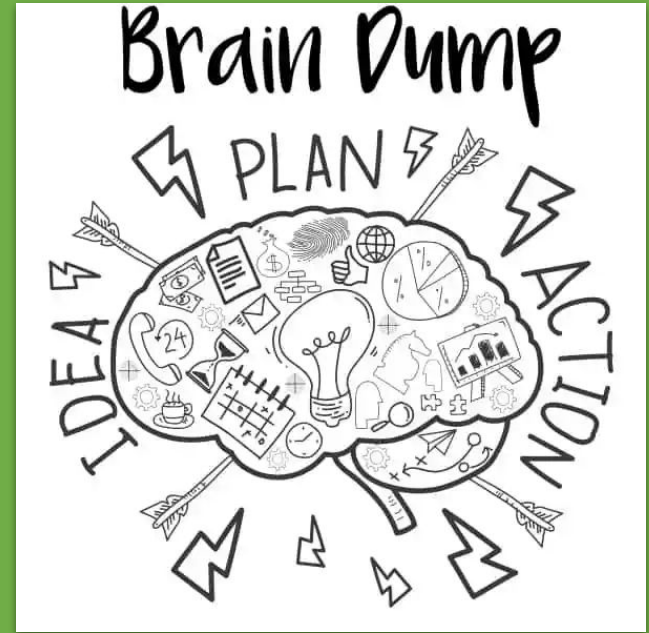


# Teaching & Generalization

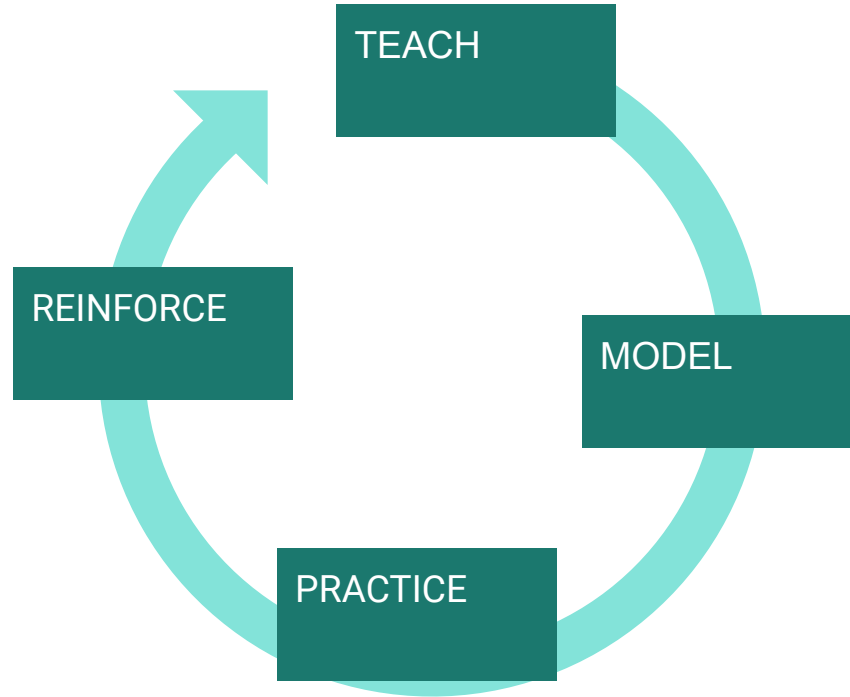


# 30 Second Brain-Dump

- How do you currently promote and teach SEL skills in your classroom?



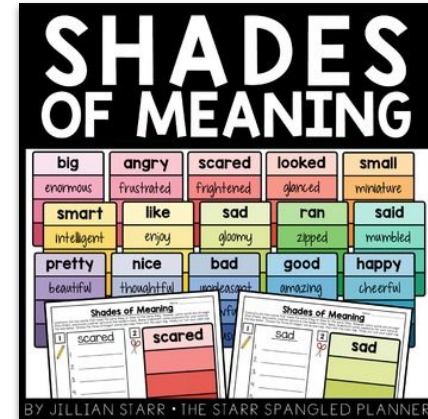
- *To ensure that students have opportunities to generalize skills, we must teach, model, practice, reinforce & reteach.*





# Self - Awareness

Grade Band	Teaching Practice
<b>Elementary</b>	As a teacher, throughout the day, model how you are feeling using emotion vocabulary words. Explain various levels of feelings to students (vocabulary gradation activity).
<b>Secondary</b>	Using texts, pictures, videos as prompts have students generate emotion words about the prompts using expanded vocabulary words.



# Self-Management

Grade Band	Teaching Practice
<b>Elementary</b>	Lead discussions about positive ways we can express our feelings (e.g., put our feelings into words, draw, create art, use movement)
<b>Secondary</b>	Teach the THINK process to help students recognize responsible social media use before posting an unkind or untrue remark about a person because you are upset (T-True, H-helpful, I-Inspiring, N-Necessary, K-Kind)



# Social Awareness

Grade Band	Teaching Practice
<b>Elementary</b>	Show a picture and/or have students make facial expressions and identify how others feel.
<b>Secondary</b>	Define and discuss the word empathy through scenarios or using relevant text, pictures, visual cues.



# Relationship Skills

	Teaching Practice
<b>Elementary</b>	Teach lessons on social boundaries.
<b>Secondary</b>	Have students routinely evaluate how well they worked together in group (e.g., how well they listened to others' perspectives, how much they contributed to the work of the group)



## Group Work Self-Reflection & Evaluation

Instructors use different types of assessments in classes where students regularly meet in small groups. Below are two examples.

### Group Work Self Reflection Log<sup>1</sup>

1. Rate your group participation using the following rating scale:

Group participation criteria	1 Always	2 Sometimes	3 Rarely
I shared my ideas and answers with my group			
I asked questions when I did not understand something			
I helped others to understand when they had problems			
I tried to make people feel comfortable working in the group			
I stayed on the assigned task			
I tried to find out why I did not agree with someone else			

# Responsible Decision-Making

	Teaching Practice
<b>Elementary</b>	Explicitly identify the steps for solving a problem. Walk through the steps of problem-solving in response to hypothetical situations.
<b>Secondary</b>	Read current events and discuss if the decisions made are ethical and evaluate against a clearly defined ethical criteria.

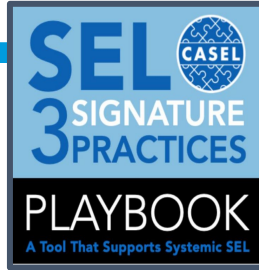
## D.E.C.I.D.E.



- **D**efine the problem
- **E**xplore the alternatives
- **C**onsider the consequences
- **I**dentify your values
- **D**ecide and act
- **E**valuate the results



# 3 SEL Signature Practices into Daily Lessons



## Welcoming Rituals

- build and set the stage for learning
- welcome student's voices into your classroom

## Engaging Strategies

- create ways for students to provide input
- encourage collaboration between peers

## Optimistic Closures

- allow opportunities for reflection
- share next steps



# Career Ready Skills Toolkit

**Career Ready Skills**  
Educating for Employability

The Pennsylvania Career Ready Skills (PACRS) are aligned to Pennsylvania's Career, Education and Work (CEW) Standards and are consistent with the intent of the Future Ready PA Index. The PACRS are learning progression to support the development of student competence in the following three domains: self-awareness and self-management, establishing and maintaining relationships, and social problem-solving skills. These domains clarify the types of employability skills as well as prepared work force need to demonstrate.

**Self-Awareness and Self-Management**  
The ability to accurately recognize and regulate one's emotions and thoughts in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Establishing and Maintaining Relationships**  
The ability to establish and maintain healthy, mutually rewarding relationships with diverse individuals. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Social Problem Solving Skills**  
The ability to demonstrate empathy and understand the perspective of others from diverse backgrounds and cultures. The ability to make constructive and respectful choices about personal behavior and social interactions based on realistic evaluation of the consequences of various actions, including the well-being of self and others.

Source: Collaborative for Academic, Social, and Emotional Learning (CASEL.org)

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PA Department of Education  
PA Dept of Ed  
PA Dept of Ed

→ Teaching Practices for Pre-K to 12

- ◆ Self-Awareness and Self-Management
- ◆ Establishing and Maintaining Relationships
- ◆ Social Problem Solving Skills



## Partner Activity

- Explore the playbook or PA Career Ready Skills Toolkit.
- What practices would you consider trying?
- What changes might need to be made for the online environment?
- What benefits do you hope for?







# Practices to Support Teaching

- Precorrections/Reminders
- Visual Supports
- Social Stories
- Praise: 5:1 ratio
- Goal Setting-Class & Individual
- Office Hours/Individual meetings with students/invite other staff as needed (ex: Crew teacher)
- Foster peer to peer and teacher/student relationships





# Using Literature to Teach SEL



# Why use literature to teach SEL?

- Teachers can use young adult and children's literature as tools to teach SEL related skills
- Can promote SEL through read-alouds, group discussion, journal writing, problem-solving, inquiry, and across disciplinary learning.
- Using literature to teach SEL works well because children have the opportunity to experience what they often cannot do in real life.



# Online Resources



## Mindfulness Read Alouds and Resources

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Modules

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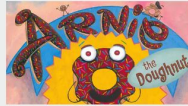
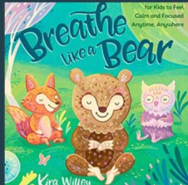
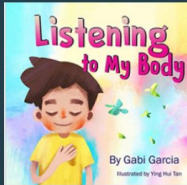
French Resources

Library

Sort by: Title

Index: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Home » Modules » Mindfulness » Mindfulness Read Alouds and Resources

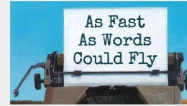


### Arnie the Doughnut

Written by: Laurie Keller  
Illustrated by: Laurie Keller  
Published by: Henry Holt & Company - Macmillan Publishers  
Read by: Chris O'Dowd  
Suggested grade level: 1st - 2nd  
Run time: 15 minutes

Activity Guides

Buy This Book



### As Fast As Words Could Fly

Written by: Pamela M. Tuck  
Illustrated by: Eric Velasquez  
Published by: Lee & Low Books Inc.  
Read by: Dule Hill  
Suggested grade level: 3rd - 4th  
Run time: 16 minutes

Activity Guides

Buy This Book



### A Bad Case of Stripes

Written by: David Shannon  
Illustrated by: William Steig  
Published by: Blue Sky Press  
Read by: Sean Astin  
Suggested grade level: 2nd - 3rd  
Run time: 12 minutes

Activity Guides

Buy This Book



### Brave Irene

Written by: William Steig  
Illustrated by: William Steig  
Published by: Houghton Mifflin Harcourt  
Read by: Al Gore  
Suggested grade level: 1st - 2nd  
Run time: 14 minutes

Activity Guides

Buy This Book



# Activity

1. Read your assigned book together.
2. Look at the PA Career Ready Skills continuum.
3. What skills are highlighted in your book?
4. How could you use this text and/or others as part of your lessons?



# One-Minute Closing

Something I learned today...

I am curious about...

I am looking forward to tomorrow because...





# Thank you!



**Shanna Bradfield, M. Ed.**  
[shanna.bradfield@aiu3.net](mailto:shanna.bradfield@aiu3.net)





## Non-Discrimination Statement

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412-394-5957 erin.koebel@aiu3.net.

**For more information about the AIU visit us online – [aiu3.net](http://aiu3.net)**





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3/13/2024 11:46:08	josh.mckruit@padistance	Aubrey Ploesch	I verify I completed all parts of the training and/or task



# TRANSITION COORDINATING COUNCIL OF ALLEGHENY COUNTY & THE CITY OF PITTSBURGH (TCCAC)

## 23-24 Planning Committee

- Jeff Bine, Staunton Clinic
- Emily Born, DHS/OBH
- Ed Chess, JR. Achievement
- Leslie Corey, Corey Consulting, LLC.
- Cindy Duch, PEAL & Parent
- Justin Erdner, ABC W.PA.
- Crystal Evans, PPS
- Mary Evrard, ODS
- Brett, Glavey, ERC/OVR
- Rusty Hewitt, OBH Transition
- Jim Lilley, Asst. Director OVR
- Ashley McFall, PPS
- Anne Marie Quealy, ODS
- Chris Rodocker, ODS
- Cindy Curler, OVR
- Lisa Silverman, Parent Advocate
- Ami Steinmetz, LifesWork
- Mike Sroka, OVR
- Alicia Stone, PPS
- Tricia Timmons, OVR
- Jesse Velazquez, UPMC Ctr Engagement & Inclusion
- \*Denotes C4E Focus Committee*

### IU TAC Council Facilitator:

Dr. Erin Grimm, AIU

### Location:

Allegheny Intermediate Unit  
475 East Waterfront Dr.  
Homestead, PA 15120

*IMS Room or ZOOM*

## 23-24 TCCAC Meetings

Tuesday September 19, 2023

~~\*Tuesday November 14, 2023, VIRTUAL ONLY~~

Tuesday January 23, 2024

Tuesday April 30, 2024-  
**IN-PERSON ONLY**

Friday March 22, 2024,  
13<sup>th</sup> Annual Mock It Till You  
Rock It! Mock Interview  
Event, **UPMC Neighborhood  
Health Plan Community  
Center**

## 2023-2024 TCCAC JANUARY MEETING AGENDA

**8:30 Registration/ Networking (virtual only)**

**8:45 Welcome/Rounders- TCCAC Planning Committee**

**9:00 Mock it Till You Rock it! & Final Meeting Overview-**  
Dr. Erin Grimm, AIU3

- Preparing Your Students for Mock Interview
- Final TCCAC Meeting Discussion/ Overview- *April 30<sup>th</sup> In-Person Only*

**9:30 Office of Behavioral Health (OBH) Updates-**  
Rusty Hewitt & Guests

- **OBH will give updates specifically around transition services to include:**
  - *OBH Transition Age Youth Strategic Initiative*
  - *Pressley Ridge Independence Ahead and Auberle MIYA (Mobile Intervention for Young Adults)*
  - *MTAY (Mobile Transition Age Youth)*

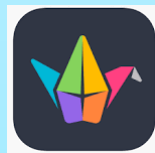
**10:15 Office of Developmental Supports (ODS) Updates-**  
Chris Rodocker; Mary Evrard

**10:30 OVR: PreETS & OVR Business Services-**  
Brett Glavey & Mike Sroka

- Upcoming activities
- ERC led events
- BST led events
- 11<sup>th</sup> Annual Disability Mental Health Summit

**10:45 Employer/Post Secondary Training Program Spotlight-**  
**Bender Leadership 1-1 Mentoring Program, Youth 11-17-** Stephanie Law

**11:15-11:30 Good of the Order/ Adjourn**



*\*please click or scan to access the resouce Padlet!\**



Welcome

As participants join your table, introduce yourself and look at the question on the table tent.

Once enough folks have joined, take a few minutes and discuss your answers.

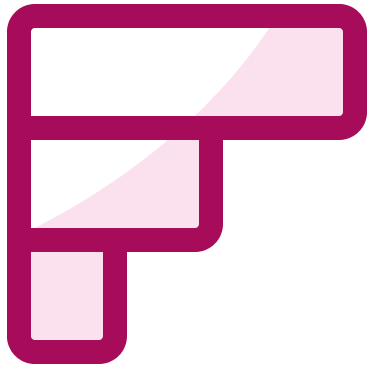


## **TRANSITION ASSESSMENT FOR TRANSITION COORDINATORS**

GLAD YOU ARE HERE!



# slido



## Rank your top 2 reasons for attending

ⓘ Start presenting to display the poll results on this slide.



# WHAT IS YOUR WHY?



Consider why you took the time out of your busy schedule to come today



Write that on an index card



When we signal find a group of 5 and chat about your why





## The Why of transition assessment...



Assessment gives us up to date, needed information

Assessment gives focus to the individual journey

Assessment is everyone's responsibility

Assessment gives young people a voice



# TRANSITION ASSESSMENT PLANNING (TAP) CYCLE

## Step 1

Complete/update the TAP for Students with Significant Disabilities: **Transition Coalition Form** to identify what you already know and what you still need to learn about the student.

## Steps 2a & 2b

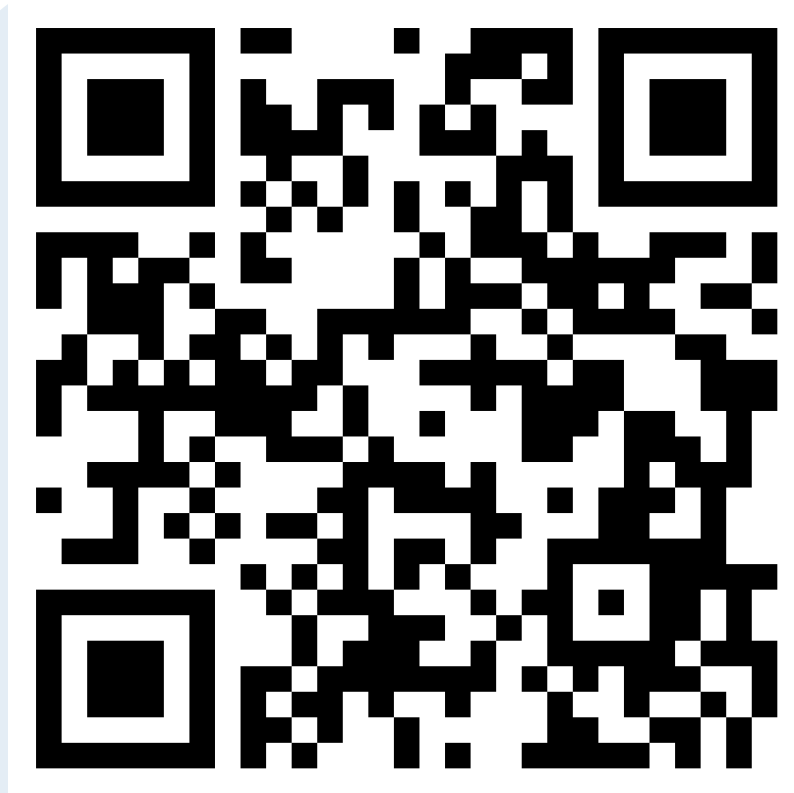
Use the TAP for Students with Significant Disabilities: **Companion Tool** and **Assessment Matrix** to identify assessments to help gather information you still need to learn.

## Step 3

Use the TAP for Students with Significant Disabilities: **Tracking Tool** to document assessments, activities, and other important transition planning information over time.



# MATERIALS TO USE FOR TODAY



<https://bit.ly/TransitionAssessment4TCsWR>



<https://www.pasecondarytransition.com/>



Resources




Assessment Toolkit



# TRANSITION COALITION – STEP 1

## Step 1

Complete/update the TAP for Students with Significant Disabilities: **Transition Coalition Form** to identify what you already know and what you still need to learn about the student.



Student Name: \_\_\_\_\_ Home District: \_\_\_\_\_  
 Student ID: \_\_\_\_\_ Note(s): \_\_\_\_\_

**Transition Assessment Planning For Students with Significant Disabilities**

Directions:

1. With input from all IEP team members, enter what you already know about the student (Column A).
2. Identify at least one area in which the team needs to learn more about the student (Column B).
3. Use [Step 2a](#) and [Step 2b](#) to identify transition assessments to be used to learn more about the student.
4. Identify how, who, and when assessment(s) will be administered/information will be gathered (Column C, D, E).
5. Update assessment information in Step 3.

		A.	B.	C.	D.	E.
Transition Assessment Domains	Areas of Assessment to Consider	What do we already know about the student?	What do we need to learn about the student?	How will we gather this information?	Who will gather the information?	When will the information be gathered?
Employment	Career Interests & Preferences					
	Work Experiences					
	Work Readiness (soft skills)					
	Assistive Technology for Work					

# STEP 2 A-COMPANION TOOL

## Steps 2a & 2b

Use the TAP for Students with Significant Disabilities: **Companion Tool** and **Assessment Matrix** to identify assessments to help gather information you still need to learn.

### Transition Assessment Planning For Students with Significant Disabilities Companion Tool

(from [Transition Coalition 2009](#))

If you need to learn more information about a student in a specific transition planning area when using the [Transition Assessment Planning For Students with Significant Disabilities form](#), consider the example assessment tools below. Consider specific needs of each student to determine the most appropriate tool. Visit the [PA Secondary Transition website](#) or the [Transition Assessments to Consider for Students with Complex Needs linktree](#) for more examples.

Transition Assessment Domains	Areas of Assessment to Consider	Link to a possible assessment tool	Name of a possible ULS Assessment Tool
Current and Future Employment	Career Interests & Preferences	<a href="#">Career Interest Inventory -- Pictorial Version</a>	ULS: Vocational Job Interest Surveys (Transition Passport)
	Work Experiences	<a href="#">FISH: Functional Independence Skills Handbook</a>	ULS: Daily Job Training Evaluation (Transition Passport)
	Work Readiness (soft skills)	<a href="#">Brigance Transition Skills Inventory</a>	ULS: Personal Resume (Transition Passport)
	Assistive Technology for Work	<a href="#">Planning for the Future Workbook for Families</a>	ULS: Interviewing Accommodations (Transition Passport)
	Temperament/Personality for Work	<a href="#">Picture Skills Inventory</a>	ULS: Employability (Core Rubrics)
	Physical Abilities & Mobility	<a href="#">Home Talk: A Family Assessment of Children who are Deaf-Blind</a>	
	Communication skills and support needs	<a href="#">Communication Matrix</a>	ULS: Communication (Core Rubric)

*\*Materials created for the Transition Assessment Planning for Students with Significant Disabilities are used as examples for instructional purposes by PaTTAN consultants and not as an endorsement for any specific assessment, resource, or vendor. Please [contact us](#) if you experience difficulties accessing materials via links provided.*

# STEP 2 B-ASSESSMENT MATRIX

## Steps 2a & 2b

Use the TAP for Students with Significant Disabilities: **Companion Tool** and **Assessment Matrix** to identify assessments to help gather information you still need to learn.

Transition Planning Assessment Tools for Students with Significant Disabilities: Assessment Matrix																						
Areas of Assessment to Consider --->	Current and Future Employment						Education and/or Training						Independent Living									
	Career Interests & Preferences	Work Experiences	Work Readiness (soft skills)	Assistive Technology for Work	Temperament/ Personality for Work	Physical Abilities & Mobility	Communication skills and support needs	Work Environments	Functional Academics	Learning Styles & support needs	Communication skills and support needs	Accommodations, Modifications, & Assistive Technology	Community Participation and Access	Supported Self-Determination/Self-Advocacy	Financial Literacy & support needs	Daily Living Skills & support needs	Recreation & Leisure skills & support needs	Assistive Technology needs and supports in the home	Personal Safety skills and support needs	Medical & Health needs	Communication skills and support needs	Adaptive Behavior skills
<a href="#">Brigance Transition Skills Inventory</a>	X	X	X			X		X		X		X		X	X			X	X			
<a href="#">Career Interest Inventory -- Pictorial Version</a>	X	X	X		X	X	X	X		X									X	X		X
<a href="#">Communication Matrix</a>					X	X				X								X	X		X	
<a href="#">FISH: Functional Independence Skills Handbook</a>		X	X		X	X			X									X	X	X	X	
<a href="#">Home Talk: A Family Assessment of Children</a>				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<a href="#">Home Talk: A Family Assessment of Children (SPN)</a>				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<a href="#">Job Tips: Environmental Demands Rating Worksheet</a>	X			X		X		X										X				
<a href="#">Life Skills Inventory</a>												X	X	X				X			X	
<a href="#">Parent Transition Survey</a>	X	X				X		X			X	X	X	X		X	X					
<a href="#">Parent Transition Survey (SPN)</a>	X	X				X		X			X	X	X	X		X	X					
<a href="#">Personal Preference Indicators</a>					X				X			X						X	X	X	X	
<a href="#">Photo Career Quiz</a>	X			X		X																
<a href="#">Picture Skills Inventory</a>	X	X	X		X																	
<a href="#">Planning for the Future Workbook for Families</a>	X		X	X	X				X	X	X		X	X	X	X	X	X	X		X	
<a href="#">Social Networks</a>			X		X				X						X			X			X	

*\*Materials created for the Transition Assessment Planning for Students with Significant Disabilities are used as examples for instructional purposes by PaTTAN consultants and not as an endorsement for any specific assessment, resource, or vendor. [Contact us](#) if you experience difficulties accessing materials via links provided.*

## STAND AND LEARN

- Think about other sources of information that we may be able to tap into as we collect assessment information.
- Around the room you will see posters with some of these sources listed
- Go to a topic that is interesting to you and have a conversation with the others who gather there
- Record your thoughts on the poster





# STEP 3-TRACKING TOOL

## Step 3

Use the TAP for Students with Significant Disabilities: **Tracking Tool** to document assessments, activities, and other important transition planning information over time.

**Transition Assessment Planning for Students with Significant Disabilities  
Assessment and Activity Tracking Tool**

Student Name: \_\_\_\_\_ Home District: \_\_\_\_\_  
 Student ID: \_\_\_\_\_ Note(s): \_\_\_\_\_

Grade	Topic	Assessment/Activity			Responsible Party(s)	Date Completed
		Education/Training	Employment	Independent Living		
Grade 7 (age ___)	Academic Assessment					
	Transition Assessment					
	Career Portfolio Transition Grid Activities (at least 10 pieces of evidence) <i>*See Step 4, Examples for activity ideas aligned with CEW I.Statements*</i>	Education/Training				
		Employment				
		Independent Living				
	Agency Linkage					
	Self-Advocacy					
Behavioral Needs						
Medical Needs						
Notes:						

**Directions:** Every year, update each section as appropriate. Include assessments administered and a brief summary of results to be included in the student's Present Levels of Performance section of the IEP. Include activities and services provided as part of the student's Career Portfolio to be included in the student's Transition Grid within the IEP. Include agency involvement as well as self-advocacy, behavioral, and/or medical needs. Track responsible parties and dates.



# WHAT DOES IT ALL MEAN?

Look for patterns and trends, as well as inconsistencies

Compare to other data collected

Consider how the data answers the questions you had

Consider how the data applies in the context of the student's big picture

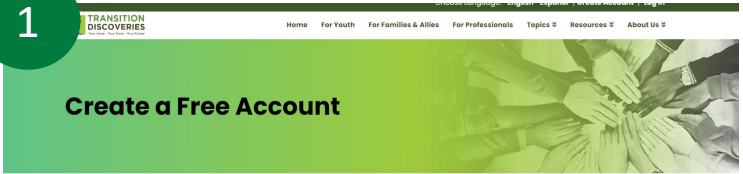
Determine how data informs creation of goals, services and activities

# TRANSITIONDISCOVERIES.ORG

## INFORMAL TRANSITION ASSESSMENT RESOURCE - "DISCOVERY JOURNEY"



1



Your personal information will not be shared with anyone outside of this website.

Name (Required)  
First  Last

Email (Required)  
Enter Email  Confirm Email

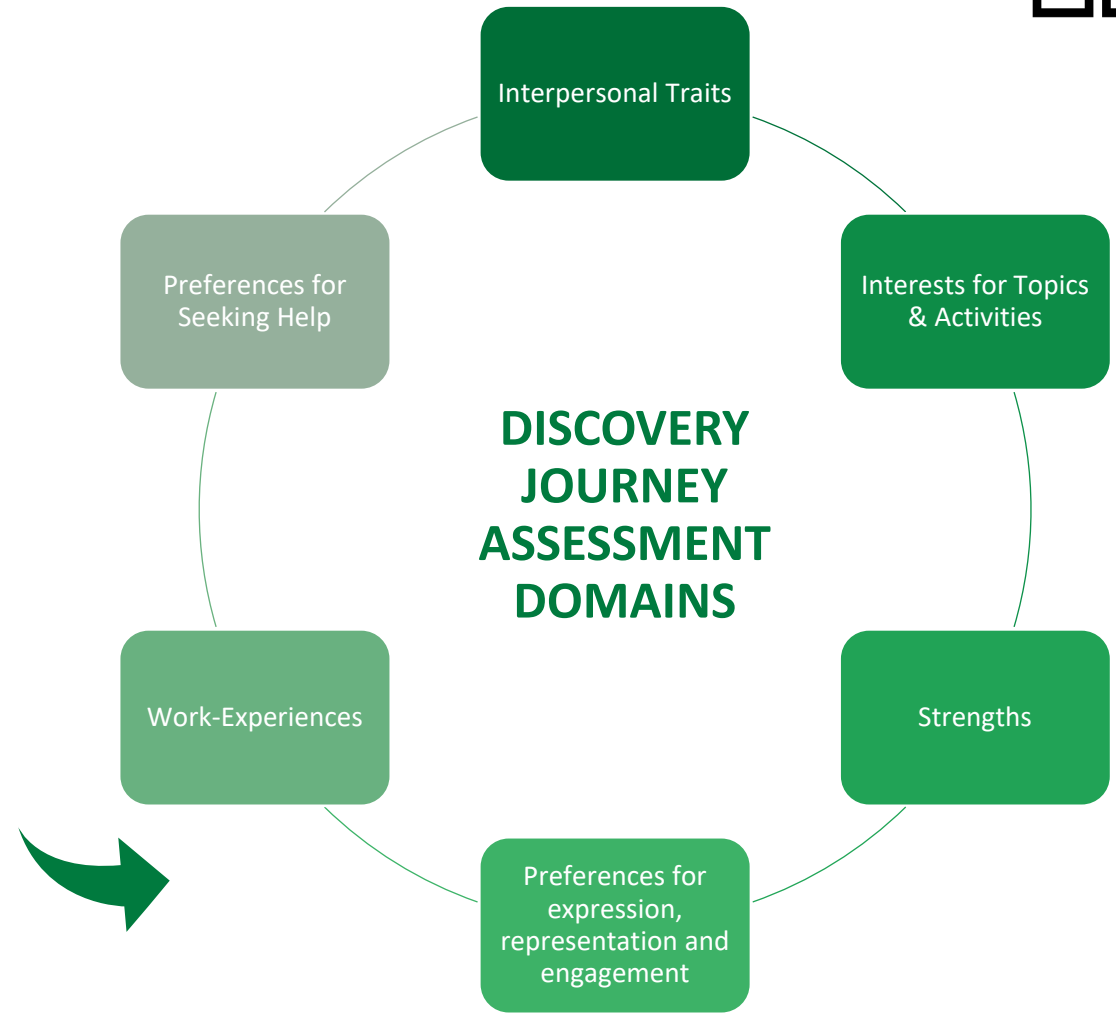
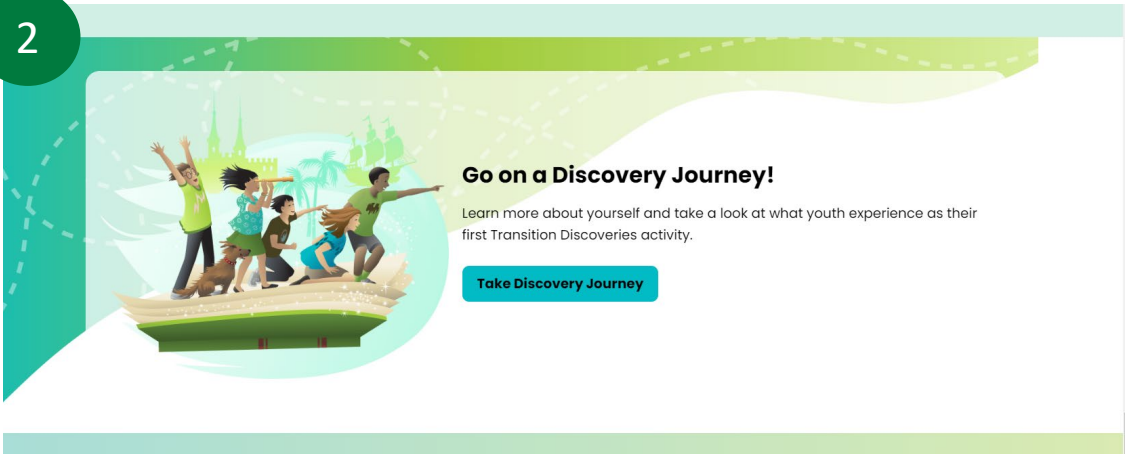
Choose a Password (Required)  Confirm Password

Country (Required)  Timezone (Required) - Is this your timezone?  
United States of America  U.S. Eastern (12:36 PM)

City (Required)  State/Commonwealth/Territory (Required)

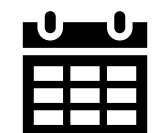


2



# TRANSITIONDISCOVERIES.ORG

## INFORMAL TRANSITION ASSESSMENT RESOURCE - "DISCOVERY JOURNEY"



### How might we use it?

- Re-administer often, such as each semester and/or after the completion of activities that might influence interests and self-knowledge.
- Use results to create an "about me" presentation for a student-led IEP meeting.
- Scaffold level of support for responding such as scribing responses as needed or completing in multiple sessions.
- Results will automatically create a learning journey within TD website with activities that could be aligned with a transition plan's post-school goals.




**INTERESTED IN EXPLORING MORE?**  
**LET'S TAKE A TOUR!**

**This resource is free for students and paid for educators.**



# NTACT:C/ TRANSITION COALITION RESOURCES

**Transition Coalition** Training Webinars Resources About Create an Account [Log In](#)

## Transition Assessment: The Big Picture

Current Status	Price	Get Started
NOT ENROLLED	Free	<a href="#">Login to Enroll</a>

**You must be logged in to view this page.**  
Please [create an account](#) or [log in](#).

### Module Content Expand All

- Transition Assessment Pre-Test
- Session 1: Understanding Transition Assessment Expand  
8 Items | 4 Quizzes
- Session 2: Types and Approaches Expand  
5 Items | 4 Quizzes
- Session 3: Assessment Process Expand  
11 Items | 4 Quizzes
- Transition Assessment Post-Test

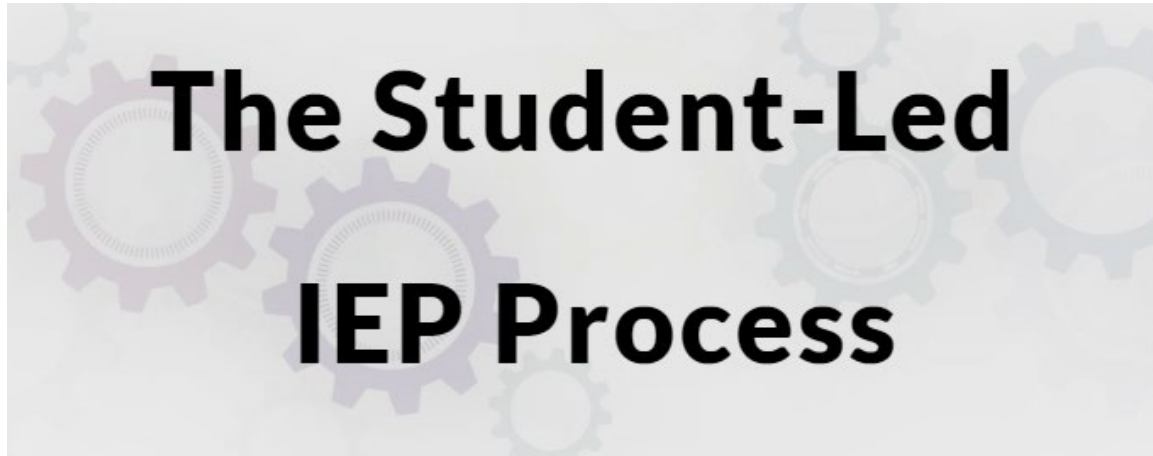
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- Transition Assessment Pre-Test
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8 Items | 4 Quizzes
- Session 2: Types and Approaches Expand  
5 Items | 4 Quizzes
- Session 3: Assessment Process Expand  
11 Items | 4 Quizzes
- Transition Assessment Post-Test



# STUDENT-LED IEP HUB

- <https://sites.google.com/pattan.net/sliep/>





# TIPS FOR HELPING SCHOOLS ORGANIZE



Shared space to promote collaboration across IEP team members



Work with administration and tech department to create shared space



Model the process for teams



Give time to explore, practice, and ask questions



Give time to work with teams on internal details



# SHARED SPACE – OUR PUBLIC SQUARE



Create an account

Connect, Collect, Contribute

How can you use this?

Students can use this too – create an activity for students/families to share





# YOUR TURN TO EXPLORE

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[PASECONDARYTRANSITION.COM](https://PASECONDARYTRANSITION.COM)



<https://bit.ly/TransitionAssessment4TCs>



## LEARNER CHOICE



In what ways does this experience change previous perceptions you've held about assessment? How do you think you might use this info?



For you, what are the most important concepts and insights from this training? How do you plan to use what you have learned?



What would you tell a colleague about this training and what you have learned here that will help you at work?

# TRANSITION ASSESSMENT BADGE

- By completing this workshop, you have earned a badge from PaTTAN. This badge can be placed within an email signature.



# PA Distance Learning Charter School | Travel Request Authorization Form

Preparer's Name and Email: Laura Budd / laura.budd@padistance.org

Personal Information	
Name	Name: Laura Budd
Title and Department	Title: Career Education and Work Coordinator      Dept: Special Education
Travel Purpose and Destination	
Travel Destination (Address)	PaTTAN West
Purpose of Trip	Using Transition Assessment to Inform the IEP Process
Program or Objective Supported	Special Education
Travel Details	
Date and Time of Departure	Date: 11/2/2023      Time: 11:00
Date and Time of Return	Date: 11/2/2023      Time: 3:45
Transportation Mode	Auto Rental* <input type="checkbox"/> Private Auto <input checked="" type="checkbox"/> School Van <input type="checkbox"/> <b>*If travel by rental car, complete the following. HR/Testing will be reserved once approved.</b>  Pickup Location: (Requestor complete): <a href="#">Click here to enter text.</a>  Confirmation # (HR): <a href="#">Click here to enter text.</a>
Cost Estimate	
NO EXPENSE TO BE REIMBURSED	<input type="checkbox"/>
Comments Pertaining to Trip:	Gas and Tolls to be Reimbursed
Lodging	Cost per night: N/A
School Paid?	Number of Nights: N/A
	Yes <input type="checkbox"/> No: <input type="checkbox"/>
	0
Mileage or Approx. Gas Costs (if Rental)	47.2 Miles
See annual mileage rate; if over 120 miles RT – reimbursement is \$45/day plus gas receipts	\$30.92
Registration Fee	N/A
School Paid?	Yes <input type="checkbox"/> No: <input type="checkbox"/>
	0
Meals (calculated based on the per diem for breakfast, lunch, dinner as applicable)	Breakfast: N/A
	Lunch: N/A
	Dinner: N/A
	0
Other (Tolls, etc)	Tolls
	\$6.20
<b>TOTAL</b>	
	<b>\$ 37.12</b>
Signature Approval	
Traveler's Signature and Date	<u>Laura L Budd</u> 9/25/2023
Supervisor's Signature and Date	
CEO's Signature and Date	
HR or Testing Booking of Car Rental	

## **Action Items**

- Identify students who are "Leavers" for the 23-24 SY
  - Fillable Forms will need to be completed for any identified "Leavers" (by specific student case managers with students/families)-personal emails must be provided by the student, NOT school emails.
  - Data from forms needs entered into the system (PDEIMS.com)
  - Determine any additional next steps
- 

## **My Plan for Success (MP4S) Exit Process Expectations**

### *Cohort 4-TO DO LIST*

For the **2023-2024** school year, LEAs assigned to target sampling Cohort 4 are required to administer the My Plan for Success (MP4S) Exit Process.

During **2024-2025** these same LEAs will be required to complete the Post-School Surveys.

**\*\*LEAs assigned to target sampling Cohort 4, as listed below, are required to address the following during the 23-24 SY:**

- Administer the Exit Process for all student leavers (graduates, dropouts, and students who reach maximum age) who have IEPs. To access information from the September 21, 2023 webinar regarding the administration of the Exit Process, including a Frequently Asked Questions document and supporting handouts from the training, visit the webpage at [PaTTAN - My Plan for Success \(MP4S\) Exit Process Overview and Procedural Training](#).
- Participate in the My Plan for Success (MP4S) Cohort 4 – The Exit Process Overview and Procedural Training Webinar scheduled for February 21, 2024, from 9:00 a.m. to 11:00 a.m. Registration is required and may be accessed directly at <https://www.pattan.net/Events/Webinar/Course-1838/Events/Session-38480>. **Please note if you registered for the September 21, 2023, training, you are already registered.**

For questions about the MP4S Exit Process or Indicator 14, please contact PaTTAN Educational Consultant, Hillary Mangis, [hmangis@pattanpgh.net](mailto:hmangis@pattanpgh.net). Your assistance in ensuring compliance with these requirements is greatly appreciated.

[PAPOS@pattanpgh.net](mailto:PAPOS@pattanpgh.net)-Contact for questions on content or timelines for the exit process.

[RA-edims@pa.gov](mailto:RA-edims@pa.gov)-Contact IMS Team for any technical issues with MP4S

**Elaine Neugebauer**  
PaTTAN West  
[eneugebauer@pattanpgh.net](mailto:eneugebauer@pattanpgh.net)

**Lisa Bolla**  
PaTTAN West  
[lbolla@pattanpgh.net](mailto:lbolla@pattanpgh.net)

**Ryan Romanowski**  
PaTTAN Central  
[rromanoski@pattan.net](mailto:rromanoski@pattan.net)

**Matt Flanagan**  
PaTTAN Central  
[mflanagan@pattan.net](mailto:mflanagan@pattan.net)

**Lisa Russo**  
PaTTAN East  
[lrusso@pattan.net](mailto:lrusso@pattan.net)

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## **Webinar Notes & Resources:**

**September 21, 2023 Webinar and Handouts** (Initial Info)

→ **Includes Link to Fillable Form**

### **NOTES:**

- PAPOS is not MyPlan4Success
- 2-year process (Both years will be entered into the MP4S site-don't have access yet):
  - Year 1 Exit Process (Designated for all potential students leaving during 23-24 SY)
    - **Student population for the exit process (those eligible):**
      - Graduates with a HS Diploma
        - Any student with an IEP Who graduated with a HS diploma between 7/1/23-6/30/24
          - Students who are taking a class over the summer and are anticipated to pass the class to receive a diploma will be part of the process.
    - Received a GED
      - Any student with an IEP who received a GED between 7/1/23-6/30/24
    - Drops Out of School
      - Any student with an IEP who dropped out of school between 7/1/23-6/30-24
    - Reaches Maximum Age
      - Any student with an IEP who reached the last day of their 21st year between 7/1/23-6/30-24
    - **Students who leave prior to February opening of the MyPlan4Success Exit Process system**
      - **Complete the fillable revised pilot SAAFL Form and Student Info Form**
      - **When the MP4S window opens you will enter the Exit Process data captured in the fillable forms manually for those leavers**

- Anyone in your LEA as reported on your child count from Dec 1st will be included. Students may need to be entered into the leader services child count if not currently showing but is a leaver.
- **Exit Process Content:**
  - SAAFP Revised Process Being Used
  - School emails should NOT be added into the fillable form
- **Starting the Exit Process:**
  - LEA will login via PDEIMS.com using your credentials (don't have access yet--use screenshots in this training to help guide you through)
  - Click Bureau of Special Education-MyPlan4Success (Ind 14)--info entered here
  - PaTTAN will no longer send out an email or manage user accounts-chief school admin will work with PDE to set up the account.
  - Steps:
    - Student List (pre populated by PDE with PaTTAN support based on Dec childcount)
    - Exit Survey-we are using the pilot program this year for indicator 14
  - **If you are part of the pilot, you can complete the form in the system and then export out what you need so you aren't doing separate SAAFPs. The data can be transferred depending on what is used (IEP Writer).**
- Year 2 Post Survey (2024-2025)
  - Designated for the same students who left during the 23-24 SY (1 year after graduation)
  - Resources: [Strategies to Contact Youth](#) / [www.transitionta.org](http://www.transitionta.org)
  - Family Application for MP4S
    - Make sure they are aware of the process and have enough information about the process.
    - Talk about survey timelines and expectations
  - You will not need to contact leavers for 1st and 2nd attempts. The system pushes out a survey link via email and phone (text). You only need to do this at the 3rd contact attempts.

## **MP4S Data Exit Process Entry and Submission Dates**

<b>DATE</b>	<b>RESPONSIBILITY</b>
<b>February 21, 2024</b>	<b>LEAs can start entering exit process data on individual students via Leaders Services</b>
<b>Weeks of April 1 2024 and May 2, 2024</b>	<b>PaTTAN will provide you with a status update of all completed student records (and how many more student records the LEA still must complete by May 31, 2024)</b>
<b>May 31, 2024</b>	<b>Final submission of all completed Exit Surveys from Cohort 4 LEAs</b>

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[February 21, 2024 Webinar and Handouts](#) (Implementation Process)

NOTES:

- After the webinar the system will open



**IEP Transition Services Training** (August 30, 2022)

- [Recording](#)
- [Slides](#)

**Cyclical Monitoring Training** (January 26, 2023)

- [Recording](#)
- [Slides](#)

**OVR Services Training** (October 18, 2022)

- [Slides](#)

**Parent Transition Workshop** (November 9, 2022)

- [Recording](#)
- [Slides](#)

**Smart Futures Refresher Training** (March 22, 2023)

- [Recording](#)
- [Slides](#)

## Special Education-IEP Transition Services Training Attendance Log

Staff Name	Attended Live Training	Training Activity Completed (Not Given)
Ault, Brina	✓	N/A
Batrack, Felicia	✓	N/A
Blose, Sarah	✓	N/A
Corcoran, Madison	✓	N/A
Dotson, Amy	✓	N/A
Galando, Matthew	✓	N/A
Glancy, Melissa	✓	N/A
Levenson, Ashley	✓	N/A
Martin, Stacy	✓	N/A
Metz, Valerie	✓	N/A
Mulvey, Kerianne	✓	N/A
Smith, Brianna	Not in live training	N/A
Wierdak, Lisa	✓	N/A
White, Chelsea	✓	N/A
Zenone, Daniella	Not in live training	N/A



# Structured Literacy Professional Development Beginning Summer 2023

Allegheny Intermediate Unit's Reading Achievement Center presents  
*Relevant professional development that meets Chapter 49 structured literacy requirements  
and is tailored to meet the literacy needs of different certificate holders' classrooms*

- Chapter 49 required areas of training:**
1. Evidence-based intervention practices on structured literacy
  2. Explicit and systematic instruction in phonological and phonemic awareness
  3. A. Alphabetic principle, decoding and encoding,  
B. fluency, and vocabulary
  4. Reading comprehension and building content knowledge

<p style="text-align: center;"><b>PreK and primary K-2</b></p> <p><i>Areas emphasized:</i> 2, 3A</p> <p><b>Dates offered:</b> (click the date to register)</p> <ul style="list-style-type: none"> <li>● <a href="#">June 14, 2023</a></li> <li>● <del><a href="#">August 22, 2023</a></del> - canceled</li> <li>● <a href="#">December 5, 2023</a></li> <li>● <a href="#">May 7, 2024</a></li> </ul>	<p style="text-align: center;"><b>Upper elementary and middle school ELA</b></p> <p><i>Areas emphasized:</i> 3B, 4</p> <p><b>Dates offered:</b> (click the date to register)</p> <ul style="list-style-type: none"> <li>● <a href="#">June 19, 2023</a></li> <li>● <a href="#">August 21, 2023</a></li> <li>● <a href="#">December 12, 2023</a></li> <li>● <a href="#">March 12, 2024</a></li> </ul>	<p style="text-align: center;"><b>Non-ELA Certificate Holders</b></p> <p><i>Areas emphasized:</i> 3B, 4</p> <p><b>Dates offered:</b> (click the date to register)</p> <ul style="list-style-type: none"> <li>● <a href="#">June 27, 2023</a></li> <li>● <a href="#">September 28, 2023</a></li> <li>● <a href="#">February 6, 2024</a></li> <li>● <a href="#">April 17, 2024</a></li> </ul>
<p style="text-align: center;"><b>ESL</b></p> <p><i>Areas emphasized:</i> All, with specific focus on ELs' needs at varying grade levels and language levels</p> <p><b>Dates offered:</b> (click the date to register)</p> <ul style="list-style-type: none"> <li>● <a href="#">June 29, 2023</a></li> <li>● <a href="#">November 2, 2023</a></li> <li>● <a href="#">January 17, 2024</a></li> <li>● <a href="#">March 20, 2024</a></li> </ul>	<p style="text-align: center;"><b>Reading specialists and special educators</b></p> <p><i>Areas emphasized:</i> All, with deep emphasis on 1</p> <p><b>Dates offered:</b> (Note: 2 days required) (click the date to register)</p> <ul style="list-style-type: none"> <li>● <a href="#">July 18 &amp; 19, 2023</a></li> <li>● <a href="#">October 2 &amp; 3, 2023</a></li> <li>● <a href="#">January 10 &amp; 11, 2024</a></li> <li>● <a href="#">April 9 &amp; 10, 2024</a></li> </ul>	<p style="text-align: center;"><b>Administrators</b></p> <p><i>Areas emphasized:</i> All, with specific focus on what administrators should look for in classrooms</p> <p><b>Dates offered:</b> (click the date to register)</p> <ul style="list-style-type: none"> <li>● <a href="#">July 25, 2023</a></li> <li>● <a href="#">February 27, 2024</a></li> </ul>

## Go Deeper with Additional Support

- Science of Reading for Administrators -  NEW - PDE PIL RAC Course  
Administrators can earn 40 Act 45 credits by enrolling in this PIL course.
- Contract with RAC to design a customized professional development plan that includes onsite technical support in your classrooms for teachers and administrators.
- Enroll in RAC K-3 Reading Apprenticeship for 2023-24. The 12 session series is aligned to competencies of SL and rooted in Science of Reading. Registration for 2023-24 will open in Spring 2023.
- Enroll in LETRS 3rd Edition for 2023-24 school year. Teachers must complete Volumes 1 and 2 to fulfill requirements. LETRS dates for 2023-24 cohorts will be available in Spring 2023. LETRS is facilitated by AIU TAC and RAC team members.



## **CERTIFICATE OF COMPLETION**

**This is to certify that**

**Stephanie Faith**

**completed training in Structured Literacy during the 2023-2024 school year.**

**This training meets Chapter 49 requirements by including the following components:**

1. Evidence-based intervention practices on structured literacy
2. Explicit and systematic instruction in phonological and phonemic awareness
3. Alphabetic principle, decoding and encoding, fluency, and vocabulary
4. Reading comprehension and building content knowledge

**2023/2024 School Year**

*Vicki Ryan, Ed.D.*

Month	Date(s)	Time	Special Ed Topic	Staff Facilitators	Recording
October	10/4/2023	3:00-3:30	The TEAM approach for IEPs	Blose, Dotson	
October	10/25	3:00-3:30	Related Services and Assistive Technology	Paul, Bate, Hoffman	
November	11/15	3:00-3:30	Transition - Importance K-12	Budd, Corcoran, Martin	<a href="#">Zoom Link</a>
December	12/20	3:00-3:30-	Functional Behavioral Assessments and Positive Behavior Supports	Wierdak, Batrack	
January	1/17	3:00-3:30	Extended School Year (ESY)	Alicandro, Ault	
February	2/21	3:00-3:30	ESY - from above since January was skipped	White, Zenone	
March	3/20	3:00-3:30	Role of a parent with state assessments	Glancy, Otis, Blose	
April	4/17	3:00-3:30	Progress Monitoring and intervention groups	Galando, Mulvey, Watenpool	
May	5/29	3:00-3:30	Summer routines and resources	Metz, Levenson	

## AAC Talks 2024 – Elevating Voices: Empowerment Through AAC

Welcome to AAC Talks Spring 2024 Web Conference!



### 8:45 am – 10:00 am

Keynote – Turning Up the Volume: AAC Users Are Changing the Playlist in the Community.

**Presenters:** Tina Moreno and Mateo Moreno

### 10:15 am – 11:15 am

2A – All Write: Science-Based Explicit Instruction for Students Who Use AAC

**Presenter:** Janet Sturm

2B – Get to the Core with Core Vocabulary.

**Presenter:** Stacey Raijski

2C – Communication Planning

**Presenters:** Lea Sheffield, Emily Burger, and Lori Milcic

### 11:30 am – 12:30 pm

3A – Resources, Gripping Games, and Amazing Apps for AAC Implementation

**Presenters:** Rachel Smolen, and Jennifer Murphy

3B – Modeling Language for Students Who Use Communication Devices

**Presenter:** Kristin Tachoir

3C – ACCESS your world: computer controls and AAC

**Presenters:** Amanda Samperi, and Becca Hoke

4A - Beyond Modeling: Unleashing Potential with Systematic Language Intervention for Complex Communicators

**Presenter:** Amanda Soper

4B - Writing Between the Lines: Exploring Communication Through Written Expression

**Presenters:** Jason Gonzalez, and Nora Connell

4C - Increasing Engagement & Communication with EZ Tech Tools & Strategies

**Presenter:** Cindy Richardson

**2:45 pm - 3:45 pm**

5A - Empowering Communication Through CS and STEM

**Presenters:** Andrea Zern, and Dana Vermilya

**CANCELED- ~~5B - AAC for Math Access & Participation~~**

**Presenter:** Chelly Ney-Shaffer

5C - Empowering Classroom Communication with Multi-Modal Supports

**Presenters:** Andrea King, and Melanie Gylling





# Special Education Teacher Training

23-24  
school year

# Table of Contents!



## Differentiated Instruction Review

## Teacher Input Forms and email input

Examples of legally defensible forms and notes on what to put in writing!



## Audit - What to prepare for?

Intro to SE Audit

Steps in the process

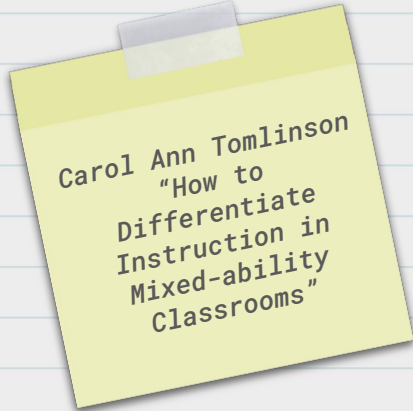
Teacher Interview Questions

A graphic of a spiral-bound notebook with a white page and a red cover. The spiral binding is at the top. On the left side, there are two horizontal tabs: a yellow one on top and a pink one below it. In the center of the page, the number '01' is written in a bold, dark grey font, enclosed within a light green circular arrow that points clockwise. Below this, the words 'Differentiated Instruction' are written in a bold, dark red font, stacked on two lines.

01

# **Differentiated Instruction**

**“A teacher in a differentiated classroom does not classify themselves as someone who ‘already differentiates instruction.’ Rather that teacher is fully aware that every hour of teaching, every day in the classroom, can reveal one more way to make the classroom a better match for its learners.”**



Carol Ann Tomlinson  
“How to  
Differentiate  
Instruction in  
Mixed-ability  
Classrooms”

# Principles of differentiated instruction?



- An instructional process
- Varied approaches by the teacher to highlight the content, process, product, and the environment.

- Creation of multiple paths so that students with different:
  - Ability levels
  - Learning Needs or Readiness
  - Cognitive Needs
  - InterestsExperience EQUALLY APPROPRIATE ways to learn
- DOING WHAT IS FAIR FOR STUDENTS

# FAIR VERSUS EQUAL



We always try  
to be FAIR but  
this means that  
things will not  
always feel  
EQUAL

## **Fairness**

Fairness means treating people according to their needs so they can be successful.

## **Equality**

Equality means treating everyone exactly the same.

# Differentiation

Is a teacher's response to learner's need

Respectful tasks

Flexible grouping

Continual assessment

Teachers can differentiate through

Content

Process

Product

According to students'

Readiness

Interests

Learning Profile

Environment

Through a variety of instructional strategies

Carol Ann Tomlinson  
(2006)

# Strategies for DI



## Content - What they learn

Tiering, Chunking, Use concrete examples, Modifying content for depth and complexity, Read materials aloud



## Process - How they learn

Flexible grouping, Problem-based learning, Contracting, Varied questions for critical thinking



**\*\*Always be aware of SDIs and needed accommodations!**

## Product - Demonstrating learning

Open-ended tasks, Simplify product, Authentic solutions, Multiple forms and formats using varied techniques and materials



## Environment - teacher

Safe, challenging, and collaborative community, flexible communication



Carol Ann Tomlinson  
2006



## Resources and References

Tomlinson, C. (1999). *The differentiated classroom responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Tomlinson, C. (2006). *An educator's guide to differentiating instruction*. VA: Cengage Learning.

Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: ASCD Publications.

Willis, S. & Mann, L. (2000) *Differentiating instruction finding manageable ways to meet individual needs*. Alexandria, VA: ASCD Publications.

A graphic of a spiral-bound notebook with a white page and a red cover. The spiral binding is at the top. On the left side, there are two horizontal tabs: a yellow one on top and a pink one below it. In the center of the page, the number '02' is written in a bold, dark grey font, enclosed within a light green circular arrow that points clockwise. Below the number, the words 'Teacher Input' are written in a bold, dark red font.

02

**Teacher Input**

## You might know this but...

**Know your students!**

If you receive a teacher input form, it is because you have this student in class or on counseling caseloads. If you do not have the student, please let SE Assistant or Related Service Specialist know.

**Data-driven input**

Input has to be objective and data-driven, focused on exact skills, strengths, and needs

**Timeliness**

All input forms are due when it is noted in the email - usually within a week. Your supervisor will be notified if there are multiple forms turned in late or not turned in at all.

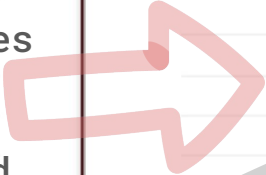
## You might know this but...

### Follow the directions

Teacher input forms have directions provided for all staff. This includes using student's formal name, speaking in the 3rd person, using complete sentences, using professional language. Please no ! or :) or "they're great!"

### Dr. Buchanan's role

Dr. Buchanan is our "in house" school psychologist that takes all of the info and puts it together. She has not met the students so please paint a picture for her on who the student is - you are the professional that has the most interaction with the student.



If you have questions on wording or items, you can email Dr. Buchanan directly

## Legally defensible input and emails



- Remember that everything you put in writing can be used in any lawsuit or hearing
- Teacher input should not recommend anything that is a related service or change of placement (i.e. "this student needs 1:1 since they cannot work in a group")
- Emails and chats should not have detailed info about students OR parents or disparage them
- This is on you as a educator - would you like some of the comments made about you or your child?



**03**

**Special  
Education Audit  
- November  
6-8, 2023**

# Compliance Monitoring for Continuous Improvement (CMCI)

This occurs  
every 7  
years for  
all  
districts



**The Facilitated Self  
Assessment (FSA)**



**File Review**



**Interviews**



**Classroom  
Observation**



**Surveys**

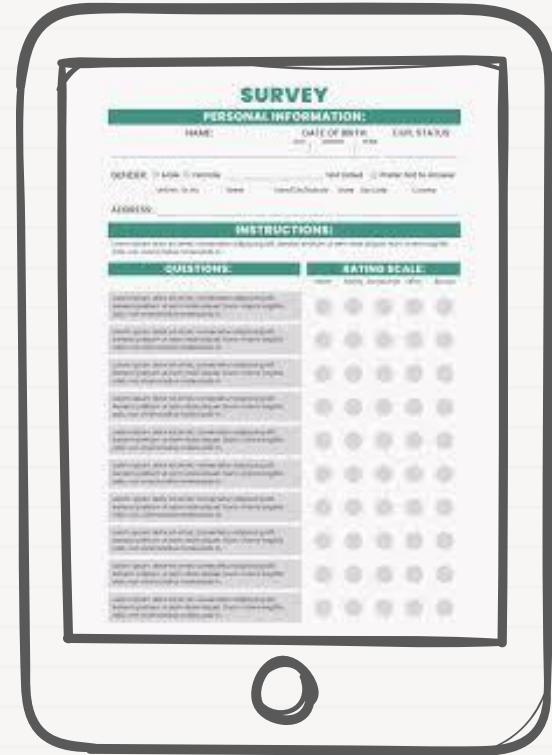
# Teacher Interview Questions

- The goal is to determine if the LEA involves parents, students, and teachers in required IEP processes, whether effective services and programs are being provided, and whether the LEA provides training to enhance knowledge.
- Teacher satisfaction with the LEA's special education program is also reflected in the interview questions.
- Teachers will get questions specific to the students that they have randomly selected to monitor for the audit.
  - Types of questions include: if you are familiar with the contents of the IEP, do you adapt and modify based on IEP, collaboration with SE teachers, knowledge of supplementary aids and services provided, inclusion in gen ed, is the student making progress, are the goals based on standards, are the SDIs appropriate to meet the student needs, any training needed specific to the student.
- Teachers will get general questions that focus on input, data, training, behavior, and personnel.



# Teacher Survey

- Web-based survey
- All teachers
- Info from the survey is provided to LEA prior to completion of FSA.
- Results also guide LEA and monitoring team regarding areas of potential need for PD and improvement.





**323**

**This is the number of SE students that were enrolled in June of 2023 at PDLCS - a significant increase from 208 students from 2019 and significantly more than other school districts in our area!**



**Some see**

**disabilities,**

**WE see**

**possibilities!**

# Thanks!



Do you have any questions?

Any individual questions:  
Ext. 105  
[stephanie.faith@padistance.org](mailto:stephanie.faith@padistance.org)



CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik.



<b>Timestamp</b>	<b>Email Address</b>	<b>Please select your supe</b>	<b>I verify that I completed all parts of the required training or task.</b>
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June 5, 2024	1
April 3, 2024	3
March 6, 2024	7
February 7, 2024	12
January 3, 2024	16
December 6, 2023	21
November 1, 2023	27
October 4, 2023	32
August 14, 2023	38

<p><b>Special Education</b></p> <p><b>Special Education Department MEETING AGENDA</b></p> <p>June 5, 2024</p> <p>7:45-11:45 AM</p> <p><i>*Lunch at 11:45*</i></p>
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<p><b>TOPIC: Important Dates, ESY, End of Year prep</b></p>	<p><b>Attendees:</b> Faith, Clutter, Paul, Otis, Budd, Corcoran, Wierdak, Zenone, Watenpool, Alicandro, Batrack, Galando, Metz, Levenson, Blose, Garand, Wierdak, Glancy, Martin, Gregory, Miller</p> <p><b>Note Taker:</b> Budd</p> <p><b>Timekeeper:</b> Budd</p>
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|--|
| <p><b>MEETING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>● WELCOME</li> <li>● Objective 1 - AS/ES Life Skills</li> <li>● Objective 2 - Roles</li> <li>● Objective 3 - Essentials of IEP Training</li> <li>● Objective 4 - LRE</li> <li>● Objective 5 - Student Spreadsheets</li> <li>● <b>**DRAFT DAY WORK TIME**</b></li> </ul> |
|--|

- |  |
|--|
| <p><b>FOR THE MEETING, PLEASE:</b></p> <ul style="list-style-type: none"> <li>● Stay present throughout the meeting</li> </ul> |
|--|

<p><b>Schedule 7:45 - 11:45</b></p>
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TIME	ACTIVITY
7:45	<p><b>WELCOME (SEL Practice)</b>  Three Signature Practices  <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.</p> <p style="text-align: center;"><b>End of Year Celebration Share Out!!</b></p> <p><i>Brina-Students moving to supplemental; participating on camera</i>  Sarah</p> <ul style="list-style-type: none"> <li>● Repeat 9th grader doing well; working in GS classes; went on camera</li> <li>● Her 20 year old student is graduating!</li> </ul> <p><i>Karen-O. Boston-Jones is graduating!</i>  Amy-Student is passing all but one class and is doing well!  Matt-Student names her baby chick after him (Mr. G)  Val</p> <ul style="list-style-type: none"> <li>● Growth with a lot off students this year (one student went from 9th-11)</li> <li>● 8-9 parents attended workshop session “Importance of Summer Routines” (Val and Ashley)</li> </ul> <p><i>Karen</i></p> <ul style="list-style-type: none"> <li>● S.R. finished all classes</li> <li>● Lots of students completed a lot of GS classes</li> </ul> <p><i>Daniella-Student passed all classes and is going to work in summer school</i>  Ashley-Mom needed help and the student has behaviors; went from being destructive to the use of behavior charts and is showing growth. Has not been destructive since January.  Aubrey and Jamie-ASL Club was a success  Missy-</p> <ul style="list-style-type: none"> <li>● Got to see family at field day; student did well this year.</li> <li>● Student was MIA and has finished with high grades</li> </ul> <p><i>EL Ed Field Day–BIG SUCCESS</i>  Highest number of students graduating this year!</p>
8:00	<p><b>OBJECTIVE 1 - AS/ES Life Skills</b></p> <ul style="list-style-type: none"> <li>● Review Rosters</li> <li>● Supplemental Program <ul style="list-style-type: none"> <li>○ Provides more intensive instruction (more pull out / less inclusion)</li> <li>○ Should be for the student with the most need</li> </ul> </li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● PASA-1.8% 23-24 SY-state audited on amount</li> <li>● We have to watch who gets placed into LS</li> <li>● Students in the middle will be entered into a supplemental program (3-8; 9-12)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Academic support; skill building with a teacher for basic skills</li> <li>○ Below grade level for reading and math</li> <li>○ If you are interested, reach out to Steph!</li> <li>● Review rosters to see what students need (do you see gaps?)</li> </ul>
8:15	<p><b>OBJECTIVE 2 - Roles</b></p> <ul style="list-style-type: none"> <li>● Current Staff Changes <ul style="list-style-type: none"> <li>○ Mary-Records; including Sp Ed</li> <li>○ Heidi-Sp Ed-Taking over some items for Mary</li> <li>○ Ashley-Behavioral Specialist</li> <li>○ Laura (Sp Ed Coordinator) and Stephanie (Dir of Sp Ed) <ul style="list-style-type: none"> <li>■ Supervision</li> <li>■ Walkthroughs/Observations</li> </ul> </li> </ul> </li> <li>● New Staff <ul style="list-style-type: none"> <li>○ April Balsamico-HS</li> <li>○ Nicolle Elliott-K-5 (AS/ES)</li> <li>○ Elizabeth Rose-Filling in for Rebecca 1st then Joann</li> <li>○ Related Services-(PENDING HIRE)* <ul style="list-style-type: none"> <li>■ 3 LC</li> <li>■ 1 BSC</li> <li>■ 1 SLP</li> </ul> </li> </ul> </li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● BSC will have a caseload of students; works directly with them and will have a hybrid schedule just like everyone else.</li> <li>● LC-In house; hybrid schedule working with teachers and students</li> <li>● Speech-Remote work with option to be in the office (keeping Kathy)</li> <li>● No longer under Principal supervision <ul style="list-style-type: none"> <li>○ The process for observations will look different and make more sense for Sp Ed (rubrics are being developed, etc)</li> </ul> </li> </ul>
8:25	<p><b>OBJECTIVE 3 - PD</b></p> <ul style="list-style-type: none"> <li>● Essentials of IEP Training <ul style="list-style-type: none"> <li>○ Primarily New Staff or Upon Request</li> </ul> </li> <li>● PASA Required Training</li> <li>● AIU Yearly Training</li> <li>● Sp Ed Conference (Spring)</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>NO AUDIT FOR 6 MORE YEARS!!!</b></li> <li>● Only PASA trained to administer will Take</li> <li>● If you find PD that is valid go to Steph</li> </ul>
8:30	<p><b>OBJECTIVE 4 - LRE</b></p> <ul style="list-style-type: none"> <li>● New <a href="#">Handbook</a> Times</li> </ul>

	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• LRE times have changed for next year to more closely mirror brick and mortar</li> <li>• <b>New IEPs ONLY</b> (don't go back) will reflect the following new times: <ul style="list-style-type: none"> <li>○ EI Ed (5.8)</li> <li>○ MS (6.1)</li> <li>○ HS (7)</li> </ul> </li> <li>• The handbook offers a GRID guide for families (shows what a schedule should look like, etc)</li> <li>• Push In does not count on LRE but does count against amount of support <ul style="list-style-type: none"> <li>○ Possible exceptions: Reading Foundations and ALG 1 FY</li> </ul> </li> </ul>
8:40	<p><b>OBJECTIVE 5 - Student Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• IEP Writer Back Up</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Ashley uses the following spreadsheets: <ul style="list-style-type: none"> <li>○ <a href="#">IEP Meeting Overview</a></li> <li>○ <a href="#">Student Overview</a> <ul style="list-style-type: none"> <li>■ Can use this as your back-up (Can't Depend On IEP Writer)</li> <li>■ This will help ensure you are in compliance for each student</li> </ul> </li> </ul> </li> <li>• If a date is showing reach out to Mary, Heidi or Steph (case by case)</li> </ul>
8:45	<p><b>DRAFT DAY WORK TIME (Nothing is Guaranteed**)</b></p> <ul style="list-style-type: none"> <li>• Talk Students</li> <li>• HS Caseload Movement</li> <li>• MS/ES-Talk to next level teacher</li> <li>• Note potential Supplemental Program students</li> </ul>
11:45	<p><b>ENJOY YOUR LUNCH!!</b></p>

<b>Special Education</b>
<b>Special Education Department MEETING AGENDA</b>
April 3, 2024
9:00-10:00 AM

<b>TOPIC: Important Dates, ESY, End of Year prep</b>	<p><b>Attendees: Faith, Clutter, Paul, Otis, Budd, Corcoran, Zenone, Watenpool, Alicandro, Batrack, Galando, Metz, Levenson, Blose, Garand, Wierdak, Glancy</b></p> <p><b>Note Taker: Blose</b></p> <p><b>Timekeeper:</b></p>
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**MEETING OBJECTIVES:**

- Warm Welcome (SEL practice)
- Objective 1 - Important Dates
- Objective 2 - Extended School Year
- Objective 3 - Prep for end of year
- Objective 4 - Transition
- Optimistic Closure (SEL practice)

**FOR THE MEETING, PLEASE:**

- Stay present throughout the meeting

**Schedule 9:00-10:00**

<b>TIME</b>	<b>ACTIVITY</b>
9:00	<p><b>Warm Welcome (SEL Practice)</b>            Three Signature Practices  <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.</p> <p>Autism Awareness Day!</p>
9:10	<p><b>OBJECTIVE 1 - Important Dates</b></p> <ul style="list-style-type: none"> <li>● April 4, 5, 8 - Steph out</li> <li>● April 10 - NO SCHOOL for STUDENTS - PD for Staff</li> <li>● April 10 - SSIP Meeting</li> <li>● April 10 - Keystone Site Lead Training</li> <li>● April 12 - PSTAT certificate due to Laura Bailey</li> <li>● April 11-April 16 - Steph out again</li> <li>● April 17 - Wellness Day</li> <li>● April 19 - SPM to Supervisor (Steph)</li> <li>● April 19 - Admin in meeting til 2 PM</li> <li>● After April 19 - can put in testing for summer testing</li> <li>● April 19 - MS SE Department Meeting</li> <li>● April 19 - HS SE Department Meeting</li> <li>● April 26 - ES SE Department Meeting</li> <li>● April 22-May 3 - PSSA Testing</li> </ul>

	<ul style="list-style-type: none"> <li>● April 22-May 24 - CDT Window</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>If an LEA has not accepted an IEP meeting that is scheduled while I am out - please add Kelly Crooks</b></li> </ul>
9:20	<p><b>OBJECTIVE 2 - ESY</b></p> <ul style="list-style-type: none"> <li>● Extended School Year <ul style="list-style-type: none"> <li>○ All Armstrong group should be identified and NOREPd in</li> <li>○ All others that will qualify <ul style="list-style-type: none"> <li>■ This could take a revision if you notice through PM that a student is NOT making progress</li> <li>■ If they are NOT, we offer ESY and do the NOREP</li> </ul> </li> <li>○ Remember, parents can deny the service but we have an obligation to offer</li> </ul> </li> <li>● Currently - we have 110 students that QUALIFY for ESY <ul style="list-style-type: none"> <li>○ Not all will come!</li> </ul> </li> <li>● ESY teacher posting will be going out shortly <ul style="list-style-type: none"> <li>○ We are looking for 6 teachers - 5 teachers plus Aubrey for OT</li> <li>○ We will also be looking for speech, PT, BSC, and counselors for the ESY program</li> </ul> </li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>Ashley will send ESY cheat sheets (April)- completed by beginning of May</b></li> <li>● <b>Related Services provider ESY determination- we can overrule RS provider if student needs ESY</b></li> <li>● <b>ESY teachers are needed for the summer- application will be sent the beginning of April- 20 hours per week</b></li> </ul>
9:30	<p><b>OBJECTIVE 3 - End of Year Prep</b></p> <ul style="list-style-type: none"> <li>● <b>PLEASE schedule your IEP meetings for April and May ASAP so that teacher input forms can be sent out prior to any testing.</b> <ul style="list-style-type: none"> <li>○ I check IEP meetings weekly to see if they are on time or not scheduled so I will contact you if they need to be</li> </ul> </li> <li>● HS Teachers will meet with Stephanie before May 31 to do end of year summaries for graduating students and also NOREPs</li> <li>● Make sure your IEPs are scheduled and you give enough time to get the RE Teacher, LEA, and any related services there - as well as enough time to write the IEP before it is overdue! <ul style="list-style-type: none"> <li>○ If you want to forego the outline and use the draft IEP in IEP Writer for presentation - that would be great! We are going to change to that mode for next SY.</li> </ul> </li> </ul>

- Get filing to Mary ASAP - please keep on top of the filing
- End of Year checklist will be coming out in May
- I review all IEPs that are due before October 13 to ensure that they are done by end of year
  - This includes RRs that could be due

**Notes:**

- Need data if student needs summer school but did not qualify for ESY
- Finalize IEPs to keep to timelines, make revisions later
- Next school year, no outline, use draft for IEP meetings
- MS student led meetings are awesome

**OBJECTIVE 4 - TRANSITION**

**1. Transition Age Walkthroughs (7-12)**

→ All scheduled / 1 Pending Completion

**2. 23-24 Events**

a. HS Pre-ETS Upcoming Sessions:

i. Personal Finance–April 24th

*1. Laura needs someone to cover as facilitator due to being out for PSSA Testing. Please respond to the email sent March 27th if you can cover it.*

ii. Interviewing-May 22nd

b. [Events Shared Folder](#)

i. Please share [PADLET](#) with families\*\*

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**\*\*Items for Reference Only\*\***

**Transition Office Hours**

- Thursday, April 11th 12-2
- Wednesday, May 8th 12-2
- Wednesday, May 22nd 12-2

**Surveys/Assessments**

- Reminder to add completed Postsecondary, Employment and IL Surveys/Assessments to the [23-24 Student Surveys/Assessments Folder](#)
  - ii. The following surveys/assessments do not need added to this folder: Student Transition Survey, Parent Transition Survey

**OVR**

- The [IEP Invite Process](#) should be completed for all 7-12 students.
- Students should be [applying for OVR services](#) before the start of their 11th grade year.
- [OVR Training Slides](#)



	<hr/> <p><b>PA Planning for the Future Transition Checklist</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Updated Version</a></li> </ul> <p style="text-align: center;"><b>*Please Reach Out with Any Additional Questions*</b></p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
8:40	<p><b>OBJECTIVE 5 - Optimistic Closure (SEL Practice)</b>  Three Signature Practices  <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Close each experience in an intentional way.</p> <p>An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

<b>Special Education</b>
<b>Special Education Department MEETING AGENDA</b>
March 6, 2024
7:30-8:45 AM

<p><b>TOPIC: Important Dates, ESY, and HS only</b></p>	<p><b>Attendees: Faith, Clutter, Paul, Otis, Budd, Corcoran, Zenone, Watenpool, Hoffman, Alicandro, Batrack, Bate, Gregory, Galando, Metz, Levenson, Blose, Mort, Garand, Wierdak,</b>  <b>Note Taker: Blose</b>  <b>Timekeeper:</b></p>
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**MEETING OBJECTIVES:**

- Warm Welcome (SEL practice) and team building activity
- Objective 1 - Important Dates
- Objective 2 - Extended School Year and prep for end of year
- Objective 3 - High School only
- Objective 4 - Transition
- Optimistic Closure (SEL practice)

**FOR THE MEETING, PLEASE:**

- Stay present throughout the meeting

**Schedule 9:00-10:00**

TIME	ACTIVITY
9:00	<p><b>Warm Welcome (SEL Practice)</b>            Three Signature Practices  <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.</p> <p>Welcome to the newest member of the PDLCS SE team - Mason Ian-Donald White!</p>
9:10	<p><b>OBJECTIVE 1 - Important Dates</b></p> <ul style="list-style-type: none"> <li>• 3/6 - New Student Start Date</li> <li>• 3/8- Steph off</li> <li>• 3/11- Board meeting @ 4pm</li> <li>• 3/13- New Student Start Date</li> <li>• 3/11-3/15- Brina and Amy D out for PASA</li> <li>• 3/18-3/22- Steph, Sarah, Amy W out for PASA</li> <li>• 3/20- New Student Start Date</li> <li>• 3/25-27 - Sarah and Ashley out for PASA</li> <li>• 3/27- PM for Q3 is due</li> <li>• 3/27- LAST New Student Start Date</li> <li>• 3/28- ½ day for Spring Break - done at 11:30</li> <li>• 3/28- Q4 Starts</li> <li>• 3/29-4/1 - Spring break - OFF</li> <li>• 4/2- PLP Q3 check-in due</li> <li>• 4/3- Autism Awareness Day - wear your Autism shirts or blue</li> <li>• 4/3- Monthly SE Department meeting</li> </ul>

- 4/4-4/5- Steph out!

**Notes:**

- **Rolling Start dates- most new students have already been assigned**
- **4/3- Autism Awareness picture day**
- **3/14- All day admin meeting- use ELAs for meetings**
- **HS Career Week -- March 18th-22nd**

9:20

**OBJECTIVE 2 - ESY, testing, and end of year prep**

- Extended School Year
  - All Armstrong group should be identified and NOREPd in
  - All others that will qualify need to be by end of March
    - This could take a revision if you notice through PM that a student is NOT making progress
    - If they are NOT, we offer ESY and do the NOREP
  - Remember, parents can deny the service but we have an obligation to offer
- Testing prep
  - Please make sure you schedule your IEP meetings for when you and a reg ed teacher are free
  - If I am out - use the other LEAs!!!!
  - Please cancel anything that can be canceled and cover what is necessary to be covered for student need
- End of year prep
  - IEP meetings
  - RR meetings
  - Filing

**Notes:**

- **Ashley will send ESY cheat sheets (April)- completed by beginning of May**
- **Related Services provider ESY determination- we can overrule RS provider if student needs ESY**
- **ESY teachers are needed for the summer- application will be sent the beginning of April- 20 hours per week**
- **Put in RR requests after April 19 for timelines for RRs for RRs due at beginning of next SY**
- **Get filing into Mary asap to get caught up, let principals know**
- **HS teachers will meet with Stephanie separately to complete Summaries for Seniors in May**
- **From Heidi- changes to RS providers after meetings, please complete change request form for billing**

<p>9:30</p>	<p><b>OBJECTIVE 3 - High School Only</b></p> <ul style="list-style-type: none"> <li>• Discussion of transition plan for Chelsea</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• <b>Option 2</b></li> </ul>
	<p><b>OBJECTIVE 4 - TRANSITION</b></p> <p><b>Laura Out of Office Days for March:</b>  March 7th-11:30-3:30 / March 12th-13th (NISL Courses)</p> <p><b>1. Transition Age Walkthroughs (7-12)</b>  → 10 out of 11 scheduled</p> <p><b>2. 23-24 Events</b></p> <ul style="list-style-type: none"> <li>c. <a href="#">PACCT Let's Get Organized HS (Independent Living Skills) Virtual Event</a> (Took Place March 4th) <ul style="list-style-type: none"> <li>i. Students who registered: Maryam Victor, Isabel Torres, Kimberly Childs</li> <li>ii. <b>Students who attended:</b> Maryam Victor, Kimberly Childs</li> </ul> </li> <li>d. HS Career Week (March 18th-22nd) <ul style="list-style-type: none"> <li>i. <a href="#">Navigation/Information Site</a></li> <li>ii. <a href="#">Staff Assignment Sheet</a>-Please Review</li> </ul> </li> <li>e. HS Pre-ETS Upcoming Session: <ul style="list-style-type: none"> <li>i. High School Vs. College—March 27th</li> </ul> </li> <li>f. <a href="#">Events Shared Folder</a> <ul style="list-style-type: none"> <li>i. Please share <a href="#">PADLET</a> with families**</li> </ul> </li> </ul> <p style="text-align: center;"><b>**Items for Reference Only**</b></p> <p><b>Penn Data Form-Transition Questions Update</b>  A rep from PaTTAN got back to me regarding the confusion with the Act 26 reporting. Here is the response:</p> <p><b><i>After some investigation, it appears there has been some issue with the reporting template on OVR side, where they have not changed the headers in the report to reflect the 2020 updated questions (on the PDE doc). Folks are aware and this should be corrected going forward.</i></b></p> <p>Just to clarify: We should be basing our Penn Data Form and reporting off of the Act 26 questions as they align with PDE. The <a href="#">Penn Data Form</a> has been updated to reflect the official Act 26 questions</p>

(1-4 Only).

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**[PA Planning for the Future Transition Checklist \(Updated\)](#)**

- *Added to the following spaces:*
  - [Transition Shared Folder](#) (Under Resources)
  - [Transition Padlet](#)
  - [Transition Grid Guide](#)

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***Surveys/Assessments***

- Reminder to add completed Postsecondary, Employment and IL Surveys/Assessments to the [23-24 Student Surveys/Assessments Folder](#)
  - ii. The following surveys/assessments do not need added to this folder: Student Transition Survey, Parent Transition Survey

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***OVR***

- The [IEP Invite Process](#) should be completed for all 7-12 students.
- Students should be [applying for OVR services](#) before the start of their 11th grade year.
- [OVR Training Slides](#)

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***Transition Office Hours***

- Wednesday, March 27th 12-2 PM

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***Career Readiness Lesson Support (with Instructional Specialists)***

- El Ed-Thursday, March 14th 12:30-1:45
- HS-Monday, March 25th 2-3 PM (Katie H. will cover; Laura in an IEP)
  - Typically held Bi-Weekly/Monthly for El Ed, MS and HS

**\*Please Reach Out with Any Additional Questions\***

**Notes:**

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8:40

**OBJECTIVE 5 - Optimistic Closure (SEL Practice)**

Three Signature Practices

<https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf>

Close each experience in an intentional way.

	<p>An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
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<b>Special Education</b>
<b>Special Education Department MEETING AGENDA</b>
February 7, 2024
7:30-8:45 AM

<b>TOPIC: Important Dates, ESY, and Related Services</b>	<p><b>Attendees: Faith, Budd, Blose, Metz, Gregory, Glancy, White, Watenpool, Corcoran, Bate, Otis, Batrack, Garand, Galando, Clutter, Levenson, Zenone, Martin, Hoffman, Ploesch, Mulvey, Wierdak, Dotson, Ault, Paul,</b></p> <p><b>Note Taker: Blose</b></p> <p><b>Timekeeper:</b></p>
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<p><b>MEETING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Warm Welcome (SEL practice) and team building activity</li> <li>• Objective 1 - Important Dates</li> <li>• Objective 2 - PD - Extended School Year</li> <li>• Objective 3 - PD - Related Services and PM</li> <li>• Objective 4 - Transition</li> <li>• Optimistic Closure (SEL practice)</li> </ul>
<p><b>FOR THE MEETING, PLEASE:</b></p> <ul style="list-style-type: none"> <li>• Stay present throughout the meeting</li> </ul>

<b>Schedule 7:30-8:45</b>
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TIME	MINUTES	ACTIVITY
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7:30	10	<p><b>Warm Welcome (SEL Practice)</b>  Three Signature Practices  <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.</p> <p><b>Happy Birthday to Mary!!</b></p> <p><b>Celebrate the babies that are here and on their way! Congrats to Stacy, Chelsea, and Amy! Come up to Floor 3 by my office for treats and fun! <u>We will start the meeting at 7:40</u></b></p>
7:40	15	<p><b>OBJECTIVE 1 - Important Dates</b></p> <ul style="list-style-type: none"> <li>● February 9 - HS SE Department Meeting</li> <li>● February 13 - Steph at admin all day</li> <li>● February 14 - Valentine's Day, Wear Red Day, New Student start</li> <li>● February 16 - MS SE Department Meeting</li> <li>● February 19 - NO SCHOOL!</li> <li>● February 21 - PASA Prep Meeting, New Student start</li> <li>● February 23 - ES SE Department Meeting</li> <li>● February 28-March 1 - PDE Special Ed Conference - Faith, Blose, Corcoran out</li> <li>● February 28 - New Student start</li> <li>● March 1 - Ed Camp - all students Asynch (including life skills)</li> <li>● March 6 - Monthly SE Meeting and New Student start</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>10 SE students start today, keep in mind dates when scheduling meetings</b></li> <li>● <b>Mary/Heidi and Joanna/Amy D will be presenting at Ed Camp this year</b></li> </ul>
8:00	15	<p><b>OBJECTIVE 2 - PD - Extended School Year</b></p> <ul style="list-style-type: none"> <li>● Extended School Year <ul style="list-style-type: none"> <li>○ Armstrong group NOREPs and determination by February 29</li> <li>○ All others - have to meet 2 + questions to qualify - NOREPs and determination by March 29</li> </ul> </li> <li>● ESY has to match in the IEP! <ul style="list-style-type: none"> <li>○ Correct boxes have to be checked with correct blurb if they DO or DO NOT qualify</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Questions have to be answered and also explanations have to be there if they qualify for those areas</li> <li>● ESY goals have to be noted, services provided have to meet the needs of students, and dates have to reflect July 1-26, 2024</li> <li>● It is better to qualify than not to qualify!</li> <li>● Related service providers will let you know if they need the service or not</li> <li>● NO BSC unless there are academics during ESY</li> <li>● NO LC at all</li> <li>● Extended School Year cheat sheets will be out for SE teachers to complete by end of March</li> <li>● Posting for ESY teachers will be out April/May</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>ESY is being opened up to all students with Autism</b></li> <li>● <b>Note ESY qualification in the NOREP if newly qualifying during annual IEP meeting NOREPs</b></li> <li>● <b>Check ESY blurbs in IEP- qualification must match and answer 2 questions if they qualify, unless the student is PASA qualified then all 7 need answered</b></li> <li>● <b>Related services if offered, lower freq to 30 min/week typically</b></li> </ul>
8:15	15	<p><b>OBJECTIVE 3 - Related Services and PM</b></p> <ul style="list-style-type: none"> <li>● Progress monitoring feedback for related services <ul style="list-style-type: none"> <li>○ STAR data confusing?</li> <li>○ What can we do to ensure it is straightforward?</li> <li>○ Do we REALLY want providers in the goals putting in their data? If that is the case, who will monitor?</li> <li>○ Speech and language is going to revamp goals to reflect STOs or to reword so that they measure certain items and not a lot of data for one goal</li> <li>○ Can look to do this for other services like OT, PT, and BSC</li> </ul> </li> <li>● Do NOT wait until PM is due to put it into IEP Writer!</li> <li>● All related services need a goal to measure and it HAS to be MEASURABLE with data!</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>Let Heidi/Stephane know if the data is not listed in STaR for the goals</b></li> <li>● <b>Speech goals may need revised to be specific with short term objectives to be broken down</b></li> <li>● <b>Reminder to check STaR report during the quarter</b></li> <li>● <b>Be mindful of student attendance to related services</b></li> <li>● <b>Providers do not make the decision of amount of time provided. It is a team decision based on data</b></li> <li>● <b>Use Heidi to help navigate issues with providers</b></li> <li>● <b>We are not babysitters for the providers</b></li> </ul>



		<ul style="list-style-type: none"> <li>• <b>Changes will be made for next school year with providers</b></li> <li>• <b>Due to the new 10 students starting- use admin for LEAs due to the complicated cases</b></li> </ul>
8:30	10	<p><b>OBJECTIVE 4 - TRANSITION</b></p> <p><b>2. 23-24 Events</b></p> <ul style="list-style-type: none"> <li>a. <a href="#">PACCT Let's Get Organized HS (Independent Living Skills) Virtual Event</a> <ul style="list-style-type: none"> <li>iii. March 4th - 9AM-12PM (Registration Deadline 2/23/24)</li> <li>iv. Email sent out to HS Teachers with additional information/instructions on 1/31/24</li> </ul> </li> <li>b. <a href="#">13th Annual Mock Interview Event</a> (March 22, 2024) <ul style="list-style-type: none"> <li>i. Reach out to Laura <u>no later than February 19th</u> with interested students (we can have 5 attend) <ul style="list-style-type: none"> <li>1. <a href="#">Mock Interview Event Resources</a> (3rd Column In Padlet)</li> </ul> </li> </ul> </li> <li>c. HS Pre-ETS Upcoming Session: <ul style="list-style-type: none"> <li>i. Interviewing–February 28th</li> </ul> </li> <li>d. <a href="#">Events Shared Folder</a>** <ul style="list-style-type: none"> <li>i. Please share with families</li> </ul> </li> </ul> <p><b>**Items for Reference Only**</b></p> <p><b><a href="#">PA Planning for the Future Transition Checklist (Updated)</a></b></p> <ul style="list-style-type: none"> <li>• <i>Added to the following spaces:</i> <ul style="list-style-type: none"> <li>○ <a href="#">Transition Shared Folder</a> (Under Resources)</li> <li>○ <a href="#">Transition Padlet</a></li> <li>○ <a href="#">Transition Grid Guide</a></li> </ul> </li> </ul> <p><b>Surveys/Assessments</b></p> <ul style="list-style-type: none"> <li>• Reminder to add completed Postsecondary, Employment and IL Surveys/Assessments to the <a href="#">23-24 Student Surveys/Assessments Folder</a> <ul style="list-style-type: none"> <li>ii. The following surveys/assessments do not need added to this folder: Student Transition Survey, Parent Transition Survey</li> </ul> </li> </ul> <p><b>OVR</b></p> <ul style="list-style-type: none"> <li>• The <a href="#">IEP Invite Process</a> should be completed for all 7-12 students.</li> <li>• Students should be <a href="#">applying for OVR services</a> before the start of their 11th grade year.</li> <li>• <a href="#">OVR Training Slides</a></li> </ul> <p><b>Transition Office Hours</b></p> <ul style="list-style-type: none"> <li>• Wednesday, February 14th 12-2 PM</li> <li>• Wednesday, February 28th 12-2 PM</li> </ul> <p><b>Career Readiness Lesson Support (with Instructional Specialists)</b></p>

		<ul style="list-style-type: none"> <li>• El Ed-Thursday, February 22nd 12:30-2:00</li> <li>• HS-Thursday, February 29th 2:00-3:00 <ul style="list-style-type: none"> <li>◦ Typically held Bi-Weekly/Monthly for El Ed, MS and HS</li> </ul> </li> </ul> <p><b>*Please Reach Out with Any Additional Questions*</b></p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Penn Data/Act 26 questions have changed and is in process of being updated</li> <li>• Email Laura CEW data requests, avoid chatting her the requests</li> </ul>
8:40	5	<p><b>OBJECTIVE 5</b> - Optimistic Closure (SEL Practice)  Three Signature Practices  <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Close each experience in an intentional way.</p> <p>An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Try to schedule walkthroughs for February with Laura and Stephanie</li> </ul>

## Special Education

### Special Education Department MEETING AGENDA

January 3, 2024

9:00-10:00

<p><b>TOPIC: New Year - SE info to end Semester 1/Q2</b></p>	<p><b>Attendees: Faith, Metz, Gregory, Glancy, White, Watenpool, Corcoran, Bate, Otis, Batrack, Galando, Clutter, Levenson, Zenone, Martin, Hoffman, Blose, Ploesch, Mulvey</b></p> <p><b>Note Taker: Blose</b></p> <p><b>Timekeeper:</b></p>
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**MEETING OBJECTIVES:**

- Warm Welcome (SEL practice) and team building activity
- Objective 1 - Important Updates
- Objective 2 - Important Dates
- Objective 3 - Quick PD - IEP meetings
- Objective 4 - Transition
- Optimistic Closure (SEL practice)

**FOR THE MEETING, PLEASE:**

- Stay present throughout the meeting

Schedule 9-10

TIME	MINUTES	ACTIVITY
9:00	5	<p><b>Warm Welcome (SEL Practice)</b>            Three Signature Practices  <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.</p> <p><b>Share about the holiday break!</b></p>
9:05	15	<p><b>OBJECTIVE 1 - Important Updates</b></p> <ul style="list-style-type: none"> <li>• Welcome to Rebecca Gregory!</li> <li>• New GS teacher - Eric Weddell</li> <li>• Signed paperwork - it will be addressed that the signed paperwork will not come back to you but an email will go out to let you know if it is returned               <ul style="list-style-type: none"> <li>○ That being said - get ALL signed paperwork ready to file!</li> </ul> </li> <li>• SPMs - you will be working with me for your SPMs for the year - we have midpoint and end of year check-ins               <ul style="list-style-type: none"> <li>○ I will set quick check in times with each of you to review your SPMs</li> <li>○ This will be in conjunction with your evals from principals for this SY</li> </ul> </li> <li>• Please continue to refer to the emails sent by Dr. Buchanan for who will present the ER/RRs for the rest of the year               <ul style="list-style-type: none"> <li>○ You will know when to invite Erika when she sends out the ER/RR email to you all - so please pay attention to the email as it notes if it is her or me</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● Please remember to check your dates and your IEP Writer home dashboard <ul style="list-style-type: none"> <li>○ We have 21 IEPs due within 30 days</li> </ul> </li> <li>● <b>All related service providers need to get you Q2 progress monitoring no later than January 19!!!!</b> If you are not receiving PM in a timely manner, please reach out to the provider and also CC Heidi. <ul style="list-style-type: none"> <li>○ <u>AS A REMINDER, YOU AS THE SE TEACHER, NEED TO BE CHECKING STAR ON A WEEKLY BASIS!!</u></li> <li>○ Related service people cannot unilaterally change the amount or time of service WITHOUT a meeting!</li> </ul> </li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>Mary will be back on January 8th.</b></li> <li>● <b>More LEAs are being trained- Instructional Specialists</b></li> <li>● <b>Use alternative LEAs for speech only and with students that do not have related services</b></li> <li>● <b>For spring meetings- hold a new meeting for meetings done before October 14</b></li> </ul>
9:20	15	<p><b>OBJECTIVE 2 - Important Dates</b></p> <ul style="list-style-type: none"> <li>● PASS Survey - this and next week</li> <li>● Jan 8-Jan 19 - CDTs</li> <li>● Jan 8 - Mary's projected return</li> <li>● Jan 10 - New Student start date</li> <li>● Jan 12 - HS SE Dept meeting</li> <li>● Jan 12 - LEA training for ISS</li> <li>● Jan 15 - NO School!</li> <li>● Jan 17 - New Student start date</li> <li>● Jan 19 - last day of Q2/Semester 1</li> <li>● Jan 19 - MS SE Dept Meeting</li> <li>● Jan 19 - SPM mid-year check in</li> <li>● Jan 22-23 - No School for students - PD for staff <ul style="list-style-type: none"> <li>○ CPR. SEL, PM time</li> </ul> </li> <li>● Jan 24 - Q3/Semester 2 start</li> <li>● Jan 24 - New Student start date</li> <li>● Jan 26 - ES SE Dept meeting</li> <li>● Jan 26 - Q2 PM Due</li> <li>● Jan 31 - New Student Start date</li> <li>● Feb 7 - SE Department Meeting</li> <li>● Feb 7 - New Student start date</li> <li>● Spring Walkthroughs <ul style="list-style-type: none"> <li>○ Please schedule with Stephanie or Laura prior to PSSA Testing (By Week of April 15th)</li> </ul> </li> </ul> <p><b>Notes:</b></p>

		<ul style="list-style-type: none"> <li>● <b>Do your best to schedule out sooner than later. Please do not wait until the last minute.</b></li> </ul>
9:35	15	<p><b>OBJECTIVE 3 - Quick PD - IEP meetings</b></p> <ul style="list-style-type: none"> <li>● Student-led IEPs are the main focus! <ul style="list-style-type: none"> <li>○ I shared out a video of a student doing hers for Daniella</li> <li>○ If you want to observe a student-led IEP, please reach out to the SE team</li> </ul> </li> <li>● When presenting to parents - it is important to: <ul style="list-style-type: none"> <li>○ Not ask them if things are ok after each section</li> <li>○ Make sure they understand the acronyms and each section - this is MUCH better!</li> <li>○ Use the proper SE verbiage</li> <li>○ Data leads the IEP - it is not subjective! <ul style="list-style-type: none"> <li>■ To this point - make sure they understand what CDTs and STAR measures</li> <li>■ Live learning attendance is just as important to present as the actual “click of button” attendance</li> </ul> </li> <li>○ If all of the teachers have the same thing to say, do not belabor the issue - have one state it and then ask if any other teacher has anything different to report</li> </ul> </li> <li>● When presenting this new IEP to teachers - RE teachers need to make sure they are also following all SDIs and testing accommodations! They sign off in the beginning of the year/semester but they should all be reading the new IEPs!!! <ul style="list-style-type: none"> <li>○ Especially true for any student with a PBSP</li> </ul> </li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>ESY and SDIs are being explained much better to parents</b></li> <li>● <b>PM graphs shown in meetings are an advantage</b></li> <li>● <b>Data drives the IEP</b></li> <li>● <b>Know your students</b></li> <li>● <b>For RE teachers let them speak if there is anything different for input during the meeting</b></li> <li>● <b>Send IEP At A Glance to team members who were not at the meeting to remind them of changes to IEP</b></li> <li>● <b>Speak to parents at their level</b></li> </ul>
9:50	5	<p><b>OBJECTIVE 4 - TRANSITION (Laura Out of Office)</b></p> <p><b>3. 23-24 Events</b></p> <p>a. <a href="#">13th Annual Mock Interview Event</a> (March 22, 2024)</p> <p>i. Reach out to Laura <u>no later than February 19th</u> with interested students (we can have 5 attend)</p>

		<p>b. <a href="#">Events Shared Folder</a></p> <p>i. Please share with families (Can share the Padlet that has everything in it)</p> <p><b>**Items for Reference Only**</b></p> <p><b>Surveys/Assessments</b></p> <ul style="list-style-type: none"> <li>Reminder to add completed Postsecondary, Employment and IL Surveys/Assessments to the <a href="#">23-24 Student Surveys/Assessments Folder</a></li> <li>The following surveys/assessments do not need added to this folder: Student Transition Survey, Parent Transition Survey</li> </ul> <p><b>OVR</b></p> <ul style="list-style-type: none"> <li>The <a href="#">IEP Invite Process</a> should be completed for all 7-12 students.</li> <li>Students should be <a href="#">applying for OVR services</a> before the start of their 11th grade year.</li> <li><a href="#">OVR Training Slides</a></li> </ul> <p><b>Transition Office Hours</b></p> <ul style="list-style-type: none"> <li>Bi-Weekly on Wednesdays from 12-2 PM</li> </ul> <p><b>Career Readiness Lesson Support (with Instructional Specialists)</b></p> <ul style="list-style-type: none"> <li>Bi-Weekly/Monthly for EI Ed, MS and HS</li> </ul> <p><b>*Please Reach Out with Any Additional Questions*</b></p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li></li> </ul>
9:55	5	<p><b>OBJECTIVE 5</b> - Optimistic Closure (SEL Practice)</p> <p>Three Signature Practices</p> <p><a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Close each experience in an intentional way.</p> <p>An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li><b>April 22- May 24- Testing window, be aware when scheduling IEP meetings</b></li> <li><b>If RR are due before Oct 14, put in early in the Spring to get done early</b></li> <li><b>For RRs- any testing older than 2019 needs new testing</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Students may be removed from SE if they are not accessing their IEPs</li> <li>• Transition time between semesters- invite Semester 1 teachers for input forms</li> <li>• Feb and March are prime times for IEP meetings</li> <li>• Be aware to dress and look professionally during IEP meetings</li> </ul>
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<b>Special Education</b>
<b>Special Education Department MEETING AGENDA</b>
December 6, 2023
9:00-10:00

<b>TOPIC:</b> December update, Recap of audit and walkthroughs	<b>Attendees:</b> Faith, Blose, Zenone, Paut, Martin, Garand, Bate, Batrack, Galando, Otis, Wierdak, Concoran, Glancy, Metz, Hoffman, Watenpool, Ault, Mulvey <b>Note Taker:</b> Blose <b>Timekeeper:</b>
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- MEETING OBJECTIVES:**
- Warm Welcome (SEL practice) and team building activity
  - Objective 1 - Department Changes and Cyber Charter Info
  - Objective 2 - Important Dates
  - Objective 3 - Audit recap
  - Objective 4 - Transition
  - Objective 5 - Walkthrough recap
  - Optimistic Closure (SEL practice)

- FOR THE MEETING, PLEASE:**
- Stay present throughout the meeting

**Schedule 9-10**

TIME	MINUTES	ACTIVITY
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9:00	5	<p><b>Warm Welcome (SEL Practice)</b>  Three Signature Practices  <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.</p> <ul style="list-style-type: none"> <li>● <b>If you had to live in a holiday movie, which one would you choose?</b>  -Home Alone, Elf, Griswold, Hallmark Movies, Grinch</li> </ul>
9:05	15	<p><b>OBJECTIVE 1 - Department Changes and Cyber Charter Info</b></p> <ul style="list-style-type: none"> <li>● Please refer to the email sent about Dr. Buchanan and I and presentation of ER/RRs for the rest of the SY <ul style="list-style-type: none"> <li>○ I will do some and Erika will do others - but more me as we move on for the year</li> <li>○ You will know when to invite Erika when she sends out the ER/RR email to you all</li> </ul> </li> <li>● Welcome to our new staff! <ul style="list-style-type: none"> <li>○ Joann Garand - 6th grade teacher</li> <li>○ Rebecca Gregory - will fill in for 7th for Stacy while out (she starts Dec 18)</li> <li>○ Still looking for one more teacher</li> </ul> </li> <li>● Mary is out until beginning of January <ul style="list-style-type: none"> <li>○ If you have filing, please do not bring it up Thursday and Friday</li> <li>○ Please ensure that all is done prior to giving it to Heidi or myself</li> <li>○ Penn Data, IEP Google Form still need to be completed</li> <li>○ Get Cover Sheets to Mary, cc Heidi</li> </ul> </li> <li>● <b><u>Changes to the related services sheets</u></b> <ul style="list-style-type: none"> <li>○ There is a new <a href="#">Google Form</a> that teachers need to complete when related services are changed or removed.</li> <li>○ This goes directly to Heidi and the NOREP needs to be attached (1st attempt)</li> <li>○ The removal/change goes into effect 10 days after the first NOREP is issued. Please still do the 2nd and 3rd attempts</li> </ul> </li> <li>● <b>DO NOT MAKE COPIES OF GOOGLE FORMS! USE THE EYEBALL TO COMPLETE THE FORM</b></li> <li>● Monthly debrief from cyber charter SE meeting - <i>In terms of levels of support, is anyone seeing an increase in the student needs? Do any schools have pull out classes, especially in English and Math</i> <ul style="list-style-type: none"> <li>○ PA Cyber- yes <ul style="list-style-type: none"> <li>■ Have a learning support classes in grades 2nd-12th</li> <li>■ Sometimes have co-taught classes with two special education teachers per class</li> </ul> </li> </ul> </li> </ul>



- Also have win blocks; 1 hour per week, for pull in supports for students
- Student and teacher schedules allow for a lot of opportunities for additional help throughout the day
- PALCS has a lot of support
  - Special education population is approximately 650 students
  - Supports are on top of what is already in place
  - Struggling with students being able to access the supports in addition to their normal course schedule
  - Started pull out supports in English and Math at the high school level
  - Seeing more students enrolling at younger ages that need additional supports
    - Some parents are requesting that students return to previous years' curriculum in order to get "caught up"
    - For example, 6th grade student enroll but parents want the student placed in 4th grade curriculum
  - PA Cyber has really built their emotional support, learning support, academic support capacity to support more students
    - Starting in the high school is a good thing
    - In elementary school, students may receive supports need to have continuing support year over year
  - PALCS is seeing a lot of kindergarten students enrolling with significant educational needs
    - Working on ensuring programs and supports available for lower grade students
    - Making sure all programs carry through year over year
    - Creating a K-2 band
    - Middle School is also seeing an increase need for student supports

**Notes:**

- **File everything from Fall before you leave for winter break- complete all forms and proper hole punch/paper clip before giving it to Heidi/Mary**
- **Do NOT ever bring paperwork home**
- **New google form for change/removal of related services- SE teachers only**
- **Note in Revision if parent agreed to removing services**

9:20

5

**OBJECTIVE 2 - Important Dates**

		<ul style="list-style-type: none"> <li>● December 4-8 Winter Keystones</li> <li>● December 8 - SE HS Dept meeting</li> <li>● December 12 - PD Day - NO School for Students - all staff in building!!!! <ul style="list-style-type: none"> <li>○ SE plans for the day - attend the State of the School meeting with Dr. L</li> <li>○ Those that are doing PASA testing, please use this as training time</li> <li>○ Those that are getting trained in any systematic reading programs - use this time</li> <li>○ Work time for all SE!!!!</li> </ul> </li> <li>● December 13 - last new student start date until January</li> <li>● December 15 - SE MS Dept meeting</li> <li>● December 22 - Holiday Party at Jergels and ½ day off!</li> <li>● December 23-January 1 - Winter Break!!!!</li> <li>● January 2 - School back in session</li> <li>● January 3 - SE full Dept meeting</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>Jamie/Aubrey do not need to come into the building 12/12</b></li> <li>● <b>Take advantage of clerical day on 12/12</b></li> </ul>
9:25	15	<p><b>OBJECTIVE 3 - Audit recap</b></p> <ul style="list-style-type: none"> <li>● Next steps: <ul style="list-style-type: none"> <li>○ Within 30 days, PA Distance will receive a report provided by the Bureau of Special Education and our auditor, Cortney Verner, with the summary of the results.</li> <li>○ Within 60 days, Ms. Verner and Stephanie will work together on a corrective action verification plan (CAVP) for any areas that were documented in the audit. Since there were no individual errors, the corrective action will be on the 6 areas that were noted.</li> <li>○ Within 180 days, all improvement plans are submitted.</li> <li>○ Within 365 days, all non compliant items in the monitoring report are corrected and verified.</li> </ul> </li> <li>● I presented the results to the Board at the meeting on Monday and they wanted me to send their THANKS and appreciation to you all for a great audit! They are aware of each of you and the hard work that you put into the audit!</li> <li>● Two of the errors were policy-related and are now corrected!</li> <li>● Other errors that we have to be vigilant on include: <ul style="list-style-type: none"> <li>○ Timelines for new SE students - the 10 day meeting has to be in 10 days</li> <li>○ ESY - have to answer all questions and have all of the boxes completed - including dates - AND the qualification has to match the check box.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Transition - has to be realistic and match up with parent and student and goals</li> <li>○ Encourage ALL SE students to participate in PSSA, PASA, Keystones - those numbers are reported to state</li> <li>○ When printing paperwork - make sure something is on the IEP signature page and Procedural Safeguard page for parents - either write in that they did not attend, attended by phone, attended by Google Meet or have the electronic signature</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>ESY dates- July 1-26</b></li> </ul>
9:40	5	<p><b>OBJECTIVE 4 - TRANSITION (Laura out for Keystone Testing)</b></p> <p><b>4. 23-24 Events</b></p> <ul style="list-style-type: none"> <li>a. <a href="#">Events Shared Folder</a> <ul style="list-style-type: none"> <li>i. Please share with families (Can share the Padlet that has everything in it)</li> </ul> </li> </ul> <p><b>**Items for Reference Only**</b></p> <p><b>Surveys/Assessments</b></p> <ul style="list-style-type: none"> <li>● Reminder to add completed Postsecondary, Employment and IL Surveys/Assessments to the <a href="#">23-24 Student Surveys/Assessments Folder</a></li> <li>ii. The following surveys/assessments do not need added to this folder: Student Transition Survey, Parent Transition Survey</li> </ul> <p><b>OVR</b></p> <ul style="list-style-type: none"> <li>● The <a href="#">IEP Invite Process</a> should be completed for all 7-12 students.</li> <li>● Students should be <a href="#">applying for VR services</a> before the start of their 11th grade year.</li> <li>● <a href="#">OVR Training Slides</a></li> </ul> <p><b>Transition Office Hours</b></p> <ul style="list-style-type: none"> <li>● Bi-Weekly on Wednesdays from 12-2 PM</li> </ul> <p><b>Career Readiness Lesson Support (with Instructional Specialists)</b></p> <ul style="list-style-type: none"> <li>● Bi-Weekly/Monthly for EI Ed, MS and HS</li> </ul> <p style="text-align: center;"><b>*Please Reach Out with Any Additional Questions*</b></p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● If parent/student career path do not agree, have the conversation in the meeting and come to a decision</li> </ul>

9:45	10	<p><b>OBJECTIVE 5 - Walkthrough recap</b></p> <ul style="list-style-type: none"> <li>● Most common oversights <ul style="list-style-type: none"> <li>○ Not explaining IEP signature page and procedural safeguards</li> <li>○ Missing baselines (usually from providers)</li> <li>○ Missing RR data in present ed levels</li> <li>○ ESY explanation</li> <li>○ <b><u>Need to remember that SDI means - Specially Designed Instruction - not Specifically!!!!</u></b></li> </ul> </li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● Thank you for doing walkthroughs. Admin will be meeting on 12/12 about walkthroughs and how they will fit in observations</li> <li>● Remember to talk about sig page and procedural safeguards in the meeting</li> <li>● Use proper verbiage in IEP meetings</li> <li>● Talk to the parent not to the slides during meetings</li> <li>● Do more Student Led IEP meetings, ask a HS SE teacher for slides or to observe a meeting</li> </ul>
9:55	5	<p><b>OBJECTIVE 5 - Optimistic Closure (SEL Practice)</b></p> <p>Three Signature Practices</p> <p><a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Close each experience in an intentional way.</p> <p>An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.</p> <p><b>“What are your wishes for 2024?”</b></p> <p><b>Notes:</b></p>

## Special Education

### Special Education Department MEETING AGENDA

November 1, 2023

9:00-10:15

<b>TOPIC: October review of all the things</b>	<b>Attendees: Faith, Batrack, Wierdak, Galando, Glancy, Levenson, Zenone, Metz, Corcoran, Martin, Watenpool, White, Budd, Clutter, Blose, Bate, Hoffman, Paul, Otis, Alicandro, Mort, Abbiati, Ault</b> <b>Note Taker: Blose</b> <b>Timekeeper:</b>
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<b>MEETING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>● Warm Welcome (SEL practice) and team building activity</li> <li>● Objective 1 - Caseload information</li> <li>● Objective 2 - Important Dates</li> <li>● Objective 3 - Paperwork</li> <li>● Objective 4 - Transition</li> <li>● Objective 5 - Audit update</li> <li>● Optimistic Closure (SEL practice)</li> </ul>
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<b>TO PREPARE FOR THIS MEETING, PLEASE:</b> <ul style="list-style-type: none"> <li>● Bring your laptop with access to <a href="#">Google Drive</a></li> </ul>
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**Schedule [All Day]**

<b>TIME</b>	<b>MINUTES</b>	<b>ACTIVITY</b>
9:00	5	<p><b>Warm Welcome (SEL Practice)</b> Three Signature Practices <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.</p> <ul style="list-style-type: none"> <li>● Good shout outs- HS student attended first IEP meeting, MS GS student is rocking it, HS students are coming to OHs, MS student that is showing success, HS new student is working in GS and others</li> </ul>
9:05	10	<p><b>OBJECTIVE 1 - Department Changes and Cyber Charter Info</b></p> <ul style="list-style-type: none"> <li>● Movement in SE department! <ul style="list-style-type: none"> <li>○ New hire - Joann Garand - start Nov. 13</li> <li>○ Missy Glancy - moving to 2-3 learning support!</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Felicia will have 4-5 learning support</li> <li>● Notes from the SE state-wide cyber charter meeting <ul style="list-style-type: none"> <li>○ All cybers there noted that they were seeing a large influx of SE students enrolling - especially HS students - which takes them over the state average - just like us</li> <li>○ Discussion over the high needs of students entering and possible self-contained classrooms</li> <li>○ Schools discussed filling the gaps between RE and SE programming <ul style="list-style-type: none"> <li>■ Discussion with continuum of services, reading specialists, MTSS, “functional” classes for all students</li> </ul> </li> <li>○ Schools are getting parents asking for evaluations and IEPs when they enroll, as well as schools not completing evals when they should</li> <li>○ Schools are getting parents that are requesting private placement immediately <ul style="list-style-type: none"> <li>■ Appears that districts are requesting that parents try a cyber charter school rather than sending students to an APS</li> <li>■ If the cyber cannot provide the necessary supports, they are on the hook for \$\$, not the district</li> </ul> </li> </ul> </li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>All cyber charter schools are seeing what we are seeing with enrollments</b></li> </ul>
9:15	10	<p><b>OBJECTIVE 2 - Important Dates and Information</b></p> <ul style="list-style-type: none"> <li>● <b>November 2- Q2 starts</b></li> <li>● <b>November 3 - PM Q1 due and PLP due (unless given an extension)</b></li> <li>● <b>November 6-8 - AUDIT</b></li> <li>● <b>November 9 - WFH day if you come in on Tuesday</b></li> <li>● <b>November 10 - Veterans Day - No School</b></li> <li>● <b>November 15 - New Student Start Date (last in November)</b></li> <li>● <b>November 20 - K-5 Career Day</b></li> <li>● <b>November 21 - ½ day for staff</b></li> <li>● <b>November 22-24 - Fall Break - No School</b></li> <li>● <b>December 4-8 - Winter Keystone testing</b></li> <li>● <b>December 6 - Monthly SE meeting</b></li> <li>● <b><u>Walkthrough Process</u></b> <ul style="list-style-type: none"> <li>○ <b><i>IEPs need to be scheduled no later than the week of Nov 27th.</i></b></li> <li>○ Whoever is completing your walkthrough will most likely be your LEA. Adjust documentation accordingly.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Laura is out the week of December 5th for Keystone Testing and the week of Dec 11th meetings to review all staff walkthroughs are being held with Principals.</li> <li>○ Please schedule with Stephanie and Laura before Winter Break!</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>Dec 13- only start date in December</b></li> <li>● <b>Shout out to Karen, Matt, and Amy W. for early PM turn in</b></li> </ul>
9:25	10	<p><b>OBJECTIVE 3 - Paperwork</b></p> <ul style="list-style-type: none"> <li>● Please continue to work on the file reviews - even if your files are not being pulled next week.</li> <li>● Those files that are pulled - please ensure that a file review is done and all paperwork is turned in to file ASAP</li> <li>● Please look at all upcoming dates to ensure that 1) IEPs are done on time, 2) RRs are submitted for testing and done on time, 3) you allow for 60 days to do any testing for a PTR</li> <li>● <b><u>NEW PTR PROCESS</u> - STARTS NOVEMBER 1</b> <ul style="list-style-type: none"> <li>○ <b>There are two forms - one that needs to be done prior to a PTR being issued</b> <ul style="list-style-type: none"> <li>■ <b>Prior Written Notice - PWN - Team has to gather info to determine if student needs a full PTR or record review</b></li> <li>■ <b>We only have to send to parents - we do not need that back to issue a PTR</b></li> </ul> </li> <li>○ <b>Both forms are in the SE folder for 23-24</b> <ul style="list-style-type: none"> <li>■ <b>IEP Writer is to have these forms updated by today...if not, we will have to use these and then upload to IEP Writer</b></li> </ul> </li> </ul> </li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>● <b>All new PTR Process is linked in the SE Folder</b></li> <li>● <b>Lots of new information- *watch meeting recording</b></li> </ul>
9:35	10	<p><b>OBJECTIVE 4 - TRANSITION</b></p> <p><b>5. 23-24 Events</b></p> <p>a. <u>Events Shared Folder</u></p> <p>i. Please share with families (Can share the Padlet that has everything in it)</p> <p><b>**Items for Reference Only**</b></p>

		<p><b>Surveys/Assessments</b></p> <ul style="list-style-type: none"> <li>● Reminder to add completed Postsecondary, Employment and IL Surveys/Assessments to the <a href="#">23-24 Student Surveys/Assessments Folder</a></li> <li>ii. The following surveys/assessments do not need added to this folder: Student Transition Survey, Parent Transition Survey</li> </ul> <p><b>OVR</b></p> <ul style="list-style-type: none"> <li>● The <a href="#">IEP Invite Process</a> should be completed for all 7-12 students.</li> <li>● Students should be <a href="#">applying for VR services</a> before the start of their 11th grade year.</li> <li>● <a href="#">OVR Training Slides</a></li> </ul> <p><b>Transition Office Hours</b></p> <ul style="list-style-type: none"> <li>● Bi-Weekly on Wednesdays from 12-2 PM</li> </ul> <p><b>Career Readiness Lesson Support (with Instructional Specialists)</b></p> <ul style="list-style-type: none"> <li>● Bi-Weekly/Monthly for EI Ed, MS and HS</li> </ul> <p style="text-align: center;"><b>*Please Reach Out with Any Additional Questions*</b></p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>
9:45	15	<p><b>OBJECTIVE 5 - Audit - important updates</b></p> <ul style="list-style-type: none"> <li>● It is NEXT WEEK!</li> <li>● Those that have their files pulled will be meeting with me at 2pm today. <ul style="list-style-type: none"> <li>○ Questions sent out to you already on what you will be asked</li> <li>○ Will send out questions to RE teachers as well</li> <li>○ Will need links for observations - I have made schedules for Tuesday and Wednesday to help with the links</li> <li>○ Please reach out to parents to prep them that someone from the state will call and ensure they can be available for an interview - if they refuse, note it and let me know</li> </ul> </li> <li>● Next steps <ul style="list-style-type: none"> <li>○ Monday - virtual presentation to Cortney</li> <li>○ Tuesday and Wednesday - Peer Monitors will be here to talk to SE teachers, RE teachers, parents, and observe students - as well as review those files</li> <li>○ Cortney will be reviewing files from the EBR related to ESY, Transition, graduation, and Child Count</li> <li>○ Wednesday afternoon - preliminary findings meeting with myself and Dr. L</li> <li>○ Within 30 days - we submit corrections to any EBR files that were non-compliant</li> <li>○ Within 60 days - I meet with someone from PaTTAN and Cortney to develop a corrective action plan</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ Within 180 days - we submit improvement plans</li> <li>○ Within 365 days - all non-compliant items are corrected and verified and improvement plans are completed</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
10:00	15	<p><b>OBJECTIVE 5 - Optimistic Closure (SEL Practice)</b>  Three Signature Practices  <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Close each experience in an intentional way.</p> <p>An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.</p> <p><b>Notes: Chelsea is having a boy!</b></p>

<b>Special Education</b>
<b>Special Education Department MEETING AGENDA</b>
October 4, 2023
9:00-10:15

<b>TOPIC: October review of all the things</b>	<p><b>Attendees: Faith, Batrack, Wierdak, Galando, Glancy, Levenson, Zenone Metz, Corcoran, Martin, Abbiati, Watenpool, White, Budd, Clutter, Blose,</b>  <b>Note Taker: Watenpool</b>  <b>Timekeeper: Levenson</b></p>
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**MEETING OBJECTIVES:**

- Warm Welcome (SEL practice) and team building activity
- Objective 1 - Caseload information
- Objective 2 - Important Dates
- Objective 3 - Paperwork
- Objective 4 - Transition
- Objective 5 - Audit update
- Optimistic Closure (SEL practice)

**TO PREPARE FOR THIS MEETING, PLEASE:**

- Bring your laptop with access to [Google Drive](#)

Schedule [All Day]

TIME	MINUTES	ACTIVITY
9:00	5	<p><b>Warm Welcome (SEL Practice)</b>            Three Signature Practices  <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.</p> <p><b><u>Favorite part about fall? Do you have one?</u></b></p>
9:05	10	<p><b>OBJECTIVE 1 - Department Changes and Caseload Information</b></p> <ul style="list-style-type: none"> <li>• Changes to SE Team</li> <li>• Open positions</li> <li>• Timelines</li> <li>• As new students come in, we will not assign them to you until we receive and have reviewed their SE paperwork.</li> <li>• Caseloads are always changing as far as #s of students, so please just worry about your own caseload</li> <li>• Please pay attention to your dates - we have currently 24 IEPs due in 30 days and 37 due in 90 days.</li> <li>• Make sure you finalize the RRs as soon as you can! Do not leave them until the IEP meeting since that counts on the homepage as “not implemented”</li> <li>• You do not need my review for 10 day IEP meetings.</li> <li>• You DO need my review for 30 day meetings and yearly. Please use Laura Budd as well - not just for transition!</li> </ul>

		<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Bri is leaving as of 10/11 😞 good luck with your new journey!</li> <li>- Looking to hire for new SE teachers</li> <li>- Ashley will be moving to FT behavioral specialist</li> <li>- 5 new SE students 10/4; 1 new SE student 10/11</li> <li>- Schedule your IEP meetings now!</li> <li>- Steph does NOT have to review IEPs for 10 day meetings - just adopt and finalize</li> <li>- Steph does NOT have to review IEP revisions before finalizing (unless it's "dicey")</li> <li>- Steph or Laura DO need to review 30-day and annual IEPs</li> <li>- Finalize RR's prior to the meeting</li> </ul>
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9:15	10	<p><b>OBJECTIVE 2 - Important Dates and Information</b></p> <ul style="list-style-type: none"> <li>● <b>Wednesdays are paperwork days for all teachers.</b> If you HAVE to do an IEP that day, please do, but try for any other day first.</li> <li>● October 6 - PD day for staff - NO SCHOOL at all for students</li> <li>● October 9 - NO SCHOOL FOR EVERYONE</li> <li>● October 10 - Stephanie out all day and Structured Literacy Training for all SE teachers!!!</li> <li>● October 10 - MS Career Readiness Lesson Support</li> <li>● October 11 - Transition Office Hours</li> <li>● October 12 - EI Ed Career Readiness Lesson Support</li> <li>● October 13 - SPM due and SE HS department meeting</li> <li>● October 13 - HS Career Readiness Lesson Support</li> <li>● October 18-20 - Heidi out</li> <li>● October 20 - SE HS department meeting</li> <li>● October 24 - MS Career Readiness Lesson Support</li> <li>● October 25 - Transition Office Hours</li> <li>● October 25 - Open House</li> <li>● October 27 - SE ES department meeting</li> <li>● November 1 - Whole SE department meeting</li> <li>● November 2 - Q1 progress monitoring due and Q2 starts</li> <li>● November 3 - PLP Q1 Due</li> </ul> <p>Important Information</p> <ul style="list-style-type: none"> <li>● New SE meeting schedule <ul style="list-style-type: none"> <li>○ 1 x month - full SE Team meeting on Wednesdays</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ 1 x month - SE bldg meetings virtually from 7:30-8:00 on Fridays</li> <li>● Add in CEW activities to every RR and ensure that you monitor your own caseloads' CEW progress</li> <li>● Make sure you use Infinite Campus to take formal attendance of who is in Resource Room</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- <b>If you NEED to have an IEP meeting on a Wednesday, it is okay!</b></li> <li>- <b>Oct. 13 SPMs are due!</b></li> <li>- <b>Oct. 5 - Steph will be working on prepping for the audit. Please be mindful of this and limit disruptions.</b></li> <li>-</li> </ul>
9:25	10	<p><b>OBJECTIVE 3 - Paperwork</b></p> <ul style="list-style-type: none"> <li>● Mary and Heidi are currently attending IEP Writer forum on updates and also offer feedback. This happens 2 x year.</li> <li>● If IEP Writer is not working: <ul style="list-style-type: none"> <li>○ First, email them</li> <li>○ Second, call them</li> <li>○ Third, just send paperwork through Adobe and we can upload it</li> </ul> </li> <li>● Please make sure you are following the 30 day paperwork timeline with invites and NOREPs sent out three times!</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- <b>1st invite has to go out at least 10 days prior to the meeting</b></li> <li>- <b>Mail 1st attempts if you have an IEP close to audit dates so that you have a better chance of getting signatures</b></li> </ul>
9:35	10	<p><b>OBJECTIVE 4 - Transition Updates</b></p> <p><b>6. Walkthroughs</b></p>

- a. [Process](#) must be completed at least one week prior to winter break.

#### **7. Student Transition Plans**

- a. Be sure that you have documentation to indicate attempts made for surveys/assessments and also documentation to verify that items shown in a student's transition plan are taking place.
  - i. If items in a student's plan are not being completed, the IEP team needs to meet to determine what the student can do to replace what they can't, or any next steps that might be needed.

#### **8. Surveys/Assessments**

- a. Reminder to add completed Postsecondary, Employment and IL Surveys/Assessments to the [23-24 Student Surveys/Assessments Folder](#)
  - i. The following surveys/assessments do not need added to this folder: Student Transition Survey, Parent Transition Survey

#### **9. 23-24 Events**

##### **a. Disability Mentoring Day (HS Students)**

- i. Erin Grimm just advised that this can be done virtually, and has already set us up with a local business (American Eagle). Please go back to your students and let me know ASAP if there is any interest. There is also a scholarship opportunity that any student that attends can apply for ([Linda Dickerson Scholarship](#)).
- b. HS Pre-ETS Sessions
  - i. Session 1 takes place on October 11th @ 8:45 AM-students have been added to the event. Please check to make sure no students were missed, and please remind students to attend.
  - ii. \*\*\*Students cannot attend the Pre-ETS session without an OVR Pre-ETS Release. Please work on obtaining these prior to the first session.

1. [OVR Pre-ETS Release Form](#)
2. [Student Release Forms Folder](#)
3. [Obtaining Signatures Outside of Required IEP Paperwork Using Adobe SOP](#)

- c. Please share additional [events](#) with applicable families.

#### **10. OVR**

- a. The [IEP Invite Process](#) should be completed for all 7-12 students.
- b. Students should be [applying for VR services](#) before the start of their 11th grade year.
  - i. [OVR Training Slides](#)

#### **11. Transition Office Hours**

- a. Bi-Weekly on Wednesdays from 12-2 PM (starts Oct 11th)

#### **12. Career Readiness Lesson Support (with Instructional Specialists)**

		<p>a. Bi-Weekly/Monthly for EI Ed, MS and HS</p> <p><b>*Please Reach Out with Any Additional Questions*</b></p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- K-6 walkthroughs w/ Steph</li> <li>- 7-12 walkthroughs w/ Laura - transition focused</li> <li>- Principals will receive the feedback from the walkthroughs</li> <li>- If a student is not engaging with their transition activities listed in their IEP, have a team meeting to document that it was discussed. Potentially change activities in transition grid based on student performance/data.</li> <li>- Act 158 activities can be listed in transition grid</li> <li>- Related service activities/goals can/should be listed in the transition grid (ex: speech or fine motor or coping skills can be listed in "Independent Living")...providers can help with wording</li> <li>- Keep track of students' completion of transition related activities</li> <li>- Put any transition assessment results for surveys not made by us into the <a href="#">23-24 Student Surveys/Assessments Folder</a></li> <li>- When writing a PTR - Note "Vocational Transition Assessment" if student is transition-aged</li> <li>- Disability mentoring day IS virtual</li> <li>- Get OVR Pre-ETS forms signed IN IEP MEETINGS! Shout out Val and Maddie for getting verbal permission from parents during IEP meetings! Forms can be signed by us, given verbal permission from parents.</li> </ul>
9:45	15	<p><b>OBJECTIVE 5 - Audit - important updates</b></p> <ul style="list-style-type: none"> <li>● <b>NOVEMBER 13-15, 2023 - only need to be available the 14th and 15th. If you WFH on the 14th, please come in office and you can WFH on that Thursday or Friday of that week.</b></li> <li>● EBR info for October 6</li> <li>● Review of FSA and what is being reported to the state currently</li> <li>● Review of 10 files, additional pulled files, interviews, and observations</li> <li>● Surveys</li> <li>● Parent Trainings</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Be sure to use parent-friendly language in IEP meetings! We know what SDI means but parents usually don't! Explain using words that parents can understand.</li> <li>- All schools - no matter how perfect - receive citations during an audit</li> <li>- We can't control a lot of what we get cited for!!!</li> <li>- There are three areas where we will be cited during the audit that we have no control over (ex: percent of special edu students)</li> <li>- You have 180 days to complete your correction plan</li> </ul>

		<ul style="list-style-type: none"> <li>- If there is a student to be found non compliant in an EBR or a file review, you have 30 days to fix it</li> <li>- Almost all related citations are due to survey results</li> <li>- Auditors will also pull additional random files (in addition to 10 EBRs) of students who use assistive technology, have transition plans, or are new to our school (10-days)</li> <li>- Steph is giving us all of the questions that the auditors could possibly ask us. SE teachers will be interviewed for about 20 minutes. Reg. ed. Teachers for about 15 minutes. If we need to be observed by the auditors, it will be about 20 minutes. Auditors will attempt to talk to the parents by phone (3 attempts). Auditors WILL NOT talk to students.</li> <li>- Auditors will look at 4 transition aged students, 1 outplaced, 5 other students.</li> </ul>
10:00	15	<p><b>OBJECTIVE 5</b> - Optimistic Closure (SEL Practice)</p> <p>Three Signature Practices</p> <p><a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Close each experience in an intentional way.</p> <p>An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.</p> <p>CELEBRATION!!!!</p>

## Special Education

### Special Education Department MEETING AGENDA

August 14, 2023

8:00-3:00

<b>TOPIC: Welcome Back Special Ed PD for opening of school year 23-24 and Audit deep dive</b>	<b>Attendees: Faith, Paul, Alicandro, Galando, Zenone, Levenson, Batrack, Watenpool, Blose, Mulvey, Smith, Ault, Dotson, Martin, Budd, Corcoran, Bate, Hoffman, Metz, Clutter, Otis, Glancy, Wierdak, White</b> <b>Note Taker:</b> <b>Timekeeper: Galando</b>
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<b>MEETING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>● Warm Welcome (SEL practice) and team building activity</li> <li>● Objective 1 - Caseload information</li> <li>● Objective 2 - Important Dates</li> <li>● Objective 3 - Paperwork/SOPs</li> <li>● Objective 4 - Related Services</li> <li>● Objective 5 - Audit deep dive</li> <li>● Optimistic Closure (SEL practice)</li> </ul>
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<b>TO PREPARE FOR THIS MEETING, PLEASE:</b> <ul style="list-style-type: none"> <li>● Bring your laptop with access to <a href="#">Google Drive</a></li> <li>● Bring your SE reference binder</li> <li>● Complete your interest inventory and bring to meeting</li> </ul>
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**Schedule [All Day]**

TIME	MINUTES	ACTIVITY
8:00-8:45	45	<b>Warm Welcome (SEL Practice)</b> Three Signature Practices <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a>  Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.  Presentation of graduating student from 22-23 and story  Accountability Partners and Interest Inventory  Team activity to revisit at the end - “what is something we do not know about you?”
8:45-9:30	45	<b>OBJECTIVE 1 - Department Changes and Caseload Information</b>



		<ul style="list-style-type: none"> <li>● Changes to SE Team</li> <li>● Open positions</li> <li>● Timelines</li>   <li>● As new students come in, we will not assign them to you until we receive and have reviewed their SE paperwork.</li> <li>● Caseloads are always changing as far as #s of students, so please just worry about your own caseload</li> <li>● All IEPs should have been done prior to the end of the SY if they are due in September. The only ones we should be meeting on are the RRs that were done over the summer or any specific cases.</li> <li>● Regular Ed teachers will have until September 28 to read through their assigned students IEPs.</li> <li>● Dropdowns have been added in IEP Writer</li> </ul> <p><b>Notes:</b></p>
9:30-9:40	10	<b>BREAK</b>
9:40-10:15	35	<p><b>OBJECTIVE 2 - Important Dates and Information</b></p> <ul style="list-style-type: none"> <li>● <b>Wednesdays are paperwork days for all teachers.</b> Follow what the principals' have assigned for you but DO NOT schedule groups, 1:1, or IEP meetings on this day. It is strictly for paperwork and timelines.</li>   <li>● August 16 - Special Ed Trainings for K-8 and 9-12 teachers and staff</li> <li>● August 18 - Study Island Training from 9-10</li> <li>● August 21 - ALL staff on site for School Frontiers</li> <li>● August 24 - Special Ed all day meeting with Dr. Grimm and Laura - primarily focus on transition but for all staff - STEAM HUB</li> <li>● August 25 - FBA Training</li> <li>● August 28 - First Day for students!</li> <li>● September 1 - PLPs DUE</li> <li>● September 4 - NO SCHOOL - Labor Day</li> <li>● September 6 - Monthly SE Whole Team meeting - 9:00-10:00 - Rm 124</li> </ul> <p>Important Information</p>

- Dr. Buchanan's availability for this SY
  - Mondays and Fridays are the best days - after 8:00
  - Tuesdays and Thursdays - can only accommodate 30 min meetings from 9:30-10
  - Make sure you email her directly and give her ample time to review her schedule
  - She will be meeting with each bldg in September
    - Adapted teacher input form
    - Grad opportunities for success form
    - More general in general - gain input to find what is important
    - More numbers/data = strengths and weaknesses for STAR data and CDT
    - Family communication
    - "Ghost" student statements - what they have tried and what has worked and not - attempts
      - Not just OFFICE HOURS
    - Choose your own adventure forms
    - Counselor forms - address those - use Aly Lamberton form as example
- New SE meeting schedule
  - 1 x month - full SE Team meeting on Wednesdays
  - 1 x month - SE bldg meetings virtually from 7:30-8:00 on Fridays
- Add in CEW activities to every RR and ensure that you monitor your own caseloads' CEW progress
- Make sure you use Infinite Campus to take formal attendance of who is in Resource Room
- Parent Orientation
  - Slides are linked [here](#)
  - Looking for SE teachers from all buildings and departments to review and add/make changes to the slides
  - We are looking to offer ALL parents the SE Orientation during the first few weeks of school - and are looking to offer evening orientation opportunities
  - NEW Students - SE Teachers please do an informal interview when you call to introduce yourself to them - ask about prior education (schools) and any academic/behavioral info the parent wants to share. This is the time that you can reinforce the expectations of live learning attendance and independent learning completion.

**Notes:**

10:15-11:00	45	<p><b>OBJECTIVE 3 - Paperwork and SOPs</b></p> <ul style="list-style-type: none"> <li>● End of Year Paperwork Debrief</li> <li>● Updated SOPs</li> <li>● Paperwork expectations</li> <li>● Binder updates</li> </ul> <p><b>Notes:</b></p> <p><b>30 days - from the IEP date to turning in paperwork</b>  <b>No Certified mail - regular mail or ask for signature on priority mail - Mary logs when it is given and when it is received. Mary will let you know if it gets signed and will be scanned and filed</b>  <b>Most recent on top and in order for filing</b>  <b>One week apart for NOREP attempts</b>  <b>At end of all meetings - cut and dry for all paperwork and signatures - helped more to parents to what is coming</b>  <b>Use of personal emails</b>  <b>Download each attempt and print out those attempts for filing</b>  <b>Third attempt - mailing packed - make two packets - one for Mary to mail and one for the binders. Then signatures will be need to switched out.</b></p>
11:00-11:30	30	<p><b>OBJECTIVE 4 - Related Services</b></p> <ul style="list-style-type: none"> <li>● Make sure you review ALL of your caseloads' related services and the related service 23-24 spreadsheet to ensure consistency</li> <li>● Expectations of teachers with related service providers</li> <li>● Learning Coach - how to qualify, how much time, who approves, what it connects to <ul style="list-style-type: none"> <li>○ Specific teachers the change will effect will receive paperwork from Heidi and have to hold an IEP revision meeting and issue a NOREP with changes</li> </ul> </li> </ul>
11:30-12:30	60	LUNCH
12:30-2:30	120	<p><b>OBJECTIVE 5 - Audit - Information and Deep Dive</b></p> <ul style="list-style-type: none"> <li>● <b>NOVEMBER 6-8, 2023 - ALL DAY</b> <ul style="list-style-type: none"> <li>○ You will gain more information as we move along the cyclical monitoring cycle</li> <li>○ Be available for an interview any of those three days</li> <li>○ Observations in your classes could be conducted by the team</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Overall steps of the process</li> <li>● The importance of correct, compliant, date compliant SE paperwork! <ul style="list-style-type: none"> <li>○ You will all have a file that was selected to review the audit checklist like they will do during November. These files they review with this checklist are randomly picked and they want the most wide range of students to review.</li> <li>○ They WILL NOT ask for IEP Writer access - so everything in your files HAS to be there printed and up to date</li> </ul> </li> </ul>
2:30-3:00	30	<p><b>OBJECTIVE 5 - Optimistic Closure (SEL Practice)</b>  Three Signature Practices  <a href="https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf">https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf</a></p> <p>Close each experience in an intentional way.</p> <p>An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.</p> <p>Revisit Team Activity of “What is something we do not know about you?” and important of TEAM building in each meeting</p>
		<p><b>Reminders!</b></p> <p><b>Sign the Act 48 sheet IN PERSON to receive credit for today!</b></p> <p><b>Turn in your Audit check sheets and binders before leaving!</b></p>

## PDE Special Education Conference - 2/28/24 to 3/1/24

### Lessons Learned from Recent Cases - Jan Tomsy, J.D. (school attorney from California)

- Conversations in IEP meetings can lead to cases or can eliminate cases! Parents as a part of the IEP process and open and honest communication is key to no legal repercussions.
  - Confusion of the IEP team can lead to the parents suing
  - Look at IEP every time a meeting is called and look at how to change the IEP to address the reason for the meeting for the student
  - Talk openly about the continuum of services and what parents want to see for their students
- All areas of the IEP have to be related to the disability category = assessments are key for data
- Parents are find issue with predetermination of IEPs
  - IEPs have to definitely be a DRAFT with everything changing
  - Document that parents had a part in this DRAFT IEP
- Do not presume that parents understand eligibility for special education services. Needs to be clear that parents understand that Child Find and testing does not automatically mean eligible for services
  - Doctors that are writing that students need IEPs = there is a difference between clinical need and educational need for eligibility for services
  - Doctors are one part of the process and can be one part of the IEP team
  - Doctors CAN provide medical need for Section 504 services that would hold up for educational support
- Key to any legal issues now - lawyers are looking at what the school district is doing when they learn that something is wrong or is happening (bullying/not providing services).
  - Always call an IEP meeting when something is reported and look at the impact on FAPE for the student
- Child Find issues are increasing and becoming very expensive for school districts
  - It is challenging to rely on special education and principals to bring students to SE for testing under Child Find
  - Any and all parents that have the words IEP or I want special education in writing - automatically get their child tested
    - If they say this orally and it is then presented in writing - automatically issued PTE
  - Suggested yearly Child Find training for teachers and staff
- Inclusion is the key to some future lawsuits
  - Parents either want more intensive support (pull out) or all general education inclusion
- Exiting SE is what the goal is for students in special education - this is also an area that can be difficulty based on the reevaluation comprehensively addressing the disability category

- When exiting a student from SE - a 504 plan has to be considered as the “step down” approach
- 504 plans
  - The only difference between this and an IEP is the disability and the level of support + addition of goals
  - Students that have 504 plans need to be tracked for progress and success of the plan
  - If they do not show success = Child Find is initiated and SE testing is required

Part 2 by Jan Tomsy, J.D. - [Responding to Parents' Methodology Requests](#)

- The implementation of programming and certain methodologies and at what point do we implement these programs with fidelity?
  - Methodology for education means the manner in which a school district chooses to teach a child with an IEP. - the delivery of instruction
- Exceptions create litigation = if a student is not making progress on the noted intervention in the IEP, a new one immediately needs to be changed
  - A clear consensus for the change of program has to be present
- Risks that go with having methodologies in IEPs and naming them in the IEPs
  - If the teacher is not there, do they know what they need to do?
  - Once it is in there, it becomes a commitment to do this with validity and with a trained teacher
  - If there is a change - the IEP team has to reconvene to remove and replace
  - If you do not have specific methodologies
    - It allows for flexibility for the team but
    - Could also cause confusion with inconsistency of implementation
    - Districts need to respond to parents' inquiries about which program would be implemented - necessary for FAPE
    - A CLEAR CONSENSUS has to be there for the methodology
- Refer to Andrew F case law - FAPE
- Have appropriate and ambitious goals - do not “dumb” down goals for SE students
- Articulate to parents WHY the IEP is our proposal and have those discussions with them
- Most issues with methodologies that are coming up in litigation
  - Autism (VB-MAPP, ABA)
  - SLD - Dyslexia and reading programs
  - Speech
  - Hearing
- Think of what is also being provided in Extended School Year - as far as programs offered
  - ESY is a vehicle for preserving skills and the goals are tied into last SY

## School Districts' Obligations to Students with Mental Health Conditions

Jose Martin - Attorney - Austin, Texas

- This is a big growth area for all school districts
  - Key is to invest and expand those mental health services and partnerships
  - There has been a lot of issues with attorneys getting involved before the school team or parents bring concerns to school team
- FAPE = Child Find and evaluation
  - Awareness to mental health has to be there and resources have to be available
  - Can be addressed with a 504 for a medical impairment
    - A well executed 504 plan can save an IDEA Child Find legal challenge in the right situations BUT
    - If the problems are too much for a 504 and it would be insufficient for the student - go straight to the SE testing
- Mental health has to impact school success
  - Careful to not over rely on academic performance
  - Look at behavior, social/emotional, school avoidance
  - Poor attendance often has mental health component
    - Can then kick Child Find in for SE testing if it is impeding the access to schooling and having an adverse impact on all areas
    - Non-academic needs can still qualify
- When a student is hospitalized - should offer a 504 or SE testing after the release of that student
- ERR ON THE SIDE OF KIDS!!!
- Statute of limitations of Child Find
  - 2 years (even after student graduates)
- Again with the doctor note of IEPs
  - Make the doctor a part of the team - they are one part and do not dictate the educational need for the student
  - Medical need is different than educational need

**Lackawanna College Proposal for  
Dual Enrollment Agreement  
with the PA Distance Learning Charter School**

The following proposed agreement outlines the terms and conditions of a dual enrollment program offered by Lackawanna College to the PA Distance Learning Charter School.

**1. Term of Contract**

The term of this agreement shall exist from July 1, 2023 through June 30, 2024.

**2. Student Eligibility**

- A. Students who meet all of the following criteria are qualified to participate in the program:
  - a. The student is a high school junior or senior.
  - b. The student is making satisfactory progress toward fulfilling applicable secondary school graduation requirements, as determined by the charter school.
  - c. The student demonstrates readiness for college-level coursework in the intended subject area, as determined by Lackawanna College. The College will determine readiness based on the recommendations from the charter school.
- B. The charter school will determine what students are eligible to participate in the program. In order to remain in the program, the student must maintain a level of academic progress as determined by both the district and the college.

**3. Courses Offered**

The following criteria apply to all courses by this agreement:

- A. The courses are non-remedial.
- B. The courses are either in a core academic subject or will be given equal elective credit at the PA Distance Learning Charter School. Core subjects *include English, Reading or Language Arts, Mathematics, Science, Foreign Language, Civics & Government, Economics, Arts, History and Geography.*
- C. The courses are regularly accepted in transfer by accredited colleges and universities throughout the nation.



#### **4. Location**

Classes offered through this dual enrollment contract will be held online, unless otherwise stipulated.

#### **5. Classes Offered**

A list of Dual Enrollment Courses Offerings will be made available from Lackawanna College prior to the start of each semester.

#### **6. Financial Information**

The costs for all dual enrollment courses will be \$100/credit. Students are directly responsible for the purchase of the textbook(s), if required, for each course in which they are enrolled.

#### **7. Student Credit**

Students will not be allowed to enroll in more than 12 post-secondary credits through dual enrollment per academic year, however, students can take 6 additional credits in summer sessions.

The College will award postsecondary credit to students who successfully complete courses identified in this agreement. The College will transcript this credit in a manner similar to other students who take courses at the institution. If a dual enrollment student becomes a regularly enrolled student at the college following graduation from PA Distance Learning Charter School, Lackawanna College shall recognize those credits and they will be applied toward the student's degree requirements. Also, if a student does enroll at Lackawanna College after graduation, the fees that are required for undergraduate enrollment will be waived.

#### **8. Promotional Materials**

Both the College and the Charter School agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures for dual enrollment to students and parents.

Lackawanna College will host or co-host an information session on dual enrollment for students and parents.

## **9. Additional Administrative Responsibilities**

The following individuals will be responsible for the tasks listed below:

**A. Registration- Admissions Staff**

A Lackawanna College representative will register all applicants for the school year. A five (5) day grace period will be observed from the start date of the class for any student wishing to add or drop a class. All student registrations must be received by a date TBD.

**B. Record Keeping- College Registrar's Office**

Lackawanna College's Registrar's Office will keep comprehensive records of the courses taken and grades received by dual enrollment students.

**C. Fiscal Transactions- Enrolled students will be fully responsible for all tuition, fees, books and other costs associated with dual enrollment courses. The costs for all dual enrollment courses will be paid directly by the student to Lackawanna College. Students will be required to pay their tuition balance at the time of registration. If a student is unable to make a payment at that time, full payment MUST be received by a date TBD. Any student that has not paid by this deadline will be automatically withdrawn from the course and credit will not be awarded for the course(s) in which they were enrolled.**

**Signature Page**

**PA Distance Learning Charter School and Lackawanna College agree not to unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this agreement.**

**PA Distance Learning Charter School:**

*Michael Leitara*  
\_\_\_\_\_  
Superintendent Date

*J. Marcus* 5/10 2023  
\_\_\_\_\_  
President, Board of School Directors Date

**Lackawanna College:**

*[Signature]* 4/20/23  
\_\_\_\_\_  
Lackawanna College Director of Partnerships Date

## MEMORANDUM OF UNDERSTANDING

### BETWEEN

**Franklin Park Police Department**  
(Law Enforcement Authority)

and

**PA Distance Learning Charter School**  
(School Entity)

**July 1, 2023**  
(Date)

### I. Introduction

#### A. Parties

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

**Franklin Park Police Department**

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

**PA Distance Learning Charter School**

- B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.
- C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.
- D. Legal Authority
1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the “Safe Schools Act,” as amended, 24 P.S. §§ 13-1301-A—13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information From Student Records
  - a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
    - i. Criminal History Record Information Act, 18 Pa.C.S. § 9101 et seq.
    - ii. The prohibition against disclosures, specified in section IV(C)(5) of this Memorandum.
  - b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
    - i. Comply with the Family Educational Rights and Privacy Act (hereinafter “FERPA”), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 et seq., and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
    - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
    - iii. Complete reports as required by section 1303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
  - c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office<sup>1</sup> – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

<sup>1</sup> Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

#### E. Priorities of the Law Enforcement Authority

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

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

#### F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

## II. Notification of Incidents to Law Enforcement

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

### A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
  - a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
    - i. Section 908 (relating to prohibited offensive weapons).

- a) The term “offensive weapon” is defined by section 908 of the Crimes Code as “[a]ny bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose.” See 18 Pa.C.S. § 908(c) (relating to definitions).
  - b) Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it or taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.
- ii. Section 912 (relating to possession of weapon on school property).
- a) The term “weapon” is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
  - b) Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.
- iii. Chapter 25 (relating to criminal homicide).
- iv. Section 2702 (relating to aggravated assault).
- v. Section 2709.1 (relating to stalking).
- vi. Section 2901 (relating to kidnapping).
- vii. Section 2902 (relating to unlawful restraint).
- viii. Section 3121 (relating to rape).
- ix. Section 3122.1 (relating to statutory sexual assault).
- x. Section 3123 (relating to involuntary deviate sexual intercourse).
- xi. Section 3124.1 (relating to sexual assault).
- xii. Section 3124.2 (relating to institutional sexual assault).
- xiii. Section 3125 (relating to aggravated indecent assault).
- xiv. Section 3126 (relating to indecent assault).
- xv. Section 3301 (relating to arson and related offenses).

- xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
  - xvii. Section 3502 (relating to burglary).
  - xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).
  - xix. Section 5501 (relating to riot).
  - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in “The Controlled Substance, Drug, Device and Cosmetic Act,” as amended, 35 P.S. §§ 780-101—780-144, popularly known as the “Drug Act.” For purposes of this Memorandum, the terms “controlled substance”, “designer drug” and “drug paraphernalia” shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
- c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
- d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).
2. In responding to students who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide positive behavior supports, to address the student’s behavior. Nothing in this provision shall be read to limit law enforcement’s discretion.

## B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
- a. The following offenses under 18 Pa.C.S (relating to crimes and offenses):
    - i. Section 2701 (relating to simple assault).
    - ii. Section 2705 (relating to recklessly endangering another person).
    - iii. Section 2706 (relating to terroristic threats).
    - iv. Section 2709 (relating to harassment).
    - v. Section 3127 (relating to indecent exposure).
    - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.



- vii. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
  - viii. Chapter 39 (relating to theft and related offenses).
  - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
  - x. Section 5503 (relating to disorderly conduct).
  - xi. Section 6305 (relating to sale of tobacco).
  - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
  - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
- b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.
- C. Law Enforcement Response to Notification
- 1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
  - 2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.
- D. Notification of the Law Enforcement Authority when incident involves children with disabilities
- 1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will act to address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students—general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.
5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

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

No physical students at location.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
1. Whether the incident is in-progress or has concluded.
  2. Nature of the incident.
  3. Exact location of the incident.

4. Number of persons involved in the incident.
  5. Names and ages of the individuals involved.
  6. Weapons, if any, involved in the incident.
  7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
  8. Injuries involved.
  9. Whether EMS or the Fire Department have been notified.
  10. Identity of the school contact person.
  11. Identity of the witnesses to the incident, if any.
  12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
  13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:
1. Blueprints or floor plans of the school buildings.
  2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
  3. Location(s) of predetermined or prospective command posts.
  4. Current teacher/employee roster.
  5. Current student roster.
  6. Most recent school yearbook.
  7. School fire-alarm shutoff location and procedures.
  8. School sprinkler system shutoff location and procedures.
  9. Gas/utility line layouts and shutoff valve locations.
  10. Cable/satellite television shutoff location and procedures.
  11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency

### **III. Law Enforcement Authority Response**

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
1. For incidents in progress:
    - a. Meet with contact person and locate scene of incident.

- b. Stabilize incident.
  - c. Provide/arrange for emergency medical treatment, if necessary.
  - d. Control the scene of the incident.
    - i. Secure any physical evidence at the scene.
    - ii. Identify involved persons and witnesses.
  - e. Conduct investigation.
  - f. Exchange information.
  - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
2. Incidents not in progress:
- a. Meet with contact person.
  - b. Recover any physical evidence.
  - c. Conduct investigation.
  - d. Exchange information.
  - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
3. Incidents initially reported to the Law Enforcement Authority

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

#### B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
  - a. The student has been placed under arrest.
  - b. The student is being placed under investigative detention.
  - c. The student is being taken into custody for the protection of the student.
  - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

### IV. Assistance of School Entities

#### A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

#### B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

#### C. Scope of School Entity's Involvement

1. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.
2. Victims
  - a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
  - b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.
3. Witnesses
  - a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
  - b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

#### 4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

#### 5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

#### D. Reporting Requirements

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

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and Safe2Say Something reporting and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.

- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

Law Enforcement Agency and School Entity will meet to review discrepancies and determine how the incident(s) should be reported. School Entity will make any required changes and resubmit the annual report to the police department.

#### V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. If changes in state or federal law require changes to this Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



## Signatures Page

Dr. Michael Leiterra, Chief Executive Officer

PA Distance Learning Charter School  
(School Entity)

Kelly Crooks, Building Principal / Chief Academic Officer

PA Distance Learning Charter School  
(Building Principal)

Walter Healy, Chief Law Enforcement Authority

Franklin Park Police Department  
(Law Enforcement Authority)





To: ESL District Liaisons

From: Dr. Kelly A. Noyes  
*Program Director of Educational Support Services*      Jill Santa  
*Title III Supervisor*

Date: May 10, 2024

Subject: Memorandum of Understanding

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The 2024-2025 AIU Title III Consortium agreed upon grant initiatives based on the planning meeting held at the Allegheny Intermediate Unit on May 9, 2024:

- A series of professional development opportunities targeting specific areas surrounding EL needs. The series of professional development opportunities will include all stakeholders and will vary in theme, scope, and audience. Expenses may include the cost of speakers and their travel, food costs where applicable, copies and supplies, associated materials such as books and workbooks, as well as up to \$150 of reimbursement for substitute teacher costs to allow district staff to attend Title III professional development. This is limited to one reimbursement per district per professional development session. An invoice from the district will be required.
- Reimbursement of 40% of the district allocation up to \$4,000 and for districts with an allocation of \$20,000 or more, a reimbursement up to \$6,000 will be available to provide summer programming, after-school remediation, tutoring (in person or remotely), parent outreach, data collection, curriculum development, technology, educational field experiences, or other supplemental support to the English Learners in the district. Reimbursement will be provided once the member provides the AIU with proof that the allocation has been spent and supplements the education of ELs. This is to be recorded on a reimbursement request form provided by the Consortium Lead.
- The consortium will continue to provide selected supplies, materials, technology, resources, and appropriate training.
- Quarterly Technical Training Sessions for ESL Liaisons/Administrators.
- A Program Coordinator will offer optional half or full day site visits and professional development for individual and district staff initiatives including, but not limited to: MTSS and EL's, program review, compliance, content area teacher resources and preparation, ELD Standards, and any other specific district needs relative to ELs. Visits may be on site or virtual.
- The opportunity to attend a national conference and/or educational training (in-person or virtual) with the consortium providing reimbursement up to \$1,500 for LEAs with under \$10,000 allocation and \$3,000 for those with over \$10,000

allocation. This reimbursement may also be applied toward a class in addition to training or a conference.

- One Student Event Day for secondary ESL students. Bus transportation for the day will be reimbursed for participating school districts after providing an invoice. (Actual cost up to \$500.00)

In addition to the above stated initiatives, each member of the Consortium as a recipient of Title III funds agrees to maintain compliance in each of the following areas:

- Following the procedures\* for the proper identification of English Learners.
- Following procedures\* for parental notification of program placement.
- Following procedures\* for consultation with non-public schools, identification of non-public school ELs, reporting of non-pub school students, and providing supplemental support to non-public entities as defined within Title III.
- Administering annual ELD Assessment as defined by Pennsylvania Department of Education.
- Continuing to monitor the ESL Program for continuous improvement including the review of appropriate data.
- Maintaining records and complying with all requirements under ESSA as per the Pennsylvania Department of Education.
- Ensuring equity of educational quality and equitable resources for the LEA's ELs.
- Active participation by all Consortium members is important to the overall success of the Consortium and the attainment of performance goals.

\*Procedures refer to the requirements set forth by the Pennsylvania Department of Education

The \_\_\_\_\_ School District is in agreement with the  
aforementioned initiatives.

The \_\_\_\_\_ School District is NOT in agreement with the  
aforementioned initiatives and declines participation in the Title III AIU Consortium.

Signature:

Date:

Michael Leiterra

\_\_\_\_\_

Print Name:

\_\_\_\_\_

## **Education Stability Plan-Best Interest Determination (BID) Process**

### **Notice of Responsibilities of LEA and ACCYF under ESSA**

*To ensure the educational success and school stability of students in foster care: Every Student Succeeds Act (ESSA) requirement for Best Interest Determination (BID)*

This Education Stability Plan addresses identified points of contact, data sharing, best interest school placement determination, school enrollment, and dispute resolution related provisions.

#### **Purpose**

The purpose of this Education Stability Plan is to establish procedures and agreed upon processes between the Local Education Agency (LEA) and Allegheny County Children Youth and Families (hereafter known as ACCYF) to ensure the provision of service to optimize academic success for children and youth in out of home care.

#### **Identified Points of Contact**

*LEA Responsibilities:*

The LEA agrees to appoint a Foster Care Point of Contact (POC). The name and contact information for this person will be updated regularly through the Pennsylvania Department of Education's (PDE) established state process. If there is a change in the appointment of the Foster Care POC the LEA will email updated information to the Center for Schools and Communities to make changes in the state directory and will inform the ACCYF Education Point of Contact and the PDE Regional Coordinator within 10 business days.

*Duties of the LEA Foster Care POC shall include but are not limited to the following:*

- Participate in the Best Interest Determination (BID) process including providing information from school system partners.
- Facilitating dialogue within the school system with all relevant parties who have first-hand knowledge of the child's academics, special education needs and social/emotional strengths and concerns to participate fully in and inform the Best Interest Determination (BID).
- Ensuring that all data sharing requirements have been met and school documents have been shared with appropriate parties as allowable by the Family Education Rights and Privacy Act (FERPA).
- Documenting transportation plans for students in foster care and mediating between the school transportation system and ACCYF for the best and most economical mode of transportation available to meet the student's needs.
- Complete a Transportation Plan with ACCYF and, when needed, execute a contract with Allegheny County to receive reimbursement for transportation costs.
- Facilitating the school enrollment process that will ensure that the child in foster care is immediately enrolled in the new school (after the BID has been completed and it is

determined to be appropriate), attending at the appropriate grade level, and receiving the supports necessary to be successful.

- Initiating the agreed upon dispute resolution process (defined later in this document) when the decision made during the BID process or additional costs for transportation are not agreed upon by ACCYF and the schools, including contacting the regional foster care point of contact at the IU.
- Training LEA staff on the urgent educational needs of children and youth in foster care as well as advising and troubleshooting on a case-by-case basis, as needed.

*ACCYF Education Stability Team Responsibilities:*

- Gathering relevant information regarding BID (see section below titled Best Interest School Placement Determination) from all child welfare stakeholders including but not limited to the parent, parent's attorney, child (when appropriate), child's attorney, placement provider, education decision maker, education liaison, and other relevant parties who have first-hand knowledge of the child's needs inside and outside of the academic setting.
- Ensuring that all parties on the child welfare team participate in the BID process and provide their perspective on decisions that influence the child's academic success and school stability.
- Facilitating the BID process with all parties in the child welfare team, and including both the LEA point of contact in the district of foster care residence, and the LEA point of contact in the school of origin.
- Initiating the agreed upon dispute resolution process (defined later in this document) when the decision made during the BID process or additional costs for transportation cannot be agreed upon.
- Training child welfare staff, placement provider staff, and legal parties on urgent educational needs of young people in foster care as well as advising and troubleshooting on a case-by-case basis, when necessary.
- ACCYF agrees to appoint an Education Point of Contact. The name and contact information for this person will be made available to all LEAs. The duties of the ACCYF Education Point of Contact shall include but are not limited to the following:
  - Supporting ACCYF in the discussion about best interest school placement decisions and school transportation plans for students in foster care.
  - Facilitating discussions between the LEA and parties in the child welfare system on issues such as low-cost appropriate transportation modes and best interest determinations to meet the student's needs.
  - When an agreement cannot be reached, leading the agreed upon dispute resolution process with the LEAs and ACCYF.
  - Ensuring all data sharing requirements have been met and school documents have been shared with appropriate parties as allowable by The Federal Educational Rights and Privacy Act (FERPA).

## **Data Sharing**

The LEA and ACCYF will facilitate data sharing between both systems on behalf of children in foster care that is consistent with the FERPA, Individuals with Disabilities Act (IDEA) and other privacy protocols. Both parties agree to maintain confidentiality of information regarding children and families being served, in accordance with FERPA, and all other State and Federal laws and regulations regarding confidentiality.

*The LEA will share the following with ACCYF:*

- Directory level data on all students in the school district at least once per school year.
- Annual graduation information for students in foster care.
- Name and contact information for the technology lead in the school district who will serve as a point of contact for all data sharing conversations.
- Student level educational information including transcripts, academic records, credits accrued, schedule, special education assessments and plans, 504 plan provisions (accommodations in school due to a child's disability), discipline records and attendance records as needed for a particular student.

Information will be shared between the LEA and ACCYF through a secure File Transfer Protocol (FTP). LEA shall obtain access by contacting the Manager of Education Analytics in the Department of Human Services, Office of Analytics, Technology and Planning for additional information.

*ACCYF will share the following with the LEA:*

- Upon receipt of FERPA allowable directory level data, ACCYF will share the names of all students in foster care that are enrolled in the district.
- Once the BID has been resolved (see section below titled Best Interest School Placement Determination), ideally within three business days of entrance into the foster care system, and with each change of residence while in foster care, the ACCYF Education Stability Team will share a placement letter with the school where the child is enrolled. The placement letter will include the following student level information on a case-by-case basis:
  - Name of student in care
  - Student's date of birth
  - ACCYF caseworker's and casework supervisor's name and contact information
  - Parents' names and contact information
  - Verification if foster parent receives subsidy for the child (yes or no)
  - Placement provider's name and contact information
  - Name and contact information of child's caretaker
  - Name and contact information of Educational Decision Maker, as it is known
  - Any relevant safety concerns including the possibility of parents visiting the school or attempting contact with the child during school hours
  - Any other pertinent information

## **Best Interest School Placement Determination (BID)**

When a student is placed in foster care or changes residences while in foster care, the ACCYF Education Stability Team will initiate and facilitate a BID process. This process will be initiated via email. At any time, any team member may request a virtual meeting to the initiator of the BID and one will be scheduled by the initiator. Until the BID discussion has happened, and a decision is made, the student will remain enrolled and attending in the school of origin (SOO). If transportation challenges are incurred initially, the child will not be marked with unexcused absences. All efforts will be made by both ACCYF and the (SOO) to ensure that the child attends school during this timeframe.

*Though the specific factors may vary depending on context, in order to make a holistic and well-informed BID, a variety of student-centered factors shall be considered, including but not limited to:*

- The student's attachment to the school, including meaningful relationships with staff and peers.
- School attended by the student's sibling(s).
- Influence of the school climate on the student, including safety and well-being.
- The availability and quality of the services in the school to meet the student's educational and socioemotional needs.
- History of school transfers and how they have impacted the student.
- How the length of the commute would impact the student, especially considering the student's developmental stage.
- Whether the student is identified as falling under IDEA (Individuals with Disabilities Act), receiving special education and related services/aids, or a student with a disability under Section 504 and the IDEA who is receiving special education or related services/aids and, if so, the availability of those required services in a school other than the school of origin.
- Whether the student is an English language learner and is receiving language services, and if so, the availability of those required services in a school other than the school of origin consistent with Title VI and the Equal Education Opportunities Act (EEOA).
- Student's preference.
- Preference of the student's parent, student's attorney, child's placement provider, child's caregiver, and the student's education decision maker(s).

Transportation costs and any cost associated with payment to a charter school or approved private school should not be considered when determining a child's best interest in school placement.

### *LEA Responsibilities:*

The LEA Foster Care POC in the SOO and the school district of foster care residence will participate in the BID process with all relevant parties within the school system and will document the BID as they see fit.

### *ACCYF Responsibilities:*

Responsibility for the BID ultimately lies with the ACCYF Education Stability Team along with input from all child welfare and education stakeholders (subject to ultimate court oversight). ACCYF will consider all opinions and information provided by the LEA. Because the child welfare team will have a full understanding of all factors in the child's life both inside and outside of the school buildings, the ultimate decision whether the child will remain in their SOO or enroll in a new school district lies with ACCYF. However, discussions will be had on the best interest of the child with input from the LEA and other stakeholders. An attempt will be made to reach a decision together. Discussions will be had on the best interest of the child with input from all stakeholders, and come to a decision together with the LEA, ACCYF, and other stakeholders.

See additional other dispute resolution information referenced below under Dispute Resolution Process.

### **Role of the Court**

Presiding judges may require parties to conduct or revisit a BID if the court determines that one is needed.

Presiding judges may make a decision to overrule the BID decision, or to change who holds education decision making (EDM) authority.

Presiding judges, in certain circumstances, may make a ruling stating that a student is to attend a specific school prior to a BID discussion. Should there be an extreme extenuating circumstance, the ACCYF Education Stability Team may suggest the student's attorney, ACCYF, or another child welfare party file a motion asking the judge for a reconsideration.

### **School Enrollment**

The LEA and ACCYF acknowledge that there will be times when children must change educational placements because of a child welfare placement. This decision should only be made using the BID process.

#### *LEA Responsibilities:*

- Agrees to immediately enroll children in foster care placements within their district only after a BID has been completed. Enrollment will not be delayed due to lack of documentation including previous school records, proof of residency, proof of birth, and immunization records.
- The school district of foster care residence agrees to communicate with the SOO within 3 business days to obtain information in order to appropriately place the student in classes, pending receipt of records.

#### *ACCYF Responsibilities:*

- ACCYF will work with the enrolling LEA to supplement the exchange of educational records if there are any relevant files in the child welfare record. Child welfare will also produce a copy of immunization records and/or birth certificates (they may not be the original copies) if they are in the record.

## **Dispute Resolution Process**

Should there be a dispute in the BID, the LEA will consult the Pennsylvania Department of Education Regional Coordinator at the Allegheny Intermediate Unit and ACCYF will consult the ACCYF Education Point of Contact. The Pennsylvania Department of Education Regional Coordinator and the ACCYF Education Point of Contact will discuss all relevant information and joint decision will be issued. In the case of a further dispute, the Regional Point of Contact at the PDE IU and ACCYF Education Point of Contact will seek further assistance from representatives from the state agencies within PA Department of Human Services, Office of Children Youth and Families and the PDE.

During the BID process and the dispute resolution process, students should remain enrolled and attending their school of origin until a resolution is reached.

If there is a dispute among someone who is party to the case (such as the parent, education decision maker, or caseworker), the ACCYF Education Stability Team will suggest that the child's attorney, parent's attorney, or ACCYF file a motion for a judge to decide where the student should attend school. ACCYF should present the information obtained through the BID discussion to the presiding Judge. ACCYF strives to encourage parents/legal guardians to have a voice and for ACCYF to not make unilateral decisions, especially when they maintain education decision making rights. In cases where the parents/legal guardian retain Education Decision Making rights, this practice allows for the parents/legal guardian, ACCYF, and any other child welfare parties to present their case and reasoning to the person presiding over the case. Presiding judges may make a decision to overrule the BID decision, or to change who holds education decision making (EDM) authority.



**Acknowledgement of Receipt of Notice of Responsibilities of LEA and ACCYF under  
ESSA: Education Stability Plan-Best Interest Determination (BID) Process**

Date: 2-23-24

Please check the following:

- LEA acknowledges receipt of this notice of Responsibilities of LEA and ACCYF under ESSA
- LEA has completed the Transportation Plan with ACCYF

Lead Education Agency: PA Distance Learning Charter School

Signature of LEA Representative: Michael Leitera

Printed Name of LEA Representative: Michael Leitera - CEO

*Please forward a copy of this signature page and the completed Transportation Plan to:  
[CYFedStabTeam@alleghenycounty.us](mailto:CYFedStabTeam@alleghenycounty.us) within three business days. Please retain the originals of  
these documents for your records.*

*Erin Reznik*

**RECEIVED**

*By Erin Reznik at 11:25 am, Feb 27, 2024*

## Transportation Plan

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### This plan is between:

Name **LEA** PA Distance Learning Charter School

Name **CCYA** Allegheny County Children, Youth and Families (ACCYF)

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### **Transportation Procedures To Ensure Educational Stability of Youth in Foster Care — Every Student Succeeds Act (ESSA) Requirements**

To address transportation for youth in foster care in a cost-effective way, the local education agency (LEA) and the county children and youth agency (CCYA) must establish formal, written protocols and procedures to ensure that youth in foster care can remain in their school of origin whenever possible. In order to do so, the CCYA must regularly identify and inform the LEA of all youth in foster care enrolled in the LEA.

The local transportation plan must be collaboratively designed between the LEA and the CCYA to appropriately reflect the unique local context in which it is in effect. It is recommended that LEAs and CCYAs consider previous scenarios when designing the joint transportation plan to limit educational disruption for youth in foster care as transportation related events occur.

### **Considerations**

LEAs should consider developing transportation plans with other LEAs or CCYAs, both in state and out-of-state, with which they frequently interact regarding youth in foster care; these specific relationships should be defined in the local transportation plan.

If students in foster care are sent to Intermediate Units (IUs) to attend programs at their facilities, the LEA should inform the IUs and the same accommodations must be provided for these students. IUs providing transportation for youth in foster care enrolled in the LEA must be considered in the development and design of the local transportation plan between the LEA and the CCYA, and plans should reference transportation procedures for these students.

If you require extra space to describe your transportation plan, please attach an additional document.

## Part 1: LEA and CCYA Representatives Involved in Designing/Establishing the Local Transportation Plan

Name LEA Representative	Position Title
Michael Leitera	CEO
Dean Pappaterra	CCO

Name CCYA Representative	Position Title
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## Part 2: Addressing Transportation Assurances To Ensure Educational Stability

Please describe, in detail, your collaboratively designed transportation procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the time in foster care (ESEA 1112(c)(5)(B)). The purpose of establishing uniform local transportation procedures is to ensure that every foster care student receives a consistent, fair assessment.

### A) Providing Transportation

Describe the detailed the step-by-step procedure the LEA and CCYA will follow to promptly **provide** transportation for youth in foster care.

CCYA: Allegheny County Children, Youth and Families (hereafter known as ACCYF) will do everything possible to accommodate transportation for the first 15 business days of placement if the child is attending a school outside the school district of residence.

LEA: When a school of origin is notified of a student in out of home care through a BID email sent by ACCYF, the school of origin will begin looking for transportation options for the student from the placement address listed in the email to the student's current school.

If the BID decision is for the student to enroll in the school district of the foster care residence, that school will assume the role of LEA and will transport in accordance with the established processes as they would for any student living in their district.

### **B) Arranging Transportation**

Describe the detailed step-by-step procedure the LEA and CCYA will follow to promptly **arrange** transportation for youth in foster care.

CCYA: ACCYF will work diligently to assure the school is aware of interim transportation arrangements.

LEA: The LEA will notify ACCYF Education Stability Team when transportation has been obtained. Transportation should not begin until ACCYF Education Stability Team has approved the method and cost of transportation if ACCYF will be invoiced for the cost. Once approved, the LEA will provide ACCYF Education Stability Team and the caregiver(s) with transportation details. If ACCYF denies the cost and/or method, the LEA will continue to explore other transportation options while ACCYF continues to make efforts to provide transportation.

### **C) Funding Transportation**

Describe the detailed step-by-step procedure the LEA and CCYA will follow to ensure transportation is **funded** in a cost-effective manner and in accordance with Section 475 (4) (A) of the Social Security Act. (ED/HHS Joint Guidance, p.17, question 26; Transportation Plan Guide, Part B)

CCYA: ACCYF may use Title IVE funds to assist with excess transportation costs if funds exist after covering mandated responsibilities. ACCYF will inform the LEA of this option.

LEA: The LEA will use Title 1, Part A of the Elementary and Secondary Education Act, funds to assist with excess transportation costs if funds exist after covering mandated responsibilities (such as transportation for student experiencing homelessness). The LEA will inform ACCYF of this option.

## **Part 3: Addressing Additional Costs**

As part of developing and implementing transportation procedures, the LEA and CCYA must address any additional costs incurred in providing transportation to maintain children in foster care. Given the emphasis on shared agency responsibility, the LEA and the CCYA should make every possible effort to reach agreement regarding how transportation should be funded if there are additional costs. (ED/HHS Joint Guidance, pp.17-19, questions 22, 27, 28, 29; Transportation Plan Guide, Part B)

LEAs, including the school district of origin and the school district of foster residence, as well as the placing CCYA, may also agree to paying for or sharing in the costs in providing transportation to the school of origin. LEAs may include these scenarios in their plans as a method to address additional costs.

**Complete the relevant fields** to address additional transportation costs if they are incurred in providing transportation to the school of origin.

The LEA will provide such transportation if:

- A) The CCYA agrees to reimburse LEA for additional transportation costs.** Describe the circumstances and procedures.

ACCYF will reimburse for costs incurred by the LEA if the student is living outside the district bounds. This cost should not include the base that the school would pay should the youth be residing within the district bounds.

ACCYF will not reimburse if the student is living within the district bounds unless there is an additional cost due to the child living outside the feeder pattern.

- B) The LEA agrees to pay for the additional transportation costs.** Describe the circumstances and procedures.

LEA will provide transportation at no cost to ACCYF if the youth has an Individual Education Plan (IEP) that includes transportation. If the LEA can offer an existing means of transportation at no additional cost, the district will provide transportation and ACCYF will not be charged. The LEA will work with the district of residency and surrounding districts to identify potential existing routes that would allow for transportation at no additional cost. LEA will provide for public transportation costs if it is agreed this is a suitable solution for a student. LEA will provide reimbursement to supports if it is agreed this is a suitable transportation solution. Supports will provide LEA with appropriate documentation to seek reimbursement.

- C) The LEA and CCYA agree to share the additional transportation costs.** Describe the circumstances and procedures.

LEA and ACCYF may agree to split the cost of transportation. LEA will only bill ACCYF for the cost of transportation above what it would typically cost the LEA to transport the student.

- D) Other arrangements to address additional transportation costs are established.** Describe the circumstances and procedures.

The LEA must enter into a formal county contract with Allegheny County for a reimbursement to be processed. The LEA will invoice ACCYF each month by the 5th working day of the month following the month of service.

The Education Stability Team at ACCYF must approve of the mode and cost of the transportation prior to the transportation beginning. This should be done via email.

## Part 4: Considering Low-Cost or No-Cost Transportation Options for Youth in Foster Care

On a case-by-case student basis, additional low-cost or no-cost options for transportation of students in foster care should be explored. Please carefully review the following no-cost or low-cost options for transportation and indicate with a check mark if the LEA and the CCYA agree to explore these transportation funding options on a case-by-case basis.

Options	LEA	CCYA
The child may be dropped off at a school bus stop near the existing transportation system for the school of origin. Communication between the current and new school districts is critical.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Public transportation options exist, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Foster parents or other family members are willing and able to transport the child to school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The child is already eligible for transportation covered by other programs. For example, IDEA funds may be used to pay for transportation services if the child's IEP team determines transportation is a related service that is required for a child with disabilities in foster care to receive FAPE.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
There are pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The school district of residence, school district of origin and placing CCYA may be willing to share transportation costs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Describe any additional low-cost or no-cost options for transportation of students in foster care that may be unique to your local context.

The existing or available bus route of a neighboring district or the district of foster care residence. Specialized transportation offered to other students can be accessed (career or technical school transportation, charter school transportation, special education transportation, alternative education transportation).

A taxi, Z-Trip, or other cab company may be used as a potential resource only if it is a well-vetted organization where drivers all have proper clearances and background checks.

Public transportation can be considered for students in grades 9-12 if developmentally appropriate and there are no safety concerns.

## **Part 5: Local Transportation Dispute Resolution Process Between LEA and CCYA**

Local transportation plans/procedures include a dispute resolution process to address how the transportation requirement will be met if parties cannot come to an agreement. LEAs must ensure that a child in foster care remains in their school of origin while any disputes regarding transportation costs are being resolved. (ESEA 1111(g)(1)(E)(i) and 1112(c)(5)(B)(i))

### **Describe your local transportation dispute resolution process.**

Should there be a dispute in the Transportation Planning, the LEA will consult the Pennsylvania Department of Education (PDE) Foster Care Regional Coordinator at the Allegheny Intermediate Unit and ACCYF will consult the CYF Education Point of Contact. The PDE Foster Care Regional Coordinator and the CYF Education Point of Contact will discuss all relevant information and a joint decision will be issued.

In the case of a further dispute, all parties will follow the uniform statewide Inter-Agency Transportation Dispute Resolution Process.

## Part 6: Updates and Revisions

Updates and revisions to this local transportation plan should be made as needed; any updates or revisions must be submitted to the Pennsylvania Department of Education. Best practice recommends that an updated plan be submitted every three years, as contractual updates follow this timeline.

LEA PA Distance Learning Charter School

and CCYA Allegheny County Children, Youth and Families (ACCYF)

agree to update or revise this local transportation plan as needed or every three years to coincide with the contractual timelines.

## Part 7: Signature

This transportation plan has been reviewed and approved by the representatives of both agencies.

Name LEA PA Distance Learning Charter School

Address 2605 Nicholson Road


City Sewickley, PA

State PA Zip 15143

Name LEA Rep Michael Leitera

Title CEO

Signature



Date

2-23-24

Name CCYA Allegheny County Children, Youth and Families (ACCYF)

Address 1 Smithfield St.

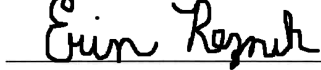
City Pittsburgh

State PA Zip 15222

Name CCYA Rep Erin Reznik

Title Education Stability Supervisor

Signature



Date

2/27/2024



## **MEMORANDUM OF AGREEMENT DUAL ENROLLMENT PROGRAMS**

This MEMORANDUM OF AGREEMENT (hereinafter “Agreement”) is made and entered into by and between the Community College of Allegheny County, with a principal business office located at 800 Allegheny Avenue, Pittsburgh, Pennsylvania 15233 (hereinafter referred to as “CCAC” or “the College”), and the school district, career and technical center, or non-profit community based organization with an educational mission identified on the signature page below (hereinafter referred to as the “School”). The effective date of this Agreement is August 1, 2023.

WHEREAS, CCAC is able to make courses available to secondary schools and other educational organizations and their students; and

WHEREAS, School desires to make CCAC’s courses available to its students on the terms set forth in this Agreement.

NOW, THEREFORE, in exchange for the promises and mutual covenants set forth herein, and intending to be legally bound, CCAC and School agree as follows:

1. CCAC Dual Enrollment.

CCAC will make courses available to the School’s students.

A. In order to be eligible to enroll in a course, School’s students must:

- (1) Have their parents or legal guardians sign the CCAC application forms and related enrollment documents available on-line; and
- (2) Meet all pre-requisites, placement and admission requirements established by CCAC for the course.

B. Credit hours and grades earned by School’s students will become part of the enrolled student’s official academic record at CCAC, and will be recognized in the same manner and to the same extent as credits earned by other students enrolled at CCAC. Although CCAC maintains articulation agreements with a number of four-year, degree-granting colleges and universities, CCAC cannot guarantee that credits earned at CCAC will be accepted for transfer by all colleges, universities or institutions.

2. General Duties and Responsibilities of the School.

A. Identify students for potential enrollment in CCAC Courses and direct and assist such students to complete CCAC’s on-line Application for Admission and applicable registration forms.

- B. Work cooperatively with CCAC to provide interested students with information regarding the transferability of credits earned at CCAC, and how to obtain confirmation of transferability from the specific institutions in which the student has interest.
  - C. Permit credit hours earned by students at CCAC to be counted towards the School's graduation requirements and/or other appropriate designations.
3. General Duties and Responsibilities of CCAC.
- A. Register School students who complete CCAC's on-line Application for Admission and registration processes for CCAC Courses.
  - B. Provide enrolled students with access to services generally available to other CCAC students, including a CCAC student identification card and access to and usage of CCAC's academic support services and Student Life sponsored programs.
  - C. Provide student progress reports in the manner and form agreed upon by CCAC and the School.
  - D. Provide enrolled students with a grade for each course completed and maintain such grade as part of the student's official CCAC academic record.
  - E. Provide official CCAC transcripts, upon a student's request and payment of the applicable fee, to other colleges and universities. CCAC charges a \$5.00 fee for official transcripts. The CCAC Community Class Reimbursement process may be followed for reimbursement of this cost.
  - F. Verify and confirm to the School that CCAC employees have obtained all criminal record and child abuse clearances required under applicable law, including as required by the Pennsylvania Child Protective Services Law, 23PA. C.S.A. § 5344(a.1)(2), and that all individuals assigned to such classes are not precluded from serving in such assignment under applicable law based on the results of such background checks and clearances.
4. Primary Contacts for Dual Enrollment.

Primary contacts for each of the parties hereunder are as follows:

For CCAC

Vice President for Enrollment Services  
Community College of Allegheny County  
808 Ridge Avenue

Pittsburgh, PA 15212

For School

PA Distance Learning Charter School

2605 Nicholson Rd, Suite 4100

Sewickley, PA 15143

Unless otherwise designated in writing between the parties as provided herein, the parties' designated primary contacts shall also be designated to receive notices required by this Agreement, which will be deemed given when sent by registered or certified mail, postage prepaid and return receipt requested, to the addresses set forth above.

5. Tuition and Fees.

- A. CCAC will invoice and bill enrolled students directly for all tuition and fees due hereunder unless an executed third-party sponsorship agreement (attached) is in place prior to the tuition due date for the semester. For the DocuSign version of the Third-Party Sponsorship Agreement Form, see this link: <https://www.ccac.edu/cost-and-aid/tuition-and-cost.php#third-party-sponsorship>
- B. Withdrawals and tuition refunds will be subject to and governed by CCAC's established policies and procedures. The School will reasonably assist CCAC to distribute and provide notice to students regarding CCAC's withdrawal and refund policies and procedures.

6. Term; Termination.

This Agreement will commence as of the date executed by each of the parties and will continue until terminated as provided herein. Either party may terminate this Agreement at any time, with or without cause, upon forty-five (45) days written notice to the other party; provided, however, that such termination will not take effect until after any DE Courses that are already in progress have been completed.

- A. CCAC reserves the right to cancel any individual course or class section in the event of low or inadequate enrollment, provided that such determination is made prior to the first scheduled meeting date for the course or section.

7. Relationship of the Parties.

The relationship of the parties is that of independent contractors, and no tenancy, partnership, joint venture, agency, fiduciary, employment or other relationship is created by this Agreement or shall be deemed or construed to exist by reason thereof. Neither party shall have the authority to contract for or bind the other in any manner, other than as may be strictly delineated within this Agreement.

8. Compliance with Laws.

Each party represents and warrants to the other that it shall at all times comply with all applicable federal, state and local statutes, ordinances, rules and regulations in connection with its performance of this Agreement, including but not limited to the Family Educational Rights and Privacy Act (FERPA) and all federal, state and local laws prohibiting discrimination in connection with the provision of educational programs and services.

9. Indemnification and Hold Harmless.

Subject to and with full reservation of any immunities and/or limitation of liability afforded by applicable law, each party agrees to defend, indemnify and hold harmless the other from and against any and all claims, damages, costs, and expenses, including reasonable attorney's fees, arising out of the performance of this Agreement, but only to the extent caused by the negligent acts or omissions of the party from whom indemnification is sought hereunder. To the fullest extent permitted by law, each party, for itself, its agents and employees, expressly waives any and all immunity or damage limitation provisions available under any workers compensation acts, disability benefit acts or other employee benefit acts, to the extent such statutory or caselaw otherwise would bar or limit the amount recoverable by the other party, or its agents and employees, under this indemnity provision.

10. Damages; Force Majeure.

Neither party shall be liable to the other for any consequential, special or incidental damages arising out of a breach of or failure to perform this Agreement. Neither party shall be liable for delay in performance of any obligation under this Agreement to the extent caused by any act of God, act of governmental authority, failure of transportation facilities, strikes or work stoppages, fires, floods, riots, acts of war or terrorism, or any similar extreme causes beyond the reasonable control of such party.

11. Governing Law.

This Agreement shall be governed by and interpreted in accordance with the substantive law of the Commonwealth of Pennsylvania, without regard to its choice of law provisions.

12. Entire Agreement; Non-Assignment.

This Agreement represents the entire understanding between the parties with respect to the subject matter hereof, and supersedes all prior or contemporaneous oral or written understandings, agreements or promises between the parties with respect thereto. Neither party may assign, subcontract, or sublet this Agreement or its performance hereunder, in whole or in

part, without the prior written consent of the other party. In the event of any conflict between the terms of this Agreement and any exhibit or attachment incorporated herein, the terms of this Agreement shall govern. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. **This Agreement supersedes any and all other Dual Enrollment agreements between the parties.**

13. Modification; Counterparts.

This Agreement may not be amended, revised or modified except in a writing duly executed by each of the parties hereto.

***[The remainder of this page is intentionally left blank. The signature page follows].***

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective authorized representatives as of the date written below.

**SCHOOL DISTRICT/SCHOOL NAME:** PA Distance Learning Charter School

**SUPERINTENDENT OR PRINCIPAL:** Dr. Michael Leitera

**SIGNATURE OF AUTHORIZED OFFICIAL:** Michael Leitera

**DATE:** 4-26-24

**COMMUNITY COLLEGE OF ALLEGHENY COUNTY**

**COLLEGE PRESIDENT OR DESIGNEE:** Interim Chief Academic Officer

**SIGNATURE:** Stephen H Wells

**DATE:** 4/30/2024

**Agreement between  
COMMUNITY COLLEGE OF PHILADELPHIA  
On behalf of the Division of Strategic Initiatives and Community Engagement  
And  
Pennsylvania Distance Learning Charter School**

This Agreement between Pennsylvania Distance Learning Charter School a PA virtual charter school (hereby referred to as “School”), located at 2605 Nicholson Rd Suite 4100, Sewickley, PA 15143 and Community College of Philadelphia (hereby referred to as “the College”), a public institution of higher education, located at 1700 Spring Garden Street, Philadelphia, PA 19130 (“College”) on behalf of the College’s Division of Strategic Initiatives and Community Engagement is entered on this 1<sup>st</sup> day of July, 2023.

Whereas, pursuant to Section 1525 of the Pennsylvania Public School Code of 1949, as amended July 8, 2022, school entities, as defined therein, must enter into agreements with institutions of higher education approved to operate in the Commonwealth of Pennsylvania to permit the school entity’s students to attend the institution of higher education while enrolled in the school entity;

Whereas, Community College of Philadelphia is an institution of higher education approved to operate in the Commonwealth of Pennsylvania which offers dual enrollment programming for secondary education students;

Whereas, to fulfill the requirements of Section 1525 of the Pennsylvania Public School Code of 1949, as amended July 8, 2022, School desires to contract with the College to provide dual enrollment academic programming for its students;

NOW, THEREFORE, in consideration of the mutual covenants, undertakings and promises contained herein, the parties hereto, intending to be legally bound, agree to the following terms and conditions:

1. Term and Termination. This Agreement shall commence as of July 1, 2023 and shall be for a term of one year, and thereafter shall be renewed for additional one-year terms, unless either Party shall give the other Party written notice of its intent not to renew this Agreement within ninety (90) days prior to the expiration of the then current term. This Agreement may be terminated at any time by mutual consent. This Agreement may be terminated without cause upon at least ninety days’ written notice by either Party; provided however that such termination shall not be effective until completion of any academic programming for the students who are currently enrolled in any courses at the time of the termination notice. Either party may terminate this Agreement in the event of a material breach of the Agreement by the other party if the non-breaching party has given written notice of such breach, and the breaching party has not cured the breach within thirty (30) days of such notice. In the event this Agreement is terminated due to School’s breach, School shall remain obligated to provide payment for all services provided by the College through the effective date of termination pursuant to the terms set forth in this Agreement.

2. Academic Services. In accordance with the College's admission and testing policies as more fully specified in Section 6 of this Agreement, students from School may enroll in the Advance at College or Summer ACE program or other credit courses at the College's Main Campus and/or Regional Centers. At College's discretion, the courses may be offered in-person, fully online, or in a hybrid format. School will have responsibility for advising Students as to how to align courses with School's graduation, program, or pathway requirements (see addendum).
3. Credits. The credits earned by Students enrolled in courses at the College pursuant to this Agreement shall be the same credits offered to postsecondary students enrolled at the College.
4. Payment. <sup>1</sup>School will pay the full tuition and fees for any students taking courses in the College's Advance at College (dual enrollment), Summer ACE program or other credit courses at the College's Main Campus or Regional Centers. The College will invoice School each semester that a School's student takes a course at the College. School shall also pay the full cost of any required textbooks or course materials and supplies. The charges for the course and fees do not include textbooks. School will purchase textbooks and supplies for enrolled students and will be separately invoiced for the costs of textbooks and supplies. Payment must be submitted within ten days upon receipt of the invoice from the College or students may be dropped from the class. School understands and agrees that it will be required to pay for the course (tuition and fees) and textbooks even if a student or students withdraw from the course or the program on or after the first day of class. Payment by School is not contingent upon a student's completion of or performance in any or all courses and/or any other restriction other than enrollment. Courses offered at the College will not exceed the College's current rate per credit/per course/per student. *Tuition charges will be determined based upon the Student's residency.*
5. Staffing. The College will provide qualified faculty to facilitate and teach courses as is the standard process under the Advance at College and Summer ACE programs.
6. Applications for Admission. Student applications used for admission to the Advance at College (dual enrollment) program and/or the Summer ACE program are the current applications as supplied/published electronically or on paper and must be submitted to the appropriate College office as directed on or before the mutually agreed upon date between the two parties. Application submission dates must be in advance of any established application and processing deadlines established by the College for the relevant semester(s) students are enrolled. The College reserves the right not to accept applications received after this mutually agreed upon date. All students who have applied to Advance at College (dual enrollment) are required to go through the College's processes for placement to determine proper course placement, unless otherwise determined by the College. Students who have successfully completed credit bearing courses will be given one free official transcript that can be applied toward their course of study here at the College upon high school graduation or at another post-secondary institution of their choice.

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<sup>1</sup> Current Advance at College rate is \$159 per credit. Current Summer ACE rate is \$250 per course/per student. Rates subject to change. Payee will be notified in advance of any change in costs related to this agreement.



7. Confidentiality, Student Records. School acknowledges that College is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (“FERPA”) and its implementing regulations, which limit the transfer and re-transfer of education records and personally identifiable information in education records, including but not limited to any academic or grade information, attendance, truancy, discipline, receipt of special education services or supplementary educational services, social security or public benefits, or information as to race, ethnicity or disability. The College designates School as a School Official under FERPA with legitimate educational interests in the education records and/or personally identifiable information of the students served under this Agreement. To the extent the College shares any education records and/or personally identifiable information with School, School acknowledges that it will receive such education records and/or personally identifiable information in its capacity as School Official, and will comply with all FERPA requirements with regard to such information, including using such information only for the purpose for which the disclosure was made; keeping such information in strict confidence; and maintaining such information in a secure manner. The College shall transmit information or records protected by FERPA solely to the School employee listed in this section 7: Laura L. Budd, 2605 Nicholson Rd Suite 4100, Sewickley, PA 15143, [laura.budd@padistance.org](mailto:laura.budd@padistance.org); If School is also subject to FERPA (*i.e.*, if School receives funds under any program administered by the U.S. Department of Education), School also designates College as a School Official and may release education records and personally identifiable information to College in accordance with FERPA. If School is not subject to FERPA, School shall provide College with student education records and personally identifiable information in accordance with its own policies, and College shall keep such records confidential. School may transfer records to Megan Barbano-Maxwell, Division of Access and Community Engagement, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130, Room S3-03, [mbarbanomaxwell@ccp.edu](mailto:mbarbanomaxwell@ccp.edu).
8. Non-Discrimination. The parties hereto shall act in a nondiscriminatory manner regarding this Agreement and the participation of any student in any program shall not be based on race, color, religion, sex, sexual orientation, gender identity, national origin, age, veteran status and/or disability or any other status protected by federal, state or local law. The parties agree to provide reasonable accommodation(s) to permit a student with a disability to participate in the programs/courses to the extent that such would not fundamentally alter the program/courses or place an undue burden on the parties.
9. Independent Contractor. This Agreement does not create any partnership, joint venture, or other similar business arrangement between the parties. School is considered to be independently contracting with the College and does not have any relationship with the College other than as an independent contractor. School is not authorized to speak for or bind the College with third parties in any manner. School and/or School’s employees and agents are not entitled to College-paid compensation, insurances or benefits of any kind.
10. Indemnification. School agrees to defend, indemnify and hold harmless the College and its directors, trustees, officers, employees, and agents from and against any and all liabilities (including all actions, claims, demands, losses, damage fees including reasonable attorney’s

fees and expenses incurred in defense thereof) relating to: (1) breach by School of this Agreement; or (2) the negligent acts or omissions by School or any of its directors, officers, trustees, agents, employees, faculty or students in connection with their participation in dual enrollment programs and/or pertaining to this Agreement. The College agrees to indemnify and hold harmless School and its directors, trustees, officers, employees and agents from and against any and all liabilities (including all actions, claims, demands, losses, damage fees including reasonable attorney's fees and expenses incurred in the defense thereof) relating to: (1) breach by the College of this Agreement; or (2) the negligent acts or omissions by the College or its directors, officers, trustees, employees, faculty, or agents in connection with the dual enrollment programs and/or pertaining to this Agreement. Any indemnity granted by the College shall be subject to the immunities and limitations on liability set forth in the Political Subdivision Tort Claims Act (the "Tort Claims Act"), 42 Pa. C.S.A. §§ 8541-8564, and the statutory limits thereof and any other immunity to which the College is entitled. The provisions of the Tort Claims Act are incorporated by reference herein. Nothing shall be construed as waiving any of the College's rights or immunities granted by the Tort Claims Act or as conferring upon third parties any rights against the College not specifically granted by the Tort Claims Act. Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification as provided for above; provided, however, that failure to give such notice shall not be a waiver of a party's right to indemnification from the other. The indemnification obligations under this Agreement survive the expiration or termination of this Agreement.

11. Insurance. Each party shall maintain the following insurance with an insurance company with a reputable insurance carrier authorized to do business within the Commonwealth of Pennsylvania: (a) *Workers' Compensation and Employer's Liability.* Workers' Compensation limits shall be the statutory limits and employers' liability insurance, with limits of (1) \$100,000 Each Accident–Bodily Injury by Accident; (2) \$100,000 Each Employee-Bodily Injury by Disease; and (3) \$500,000 Policy Limit-Bodily Injury by Disease; and (b) *General Liability Insurance.* Limit of Liability: \$1,000,000 per occurrence combined single limit for bodily injury (including death) and property damage liability; \$2,000,000 general aggregate. The general liability insurance shall cover: premises operations; personal injury liability; employees and volunteers as additional insureds; broad form property damage. Each party shall provide the other party with a Certificate of Insurance prior to commencing services under this Agreement.
12. Headings. All paragraph and other headings and captions used herein are for convenience of reference only and shall not be used in the interpretation or construction hereof.
13. Notices. Notification to the College required by this Agreement should be addressed to Dr. David E. Thomas, Vice President, Strategic Initiatives & Community Engagement, M2-34C, 1700 Spring Garden St. Philadelphia, PA 19130, [dthomas@ccp.edu](mailto:dthomas@ccp.edu). Notification to School required by this Agreement should be addressed to: Laura L. Budd, 2605 Nicholson Rd Suite 4100, Sewickley, PA 15143, [laura.budd@padistance.org](mailto:laura.budd@padistance.org).
14. Entireties. This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements or understandings with respect to the subject matter hereof.



This Agreement may not be modified or amended except by written agreement signed by each party hereto.

- 15. Governing Law. This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania, and any dispute arising under this Agreement will be heard exclusively in the state or federal courts in Philadelphia, Pennsylvania.
- 16. Execution and Counterparts. Provided that all parties execute a copy of this Agreement, this Agreement may be executed in counterparts, each of which shall constitute an original, and all of which together shall constitute one and the same document. This Agreement may be executed by the parties and transmitted by facsimile or electronic transmission, and, if so executed and transmitted, shall be as effective as if the parties had delivered an executed original of this Agreement.

**IN WITNESS WHEREOF, THE PARTIES HAVE CAUSED THIS AGREEMENT TO BE EXECUTED ON THE DATE FIRST WRITTEN ABOVE BY THEIR DULY AUTHORIZED AGENTS AND INTEND TO BE LEGALLY BOUND.**

**ACCEPTED FOR  
COMMUNITY COLLEGE OF PHILADELPHIA**

DocuSigned by:  
*Dr. David Thomas*  
3A6CD06B18E748E...

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Dr. David Thomas  
Vice President, Strategic Initiatives  
and Community Engagement

DocuSigned by:  
*Dr. Donald Generals*  
57D7328E3C0945F

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Donald Generals, Ed.D, President

Date: 8/24/2023 | 5:20 PM EDT

Date: 8/25/2023 | 4:52 PM EDT

**ACCEPTED FOR  
Pennsylvania Distance Learning Charter School**

*John Marous*

---

Mr. John Marous  
President, Board of School Directors

*Michael Leiterra*

---

Dr. Michael Leiterra  
Chief Executive Officer

Date: 8/23/2023

Date: 8-23-23

The billing address is:  
2605 Nicholson Rd, Suite 4100  
Sewickley, PA 15143



**Pennsylvania Distance Learning Charter School**

**Addendum**

**Academic Services:** In accordance with the College's admission and testing policies as more fully specified in Section 6 of this Agreement, students from School may enroll in the Advance at College or Summer ACE program or other credit courses fully online. School will have responsibility for advising Students as to how to align courses with School's graduation, program, or pathway requirements.



## Philadelphia District Attorney's Office

### PROJECT GO

THREE SOUTH PENN SQUARE  
PHILADELPHIA, PENNSYLVANIA 19107- 3499

### PROJECT "GO" SCHOOL ATTENDANCE SUPPORT PROGRAM MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU"), dated August 8, 2023, is by and between the **Philadelphia District Attorney's Office** ("DAO") and PA Distance Learning Charter School [PA-126513420-7649] ("the School"; collectively, "the Parties").

- I. **Purpose.** The purpose of this partnership is to ensure that the parents/guardians of the children enrolled in the School are made aware of the importance of regular school attendance. This MOU sets forth the duties and responsibilities of the DAO and the School to implement the Project "GO" School Attendance Support program at the school.
- II. **Term.** The term of this MOU shall commence on August 1, 2023 and terminate no later than July 31, 2024 (the "Term").
- III. **Responsibilities of the Parties.**
  - A. PA Distance Learning Charter School [PA-126513420-7649]
    1. The Principal of the School agrees to assign at least one Attendance Designee to be responsible for all contact between the School Attendance Support Unit at the DAO and the School.
      - a. The Attendance Designee shall be:
        - an employee of the School.
        - familiar with attendance record keeping procedures.
        - familiar with the School's attendance policy.
        - familiar with the attendance enforcement procedures regarding truant and habitually truant students pursuant to 24 P.S. §§ 13-1333 – 1333.1.

- familiar with the requirements of compulsory school attendance law regarding excuses for not attending school pursuant to 24 P.S. §§ 13-1327.2 and 1329.
  - familiar with exceptions to compulsory school age pursuant to 24 P.S. § 13-1330.
  - familiar with the requirements of written legal notice to parents/guardians pursuant to 24 P.S. § 13-1354.
2. The Attendance Designee will provide the following information for habitually truant students monthly or, at the request of the DAO, within ten (10) business days of such request:
- All requested demographic information of habitually truant students via the appropriate electronic DA Referral Spreadsheet.
  - Requested student records via email, fax, or USPS, which shall include:
    - The attendance record for the current school year.
    - The attendance record from the previous school year if the student attended The School.
    - A copy of the School Attendance Improvement Plan written during the 2023-2024 school year.
    - A written record of all verbal or written contact between the School and the parent/guardian during the current school year regarding school attendance.
  - Prior to submitting demographic information or student records to the DAO, the School must contact the parent/guardian in writing pursuant to 24 P.S. § 13-1333(a).
3. The Attendance Designee or agent will be present at the Family Conference, a meeting coordinated by the DAO and intended to uncover the barriers to school attendance, to respond to specific questions regarding the School's policies and resources or a student's attendance. The Attendance Designee or agent must be familiar with the student's attendance records.
4. After the Family Conference, with respect to the students whose parents/guardians were invited to the Family Conference, the School will:
- investigate, document, and ensure the validity of all unexcused and excused absences,
  - ensure the accuracy of the attendance record, and

- continue to document in writing all contacts concerning attendance between the School and the parents/guardians of habitually truant students.
5. After the Family Conference, the Attendance Designee will notify the DAO of those students whose attendance has not improved in violation of the compulsory school attendance law, 24 P.S. § 13-1333. Notification will occur electronically:
    - at a time to be agreed upon at the Family Conference, and
    - after the School has monitored the student's attendance for at least ten (10) school days.
  6. The School will compile and produce the student's school records at the request of the DAO to ensure that a family is able to receive more intensive services and support.
  7. The Principal will identify a primary contact for Regional Truancy Court hearings. The Attendance Designee will submit the following to the DAO for forwarding to the Court:
    - The Principal's first name, last name, and email address.
    - The Principal's signature.
    - The first name, last name, and email address of the primary contact at the School for Regional Truancy Court hearings.
    - The School's phone number.
    - The School's physical address.

#### **B. Philadelphia District Attorney's Office**

The DAO agrees to provide truancy prevention/intervention services at for habitually truant students. The DAO will:

1. Maintain complete confidentiality as defined and required by state, federal, and local law and by the School for all information and records relating to School students. The DAO acknowledges that the School is bound by federal and state laws regarding the compilation, maintenance, and release of educational records. The DAO shall comply with all federal and state laws regarding the confidentiality of educational records of the School and the Student, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations, 34 C.F.R. Part 99, and Title 22 of the Pennsylvania Code, 22 Pa. Code §§ 12.31–32. For the purposes of this MOU, the DAO is

considered a contractor under FERPA and has a legitimate educational interest in student records.

1. Provide the School with the electronic referral forms needed to make referrals.
2. Upon receiving a student's demographic information from the Attendance Designee via the electronic referral form, send an Initial Warning Letter on DAO letterhead to the parents/guardians of those students who have been identified as habitually truant via First-Class Mail. The Initial Warning Letter will explain the importance of regular school attendance and the legal significance of truancy.
3. Schedule a Family Conference with parents/guardians of those students who continue to need school attendance support after the School has fulfilled its obligations under 24 P.S. § 13-1333 and the DAO has sent an Initial Warning Letter. Subsequently, the DAO will:
  - Contact the parents/guardians scheduled for a Family Conference via phone at least three (3) days prior to the scheduled conference.
  - Send advanced written notice of the Family Conference via First-Class mail to the relevant parents/guardians at least two (2) weeks prior to the scheduled conference.
  - Ensure a member of the DAO is present at all Family Conferences held at the School, other physical location, or remotely.
4. Refer students and families as needed to agencies that will provide services aimed at addressing barriers to consistent school attendance in accordance with agreements made at the Family Conference. The DAO will provide timely notice to the School via email once a referral has been made.
5. After the Family Conference and upon receiving notice from the Attendance Designee that a student's attendance has not improved in violation of the compulsory school attendance law (24 P.S. §13-1333), the DAO will do one or more of the following:
  - Schedule an additional meeting with the parent/guardian and/or student,
  - Make additional referrals to agencies that will provide services aimed at addressing barriers to consistent school attendance, and/or
  - Refer students and their parents/guardians to Regional Truancy Court in Philadelphia County.



1. Prior to referring a case to Regional Truancy Court, the DAO must ensure that the School is added to the citations list of the Juvenile Branch, Family Division of the Court of Common Pleas of Philadelphia - First Judicial District of Pennsylvania (the "Court") or, if the School was previously added, that the existing citation is accurate.
  - The DAO will forward the information requested in Section IV, Subsection A(7) of this MOU to the Court to add the School to the Court's citation list or verify the accuracy of the existing citation.
2. When referring cases to Regional Truancy Court, the DAO will:
  - Send the following required documents to Truancy Intervention and Support Services Unit of the City of Philadelphia Department of Human Services ("DHS") and the Court:
    - The attendance record for the current school year,
    - The attendance record from the previous school year, if available,
    - A copy of the School Attendance Improvement Plan written during the 2023-2024 school year, and
    - A record of all verbal or written contact between the School and the parent/guardian during the current school year regarding school attendance.
  - Submit requested student demographic information to the Court and DHS.
  - Notify the Attendance Designee electronically to confirm the referral has been made.
  - Notify the Attendance Designee electronically of scheduled hearing dates upon receipt of notice from the Court.
3. Train relevant School staff and parents/guardians regarding their duties as part of the Project "GO" School Attendance Support program, under compulsory school age law, and pursuant to this MOU and in accordance with the School's Health and Safety Plan.

*[Continued on next page]*

- I. **Notices.** Any written communication required by this MOU shall be sent electronically to the contacts listed below.

Communication to the DAO shall be emailed to [projectgo@phila.gov](mailto:projectgo@phila.gov) or to the following individuals:

Michael Baldwin  
[Michael.Baldwin@phila.gov](mailto:Michael.Baldwin@phila.gov)  
Director, Project Go

Reginald Buckner  
[Reggie.Buckner@phila.gov](mailto:Reggie.Buckner@phila.gov)  
Program Facilitator, Project Go

Communication to the School shall be emailed to the designated Attendance Designee(s).

- II. **Cost.** There is no fee for these services and no monetary exchange between the parties for implementation of Project "GO" School Attendance Support program.
- III. **Termination.** Failure to abide by the responsibilities outlined in this MOU may result in cancellation of the Project "GO" School Attendance Support program at the school.
- IV. **General Terms.** It is expressly understood that each party will operate according to their own policies. Nothing contained in this MOU supersedes the statutes, rules, and regulations governing each party. To the extent that any provision of this MOU is inconsistent with any such statute, rule or regulation, the statute, rule or regulation shall prevail.

If a conflict arises regarding the terms of this MOU, the Parties agree to work in good faith to resolve such conflict.

*[Signature Page Follows]*

This MOU will be signed by the appropriate agency representatives. By signing, the parties agree to support and uphold the MOU.

**Philadelphia District Attorney's Office:**



\_\_\_\_\_  
Robert Listenbee  
First Assistant District Attorney

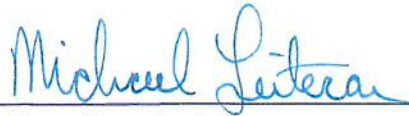
Date: 8/17/23



\_\_\_\_\_  
Michael Baldwin  
Director, Project Go

Date: 8/16/23

\_\_\_\_\_ :



\_\_\_\_\_  
School Leader's Signature

Date: 8-7-23

Michael Leiter

\_\_\_\_\_  
School Leader's Name (printed)

CEO

\_\_\_\_\_  
School Leader's Title:

10/7/2020

**EARLY COLLEGE PROGRAM  
BETWEEN  
LUZERNE COUNTY COMMUNITY COLLEGE  
AND THE  
Pennsylvania Distance Learning Charter School SCHOOL DISTRICT**

**July 1, 2020 – JUNE 30, 2025**

**EARLY COLLEGE PROGRAM FOR YOUNG SCHOLARS**

The purpose of the Early College Program (the "Program") is to allow eligible junior and senior high school students to get a jumpstart on their higher education experience at Luzerne County Community College (the "College").

**ELIGIBLE HIGH SCHOOL STUDENTS**

- Students must be high school juniors or seniors.
- Students must maintain a minimum **2.0** high school GPA and demonstrate readiness for college-level coursework in the intended subject area of study.
- Students must demonstrate readiness for college-level coursework in the intended subject area of study, as determined by the College. The College will determine readiness based on *ACCUPLACER* testing administered by the College. A student shall be deemed ready if the student has scored at least 263-300 in Writing, 247-300 in Reading, and 237-300 in Quantitative Reasoning, Algebra & Statics on the placement exam(s) (*ACCUPLACER*) deemed appropriate by the College for the dual enrollment course to be taken. (Placement testing will be waived for applicants who submit documentation of having had scored both 500+ Verbal and 500+ Math on the SATs.)
- Students whose *ACCUPLACER* test scores indicate the need for developmental coursework will **NOT** be eligible to take college-level courses through the Program.
- All participants must have the high school guidance counselors or school administrator's signature, parental or guardian permission, by signature, and parental or guardian initials acknowledging financial responsibility on the Registration Form.
- A minimum **GPA of 2.0 and a grade of "C" or better** in each college-level course attempted must be maintained for continued participation in the Program.

**CREDITS**

- College credits awarded for successful completion of coursework may be applied towards students' high school diploma. (*LCCC does not guarantee that any college credits will count towards the high school diploma. Participants must contact their high school guidance counselor or administrator in regard to high school policies governing dual-credit.*)

**LIMITS ON PARTICIPATION**

- High school students may participate until the end of their spring semester, senior year.
- The prerequisites listed for specific courses and specific curricula should be closely observed to ensure qualification for subsequent courses, and to gain maximum benefit from instruction.
- The Off-Campus Program Office is responsible for evaluating placement test scores and utilizing any other available grades/scores in making a final determination on student placement and course selection.
- The College may not enroll participating high school juniors or seniors in remedial, developmental, or other courses that are not college-level.
- The College reserves the right to cancel any course (on or off campus) for which enrollment does not satisfy minimum enrollment requirements.

10/7/2020

**STUDENT PARTICIPATION AT LCCC**

- Participating students may attend classes at the College's main campus, one of the College's off-campus sites, or classes held at the high school during the traditional school day.
- Participating students may make use of the College's library and email services.
- Participating students may attend events sponsored by the College.
- Participating students may utilize Student Support Services. A tutoring program is available to students in a variety of subjects.
- Participating students may use their college credits to matriculate into an associate degree program at the College or for the purpose of transferring to a 4-year college or university.
- **ALL COLLEGE POLICIES** shall apply to Program students. College policies can be viewed in the Student Handbook on the Student Services webpage at: <http://www.luzerne.edu/students/welcome.jsp>

**GRANTS AND FINANCIAL AID**

- A participating student enrolled in any course(s) at the College through the Program is **NOT** eligible for any state or federal financial aid.

**FEES, TEXTBOOKS, MATERIALS**

- Participating students shall be responsible for payment of all tuition, a per course fee, textbooks, and, when applicable, laboratory and material fees, as determined by the College.
- The College will receive any FTE reimbursement for those students who are currently enrolled in high school and who are enrolled in the Program.
- When coursework is offered at the school district site during the regular school day, the College will receive the FTE reimbursement for those enrolled students. Subsequently, the College will be responsible for all staffing and funding of instruction.
- The College reserves the right to adopt any additional rules and regulations which it deems necessary or appropriate with respect to the Program, such rules and regulations to become effective sixty (60) days after written notice from the College to the school district.
- This agreement will be renewed on a five (5) year basis, unless terminated by either party by providing at least sixty-(60) day's advance written notice prior to any anniversary date of this Agreement of such party's intention not to renew this Agreement, provided, however, that said termination shall not become effective until the final date of the College's then current academic period if an academic period is in progress as of the date of the termination notice. This Agreement may be modified at any time with signed mutual written consent of all parties hereto.

**FOR THE SCHOOL DISTRICT:**

*Patricia Rossetti* \_\_\_\_\_ August 23, 2022  
 Superintendent Date:

*Jo Mason* \_\_\_\_\_ August 25, 2022  
 President, Board of School Directors Date:

**LUZERNE COUNTY COMMUNITY COLLEGE:**

\_\_\_\_\_  
 President, Thomas P. Leary Date



**ALLEGHENY INTERMEDIATE UNIT  
COMPREHENSIVE SERVICES AGREEMENT - 2024-2025**

This Comprehensive Services Agreement ("Agreement") is made this 1<sup>st</sup> day of July, 2024 (the "Effective Date"), by and between the ALLEGHENY INTERMEDIATE UNIT ("AIU"), and the PA Distance Learning Charter School ("District/School") (collectively, "Parties").

**WHEREAS**, the AIU is a regional education service agency that provides specialized services to Allegheny County's 42 suburban school districts, five career and technical schools, charter schools and numerous other organizations throughout the area; and

**WHEREAS**, the District/School wishes to receive certain services from the AIU in exchange for agreed-upon fees; and

**WHEREAS**, this Agreement does not obligate the District/School to purchase any particular service from the AIU, but pertains to services that the District/School chooses to receive.

**NOW, THEREFORE**, for good and adequate consideration and with the intent to be legally bound, the Parties agree as follows.

1. **Scope.** The terms of this Agreement, while in effect, shall apply to the AIU's provision of services to the District/School and shall be deemed to be incorporated into all of the Parties' contemporaneous and subsequent agreements through which the AIU provides services and the District/School receives such services. To the extent the terms of this Agreement and those of a contemporaneous or subsequent agreement conflict, the terms of the other agreement shall control.

2. **Duration.** This Agreement shall commence as of the Effective Date and shall remain in effect through June 30, 2025, subject to prior termination in accordance with Paragraph 13 hereof.

3. **Services Guide; Pricing.** It is agreed that services provided by the AIU are rendered throughout the school year and that the AIU periodically invoices for fees for services provided to the District/School as outlined in the AIU's 2024-2025 Services Guide ("Services Guide"). Fees for programs not listed in the Services Guide will be determined on a case-by-case basis, subject to approval of an addendum or other written agreement by the governing boards of the District/School and the AIU. By executing this Agreement, the District/School explicitly acknowledges receipt of the Services Guide and expressly accepts the pricing schedule for all of the services listed therein.

4. **Invoicing; Payment.** By accepting the services provided by the AIU, the District/School agrees to pay for those services at the prices specified in the Services Guide and to do so no later than sixty (60) days from the invoice date. The AIU may apply a late payment charge of 1% per month on any unpaid balance more than sixty (60) days past due, retroactive to the invoice date.

The District/School will be invoiced in accordance with the Services Guide. It is agreed that the District/School will be invoiced for all programs and services provided and utilized by each student. Any delay in invoicing by the AIU will not affect the duty of the District/School to pay the invoice for the services received. The District/School agrees that a failure or delay in invoicing shall not constitute a waiver of the right of the AIU to be paid in full for services received by the District/School.

To ensure that the cost of services is properly allocated among districts, as well as the accuracy of each AIU invoice, the District/School understands and agrees that it is responsible to review all invoices when received; to audit the invoices to ensure that they accurately reflect the services received for each student identified; and to verify whether each student resided in the district being charged for services during that billing period.

The District/School agrees to pay the AIU the price for each program or service requested by the District/School as listed in the Services Guide. Further, in the event schools are closed on account of contagious disease, the destruction or damage of a school building by fire or other causes during the term of this Agreement, the District/School agrees to pay the AIU the greater of (1) an amount necessary to pay the salaries and fringe benefits of the teachers, as defined by the Public School Code, engaged by the AIU to provide services to the District/School as requested or (2) such amount required by the Public School Code, as it may be amended, or other applicable law.

5. **Special Education Services.** Any special education services requested by the District/School and provided by the AIU shall be governed by Addendum A: Special Education Services, attached hereto and incorporated herein by reference as though set forth in full.

6. **Compliance With Applicable Law.** The AIU shall ensure that its services comply with all requirements of Pennsylvania and federal law, to the extent such compliance does not depend upon the performance or actions of any other individual or entity beyond the control of the AIU. The AIU represents and warrants that it and its employees, agents or personnel providing services pursuant to the terms of this Agreement possess the skills, qualifications, experience, licenses and certifications necessary to perform adequately such services. The AIU shall comply with all federal and Pennsylvania laws regarding the confidentiality of educational records of District/School students, including but not limited to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and its implementing regulations (34 C.F.R. Part 99) and 22 Pa. Code §§ 12.31-12.33. The District/School shall provide such action, assistance or cooperation as required to ensure that students receive services in compliance with state and federal law.

7. **Clearances.** With respect to all individuals providing services to the District/School on behalf of the AIU except those having no direct contact with children, the AIU shall ensure that such individuals provide to the AIU the following clearances in accordance with legal requirements:

- a. A Pennsylvania State Police report of criminal history record information as required by Act 34, 24 P.S. § 1-111(b);
- b. A Federal criminal history record as required by Act 114, 24 P.S. § 1-111(c.1); and

- c. A certification from the Pennsylvania Department of Human Services as to whether the individual is named as an alleged perpetrator or perpetrator of child abuse, as required by Act 151, 23 Pa. C.S. § 6344(a.1), (b.2).

Further, the AIU shall ensure that it and such individuals shall comply with the employment history review provisions of Act 168, 24 P.S. § 1-111.1, and the child abuse recognition and reporting training requirements of Act 126, 24 P.S. § 12-1205.6.

8. **Relationship of the Parties.** The Parties acknowledge that the AIU is an independent contractor of the District/School and that all individuals providing services under this Agreement are employees or independent contractors of the AIU and not the District/School. Nothing contained in this Agreement will be deemed to create an employment, agency, joint venture or partnership relationship between the District/School and the AIU or any of their respective agents or employees, or any other legal arrangement that would impose liability upon one party for an act or a failure to act of the other party. Neither the District/School nor the AIU will have any express or implied power to enter into any contracts or commitments or to incur any liabilities in the name of, or on behalf of, the other party, or to bind the other party in any respect whatsoever without the other party's prior written consent.

9. **Liabilities.** Subject to any immunities provided by the Political Subdivision Tort Claims Act or other law, the Parties agree to indemnify, defend and hold harmless each other, their respective directors, officers, employees and agents, against all claims, damages, losses, or penalties that result from the acts or omissions of their own employees or agents, any real property owned or leased by such party, or the operation or maintenance of any equipment or vehicles provided or used by such party. The Parties agree to indemnify, defend and hold harmless each other against all claims, damages, losses, or penalties resulting from any judicial, administrative or other determination that any staff member of one party hereto is an employee or agent of the other party hereto.

10. **No Third-Party Beneficiaries.** This Agreement is entered into for the sole benefit of the District/School and the AIU. No other parties are intended to be direct or incidental beneficiaries of this Agreement, and no third party shall have any right in, under or to this Agreement.

11. **Assignment.** Neither this Agreement nor any of the rights, benefits or obligations hereunder may be assigned or delegated (whether by operation of law or otherwise) without the prior written consent of the other party.

12. **Force majeure.** The AIU will not be liable for any failure or delay in performing an obligation under this Agreement that is due to any of the following causes, to the extent beyond its reasonable control: acts of God, accident, riots, war, terrorist act, epidemic, pandemic, quarantine, civil commotion, natural catastrophes, governmental acts or omissions, changes in laws or regulations, national strikes, fire, explosion or generalized lack of availability of energy.

13. **Termination.** If the District/School intends to discontinue a service provided by AIU certificated staff, causing the District/School to assume responsibility for a transferred class or program, the District/School shall notify the AIU of its intent by March 31, 2025, so that the Parties may evaluate potential transfer-of-entities issues. Otherwise, either party may



terminate this Agreement and any services provided hereunder upon at least 60 days' prior written notice to the other party. Individual services provided hereunder may be terminated with less than 60 days' notice if mandated by an Individualized Education Program ("IEP") or an order of a hearing officer, the Secretary of Education or a court of competent jurisdiction.

14. **Governing Law; Venue.** This Agreement shall be construed and governed by the laws of the Commonwealth of Pennsylvania. Jurisdiction and venue for all purposes shall be in courts of competent jurisdiction sitting in Allegheny County, Pennsylvania.

15. **Interpretation.** In any proceeding of any type or kind in which this Agreement or its terms shall be reviewed, construed, or brought into issue in any manner, the Parties hereby agree that this Agreement shall be construed as if jointly prepared, written and typed by the Parties. It is agreed that the covenants of this Agreement are severable, and that if any word, phrase, clause(s), sentence(s), paragraph(s) shall be found unenforceable, the entire Agreement shall not fail but shall be construed and enforced without the severed language in accordance with the tenor of this Agreement.

16. **Counterparts.** This Agreement may be executed in counterparts, each of which, when executed and delivered, shall be deemed an original and all of which, taken together, shall constitute one and the same instrument, even though both Parties are not signatories to the original or the same counterpart. Furthermore, the Parties may execute and deliver this Agreement by electronic means. Each of the Parties agrees that the delivery of the Agreement by electronic means will have the same force and effect as delivery of original signatures and that each of the Parties may use such electronic signatures as evidence of the execution and delivery of the Agreement by both Parties to the same extent as an original signature.

17. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding between the AIU and the District/School concerning the programs and services to which it applies; supersedes all prior or contemporaneous agreements and understandings, written or oral, with respect to the subject matter hereof; and shall be modified only in a writing approved by the Parties' respective governing boards.

**IN WITNESS WHEREOF**, the parties have signed this Agreement on the dates shown below, intending to be legally bound hereby.

**ALLEGHENY INTERMEDIATE UNIT**

By:   
President, Board of Directors

Attest:

By:   
Secretary, Board of Directors

Date: 5/20/2024

**DISTRICT/SCHOOL**

By:   
Chief Executive Officer

Attest:

By:   
President, Board of Directors

Date: May 13, 2024

**ALLEGHENY INTERMEDIATE UNIT  
COMPREHENSIVE SERVICES AGREEMENT - 2024-2025**

**ADDENDUM A:  
SPECIAL EDUCATION SERVICES**

1. **Services Provided.** For the 2024-2025 school year, the Allegheny Intermediate Unit (AIU) shall provide and operate, for the benefit of students assigned by the District/School, the special education services and programs delineated in the AIU Special Education Plan ("Plan"), as approved by the Department of Education, by furnishing the following:
- a. Professional and support staff, as required to implement the Plan in accordance with all applicable provisions of state and federal law;
  - b. Administrative, supervisory and clerical staff as required to effectively and efficiently implement the Plan and this Agreement;
  - c. Such supplies, equipment and other materials as necessary to implement the Plan and as mutually agreed upon by the Parties;
  - d. Such classrooms and facilities as required to implement the Plan in accordance with state and federal law, to the extent the program or service is provided or operated upon premises not owned or leased by the District/School; and
  - e. Any other personnel, facility, material or service mutually agreed upon by the Parties, subject to approval by their respective governing boards.

Services provided include but are not limited to those outlined in the Services Guide, such as Blind/Visually Impaired Services; Career Development Services; Deaf/Hard of Hearing Services; School-Based Educational Services at the AIU-operated Mon Valley, Pathfinder and Sunrise Schools; District-Based Classrooms; Speech/Language-Impaired Support; Pupil Personnel Services; and Occupational and Physical Therapy.

2. **Programs Provided on District/School Premises.** For special education programs and services provided by the AIU on premises owned or leased by the District/School, the District/School shall provide the following:
- a. Classroom and other space necessary for the provision of services;
  - b. Assistance, cooperation and participation of District/School administrative, professional and support staff in the development and implementation of accommodations, supplementary aids and support services necessary to include, to the fullest extent appropriate, students assigned to special education programs in educational and extracurricular activities, regular education support, regular education instruction, and ancillary services, such as nursing, counseling, library,

physical education, food, custodial and maintenance services, as necessary to meet the needs of the students assigned to the program; and

- c. Any other personnel, facility, material or service mutually agreed upon by the Parties, subject to approval from their respective governing boards.

3. **Multidisciplinary Evaluation and IEP Development.**

- a. **For Students Receiving AIU Services on District Premises.** The District/School, in cooperation with the AIU, shall conduct student Multidisciplinary Evaluations ("MDEs") and Re-evaluations ("RRs") and develop Individualized Education Programs ("IEPs") and revise those plans as necessary for exceptional and thought-to-be exceptional students of the District/School. The District/School will provide the AIU staff with an opportunity to participate in the development of RR and IEPs.
- b. **For Students Receiving Services in AIU-Operated Schools.** The AIU, with cooperation and participation by the District/School, shall conduct student MDEs and RR and develop IEPs and revision procedures for exceptional and thought-to-be exceptional students of the District/School. The District/School recognizes that it remains the Local Education Agency ("LEA") for the student and is responsible for ensuring that the student's IEP provides for a free appropriate public education ("FAPE"). Therefore, the District/School will participate in the development of MDEs, RR and IEPs that outline specially designed instruction, accommodations and supplementary aids and services for students.
- c. **For All Students Receiving AIU Services.** Specially designed instruction, accommodations, supplementary aids and services required by any IEP or any order of a hearing officer, appeals panel, the Secretary of Education or court and beyond the scope of the programs and services enumerated in the Plan shall be provided as mutually agreed upon by the Parties, subject to approval by their respective governing boards. In such instances, the AIU administration will work with the District/School, which in all circumstances remains the LEA, in identifying the appropriate service. The District/School agrees that the AIU shall not be liable to the District/School on account of a hearing officer's or court's determination that an IEP does not provide FAPE. The District/School understands, accepts and acknowledges that the contractual relationship between the AIU and the District/School does not place any duties that are borne by the LEA onto the AIU, which is a contracted service provider.

4. **Nature of Relationship.** Regardless of the location of services received by District/School students, whether on District/School premises or at an AIU-operated school, the District/School acknowledges and agrees that the AIU does not have authority or responsibility as an LEA, as that duty and authority rests solely with the District/School where the student is enrolled. Any liability that may arise as a result of failure to provide due process or FAPE rests

Allegheny Intermediate Unit Comprehensive Services Agreement – 2024-2025  
 Addendum A: Special Education Services

solely with the District/School. The AIU has the right to accept or reject students enrolled at a District/School who are referred for placement at an AIU-operated school.

5. **Tuition; Fees for Speech, Hearing and Vision Services.** Tuition for the AIU-Operated Special Education Schools and fees for speech, hearing and vision services will be invoiced and paid in installments according to the schedule below:

Invoice Date	Services Billed: School Tuition and Fees for Speech, Hearing and Vision	Based on Data* As Of
September 16, 2024	Services anticipated for August through October	September 1, 2024
November 15, 2024	Services anticipated for November through December, <i>plus adjustments relative to September billing</i>	November 1, 2024
January 15, 2025	Services anticipated for January through February, <i>plus adjustments relative to November billing</i>	January 1, 2025
March 17, 2025	Services anticipated for March through April, <i>plus adjustments relative to January billing</i>	March 1, 2025
May 15, 2025	Services anticipated for May through June, <i>plus adjustments relative to March billing</i>	May 1, 2025
June 16, 2025	Final invoice reconciling payments with the actual final 2024-2025 special education database, verified in June; may result in a credit to the District/School or payment due to the AIU, exclusive of the special education school reconciliation.	June 2025

\* Refers to student information in the AIU special education database.

**NOTE:** Services requested by the District/School after the review of the special education database as of September may result in additional invoices.

*[Continued on next page]*

Allegheny Intermediate Unit Comprehensive Services Agreement – 2024-2025  
 Addendum A: Special Education Services

6. **Reconciliation for AIU-Operated Special Education Schools.** Because of the fluctuating nature of student enrollment at the AIU-operated special education schools, it is agreed that the overall operating cost for each school will be continuously monitored to determine whether revenue and expenses are in alignment with budgeted projections. The parties agree that at the conclusion of the 2024-2025 school year, the AIU will perform a reconciliation of its special education school revenues and expenses for the entire school year. If the AIU revenues from the school programs provided under this Agreement exceed the expenses incurred in providing such services, the District/School will receive a pro-rata credit; if the AIU's expenses incurred in its school programs exceed the revenues received by the AIU, the District/School will be responsible for and pay to the AIU a pro-rata share of the excess expenses. The reconciliation process will be conducted as follows:

Date	AIU-Operated Special Education School Review and Reconciliation
August 15, 2025	Final reconciliation of revenues and expenses for the entire school year will be completed and issued to the District/School. This may result in a credit to the District/School or payment due the AIU
September 2, 2025	District/School payment to the AIU for the pro-rata share of excess expenses, <b>and/or</b> ...
January 31, 2026	AIU credit issued to the District/School for the pro-rata share of excess revenues

Any District/School due to receive a reconciliation credit and having open balances payable to the AIU greater than 60 days past due will have the credit applied to open balances or withheld until payment is received, as appropriate.

## Dual Enrollment

This Agreement is entered into by and between the Pennsylvania Distance Learning Charter School (hereinafter referred to as the “School”) and Pennsylvania Western University (PennWest) (hereinafter referred to as the “University”). This Agreement sets out the terms and conditions of the Dual Enrollment program offered by these two institutions in accordance with Article XVI-B of the Public School Code (hereinafter “Program”).

The University and the School do hereby agree to the following:

### 1. Term

It is agreed that this Agreement will be in effect as of the date of the last signature, for a period of one year. It will be renewed automatically for additional one-year terms, up to a maximum term of five years, unless formally terminated pursuant to this Agreement.

### 2. Dual Enrollment Committee

The Dual Enrollment Committee appointed for the term of this Agreement is comprised of the following individuals:

<u>Dr. Erinn Lake</u>	<u>Director, Academic Pathways and Partnerships, PennWest University</u>
<u>Dr. Thomas Wickham</u>	<u>Associate Provost for Curriculum and Faculty Development, PennWest University</u>
<u>Dr. Daniel Engstrom</u>	<u>Interim Provost and VP for Academic Affairs, PennWest University</u>
<u>Mr. John Marous</u>	<u>President, Board of School Directors-Pennsylvania Distance Learning Charter School</u>
<u>Dr. Michael Leitera</u>	<u>Chief Executive Officer-Pennsylvania Distance Learning Charter School</u>
<u>Ms. Laura Budd</u>	<u>Career Education and Work Coordinator-Pennsylvania Distance Learning Charter School</u>

### 3. Student Eligibility

A. Students who meet all of the following criteria are qualified to participate in the program:

- a. The student is a high school junior or senior.

- b. The student is making satisfactory progress toward fulfilling applicable secondary school graduation requirements, as determined by the School. The School will determine satisfactory progress based on grades and credits completed, GPA, and SAT scores.
  - c. The student demonstrates readiness for college-level coursework in the intended subject area of study, as determined by the University. The University will determine readiness based on the home high school recommendation and required prerequisites.
  - d. Students must maintain good standing in their School as outlined in the code of conduct according to School policy. Disciplinary actions per the School code of conduct will also impact continued participation in the Dual enrollment program.
- B. Students that do not meet the criteria listed under section A may be permitted to enroll in Dual enrollment courses if they meet the following alternative criteria and receive appropriate approval from both the University and the School:
- a. Case by case review by home school principal or school counselor using grades, curriculum, PSSA scores, and success in core curriculum courses.
  - b. Students who are in the 10<sup>th</sup> grade may participate in the program as long as the following criteria are met:  
  
Standardized test scores, Gifted Individual Education and Evaluation Reports, Guidance Counselor or School Psychologist recommendation regarding social maturity and academic readiness are submitted to the University admissions office prior to enrollment in college courses through Dual enrollment.
- C. In order to remain in this program, the student must maintain a university minimum cumulative grade point average (GPA) of 2.00 at PennWest.
- D. Upon receipt of an earned grade of D or lower in a dual enrolled course at PennWest, the student will discontinue with further dual enrollment courses until they re-take the same course and receive a grade of C or higher. Repeat exceptions must be approved through the Registrar's Office.
- E. The student while enrolled in any University course shall comply with its academic policies and requirements. However, the applicable academic policies/degree requirements in effect for the student will be as they exist at the time of the student's enrollment into the program.
- F. The student while enrolled in a University course shall comply with its discipline policies and requirements. These policies will be communicated through the online policy manual and course syllabus.
- G. School students will be given the option to attend dual enrollment entry level courses online. The course availability will be determined on a semester basis and provided to school administrators and school counselors.

#### 4. Courses offered

The following criteria apply to all courses covered by this Agreement:

- A. The courses are non-remedial.
- B. The courses fulfill General Education requirements.
- C. The courses, as offered to Dual enrollment students, are identical to those offered when Dual enrollment students are not enrolled, including the use of an identical curriculum, assessments and instructional materials.
- D. The courses enforce prerequisite coursework requirements identical to those enforced for the courses when Dual enrollment students are not enrolled.
- E. The courses shall be offered in accordance with the terms of this Agreement and Article XVI-B of the Public School Code.
- F. Courses offered must appear in the University catalog.

Courses shall be offered in accordance with the terms of this Agreement and Article XVI-B of the Public School Code.

Location: Online.

Instructor: To be determined based on course availability.

Secondary courses/graduation requirement equivalent:

- A. Students may take a maximum of 1 course per term (1 in fall; 1 in spring and 1 in the summer term). Summer I and Winter session courses are not applicable to Dual Enrollment. Students may submit a request, in writing, an exception to this requirement.
- B. Total approved per credit: \$100
- C. School will cover the following costs for any student enrolled in dual enrollment: :
  - a. Tuition:
  - b. Fees: Including their tuition tech fee and transcript fee (if transcript is needed)
  - c. Books: Cost varies by semester and course



## **5. Student Courses/Credit**

Students will not be allowed to enroll in more than 3 courses through Dual enrollment per academic year.

In order to successfully complete a course listed in this Agreement, students must earn a minimum grade point average of 2.0 in each course.

The School may award credit for and recognize courses that are successfully completed under this Agreement as fulfilling graduation requirements.

The University will award postsecondary credit to students who successfully complete courses identified in this Agreement. The University will transcript this credit in a manner similar to other students who take a course at this institution. If a Dual enrollment student becomes a regularly enrolled student at the University following graduation from secondary school, the University shall recognize those credits as applying to the student's degree requirements as it would for any regularly enrolled postsecondary student who took the courses.

## **6. Promotional material**

Both the University and the School agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures for Dual enrollment to parents and students.

## **7. Additional Administrative Responsibilities**

The following will be responsible for the tasks listed below:

- A. Registration: School administration in cooperation with the University.
  - a. Student will have course listed on their schedule at School.
  - b. Student will be simultaneously registered at the University.
- B. Record Keeping: The University will maintain records during each year students enroll directly at the University.
  - a. Number of students applied, accepted, and enrolled
  - b. Courses taken
- C. Fiscal Transactions: Student invoicing for tuition and fees will consist of a process involving the University, and School. School will receive an invoice and will work directly with the University to process any required payments.
- D. The University will provide students with information on how to access academic support for Dual enrollment classes.
- E. The University will provide library privileges to Dual enrolled students.

- F. The University will require signed releases from the students to provide grades to the home school and parent.
- G. University course instructors shall acquire all required background checks pursuant to Pennsylvania and federal law, including but not necessarily limited to: (1) criminal history record information report from the Pennsylvania State Police; (2) a child abuse certification from the Pennsylvania Department of Human Services; and (3) a federal history record information report obtained by submitting a full set of fingerprints to the FBI, as so required by Act 153 of 2014 and Act 15 of 2015 and any other applicable law.
- H. University course instructors shall not be considered to be employees or independent contractors of the School by virtue of their involvement with the program.
- I. In the event a student with an I.E.P. or Section 504 plan, the School's Director of Pupil Services and the University's Office of Accessibility Services will coordinate necessary accommodations.

## **8. FERPA**

Both institutions recognize that they are bound to comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) in the administration of student records and personal information for individuals enrolled in their institutions through this Agreement.

## **9. Notification of Communication**

The University will regularly communicate regarding changes to admission and candidacy requirements, curriculum requisites, third party standards for accreditation and licensure, as well as any other relevant issues. Both institutions agree to communicate the conditions of this agreement to their respective stakeholders, external and internal. In addition to the ongoing responsibilities for notification, communication and cooperation established herein, the University will review this agreement every academic year and will make reasonable adjustments and amendments as deemed appropriate for the improvement of the transfer process and student matriculation to graduation.

## **10. Applicable Law**

The laws of the Commonwealth of Pennsylvania shall govern this Agreement.

## **11. Liability and Insurance**

Neither of the Institutions shall assume any liabilities to each other, except as specifically stated in this Agreement. As to liability for damage, injuries or death to persons, or damages to property, the Institutions do not waive any defense as a result of entering into this Agreement unless such a waiver is expressly and clearly written into a part of this Agreement. This provision shall not be construed to limit the sovereign immunity of the

Commonwealth or of the Pennsylvania State System of Higher Education or the University.

The School understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance Program administered by the Bureau of Finance and Risk and Management of the Pennsylvania Department of General Services. This program covers Commonwealth/ University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Tort Claims Act, 42 Pa. C.S.A. §§ 8521, et seq.

## 12. Notice

In the event of breach or suit, the following will be served with notice via first class mail or overnight commercial carrier:

### **IU/School:**

President, Board of School Directors  
Pennsylvania Distance Learning Charter School  
2605 Nicholson Road, Suite 4100  
Sewickley, PA 15143

### **PennWest University:**

Legal Notices: Vice President of Finance  
PennWest University  
250 University Ave.  
California, PA 15419

Programmatic  
Notices: Office of the Provost  
PennWest University  
250 University Ave.  
California, PA 15419

## 13. Force Majeure

Neither institution shall have liability for any failure to perform or delay in performance due to any circumstance beyond its reasonable control, such as but not limited to fire, flood, work stoppage or strikes, loss of the use of a building or buildings due to construction or maintenance problems, acts of God and the like.

**14. Accreditations**

Implementation and interpretation of this agreement will be consistent with applicable and mandatory policies and procedures established by the appropriate accreditation bodies, the United States Department of Education, and other agencies that have jurisdiction over the operation of either institution. Both institutions shall maintain their respective individual accreditation and this agreement shall be binding only so long as that accreditation is maintained by both parties. Both agree to notify the other in the event of changes to their accreditations.

**15. Termination Provision**

This Agreement shall be effective upon execution by both parties and all necessary Commonwealth officials. Either party may terminate this Agreement for any reason with ninety (90) days written notice. Either party may terminate this Agreement in the event of substantial breach. Should the School or the University terminate this Agreement, all students enrolled under the Agreement at the time of termination, may continue under the terms of this Agreement to complete their registered classes.

**16. Modification**

This Agreement shall only be modified in writing with the same formality as the original Agreement.

**17. Relationship**

The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.

**18. Third Party Beneficiaries**

This agreement is not a third party beneficiary contract and confers no rights upon any students or employees of the parties.

**19. Non-Discrimination**

The Parties agree to continue their respective policies of nondiscrimination based on Applicable Law, including Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and the Americans with Disabilities Act. The School agrees to cooperate with the University in any investigation of an allegation of discrimination and to report any known incident in which the University Student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment to the University.

**20. Binding Signatures**

For the purpose of this Agreement, a copy of the party's original signature shall be considered to be an original signature; and as such shall be sufficient to bind such parties.

**21. Entire Agreement**

This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

## Signature Page

For the School:



August 2, 20-23

\_\_\_\_\_  
Mr. John Marous  
President, Board of School Directors  
Pennsylvania Distance Learning Charter School

\_\_\_\_\_  
Date

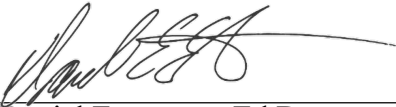


8-2-23

\_\_\_\_\_  
Dr. Michael Leiterra  
Chief Executive Officer  
Pennsylvania Distance Learning Charter School

\_\_\_\_\_  
Date

For PennWest University:



8/3/2023

\_\_\_\_\_  
Daniel Engstrom, Ed.D.  
Interim Provost and Vice President for  
Academic Affairs

\_\_\_\_\_  
Date

Approved as to Form & Legality:

\_\_\_\_\_  
University Legal Counsel

# Board Affirmation Statement

## LEA Name

Address 123 Street, City Town, PA 12345

The purpose of this document is for the President of the governing board to affirm that the annual report information is accurate.

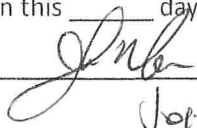
### Steps to Complete this Section:

Note: Individual signatures required for each section.

1. Signature of President of the governing board and date signed for each section.
2. Upload Board Affirmation document which includes the Board President's signature and date signed.

## Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

Affirmed on this 21<sup>st</sup> day of July, 2024  
By:  (Signature of Board President)  
Jolita Andrews (Print Name)  
PRESIDENT Board of Trustees

## Charter School Law Affirmation


Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 22<sup>nd</sup> day of July, 2024

By:  (Signature of Board President)

Jerald M. Brown (Print Name)

PRESIDENT Board of Trustees



## Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

Affirmed on this 22<sup>nd</sup> day of July, 2024

By: \_\_\_\_\_ (Signature of Board President)

John Marcus (Print Name)

PRESIDENT Board of Trustees

## Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this 22<sup>nd</sup> day of July, 2024

By: \_\_\_\_\_ (Signature of Board President)

John Marcus (Print Name)

PRESIDENT Board of Trustees

## Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed on this 22<sup>nd</sup> day of July, 2024

By: \_\_\_\_\_ (Signature of Board President)

Joseph M. Brown (Print Name)

PRESIDENT Board of Trustees

# Identification of Students with Specific Learning Disabilities using Response to Intervention Assurances/Affirmation

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 22<sup>nd</sup> day of July, 2024

By: \_\_\_\_\_ (Signature of Board President)

John M. Brown (Print Name)

PRESIDENT Board of Trustees

1. Die folgenden Aussagen sind wahr (W) oder falsch (F). Begründen Sie Ihre Antworten mit einer kurzen Begründung!

Benutzen Sie die folgenden Aussagen zur Lösung der Aufgaben! (Logik der Aussagenlogik)