

**PENNSYLVANIA VIRTUAL CS**

Charter School Annual Report | 2023 - 2024

## School Profile

**LEA Name**

Pennsylvania Virtual CS

**AUN**

123460001

**Address 1**

630 Park Avenue

**Address 2****City**

King of Prussia

**State**

PA

**Zip Code**

19406

**Chief Administrator Name**

Dr Debra Heath-Thornton

**Chief Administrator Email**

dheath@pavcsk12.org

**Chief Administrator Phone**

(484) 680-7772

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

Mr. Steve Schutt

**Principal Email**

sschutt@pavcsk12.org

**Principal Phone**

(484) 680-7770

**Extension**

---

**Principal Name**

Mr. Richard Verga

**Principal Email**

rverga@pavcsk12.org

**Principal Phone**

(484) 680-7893

**Extension****Principal Name**

Ms. Laura Matjasic

**Principal Email**

lmatjasic@pavcsk12.org

**Principal Phone**

(484) 680-7867

**Extension**

**Principal Name**

Mrs. Diana Perney

**Principal Email**

dperney@pavcsk12.org

**Principal Phone**

(484) 680-7888

**Extension**

**Principal Name**

Mr. Jason Fitzpatrick

**Principal Email**

jfitzpatrick@pavcsk12.org

**Principal Phone**

(484) 680-7729

**Extension**

**Authorizing District(s)**

Cyber Charter - PDE is Authorizing Entity (CHECKED)

**Upload Current Charter (PDF only)**

Submitted Charter Application 2015.pdf

Pennsylvania Virtual Charter School Renewal Application Decision.pdf

## Governance and Staff

### Board of Trustees Members

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

### Explanation of Board of Trustees Changes

Addition of 1 new Board Member - as of August 2023

### Board of Trustees Meeting Schedule

Location	Date	Time
<a href="https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09">https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09</a>	2023-08-21	6:30PM
<a href="https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09">https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09</a>	2023-10-21	1:30PM
<a href="https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09">https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09</a>	2023-12-04	6:30PM
<a href="https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09">https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09</a>	2024-02-26	6:30PM
<a href="https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09">https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09</a>	2024-04-05	12:00PM

https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09	2024-04-27	1:30PM
https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09	2024-05-20	6:30PM
https://zoom.us/j/98119491580?pwd=VnBUajNlOVbHUTY0RmJzbitjWTVMdz09	2024-06-25	6:30PM

**Upload Board Minutes**

Approved BoT\_Minutes\_21Aug23.pdf

Approved BoT\_Minutes\_21Oct23.pdf

Approved BoT\_Minutes\_04Dec23.pdf

Approved BoT\_Meeting\_Minutes\_26Feb24.pdf

BOT\_Meeting Minutes-Approved 05Apr24.pdf

BOT\_Meeting Minutes\_Aproved 27Apr24.pdf

BOT\_Meeting\_Minutes\_Aproved 20May24.pdf

BOT Meeting Minutes - DRAFT\_June 25, 2024 (1).pdf

**Leadership Team**

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

Mrs. Sherri Tate	Human Resource Officer	
Ms. Kinet Becker	Director of Special Education	
Mr. Rick Verga	Principal	
Mr. Steve Schutt	Principal	
Ms. Laura Matjasic	Principal	
Mr. Jason Fitzpatrick	Principal	
Mrs. Diana Perney	Principal	
Mr. Douglas Wessels	Other	
Mrs. Vicki Andrews-Gilmore	Other	
Mrs. Jennifer Brodhag	Other	

Mr. Chris Gilligan	Other	
Dr. Damon Key	Other	
Mr. Sheik Meah	Other	
Ms. Jamie Shedd	Other	
Mrs. Stefanie Solimine	Other	
Ms. Maureen Weinberger	Other	
Mr. Nate Achey	Other	
Melissa Alcaro	Assistant Principal	
Ms. Christine Gallagher	Assistant Principal	
Ms. Emily Sullivan	Assistant Principal	
Dr. Anjleke Leon	Assistant Principal	



Ms. Bethany Dombach	Assistant Principal	
Mr. Casey Wernick	Assistant Principal	
Mr. Charles Tranter	Assistant Principal	
Mr. Louis Rocchini	Assistant Principal	
Regina Kubica	Assistant Principal	
Ms. Natasha Dukes	Business Manager	(CHECKED)

**Explanation of Leadership Changes**

Addition of Natasha Dukes, Assistant Director of Finance. Elimination of (3) Four Assistant Principals - (1) One Elementary School Assistant Principal, (1) One Middle School Assistant Principal and (1) High School Assistant Principal

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

PDE 414 - PA Virtual 23-24 SY\_f76484eb.pdf

**Quality of Teaching and Other Staff**

	# of Staff	# of Staff	# of Staff	# of Staff	# of Staff	# of Staff
--	------------	------------	------------	------------	------------	------------

	<b>per Category</b>	<b>Appropriately Certified</b>	<b>Promoted</b>	<b>Transferred</b>	<b>Terminated</b>	<b>Contracted for Following Year</b>
<b>Chief Executive Officer</b>	1	1	0	0	0	1
<b>Chief Administrative Officer</b>	1	1	0	0	0	1
<b>Principal</b>	5	5	0	1	0	4
<b>Assistant Principal</b>	13	13	0	0	3	10
<b>Classroom Teacher (including Master Teachers)</b>	125	125	0	1	6	118
<b>Specialty Teacher (including Master Teachers)</b>	38	38	1	0	2	37
<b>Special Education Teacher (including Master Teachers)</b>	37	37	0	0	1	36
<b>Special Education Coordinator</b>	3	3	0	0	0	3
<b>Counselor</b>	10	10	0	0	0	10
<b>Psychologist</b>	4	4	0	0	0	4
<b>School Nurse</b>	4	4	0	0	00	4
<b>IT Director</b>	1	0	0	0	0	1

<b>Business Administrator</b>	1	0	0	0	0	1
<b>ISD, Curriculum Developers, Tech Support</b>	1	0	0	0	0	1
<b>HR Manager</b>	1	0	0	0	0	1
<b>Student Support Manager, Facilities Manager</b>	2	0	0	0	0	2
<b>Business Office, Administrative Support Staff, Teaching Assistants</b>	14	0	0	0	1	13
<b>Other</b>	13	13	1			14
<b>Totals</b>	274	254	2	2	13	261

### **Explanation of Substantial Differences**

Due to a curtailment of programming, one Assistant Principal from each program (3) and three (3) teachers were eliminated at the end of the 23-24 SY. The remaining terminations were in-year resignations; which is minimal. Additionally, there are two (2) staff transferring to another position to start the 24-25 SY. The High School Principal is transferring to the Director of Career Services position to expand and grow our Career program. And, one Elementary Teacher is moving to the New Student Orientation team to help acclimate new students to the school and support them throughout the year with various instructional duties.

## **Fiscal Matters**

### **Major Fundraising Activities**

N/A

### **Fiscal Solvency Policies**

For the current fiscal year, there have been no modifications to the existing policies and procedures aimed at ensuring and overseeing fiscal stability. The procedures currently in place to guarantee and monitor fiscal solvency commence with the annual budgeting process. As stipulated by the By-Laws of Pennsylvania Virtual Charter School (PA Virtual) and in alignment with the Pennsylvania Department of Education's Manual of Accounting and Financial Reporting for Pennsylvania (PDE-MAFRP), the annual budget is submitted for approval to the Board of Trustees (BoT) annually. PA Virtual adheres to the guidelines outlined in Act 14 and detailed in the PDE Manual of Accounting and Financial Reporting for Pennsylvania (MAFRP) during the formulation of its annual budget. Act 14 outlines a comprehensive budget cycle encompassing planning, preparation, adoption, implementation, and evaluation stages. The budget is developed with input from all sectors of the organization. Following meticulous examination and deliberation, the proposed budget is presented to the Finance Committee of the Board of Trustees for review before being forwarded to the entire BoT. Subsequent to public notification, in accordance with procedures outlined by PDE-MAFRP and Act 14, the BoT endorses the budget at a public session scheduled in June of each fiscal year. In addition to the aforementioned budgeting process, the protocols for overseeing fiscal solvency incorporate financial reporting to the PA Virtual BoT, as mandated by the institution's Financial Accounting Policy. PA Virtual's Financial Accounting Policy dictates that the Chief Financial Officer furnishes an updated financial reports package to the Finance Committee ahead of regularly scheduled BoT gatherings. The financial report package undergoes a thorough examination by the Finance Committee before being disseminated to the entire BoT. This compilation of financial reports comprises an executive summary, balance sheet, income statement, income statement forecast, and other pertinent reports as required. Subsequent to the Finance Committee's detailed scrutiny, the financial statements are presented at a public board meeting, accompanied by a recommendation from the BoT's Finance Committee to either accept or reject the presented financial statements. Following deliberation, the BoT then proceeds to formally accept or reject the financial statements during the public session..

### **Accounting System**

No modifications have been implemented to our accounting system..

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

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

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

PA Virtual CS FS 063023.pdf

**Financial Audit Basics**

**Audit Firm**

Barbacane Thornton and Company

**Date of Last Audit**

2024-04-30

**Fiscal Year Last Audited**

2022-2023

**Explanation of the Report**

Please reference the audit report.

**Upload Financial Audit Document(s)**

PA Virtual CS FS 063023.pdf

**Financial Audit Citations**

<b>Financial Audit Citations Description</b>	<b>Response</b>
Federal Awards Reporting Finding	We have established policies and procedures to establish internal controls for federal grant reporting, ensuring timely submission of future reports.

**Federal Programs Consolidated Review**

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

Yes

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

123460001\_CAVLetter\_31402225\_Program.pdf

123460001\_CAVLetter\_77990360\_Fiscal.pdf

**Title I Status**

Yes

**Title I First Year Status**

No

**Date of Last Federal Programs Consolidated Review**

2024-05-20

**School Years Reviewed**

2023-2024

**Federal Programs Consolidated Review Report**

123460001\_Assessment\_75547427\_Consolidated Program Review 2023-2024.pdf

123460001\_Assessment\_49210758\_Consolidated Fiscal Review 2023-2024.pdf

**Consolidated Review/Annual Report**

See attached.

**Federal Programs Consolidated Review Citations**

Findings	Corrective Action(s) Taken
1. The LEA will submit a Conflict of Interest Policy. 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. 3. TII 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	1. Board Policy updated 2. Title I Parent Meeting will be held 9/9/24 3. TII Include roles of invited parties on meeting documentation, develop process for sharing all meeting info for participants who cannot attend live to give input. 4. TIV Include roles of invited parties on meeting documentation, develop process for sharing all meeting info for participants who cannot attend live to give input. 5. New needs assessment completed as part of 2024 Comprehensive Plan 6. Title I Parent Meeting will be held 9/9/24 7. Per Monitor comments, will submit a more detailed description of each session in the calendar of

requirement did not occur prior to submitting the 2024-25 Consolidated application, LEAs can include a plan to address this requirement. 4. TIV 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. 5. The LEA will submit a copy of the comprehensive needs assessment used to inform decisions on how Title IVA funds were used at the district and/or school level. LEAs should submit a copy of their Comprehensive Plan in the FRCPP, if it discusses the current needs for Title IVA funds. 6. The LEA will submit the updated school-parent compact, agendas and sign in sheets to demonstrate it was updated with parent and family input, and the method of distribution for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action. 7. The LEA will submit copies of meeting/workshop invitations, sign in sheets and agendas or materials that were provided to parents to help them understand the State's academic content standards and student academic achievement standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve student achievement for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action.

events.

## Special Education

### Special Education Support Services

<b>Position Title</b>	<b>Building(s) Name and Location for Charter Schools</b>	<b>Caseload</b>	<b>Low Age</b>	<b>High Age</b>
Director of Special Education	PA Virtual Charter School	0	5	21
Assistant Director of Special Education Support Services and Compliance Monitoring	PA Virtual Charter School	0	5	21
Assistant Director of Special Education	PA Virtual Charter School	0	5	21
Special Education Program Specialist	PA Virtual Charter School	0	5	21
Special Education Instructional Coordinator	PA Virtual Charter School	0	5	10
Special Education Instructional Coordinator	PA Virtual Charter School	0	11	15
Special Education Instructional Coordinator	PA Virtual Charter School	0	15	21
Special Education Instructional Coordinator	PA Virtual Charter School	0	5	21
Special Education Support Services Coordinator	PA Virtual Charter School	0	5	13
Special Education Support Services Coordinator	PA Virtual Charter School	0	11	14
Special Education Support Services Coordinator	PA Virtual Charter School	0	12	17



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

### Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
AOT, Inc.	.7	Outside Contractor	1
Attain Therapy, LLC dba Boost Therapy	12.98	Outside Contractor	43
Behavior By Design, LLC	1.85	Outside Contractor	1
Conneting the Pieces, LLC	1.94	Outside	4

		Contractor	
Ellingsen & Associates, Inc.	256.47	Outside Contractor	288
Fick Educational Services, LLC	3.05	Outside Contractor	5
Hopkins Education Resource Services, Inc. dba Tutordoctor	2.23	Outside Contractor	2
Humanus Corporation	.69	Outside Contractor	1
LETS Therapy	.47	Outside Contractor	1
Liberty Therapy Solutions, LLC	17.29	Outside Contractor	7
MTG Therapy Services, Inc.	4.40	Outside Contractor	1
Neurodiversity Consultants, LLC	28.26	Outside Contractor	1
Northwest Tri County IU 5	.12	Outside Contractor	1
Opening Doors Therapy	9.8	Outside Contractor	23
Patricia M. Scapellati dba My Philly Speech	1.38	Outside Contractor	2

TeleMental Health Network, LLC dba Virtual School Counselor Network	26.62	Outside Contractor	61
TeleVine Therapy	.29	Outside Contractor	2
The Hope Learning Center	3.22	Outside Contractor	6
Therapy Bridges, LLC	.46	Outside Contractor	1
Therapy House, LLC	1.85	Outside Contractor	2
Therapy Source	67.78	Outside Contractor	43
US Healthcare Services, LLC	9.23	Outside Contractor	1
Valley Family Therapeutics	.92	Outside Contractor	1

**Special Education Cyclical Monitoring**

**Date of Last Special Education Cyclical Monitoring**

2022-05-22

**Upload Link to Report (Optional)**

**Special Education Cyclical Monitoring Report**

PA Virtual Charter School CMCI and Closeout.pdf

## Administrative Procedures for Internal Controls of IEP Development

IEP Paperwork Record Keeping & Filing Procedure- Revised 08-10-2023.pdf

### Special Education Personnel Development

#### Autism

Description of Training			
PASA Online Training			
Lead Person/Position			Year of Training
Diana Perney, Director of Onboarding and Professional Development			2023
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	3	PA Virtual Charter School	Staff Members

---

#### Training Date Complete

2023-12-12

PASA Online Training Agenda 11.29.23.pdf

PASA Online Training Attendance 11.29.23.pdf

#### BehaviorSupport

Description of Training			
AI Tying it all Together			
Lead Person/Position			Year of Training
Kinet Becker/Director of Special Education			2024
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	PA Virtual Charter School	Staff Members

---

#### Training Date Complete

2024-02-21

AI Tying it altogether Agenda 2.21.24.pdf

AI Tying it altogether Attendance 2.21.24.pdf

**Training Date Complete**

2024-04-26

Understanding Test Results Agenda 04.26.2024.pdf

Understand Test Results Attendance 04.26.24.pdf

**Paraprofessional**

Training not offered.

**Transition**

Description of Training			
OVR			
Lead Person/Position		Year of Training	
Angelica Webster/Early Reach Counselor OVR		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	OVR	Parents and Students

**Training Date Complete**

2023-09-20

OVR Agenda 9.20.23.pdf

OVR Attendance 9.20.23.pdf

**ScienceofLiteracy**

Description of Training			
Learning Ally			
Lead Person/Position		Year of Training	
Vicki Andrews/Director of Divesity, Equity and Inclusion		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	PA Virtual Charter School	Staff Members

**Training Date Complete**

2023-10-27

Learning Ally PD Agenda 10.27.2023.pdf

Learning Ally Attendance 10.27.2023.pdf

**Training Date Complete**

2023-08-23

Reading Horizons PD Agenda 8.23.2023.pdf

Reading Horizons Attendance 08232023.pdf

**Training Date Complete**

2023-10-20

Reading Horizons PD Agenda 10.20.2023.pdf

Reading Horizons Attendance 10.20.2023.pdf

**Training Date Complete**

2023-09-21

Unique Learning System Kick-Off Agenda 9.21.23.pdf

Unique Learning Attendance 9.21.23.pdf

**Training Date Complete**

2023-10-20

Implementing Effective Instruction Agenda 10.20.23.pdf

Implementing Effective Instruc Attendance 10.20.23.pdf

**Training Date Complete**

2024-01-05

Instructional Planning Agenda 1.5.24.pdf

Instructional Planning Attendance 1.5.24.pdf

**Training Date Complete**

2024-02-02

Using Data for Planning and Monitoring Agenda 2.2.24.pdf

Using Data for planning Attendance 2.2.24.pdf

**Parent Training**

<b>Description of Training</b>			
SDI			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jennifer Watson/Instructional Coordinator		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Who Participated (Audience)</b>
.50	1	PA Virtual Charter School	Parents

**Training Date Complete**

2023-09-27

SDI Agenda 9.27.23.pdf

SDI Attendance 9.27.23.pdf

**Training Date Complete**

2023-10-25

Social Skills Agenda 10.25.23.pdf

Social Skills Attendance 10.25.23.pdf

**Training Date Complete**

2023-11-29

Understanding Eval Assess Agenda 11.29.23.pdf

Understanding Eval Assess Attendance 11.29.23.pdf

**Training Date Complete**

2023-12-13

At home Sensory Strategies Agenda 12.13.23.pdf

At home Sensory Strategies Attendance 12.13.23.pdf

**Training Date Complete**

2024-01-31

Locating State & County Resources Agenda 1.31.24.pdf

Locating State and County Resources Attendance 1.31.24.pdf

**Training Date Complete**

2024-02-28

Activities Working Memory & Processing Speed Agenda 2.28.24.pdf

Activities Working Memory & Processing Speed Attendance 2.28.24.pdf

**Training Date Complete**

2024-03-20

Utilizing Free AT Agenda 3.20.24.pdf

Utilizing Free AT Attendance 3.20.24.pdf

**IEPDevelopment**

<b>Description of Training</b>			
PWN for RR and Request to Consent			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Kinet Becker/Director of Special Education		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Who Participated (Audience)</b>
1.0	1	PA Virtual Charter School	Staff Members

**Training Date Complete**

2023-09-22

PWN for RR and Request to Consent Aganda 09.22.2023.pdf

PWN for RR Attendance 09.22.2023.pdf

**Training Date Complete**

2023-10-06

Progress Monitoring Agenda 10.6.2023.pdf

Progress Monitoring Attendance 10.06.2023.pdf

**Training Date Complete**

2024-02-23

ESL Spec Ed paperwork Agenda 2.23.24.pdf

ESL Spec Ed paperwork Attendance 2.23.24.pdf

**Training Date Complete**

2024-01-26

Understanding Testing Results Agenda 1.26.2024.pdf

Understand Test Results Attendance 1.26.2024.pdf

**Training Date Complete**

2024-03-20

Teacher Input Training Agenda 03.20.24.pdf

Teacher Input Training Attendance 03.20.24.pdf

**Special Education Program Profile**

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
37	Elementary	Full-time (1.0)	07/01/2024 01:37 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<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>
		0.1



<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
36	Secondary	Full-time (1.0)	07/01/2024 01:35 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<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>
		0.16

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
	0.55

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
35	Secondary	Full-time (1.0)	07/01/2024 01:30 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.22

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	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>
34	Secondary	Full-time (1.0)	07/01/2024 01:07 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

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

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		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>
		0.7

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<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>
33	Secondary	Full-time (1.0)	07/01/2024 12:52 PM

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

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

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<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>
32	Secondary	Full-time (1.0)	07/01/2024 12:36 PM

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

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

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

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
31	Elementary	Full-time (1.0)	07/01/2024 12:32 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.22

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>



	0.04
--	------

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30	Elementary	Full-time (1.0)	07/01/2024 12:26 PM

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

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
29	Elementary	Full-time (1.0)	07/01/2024 12:11 PM

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

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		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 Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
28	Elementary	Full-time (1.0)	06/14/2024 11:42 AM

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

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

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

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

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

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

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

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

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
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>
	0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
27	Secondary	Full-time (1.0)	06/14/2024 10:55 AM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<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>
		0.16

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

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

Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

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

	0.12
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Secondary	Full-time (1.0)	06/14/2024 10:48 AM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2



<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Secondary	Full-time (1.0)	06/14/2024 10:43 AM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<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>
		0.24

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

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

School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
24	Secondary	Full-time (1.0)	06/13/2024 04:49 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		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>
		0.75

This individual has exceeded 1FTE

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
23	Secondary	Full-time (1.0)	06/13/2024 04:48 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

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

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

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<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>
22	Secondary	Full-time (1.0)	06/13/2024 04:43 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<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>
		0.24

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<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>
	0.2

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

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

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Secondary	Full-time (1.0)	06/13/2024 04:36 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		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>

	0.1
--	-----

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<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>
20	Secondary	Full-time (1.0)	06/13/2024 04:25 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3



<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
19	Secondary	Full-time (1.0)	06/13/2024 04:10 PM

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

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

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

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<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>
18	Secondary	Full-time (1.0)	06/13/2024 03:59 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

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

<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<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>
		0.75

This individual has exceeded 1FTE

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
17	Elementary	Full-time (1.0)	06/13/2024 03:53 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>

	0.1
--	-----

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Multiple	Full-time (1.0)	06/13/2024 03:45 PM

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

Itinerant (20% or Less)		56
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Caseload ages do not reflect student classroom placements. Students within instructional sessions are with same-aged peers.		0.86

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Secondary	Part-time (0.5)	06/13/2024 04:50 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

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

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 19
<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>
14	Secondary	Full-time (1.0)	06/13/2024 04:50 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	11	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.22	

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	8	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.4	

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 19
<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>
13	Secondary	Full-time (1.0)	06/13/2024 04:50 PM

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

School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<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>
12	Secondary	Full-time (1.0)	06/13/2024 04:50 PM

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



<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
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%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.55

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

<b>Building Name</b>	
Pennsylvania Virtual CS	
<b>Support Type</b>	
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>
11	Elementary	Full-time (1.0)	06/13/2024 04:50 PM

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

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

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

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

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

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
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	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
10	Secondary	Full-time (1.0)	06/13/2024 04:50 PM

<b>Building Name</b>
----------------------

Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

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

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

Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
9	Elementary	Full-time (1.0)	06/11/2024 04:40 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<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>
		0.14

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

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

<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 10
<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>
8	Elementary	Full-time (1.0)	06/11/2024 04:30 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	5	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	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 Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
7	Secondary	Full-time (1.0)	06/13/2024 04:01 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		15
<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>
		0.75

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

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	06/11/2024 04:18 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<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>
		0.16

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



Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
5	Multiple	Full-time (1.0)	06/13/2024 04:01 PM

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

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

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<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	Multiple	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<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>
		0.3

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

This individual has exceeded 1FTE

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
4	Secondary	Full-time (1.0)	06/11/2024 02:01 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<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>
		0.4

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
3	Secondary	Full-time (1.0)	06/11/2024 01:55 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

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

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

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<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>
		0.17

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
2	Secondary	Full-time (1.0)	06/13/2024 04:50 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

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

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Elementary	Full-time (1.0)	06/13/2024 04:50 PM

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
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	6 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Pennsylvania Virtual CS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.58



## Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Student Computer Chromebooks	630 Park Avenue - Administrative Office	1,145,454.00

### Facility Plans and Other Capital Needs

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

PA Virtual Charter School currently has no plans for future facility development.

### Memorandum of Understanding

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

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

PA Virtual\_UMTPD\_MOU\_CounterSigned\_041124.pdf

### Articulation Agreements

#### Partnering Institution

Temple University

#### Agreement Type

**Program/Course Area**

Undergraduate

**Upload Articulation Agreement**

Updated Temple MOU Feb 2024.pdf

## Management Survey

### Charter School Management Survey

**Charter School Name**

Pennsylvania Virtual CS

**Point of Contact Name**

Debra Heath-Thornton

**Point of Contact Telephone Number**

4846807772

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

dheath@pacvs.us

### Management Organization Information

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

No

## Signatures and Affirmations

### Upload Board Affirmation Statement

affirmation\_statement\_charterschool Annual Plan 2024.pdf

### Date of Approval

2024-07-15

## 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

Dr. Debra Heath-Thornton

## Charter School Law Affirmation

### Board President

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

### Chief Executive Officer

Dr. Debra Heath-Thornton

## Ethics Act Affirmation

### Board President

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

### Chief Executive Officer

Dr. Debra Heath-Thornton

## **Charter School Annual Background Check Affirmation**

### **Board President**

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

### **Chief Executive Officer**

Dr. Debra Heath-Thornton

## **Charter Annual Administrative Certification Affirmation**

### **Board President**

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

### **Chief Executive Officer**

Dr. Debra Heath-Thornton

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

### **Board President**

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

### **Chief Executive Officer**

Dr. Debra Heath-Thornton



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION

January 23, 2019

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

Dear Dr. Chandler,

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

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

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

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

Sincerely,



Pedro A. Rivera  
Secretary of Education

**PENNSYLVANIA DEPARTMENT OF EDUCATION**

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

**Decision to Renew Charter**

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

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


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

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

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



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



---

Pedro A. Rivera  
Secretary of Education

1/23/2019

---

Date Mailed

## APPENDIX A

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

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

Areas identified for examination by PA Virtual:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

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

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

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

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

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





## Board of Trustees Meeting Minutes

August 21, 2023 – 6:30 pm

<https://zoom.us/j/5926642005?pwd=dlQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

A. Call to order Meeting was called to order at 6:35pm

B. Pledge of Allegiance

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

C. Roll Call

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

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: C.S.

SM: B.S.

Action: 4-0

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

2. Public Comment (Agenda Items Only)

### 3. Reports to the Board

1. Motion to table the Financial Reports and statements until next meeting Be it resolved that the Board of Trustees hereby approves the motion to table the Financials until we reconvene.

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

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

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

### 4. Governance Committee A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: June 26, 2023.

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

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

### B. Approval of Bylaws

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

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

Name	Yes	No	N/A
------	-----	----	-----

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

C. Approval of Policies

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

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

- Qualifications & Appointments of Hearing Officers #1107
- Non Discrimination of Students & Title IX Policy #2802
- Anti-Discrimination and Complaint Policy #2803
- Gender Identity Information Change Policy #2903
- Special Education Policy #2401
- Homeless Student Policy #2703
- Translation and Interpretation Services Policy #2704
- Bloodborne Pathogens/ Exposure Policy #2831
- Family Educational Rights & Privacy Act (FERPA) Policy #2904
- Financial Administration Policy #3001
- Improper, Negligent, or Willful Damage to Computer, Printer, Monitor, and/or Other School Property #3202
- Mandated Reporter Policy #4104
- Translation Services Policy NEW
- Anti-Discrimination and Complaint Policy NEW

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

D. Approval of the 2023-2024 Student Handbook and Code of Conduct  
 Be it resolved that the Board of Trustees hereby approves the 2023-2024 Student Handbook and Code of Conduct, pending final review.

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

Name	Yes	No	N/A

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

Motion to table agenda item 4.E until we reconvene.

Be it resolved that the Board of Trustees hereby approves the motion to table the approval of the Charter Renewal Application until we reconvene.

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

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

E. Approval of Charter Renewal Application

Be it resolved that the Board of Trustees hereby approves the Resolution to submit the Charter Renewal application to PDE on or before September 30, 2023

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

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

F. Approval of Charter School Annual Report and TSI Title 1 School Plan 2023-2024

Be it resolved that the Board of Trustees hereby approves the Charter School Annual Report and the submission of the TSI Title 1 School Plan 2023-2024.

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

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

G. Election of Brenda Sachleben, Victor Valentine and Stephanie Hamel to the PA Virtual Board of Trustees.

Be it resolved that the Board of Trustees hereby elects Brenda Sachleben, Victor Valentine and Stephanie Hamel to the PA Virtual Board of Trustees for three-year terms effective August 21, 2023.

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

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

H. Election of Officers

Be it resolved that the Board of Trustees hereby elects the following as Officers for the PA Virtual Board of Trustees for the 2023-24 school year. MM: V.V. SM: B.S. Action: 5-0

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

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

Mr. Victor Valentine	x		
Ms. Stephanie Hamel	x		

I. Approval of Committee Membership

Be it resolved that the Board of Trustees hereby approves the following committee structure and membership for the 2023-2024 school year.

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

Committee	Chair	Member(s)
Finance	Victor Valentine	Dr. Debra Heath-Thornton; Melissa Paris
Governance and Nominating	Bonnie M. Schaefer	Dr. Debra Heath-Thornton; Brenda Sachleben
Human Resources	Sophia Lewis	Dr. Debra Heath-Thornton; Carl Schwartz

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

J. Motion was made to table Agenda items 5 A and B until we reconvene.

Be it resolved that the Board of Trustees hereby approves the motion to table agenda items

5. A. and B.

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

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

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through June 30 2023.

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

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

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

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

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

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

6. Human Resources Committee A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from June 21, 2023 to August 15, 2023.

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

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

Ms. Sophia Lewis			x
Mr. Victor Valentine	x		
Ms. Stephanie Hamel	x		

7. Other Action Items

- A. Be it resolved that the Board of Trustees hereby approves the motion to amend the agenda to add 5 new motions below.

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

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

- B. Motion to approve the Collective Bargaining Agreement

Be it resolved that the Board of Trustees hereby approves the motion to approve the Collective bargaining agreement September 1, 2023 - June 30, 2027 ratified on August 22, 2023.

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

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

- C. Motion approve the MOU for supplemental retroactive pay

Be it resolved that the Board of Trustees hereby approves the motion to approve the MOU for supplemental retroactive pay to teachers for retroactive pay from the beginning of the year and payments they will receive under the new Collective bargaining agreement.

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

Name	Yes	No	N/A
------	-----	----	-----



Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		
Ms. Stephanie Hamel			

D. Motion to approve the MOU regarding ESSR pay funds to the teachers  
 Be it resolved that the Board of Trustees hereby approves the motion to approve the MOU regarding ESSR pay to teachers.

MM: C.S.

SM: V.V

Action: 5-0

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

E. Motion to a staff adjustment in pay to align with the teachers adjustment  
 Be it resolved that the Board of Trustees hereby approves the motion to approve the staff adjustment to align with the teachers pay.

MM: B.S.

SM: C.S.

Action: 5-0

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

F. Motion to amend the Relocation Policy

Be it resolved that the Board of Trustees hereby approves the motion to approve the Relocation Policy.

MM: V.V.

SM: C.S.

Action: 5-0

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

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

9. Closing of Meeting

A. Next Meeting - Public Meeting is being held on October 21, 2023 at 1:30 p.m.

A. Motion to Recess the Meeting until we reconvene at a later date to discuss tabled agenda items until a future time in September.

MM: C.S.

SM: B.S.

Action: 4-0

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

C. Adjournment Time: 7:02 pm on September 18, 2023

MM: C.L

SM: V.V.

Action: 4-0

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

Mr. Victor Valentine	x		
Ms. Stephanie Hamel			x



---

Sophia Lewis, Secretary





## Board of Trustees Meeting Minutes October 21, 2023 – 1:30 pm

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

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

### 1. Meeting Opening

#### A. Call to order at 1:34 PM.

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

At approximately 1:38 pm Ms. Bonnie M. Schafer, Board Chair determined that there were not enough Trustees present for a quorum. Accordingly no business could be conducted.

Be it resolved that the Board adopts the agenda.

MM: SM: Action:

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

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

**3. Reports to the Board**

**A. Finance, IT, & OPS** (Melissa Paris, Chief Financial Officer)

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

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

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

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

**F. CEO Report** (Dr. Debra Heath-Thornton, CEO)

**4. Governance Committee**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees meeting: August 21, 2023.

MM: SM: Action:

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

Ms. Sophia Lewis			
Ms. Stephanie Hamel			

**5. Finance Committee**

**A. Approval of Financial Statements**

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

MM: SM: Action:

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

**6. Human Resources Committee**

**A. Approval of Personnel Report**

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from August 16, through October 11, 2023.

MM: SM: Action:

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

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

**8. Closing of Meeting**

**A. Next Meeting - Public Meeting is being held on December 11, 2023 at 6:30 p.m.**

**B. Adjournment Time:**

MM: SM: Action:

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



---





Sophia Lewis, Secretary



<b>Title</b>	BOT Meeting Minutes - October 21, 2023
<b>File name</b>	BOT Meeting Minut...o be signed .docx
<b>Document ID</b>	2e296f7710a737bb29a861b9b028b07af325e18d
<b>Audit trail date format</b>	MM / DD / YYYY
<b>Status</b>	● Signed

---

### Document History

 <small>SENT</small>	<b>12 / 06 / 2023</b> 20:11:50 UTC	Sent for signature to Sophie Lewis (sophialewis7@hotmail.com) from jpufko@pavcsk12.org IP: 74.109.1.10
 <small>VIEWED</small>	<b>12 / 06 / 2023</b> 20:46:40 UTC	Viewed by Sophie Lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
 <small>SIGNED</small>	<b>12 / 06 / 2023</b> 20:46:55 UTC	Signed by Sophie Lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
 <small>COMPLETED</small>	<b>12 / 06 / 2023</b> 20:46:55 UTC	The document has been completed.



## Board of Trustees Meeting Minutes December 4, 2023 – 6:30 pm

<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

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

### 1. Meeting Opening

#### A. Call to order

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

#### B. Pledge of Allegiance

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

#### C. Swearing in of Sophia Lewis

#### D. Roll Call

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

#### E. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

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

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

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

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

**3. Reports to the Board**

**A. Finance, IT, & OPS** (Melissa Paris, Chief Financial Officer)

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

**C. Human Resources, Marketing, and Enrollment** (Sheik Meah, for Chief Human Resources & Marketing Officer)

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

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

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

**4. Governance Committee**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: August 21, 2023 and October 21, 2023.

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

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

**B. Approval of Policies**

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

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

- Evaluation & Reevaluation Policy #2403
- Disciplinary Exclusions of Special Education Students Policy #2406
- Educational Assessment Policy #2601
- Employee Responsibility for Student Welfare Policy #4102

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

## 5. Finance Committee

### A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through October 2023.

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

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

## 6. Human Resources Committee

### A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from August 16th through November 16th of 2023.

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

Name	Yes	No	N/A
------	-----	----	-----

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		
Ms. Stephanie Hamel	x		

**7. Other Action Items**

**A. Approval of the 2024-25 Student Handbook and Code of Conduct**

Be it resolved that the Board of Trustees hereby approves the 2024-2025 Student Handbook and Code of Conduct pending final review.

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

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

**B. Approval of the 2024-2025 Academic, Staff and Board of Trustees Meeting Calendars**

Be it resolved that the Board of Trustees hereby approves the 2024-2025 Academic, Staff and Board of Trustees calendars.

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

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

**C. Approval of Resolution Regarding Confidential Settlement Agreement and Release**

Be it resolved that the Board of Trustees hereby approves the Resolution regarding the Confidential Settlement Agreement and Release in the matter of File No. 319-22.

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

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

**D. Approval of Board of Trustees Student Discipline Hearing Officers**

Be it resolved that the Board of Trustees hereby approves the Student Discipline Hearing Officers.

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

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

**E. Approval to Retain Barbacane Thornton and Company**

Be it resolved that the Board of Trustees hereby approves the engagement of Barbacane Thornton & Company to perform the schools 2022-23 audit and AFR filing.

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

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

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

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

**9. Closing of Meeting**

**A. Next Meeting - Public Meeting is being held on February 26, 2024 at 6:30 p.m.**

**B. Adjournment Time: 7:41**

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

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




---





Sophia Lewis, Secretary

---

Title	BOT Meeting Minutes 04Dec2023
File name	BOT Meeting Minut...to be signed.docx
Document ID	bea2bc5b827e76eddec3a7ed2be08d40568aa89
Audit trail date format	MM / DD / YYYY
Status	● Signed

---

### Document History

 SENT	<b>02 / 28 / 2024</b> 20:56:07 UTC	Sent for signature to Sophie Lewis (sophialewis7@hotmail.com) from jpufko@pavcsk12.org IP: 71.242.86.136
 VIEWED	<b>02 / 28 / 2024</b> 21:32:01 UTC	Viewed by Sophie Lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
 SIGNED	<b>02 / 28 / 2024</b> 21:32:40 UTC	Signed by Sophie Lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
 COMPLETED	<b>02 / 28 / 2024</b> 21:32:40 UTC	The document has been completed.





## Board of Trustees Meeting Minutes December 4, 2023 – 6:30 pm

<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

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

### 1. Meeting Opening

#### A. Call to order

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

#### B. Pledge of Allegiance

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

#### C. Swearing in of Sophia Lewis

#### D. Roll Call

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

#### E. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

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

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

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

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

**3. Reports to the Board**

**A. Finance, IT, & OPS** (Melissa Paris, Chief Financial Officer)

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

**C. Human Resources, Marketing, and Enrollment** (Sheik Meah, for Chief Human Resources & Marketing Officer)

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

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

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

**4. Governance Committee**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: August 21, 2023 and October 21, 2023.

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

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

**B. Approval of Policies**

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

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

- Evaluation & Reevaluation Policy #2403
- Disciplinary Exclusions of Special Education Students Policy #2406
- Educational Assessment Policy #2601
- Employee Responsibility for Student Welfare Policy #4102

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

## 5. Finance Committee

### A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through October 2023.

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

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

## 6. Human Resources Committee

### A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from August 16th through November 16th of 2023.

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

Name	Yes	No	N/A
------	-----	----	-----

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		
Ms. Stephanie Hamel	x		

**7. Other Action Items**

**A. Approval of the 2024-25 Student Handbook and Code of Conduct**

Be it resolved that the Board of Trustees hereby approves the 2024-2025 Student Handbook and Code of Conduct pending final review.

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

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

**B. Approval of the 2024-2025 Academic, Staff and Board of Trustees Meeting Calendars**

Be it resolved that the Board of Trustees hereby approves the 2024-2025 Academic, Staff and Board of Trustees calendars.

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

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

**C. Approval of Resolution Regarding Confidential Settlement Agreement and Release**

Be it resolved that the Board of Trustees hereby approves the Resolution regarding the Confidential Settlement Agreement and Release in the matter of File No. 319-22.

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

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

**D. Approval of Board of Trustees Student Discipline Hearing Officers**

Be it resolved that the Board of Trustees hereby approves the Student Discipline Hearing Officers.

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

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

**E. Approval to Retain Barbacane Thornton and Company**

Be it resolved that the Board of Trustees hereby approves the engagement of Barbacane Thornton & Company to perform the schools 2022-23 audit and AFR filing.

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

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

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

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

**9. Closing of Meeting**

**A. Next Meeting - Public Meeting is being held on February 26, 2024 at 6:30 p.m.**

**B. Adjournment Time: 7:41**

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

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




---





Sophia Lewis, Secretary

---

Title	BOT Meeting Minutes 04Dec2023
File name	BOT Meeting Minut...to be signed.docx
Document ID	bea2bc5b827e76eddec3a7ed2be08d40568aa89
Audit trail date format	MM / DD / YYYY
Status	● Signed

---

### Document History

 SENT	<b>02 / 28 / 2024</b> 20:56:07 UTC	Sent for signature to Sophie Lewis (sophialewis7@hotmail.com) from jpufko@pavcsk12.org IP: 71.242.86.136
 VIEWED	<b>02 / 28 / 2024</b> 21:32:01 UTC	Viewed by Sophie Lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
 SIGNED	<b>02 / 28 / 2024</b> 21:32:40 UTC	Signed by Sophie Lewis (sophialewis7@hotmail.com) IP: 76.98.47.93
 COMPLETED	<b>02 / 28 / 2024</b> 21:32:40 UTC	The document has been completed.



## Special Call Board of Trustees Meeting Minutes April 05 , 2024 – 12:00 pm

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

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Passcode: 590210719

### 1. Meeting Opening

#### A. Call to order

The meeting will be called to order at 12:04 pm. by Board Chair, Bonnie M. Schaefer.

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM:C.S.

SM: S.H.

Action: 5-0

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

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



**3. Approval of Independent Auditors Report from Barbacane Thornton and Company LLC for FY 22-23**

Be it resolved that the Board of Trustees hereby accepts the Independent Auditor's Annual Audit for FY 22-23.

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

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

**4. Approval of Policies**

**Motion to change the agenda to read that Lending of Equipment and Books and contracted services will be reviewed at our next meeting.**

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

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

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

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

- 3024 Anti-Fraud
- 3205 Breach of Electronic Information
- 4105 Whistleblower
- Lending of Equipment and Books
- Contracted Services

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

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

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

**6. Closing of Meeting**

**A. Next Meeting**

April 27, 2024 at 1:30 pm

**B. Adjournment Time 12:35 pm**

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

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




---

Sophia Lewis, Secretary

# Board of Trustees Meeting Minutes

## April 27, 2024 – 1:30 pm



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

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: pavirtual

### 1. Meeting Opening

#### A. Call to order

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

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

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Stephanie Hamel	x		
Ms. Sophia Lewis	x		

Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

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

**3. Reports to the Board**

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

**4. Governance Committee**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: February 26, 2024 and April 5, 2024.

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

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

**B. Approval of Policies**

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

- 2601 Educational Assessment Policy (to be retired)
- 3002 Financial Accounting Policy
- 3005 Accounts Payable Policy
- 3023 Procurement- Uniform Grant Guidance
- 4108 Contracted Personnel Policy(New)

- 4301 Enrollment Policy (New)  
MM: S.H. SM: S.L. Action: 6-0

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

## 5. Finance Committee

### A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through March 31, 2024.

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

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

## 6. Human Resources Committee

### A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from February 13, 2023 through April 15, 2024.

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

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

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

**7. Other Action Items**

**A. Approval of the Bargaining Unit Members Handbook**

Be it resolved that the Board of Trustees hereby approves the Bargaining Unit Member Handbook.

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

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

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

**9. Closing of Meeting**

**A. Next Meeting - Public Meeting is being held on June 17, 2024 at 6:30 p.m.**

**B. Adjournment Time:**

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

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

*Sophia Lewis*

---





Sophia Lewis, Secretary

---

Title	April 27, 2024 Meeting Minutes
File name	BOT_Meeting_Minut...2024.docx__2_.pdf
Document ID	a05fd5402ba7ff2f50001cb50217508e38b7f840
Audit trail date format	MM / DD / YYYY
Status	● Signed

---

### Document History

 SENT	<b>07 / 02 / 2024</b> 18:00:51 UTC	Sent for signature to Sophie Lewis (sophialewis7@hotmail.com) from jpuferko@pavcsk12.org IP: 96.245.14.20
 VIEWED	<b>07 / 02 / 2024</b> 23:00:15 UTC	Viewed by Sophie Lewis (sophialewis7@hotmail.com) IP: 71.225.61.161
 SIGNED	<b>07 / 02 / 2024</b> 23:00:29 UTC	Signed by Sophie Lewis (sophialewis7@hotmail.com) IP: 71.225.61.161
 COMPLETED	<b>07 / 02 / 2024</b> 23:00:29 UTC	The document has been completed.





## Board of Trustees Meeting Minutes May 20, 2024 – 6:30 pm

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

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Passcode: 590210719

### 1. Meeting Opening

#### A. Call to order

The meeting will be called to order at \_\_\_\_\_ pm. by Board Chair, Bonnie M. Schaefer.

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM:S.L.

SM:C.S.

Action: 5-0

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

## 2. Public Comment (Agenda Items Only)

### 3. Governance Committee

#### A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: April 27, 2024.

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

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

#### B. Approval of Policies

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

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

- 2701 English Learners Policy
- 2702 Section 504 Policy
- 3008 Contract Signature Authority Policy

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

### 4. Finance Committee

#### A. Approval of the proposed 2024-2025 Fiscal Year Budget

Be it resolved that the Board of Trustees hereby approves the 2024-2025 Fiscal Year Budget.5-0

MM: V.V. SM: C.S. Action:

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

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

**B Approval of the resolution for appointing JLP & Associates LLC.**

Motion to approve the Resolution appointing JLP & Associates LLC as financial representatives on behalf of the Charter School

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

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

**C Approval of the resolution to to ratify and approve all Contracts and Agreements.**

Motion to approve the resolution to to ratify and approve all Contracts and Agreements (“Agreements”) for the 2023-2024 school year attached as Exhibit A.

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

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

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

**6. Closing of Meeting**

**A. Next Meeting**

June 25, 2024 at 6:30 p.m.

**B. Adjournment Time 6:48 pm5-0**

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



---





Sophia Lewis, Secretary

---

Title	May 20, 2024 BOT Meeting Minutes
File name	BOT_Meeting_Minut...20__2024__1_.docx
Document ID	051f4957b3316a996d1ab6a6409f039cb30528a9
Audit trail date format	MM / DD / YYYY
Status	● Signed

---

### Document History

 SENT	<b>07 / 02 / 2024</b> 18:03:33 UTC	Sent for signature to Sophie Lewis (sophialewis7@hotmail.com) from jpufko@pavcsk12.org IP: 96.245.14.20
 VIEWED	<b>07 / 02 / 2024</b> 22:59:26 UTC	Viewed by Sophie Lewis (sophialewis7@hotmail.com) IP: 71.225.61.161
 SIGNED	<b>07 / 02 / 2024</b> 22:59:53 UTC	Signed by Sophie Lewis (sophialewis7@hotmail.com) IP: 71.225.61.161
 COMPLETED	<b>07 / 02 / 2024</b> 22:59:53 UTC	The document has been completed.

# Board of Trustees Meeting Minutes-DRAFT

## June 25 , 2024 – 6:30 pm



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

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

### 1. Meeting Opening

#### A. Call to order

The public meeting will be called to order at 6:52 by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

#### B. Pledge of Allegiance

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

#### C. Roll Call

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

#### D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

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

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

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

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

**3. Reports to the Board**

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

**4. Governance and Operations**

**A. Approval of Previous Meeting Minutes**

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: May 20, 2024.

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

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

**B. Approval of Policies**

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

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

- Artificial Intelligence Policy #2011
- Immunization Policy #2834
- School Health Screening #2833

- Alternative Assessment of Students Policy #2409
- Dispute Resolution & Alternative Dispute Resolution Policy #2405

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

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

Be it resolved that the Board of Trustees hereby accepts the 2023-24 School Safety and Security Coordinator Report.

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

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

**5. Finance Committee**

**A. Approval of Financial Statements**

Be it resolved that the Board of Trustees hereby approves the Financial Statements through May 31, 2024.

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

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Stephanie Hamel	x		
Ms. Sophia Lewis		x	



Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

**B. Adoption of FY 2024-25 Budget**

Be it resolved that the Board of Trustees hereby adopts the FY 2024-2025 budget.

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

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

**C. Approval of the resolution for appointing Commonwealth Compliance Solutions.**

Motion to approve the Resolution appointing Commonwealth Compliance Solutions as compliance representatives on behalf of the Charter School.

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

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

**6. Human Resources Committee**

**A. Approval of Personnel Report**

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from April 06, 2023 to June 15, 2024.

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

Name	Yes	No	N/A
------	-----	----	-----

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Stephanie Hamel	x		
Ms. Sophia Lewis		x	
Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

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

**8. Closing of Meeting**

**A. Next Meeting - Public Meeting is being held on August 26, 2024 at 6:30 p.m.**

**B. Adjournment Time:**

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

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

---

Sophia Lewis, Secretary

<b>Professional Staff - Pennsylvania Virtual Charter School</b>								
<b>Staff #</b>	<b>Name of Employee (List in Alpha. Order)</b>	<b>PPID #</b>	<b>All areas of Certification/ Type of Certificate</b>	<b>Grades Teaching or Serving</b>	<b>All Areas of Assignment Subject Areas Teaching or Services Provided</b>	<b># of Hours Worked in Assignment</b>	<b>% of Time in Certified Position</b>	<b>% of Time in Areas Not Certified</b>
1	Achey, Nathan A.				Director of Information Technology	2080		100%
2	Adamo, Debra		ELEMENTARY K-6_2810 READING SPECIALIST PK-12_7650	Grade 7	ELA	1536	100%	
3	Adams, Christine		PRINCIPAL PK-12_1115 ELEMENTARY K-6_2810 MIDDLE LEVEL SCIENCE 6-9_2880	Grade K & 1	Assistant Principal	2080	100%	
4	Ahohuendo, Omonyale		FRENCH PK-12_4410 SOCIAL STUDIES 7-12_8875	Grade 9-12	French & Social Studies	1536	100%	
5	Alba, Samuel		PRINCIPAL PK-12_1115 GENERAL SCIENCE 7-12_8450 BIOLOGY 7-12_8405	Grade 10	Assistant Principal	2080	100%	
6	Alcaro, Melissa		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115		Assistant Principal, Onboarding & Prof Development	2080	100%	
7	Alcott, Heather		MID-LEVEL CITIZ. ED 6-9_2870 ELEMENTARY K-6_2810 READING SPECIALIST_7650 MID-LEVEL ENGLISH 6-9_2850	Grade K, 1 & 2	Self-Contained	1536	100%	
8	Allen, Joshua K.		GRADES 4-8-ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100	Grade 5 - 8	Instructional Coach	2080	100%	
9	Allison, Leigh Ann		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	Grade K	Self-Contained	1536	100%	
10	Anderson, Kathryn J.		ELEMENTARY K-6_2810 MUSIC PK-12_7205	Grade 9-12	Music	1536	100%	
11	Andrews, Vicki I.				Director of Diversity, Equity, & Inclusion	2080		100%
12	Ansel, Jessica		EARLY CHILDHOOD N-3_2840	Grade 3 & 4	Self-Contained	1536	100%	
13	Archer, Gladys		SPANISH PK-12_4490 ELEMENTARY K-6_2810	Grade 9-12	Spanish	1536	100%	
14	Austin, Amy		ELEMENTARY K-6_2810	Grade 1 & 2	New Family Orientation	1656	100%	
15	Bacon, Tamara J.		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	
16	Bahn, Tanya		SPECIAL EDUCATION PK-12_9225 ENGLISH 7-12_3230 SOCIAL STUDIES 7-12_8875	Math	SPED	1536	100%	
17	Bank, Amanda Mae		ELEMENTARY K-6_2810 LIBRARY SCIENCE PK-12_6420 READING SPECIALIST PK-12_7650	Grade 3	Self-Contained	1536	100%	
18	Barger, Laurie		READING SPECIALIST PK-12_7650 ELEMENTARY K-6_2810	Grade 5 & 6	Academic Support	1536	100%	
19	Barnett, Katie J.		ELEMENTARY K-6_2810	Grade 1	Self-Contained	1536	100%	
20	Barth, Marika		SPECIAL EDUCATION PK-12_9231	Math	SPED	1656	100%	
21	Bartholomew, Rebecca L		ELEMENTARY K-6_2810 READING SPECIALIST PK-12_7650		Assistant Director of Enrollment	2080		100%
22	Bauer, Vanessa L.		MATHEMATICS 7-12_6800	Grade 8	Math	1536	100%	
23	Bazilian, Heidi		ENGLISH 7-12_3230 ONLINE INSTRUCTION	Grades 9-12	English	48	100%	
24	Beatty, Mindy		ELEMENTARY K-6_7200	Grade 3	Self-Contained	1536	100%	
25	Becker, Kinet		6_2810 MENT AND/OR PHYS HANDICAPPED K-		Director of Special Education	2080	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certifie d
26	Beckett, Amanda		GRADES PK-4_2825	Grade 1	Self-Contained	1536	100%	
27	Betzenberger, Suzanne		MID-LEVEL MATHEMATICS 6-9_2860 EARTH AND	Grade 9-12	Science	1536	100%	
28	Bieber, Melissa		ELEMENTARY K-6_2810	Grade 4	Self-Contained	1536	100%	
29	Billups, Jason E.				Financial Advisor to the CEO & CFO	7		100%
30	Blizman, Jennifer E.		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
31	Bohanan, Lindsey		SPECIAL EDUCATION PK-12_9231		SPED Math	1536	100%	
32	Bornancini, Michelle		LANGUAGE-ELS PK-12_4499	K-12	ELL	1536	100%	
33	Brandt, Heather M.		ELEMENTARY K-6_2810 READING SPECIALIST PK-12_7650	Grade K	New Family Orientation	1656	100%	
34	Brodhag, Jennifer A.		Elementary K-6 Early Childhood N-3		Director of Parent Education & Engagement	2080		100%
35	BuAli, Shaikha M.		LEVEL MATHEMATICS 6-9_2860 GENERAL SCIENCE 7-12_8450 ELEMENTARY K-6_2810 SPECIAL		Chief Academic Officer	2080	100%	
36	Burke, Jennifer L.		MID-LEVEL MATHEMATICS 6-9_2860 BIOLOGY 7-12_8405 ONLINE INSTRUCTION PROGRAM_1184	Grade 9-12	Science	1536	100%	
37	Burneisen, Lyndsay M.		ED/DRIVER ED 7-12_5215	Grade 9-12	Health/PE	1536	100%	
38	Byers, Heather A.		ART PK-12_1405 SPECIAL EDUCATION 7-12_9227	Grades 9 & 10	New Family Orientation	1656	100%	
39	Byham, Melinda L.		SCHOOL PSYCHOLOGIST PK-12_1875		School Psychologist	2080	100%	
40	Byron, Andie Carole Mar				Assistant Director, Enrollment Communications	2080		100%
41	Callahan, Jessica E.		HANDICAPPED K-12_9235 READING SPECIALIST PK-	Grade K, 1 & 2	Self-Contained	1536	100%	
42	Campbell, Emily L.		SPECIAL EDUCATION PK-8_9226 Grades PK-4_2825	Grade 7 & 8	ELA	1536	100%	
43	Casarella, Kimberly R.		ELEMENTARY K-6_2810		Assistant Director, Student Data & Assessmet	2080		100%
44	Celedonia, Kathryn M.		ELEMENTARY K-6_2810	Grade 3 & 4	New Family Orientation	1656	100%	
45	Cheng, Christina Ga-Kay		BIOLOGY 7-12_8405 CHEMISTRY 7-12_8420	Grade 9-12	Science	1536	100%	
46	Christman, Morgan		8_9226 SPECIAL EDUCATION EXPANSION 7-12_9229	Grade 5	Math	1536	100%	
47	Claar, Janese C.		EARLY CHILDHOOD N-3_2840	Grade K	Self-Contained	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certified
48	Cleary, James		CHEMISTRY 7-12_8420	Grade 7	Life Science	1536	100%	
49	Cook, Kimberlee				Manager of Technology Support Services	2080		100%
50	Cooney, Tara A.		GRADES PK-4_2825	Grade 2	Self-Contained	1536	100%	
51	Costa, Richard				School Safety/Security Coord & Facilities Mgr	2080		100%
52	Craig, Julie M.		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840	Grade 4	Self-Contained	1536	100%	
53	Criner, Nicole		12_9225	Grade 7 & 8 Histo	SPED	1536	100%	
54	Croyle, Bethany H.		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	Life Skills	SPED	1536	100%	
55	Cushman, Danielle		GRAD S PK-4_2825	Grade 3 & 4	Self-Contained	1536	100%	
56	Daily, Katie S.		HANDICAPPED K-12_9235	Life Skills	SPED	1536	100%	
57	Dajczak, Amy		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225 MID-LEVEL ENGLISH 6-9_2850 READING SPECIALIST PK-12_7650	Grade 3 & 4	Self-Contained	1536	100%	
58	DaSilva, Laura		SCHOOL PSYCHOLOGIST PK-12_1875		School Psychologist	2080	100%	
59	Davis, Bryan E.		STUDIES 7-12_8875 CITIZENSHIP 7-12_8825 TECHNOLOGY EDUCATION PK-12_6075	Grade 9-12	Social Studies	1536	100%	
60	DellaPenna, Jennifer		ELEMENTARY K-6_2810		Assistant Director, Curriculum & Instruction	2080	100%	
61	Dennis, Colleen		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	Grade 3	SPED	1536	100%	
62	DiMiceli, Jody Marie		SCHOOL PSYCHOLOGIST PK-12_1875		School Psychologist	2080	100%	
63	Dobbin, Jordan Michaele		ENGLISH 7-12_3230 SPECIAL EDUCATION 7-12_9229	Grade 9-12	ELA Sped	1536	100%	
64	Dombach, Bethany		ENGLISH 7-12_3230 GRADES 4-8 - ALL SUBJECTS 4-6 ELA & READING 7-8_3100 PRINC PAL PK-12_1115	Grade 11	Assistant Principal	2080	100%	
65	Donaldson, Kristin		12_9225. Instructional II		Special Education Instructional Coordinator	2080	100%	
66	Donohoe, William P.		12_8405	Grade 9-12	Science	1536	100%	
67	Dorneman, Jessica E.		ELEMENTARY K-6_2810	Grade 2	Self-Contained	1536	100%	
68	Dukes, Natasha				Assistant Director of Finance	2080		100%
69	Dzemyan, Scott		SOCIAL STUDIES 7-12_8875 EARTH AND SPACE SCIENCE 7-12_8440 GENERAL SCIENCE 7-12_8450 BIOLOGY 7-12_8405	Grade 8	Physical Science	1536	100%	
70	Egloff, Robin J.		ELEMENTARY K-6_2810	Grade 4	Self-Contained	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certifie d
71	Eisenhower, Gabrielle B.		6/MATHEMATICS 7-8_3100 GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARTS AND		Field Placement & Career Services Manager	2080	100%	
72	Elder, Robin M.		MATHEMATICS 7-12_6800	Grade 8	Academic Support Math	1536	100%	
73	Ferrantino, Mariane		12_9227	ELA	SPED	1536	100%	
74	Fine, Nathan		12_1603 MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
75	Firko, Emily S.		ELEMENTARY K-6_2810	Grade 6	Self-Contained	1536	100%	
76	Fitzgerald, Louri				Assistant Director of Family Support	2080		100%
77	Fitzpatrick, Jason		9_2870 ONLINE INSTRUCTION PROGRAM PK-		Principal, Pupil Services	2080	100%	
78	Ford, James		MID-LEVEL MATHEMATICS 6-9_2860 ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840	Grade 5 & 6	Academic Support	1536	100%	
79	Freynik, Erin E.		ELEMENTARY K-6_2810	Grade 3 & 4	Self-Contained	1536	100%	
80	Gagliardi, Susan		EARLY CHILDHOOD N-3_2840 MENT AND/OR PHYS HANDICAPPED K-12_9235 ELEMENTARY K-6_2810	Math	SPED	1536	100%	
81	Gallagher, Christine L.		PRINCIPAL PK-12_1115	Grade 4	Assistant Principal	2080	100%	
82	Galo, Kristen		9_2810 MID-LEVEL MATHEMATICS 6-9_2860	Grade 5	Self-Contained	1536	100%	
83	Garbutt, Victoria		GRADES PK-4_2825 ART PK-12_1405	Grade 7 & 8	Art	1536	100%	
84	Gehrett, Patricia		ELEMENTARY K-6_2810	Grade 3	Self-Contained	1536	100%	
85	Gibbs, Jennifer Robin		ENGLISH 7-12_3230 SOCIAL STUDIES 7-12_8875	Grade 9-12	ELA	1536	100%	
86	Gilligan, Thomas C.		ELEMENTARY K-6_2810		Director of Student Data & Assessment	2080	100%	
87	Glevicky, Amanda		EARLY CHILDHOOD N-3_2840	Grade 2	Self-Contained	1536	100%	
88	Glisan, Caley		MATHEMATICS 7-12_6800	Grade 7	Math	1536	100%	
89	Gnibus, Kristy		COMMUNICATION 7-12_3200 FAMILY-CONSUMER	Grade 9-12	Fam & Cons Science	1536	100%	
90	Gomes, Carolyn		CHEMISTRY 7-12_8420 MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
91	Goodwin, Sarah M.		MATHEMATICS 7-12_6800 PHYSICS 7-12_8470	Grade 9-12	Science & Math	1536	100%	
92	Gorley, Kyli M.		12_6800	Grade 9-12	Math	1536	100%	
93	Gould, Deena Haroun Ma		MATHEMATICS 7-8_3100 GRADES 4-8: ALL	Grade 7 & 8	Math	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certified
94	Grady, John Lawrence		SOCIAL STUDIES 7-12_8875	Grade 9-12	ELA	1536	100%	
95	Graham, Pamela A.				Manager of AP/Billing	2080		100%
96	Grantz, Jacob Todd		GRADES 4-8_ALL SUBJECTS 4-6/SOCIAL STUDIES 7-8_3100 READING SPECIALIST PK-12_7650	Grade 8	History	1536	100%	
97	Grantz, Mallory		MUSIC PK-12_7205	Grade 5 & 6	Music	1536	100%	
98	Grieff, Hannah		12_9225	ELA	SPED	1536	100%	
99	Grimes, Ruth		ELEMENTARY K-6_2810	Grade 3	Self-Contained	1536	100%	
100	Gulbis, Sigrid Ieva		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
101	Gunter, Susan E.		ELEMENTARY K-6_2810	Grade 3 & 4	Self-Contained	1536	100%	
102	Hake, Megan L.		MID-LEVEL ENGLISH 6-9_2850 EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810 ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499	Grade 4	Self-Contained	1536	100%	
103	Hall, Lauren E.		SOCIAL STUDIES 7-12_8875 ENGLISH 7-12_3230	Grade 9-12	Social Studies	1536	100%	
104	Hall, Nathan		ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 CITIZENSHIP 7-12_8825 SOCIAL STUDIES 7-12_8875 ENGLISH 7-12_3230 COMMUNICATIONS 7-12_3200	Grade 9-12	ELA	1536	100%	
105	Hansen, Katherine E.		BIOLOGY 7-12_8405 ELEMENTARY K-6_2810 GENERAL SCIENCE 7-12_8450 SPECIAL EDUCATION PK-12_9225		Academic Support	384	100%	
106	Harbaugh, Andrea S.		MID-LEVEL ENGLISH 6-9_2850 ELEMENTARY K-	Grade 9-12	Art	1536	100%	
107	Harris, Kellene		SOCIAL STUDIES 7-12_8875 GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARES AND READING 7-8_3100	Grade 7	History	1536	100%	
108	Harvey, Barry S.		12_9225 ELEMENTARY K-6_2810	Grade 7	Math	1536	100%	
109	Hauger, Michelle Leigh		EARLY CHILDHOOD N-3_2840	Grade 3	Self-Contained	1536	100%	
110	Hayes, Sarah		12_3230 GRADES PK-4_2825 GRADES 4-8/ALL SUBJECTS 4-6 SCIENCE 7-8_3100	Grade 9-12	ELA	1536	100%	
111	Heath-Thornton, Debra		SUPERINTENDENT PK-12_1150		Chief Executive Officer	2080	100%	
112	Henderson, Jessica		EDUCATION PK-8_9226 SPECIAL EDUCATION 7-12_9227	Social Studies	SPED	1536	100%	
113	Heyl, Stephanie C.		6_2810 SPECIAL EDUCATION PK-12_9225		Special Education Instructional Coordinator	2080	100%	
114	Hicks, Mary Jo		ELEMENTARY K-6_2810	Grade K, 1 & 2	Self-Contained	1536	100%	
115	Hilf, Kelly		3_2840	Grade 6	Self-Contained	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certified
116	Hilf, Lee-Ann		ELEMENTARY K-6_2810	Grade 6	Self-Contained	1536	100%	
117	Himmelberger, Amanda		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	
118	Horvat, Lori S.		ENGLISH 7-12_3230	Grade 8	ELA	1536	100%	
119	Howe, Malena E.		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
120	Huegel, Jillian Leigh		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840	Grade 1	Self-Contained	1536	100%	
121	Hurley, Heather L.		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
122	Hutcheson, Joseph		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115	Grade 5-8	Instructional Coach	2080	100%	
123	Irvine, Timothy		COMMUNICATIONS 7-12_3200 ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499	Grade 7 & 8	Academic Support Math	1536	100%	
124	Jarrett, Kelly		SOCIAL STUDIES 7-12_8875	Grade 9-12	Social Studies	1536	100%	
125	Jeffries, Bridgit		ELEMENTARY K-6_2810	Grade 4	Self-Contained	1536	100%	
126	Jena, Amanda		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226	Grade 7 & 8	SPED	1536	100%	
127	Johnson-Flowers, Janae		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839	Grade 9-12	School Counselor, 9-12	1656	100%	
128	Jones, Cynthia		3_2840	Grade 2	Self-Contained	1536	100%	
129	Jones, Jessica		MATHEMATICS 7-12_6800	Grades 9-12	Math	144	100%	
130	Karney, Robert P.		BUS-COMP-INFO TECH K-12_1603 MID-LEVEL CITIZ. ED 6-9_2870 ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499 ENGLISH 7-12_3230	Grade 7	History	1536	100%	
131	Kaufman, Colleen		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840	Grade 5 & 6	Self-Contained	1536	100%	
132	Keiser, Renee L.		ELEMENTARY K-6_2810	Grade 5 & 6	New Family Orientation	1656	100%	
133	Key, Damon L.				Director of Student Records	2080		100%
134	Keys, Jessica		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839	Grade 9-12	School Counselor, 9-12	1656	100%	
135	King, Sandra L.		MID-LEVEL MATHEMATICS 6-9_2860 BIOLOGY 7-12_8405 EARTH AND SPACE SCIENCE 7-12_8440	Grade 9-12	Science	1536	100%	
136	Kissick, Jessica		SCHOOL NURSE PK-12_1890		School Nurse	2080	100%	



Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certified
137	Klasnic, Trina		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	Grade K	Self-Contained	1536	100%	
138	Klingenberg, Angela M.		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226	Life Skills	SPED	1536	100%	
139	Kolakowski, Kalina S.		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	Grade 2	Self-Contained	1536	100%	
140	Konefsky, Dylan M.		GENERAL SCIENCE 7-12_8450	Grade 9-12	Science	1536	100%	
141	Kostaras, Susanne		MATHEMATICS 6-9_2860 READING SPECIALIST PK-12_7650 FAMILY-CONSUMER SCI PK-12_5600	Grade 9-12	ELA & SPED	1536	100%	
142	Krefta, Leslie		SUBJECTS 4-6 ENGLISH LANGUAGE ARTS & READING 7-8_3100 LIBRARY SCIENCE PK-12_6420	Grade 5 & 6	Academic Support	1536	100%	
143	Krystofolski, Lisa L.		12_9225		Transition Coordinator	2080	100%	
144	Kubica, Regina		MENT AND/OR PHYS HANDICAPPED K-12_9235 MID-LEVEL ENGLISH 6-9_2850 PRINCIPAL PK-12_1115	Grade 5	Assistant Principal	2080	100%	
145	Kwiecinski, DeAnna		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860	Grade 6	Self-Contained	1536	100%	
146	Kyler, Rachel		SPECIAL EDUCATION PK-12_9225 ENGLISH 7-12_9225	ELA	SPED	1536	100%	
147	Lauffer, Peyton		ELEMENTARY K-6_2810	Grade 3	Self-Contained	1536	100%	
148	Leach, Megan		MATHEMATICS 6-9_2860 SPECIAL EDUCATION PK-12_9225 READING SPECIALIST PK-12_7650	Science	SPED	1536	100%	
149	Leon, Anjleke E.		SPECIAL EDUCATION PK-12_9225 PRINCIPAL PK-12_1115	Grade 9	Assistant Principal	2080	100%	
150	Lewis, Bradley R		SOCIAL STUDIES 7-12_8875 MATHEMATICS 7-12_6800	Grade 7 & 8	Math	1536	100%	
151	Liberatore, Maddie		PK-12_1839	Grade 9-12	School Counselor, 9-12	1536	100%	
152	Limpert, Alyssa		8_9226	Grade K, 1, & 2	SPED	1536	100%	
153	Lisowski, Sandra		12_1839	Grade 5-8	School Counselor, 5-8	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certified
154	Little, Melissa L.		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225	K	Self-Contained	1536	100%	
155	Lively, Jessica		ENGLISH 7-12_3230	Grade 7	ELA	1536	100%	
156	Longo, Molly		Registered Nurse		Immunization Nurse	768	100%	
157	Luis, Maria		SPECIAL EDUCATION PK-12_9231	Life Skills	SPED	1536	100%	
158	Lusk, Lauren Renee		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825 READING SPECIALIST PK-12_7650	Grades 7 & 8	New Family Orientation	1656	100%	
159	Maddix, Karen D.		BIOLOGY 7-12_8405 GENERAL SCIENCE 7-12_8450	Grade 7	Life Science	1536	100%	
160	Major, Margaret		COOPERATIVE ED 7-12_2361 CAREER AND TECHNICAL-MEDICAL ASSISTANT 7-12_2207 CAREER AND TECHNICAL-HEALTH ASSISTANT 7-		Career Educator	1536	100%	
161	March, Caitlin		HEALTH & PHYSICAL EDUC PK-12_4805	Grade 9-12	Health/PE	1536	100%	
162	Markel, Anna Lynne		GENERAL SCIENCE 7-12_8450 CHEMISTRY 7-12_8420 BIOLOGY 7-12_8405	Grade 9-12	Science	1536	100%	
163	Markel, David William		SOCIAL STUDIES 7-12_8875	Grade 9-12	Social Studies	1536	100%	
164	Martin, Lori A.		HANDICA PED K-12_9235 INST TECHNOLOGY PK-8_9226 SPECIAL EDUCATION 7-12_9227	Social Studies	SPED	1536	100%	
165	Martin, Michelle L.		SECONDARY SCHOOL COUNSELOR 7-12_1837	Grade 9-12	German	768	100%	
166	Mathis, Bernadette M.		COMMUNICATIONS 7-12_3200 ONLINE INSTRUCTION PROGRAM PK-12_1184 PRINCIPAL PK	Grade 5-8	School Counselor, 5-8	1536	100%	
167	Matjasic, Laura Michelle		SOCIAL STUDIES 7-12_8875		Principal, 9-12	2080	100%	
168	Matusz, Patrick		SOCIAL STUDIES 7-12_8875	Grade 9-12	Social Studies	1536	100%	
169	McCoy, Patricia		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115	Grade 7 & 8	ELA	1536	100%	
170	McGeever, Codie		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	
171	McGurk, Edmund J.		GENERAL SCIENCE 7-12_8450 BIOLOGY 7-12_8405	Grade 9-12	Science	1536	100%	
172	McKee, Joanne A.		ELEMENTARY K-6_2810	Grade 6	Eng/His	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certified
173	McMann, Jenny E		GRADES PK-4 SPECIAL EDUCATION PK-8_9226	Grade 7 & 8	SPED	1536	100%	
174	Meah, Sheik Y.				Director of Marketing & Communications	2080		100%
175	Means, Kimberly		BIOLOGY 7-12_8405 PHYSICS 7-12_8470	Grade 9-12	Science	1536	100%	
176	Mehal, Zachary L.		MATHEMATICS 7-12_6800 EARTH AND SPACE SCIENCE 7-12_8440 PHYSICS 7-12_8470 BUS- COMPUTER-INFO TECH PK-12_1603 ENGLISH 7- 12_3230 SOCIAL STUDIES 7-12_8875	Grade 9-12	Science	1536	100%	
177	Merine, Brigitte		SCHOOL PSYCHOLOGIST PK-12_1875		School Psychologist	2080	100%	
178	Miller, Amber		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
179	Montgomery, Zachary A.		ED/DRIVER ED 7-12_5215 LIBRARY SCIENCE PK- 12_6420 FAMILY-CONSUMER SCI PK-12_5600	Grade 9-12	English & Social Studies	1536	100%	
180	Moore, Shannon L		ELEMENTARY K-6_2810 READING SPECIALIST PK- 12_7650 SPECIAL EDUCATON PK-12_9225		Special Education Instructional Coordinator	2080	100%	
181	Mulrine, Karla		MENT AND/OR PHYS HANDICAPPED K-12_9235	Grade 4	SPED	1536	100%	
182	Myers, Meghan		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839	Grade 9-12	School Counselor, 9-12	1656	100%	
183	Nagle, McKenna		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839		Career Educator	1536	100%	
184	Neilson, Jennifer		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-	Grades 5 & 6	Self-Contained	496	100%	
185	Nester, Jennifer L.		MATHEMATICS 7-12_6800		New Family Orientation	72	100%	
186	Nichols, Stacey		6_2810	Grade K, 1 & 2	Self-Contained	1536	100%	
187	Nihoff, Beth		GRADES 4-8 ALL SUBJECTS 4-6 SOCIAL STUDIES 7- 8_3100	Grade 7 & 8	History	1536	100%	
188	Nixon, Amy		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235 EARLY CHILDHOOD N- 3_2840	Grade 7 & 8	SPED Math	1536	100%	
189	Oberholtzer, April J.		AS A SECOND LANGUAGE-ESL PK-12_4499	Grade 9-12	Spanish	1536	100%	
190	Oberrender, Nicole		ELEMENTARY K-6_2810	Grade K, 1 & 2	Self-Contained	1536	100%	
191	Olcese-Mercurio, Lauren		SCHOOL NURSE PK-12_1890		School Nurse	2080	100%	
192	Onjack, Elise		SPECIAL EDUCATION PK-8_9226 GRADES PK- 4_2825	Grade 3	SPED	1536	100%	
193	Opdyke, Alyssa		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839	Grade 3 & 4	School Counselor, K-4	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certified
194	Palermo, Dina		ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 ELEMENTARY K-6_2810 MUSIC PK-12_7205	K-12	ELL	1656	100%	
195	Paris, Melissa J.				Chief Financial Officer	2080		100%
196	Parker, Kiel P.				Assistant Director, Sped Supp Srvcs & Com Mon	2080		100%
197	Pellegrino, Robert A.		HEALTH & PHYS CAL EDUC. PK-12_4805	Grade 5 & 6	Health/PE	1536	100%	
198	Pepe, Bethany L.		ELEMENTARY SCHOOL COUNSELOR K-6_1836	Grade K, 1 & 2	School Counselor, K-4	1536	100%	
199	Pepe, Lauren M.		GRADES 4-8_ALL SUBJECTS 4-6/SCIENCE 7-8_3100	Grade 8	Physical Science	1536	100%	
200	Perney, Diana		ELEMENTARY K-6_2810 EARLY CHILDHOOD N- 3_2840		Principal, Onboarding & Prof Development	2080	100%	
201	Petro, Natalie A.		8_9226	Grade 1	Self-Contained	1536	100%	
202	Price, Christopher R		LANGUAGE-ESL PK-12_4499		Career Educator	1536	100%	
203	Pullara, Renee		ELEMENTARY K-6_2810	Grade 5 & 6	Academic Support	1536	100%	
204	Raman, Karyn A.		MENT AND/OR PHYS HANDICAPPED K-12_9235	Grades 5	Sped	1536	100%	
205	Ramos, Paula		6_2810	Grade 7 & 8	Academic Support ELA	1536	100%	
206	Rice, Elyse E		SPECIAL EDUCATION PK-8_9226 GRADES PK- 4_2825	Grade 4	SPED	1536	100%	
207	Richardson-Thomas, Eve		GRADES PK-4_2825 GRADES 5-6_2826	Grade 5	Self-Contained	1536	100%	
208	Roache-Lelli, Victoria		SCHOOL NURSE PK-12_1890		School Nurse	2080	100%	
209	Rocchini, Louis M.		SOCIAL STUDIES 7-12_8875 ENGLISH 7-12_3230 PRINCIPAL PK-12_1115	Grade 7	Assistant Principal	2080	100%	
210	Rockwell, Karen L.		ELEMENTARY K-6_2810 READING SPECIALIST PK- 12_7650	Grade 5	Self-Contained	1536	100%	
211	Sahli, Lita		SPECIAL EDUCATION PK-12_9225		SPED	1656	100%	
212	Santina, Danielle K.		6_2810	Science	SPED	1536	100%	
213	Sauro, Melissa Burns		ELEMENTARY K-6_2810	Grade 3	Self-Contained	1536	100%	
214	Scataglia, Louis Samuel		BUS-COMPUTER-INFO TECH K-12_1603	Grade 9-12	BCIT	1536	100%	
215	Schloss, Isaac		GRADES 4-8 - ALL SUBJECTS 4-6 SCIENCE 7-8_3100 GRADES 4-8 - ALL SUBJECTS 4-6 MATHEMATICS 7-	Grade 8	Math	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certified
216	Scholl, Stephen M.		COMPUTER-INFO TECH PK-12_1603	Grade 9-12	Health/PE	1536	100%	
217	Schutt, Steven A.		SUPERINTENDENT PK-12_1150 SECONDARY PRINCIPAL 7-12_1105 HEALTH & PHYSICAL ED PK- 12_4805		Principal, K-4	2080	100%	
218	Shaffer, Katie M.		ELEMENTARY K-6_2810	Grade 2	Self-Contained	1536	100%	
219	Shearn, Lisa M.		ELEMENTARY & SECONDARY SCHOOL COUNSELOR	Grade 5-8	School Counselor, 5-8	1536	100%	
220	Shedd, Jamie M.				Director of Enrollment	2080		100%
221	Shirk, Chelsea L.		ELEMENTARY K-6_2810 ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499	K-12	ELL	1536	100%	
222	Sieber, Jacqueline		ELEMENTARY K-6_2810	Grade 4	Self-Contained	1536	100%	
223	Simon, Patience		6_2810 SPECIAL EDUCATION PK-8_9226 SPECIAL	Grade 6	Self-Contained	1536	100%	
224	Siravo, Christine		PK-12_1839	Grade 5-8	School Counselor, 5-8	1536	100%	
225	Slater, Jennifer L.		ENGLISH 7-12_3230	Grade 11 & 12	New Family Orientation	1656	100%	
226	Slater, Pamela		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	
227	Smith, Brittany		MID-LEVEL MATHEMATICS 6-9_2860 ELEMENTARY K-6_2810 MID-LEVEL SCIENCE 6-9_2880	Grade 5	Self-Contained	1536	100%	
228	Smith, Kristina		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
229	Solimine, Stefanie L.				Director of Human Resources	2080		100%
230	Spink, Emma J		ELEMENTARY K-6_2810	Grade 5	Self-Contained	1536	100%	
231	Steen, Lisa M.		EARLY CHILDHOOD N-3_2840 ELEMENTARY K- 6_2810	Grade K	Self-Contained	1536	100%	
232	Steighner, Stacie A.		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
233	Stinson, Paula J.		MID-LEVEL CITIZ. ED 6-9_2870 ELEMENTARY K-	Grade 8	History	1536	100%	
234	Stonebraker, Jordan P.		HEALTH & PHYSICAL ED PK-12_4805	Grade 7 & 8	Health/PE	1536	100%	
235	Sullivan, Emily		8_3100 GRADES 4-8/ALL SUBJECTS 4-6 ENGLISH LANGUAGE ARTS AND READING 7-8_3100	Grade 2 & 3	Assistant Principal	2080	1	
236	Svoboda, Elizabeth		SOCIAL STUDIES 7-12_8875	Grade 9-12	Social Studies	1536	100%	
237	Swalga, Jason		6-9_2860	Grade 5	Self-Contained	1536	100%	
238	Swarmer, Kayla		SPECIAL EDUCATION PK-8_9226 GRADES PK- 4_2825	Grade 7 & 8	Science	1536	100%	
239	Tate, Sherri				Chief Human Resources & Marketing Officer	2080		100%

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certified
240	Taylor, Kate McCormley		MASTER'S EQUIVALENCY_1185 PRINCIPAL PK- GRADES PK-4_2825 SPECIAL EDUCATION PK- 8_9226	Grade 9-12	ELA	1536	100%	
241	Testa, Catrina		EARLY CHILDHOOD N-3_2840 ELEMENTARY K- 6_2810 SPECIAL EDUCATION PK-8_9226	Grades 5-8	Sped	104	100%	
242	Tomaino, Emily		ELEMENTARY K-6_2810	Grade 5 & 6	Science	1536	100%	
243	Tomanio, Angela M.		ELEMENTARY K-6_2810	Grade 3	Self-Contained	1536	100%	
244	Toth, Rachelle M.		ELEMENTARY K-6_2810	Grade 4	Self-Contained	1536	100%	
245	Tranter, Charles		GRADES 4-8-ALL SUBJECTS 4-6; SOCIAL STUDIES 7- 8_3100 PRINCIPAL PK-12_1115	Grade 6	Assistant Principal	2080	100%	
246	Tyson, Michelle		SPECIAL EDUCATION PK-12_9225 ELEMENTARY K- 6_2810	Grade K, 1 & 2	SPED	1536	100%	
247	Ulmer, Boyd		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	
248	Vail, Peggy		ELEMENTARY K-6_2810 EARLY CHILDHOOD N- 3_2840 SPECIAL EDUCATION PK-8_9226	Grade 7 & 8	History	1536	100%	
249	Verdekal, Jenna		SPECIAL EDUCATION PK-8_9226 GRADES PK- 4_2825	Grade K, 1, 2	Self-Contained	1536	100%	
250	Verga, Richard		PRINCIPAL PK-12_1115 MATHEMATICS 7-12_6800		Principal, 5-8	2080	100%	
251	Verton, Sonya M.		3_2840 ENGLISH AS A SECOND	K-12	ELL	1536	100%	
252	Vioral, Tracey A.		HANDICAPPED K-12_9235 EARLY CHILDHOOD N- 3_2840	Grades K-4	Sped	1536	100%	
253	Vitalbo, Nicole Elizabeth		SPECIAL EDUCATION PK-8_9226 GRADES PK- 4_2825	Grade 6	ELA Sped	1536	100%	
254	Waid, Audrey		ART PK-12_1405 ELEMENTARY K-6_2810 MID- LEVEL MATHEMATICS 6-9_2860	Grade 5 & 6	Art	1536	100%	
255	Wallach, Andrea		MATHEMATICS 7-12_6800 PRINCIPAL PK-12_1115 SUPVR CURRICULUM & INST PK-12_2915	Grade 8	Assistant Principal	2080	100%	
256	Wangler, Nina M.		READING SPECIALIST PK-12_7650 SPECIAL DUCATION PK-12_9225 E EMENTARY K-6_2810		Assistant Director of Special Education	2080	100%	
257	Wasil, Andrea		LIBRARY SCIENCE PK-12_6420	Grade 9-12	Social Studies	1536	100%	
258	Wasilko, Mark B.		MUSIC PK-12_7205	Grade 7 & 8	Music	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign ment	% of Time in Certified Position	% of Time in Areas Not Certified
259	Watson, Jennifer L.		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225		Asst Dir of SPED, Transition Programming	2080	100%	
260	Watterson, Maria A.		12_9225 READING SPECIALIST PK-12_7650	Grade K	Self-Contained	1536	100%	
261	Weinberger, Maureen		ELEMENTARY K-6_2810 ONLINE INSTRUCTION		Director, Curriculum, Instruction & Fed Prog	2080	100%	
262	Welsh, Kristy		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860 MID-LEVEL SCIENCE 6-9_2880 SPECIAL EDUCATION PK-12_9225	Grade 5 & 6	Self-Contained	1536	100%	
263	Wernick, Casey B.		SOCIAL STUDIES 7-12_8875 PRINCIPAL PK-12_1115	Grade 12	Assistant Principal	2080	100%	
264	Wessels, Douglas J.				Chief Public Affairs & Accountability Officer	2080		100%
265	Widmann, Crystal L.		PRINCIPAL PK-12_1115		Assistant Principal, Pupil Services	2080	100%	
266	Willits, Cynthia A.		6_2810 ONLINE INSTRUCTION PROGRAM PK-	Grade 6	Self-Contained	1536	100%	
267	Witkowski-Denithorne,		ENGLISH 7-12_3230 ELEMENTARY K-6_2810	Grade 8	ELA	1536	100%	
268	Woltjen, Christina		SCHOOL NURSE PK-12_1890		School Nurse	2080	100%	
269	Wright, Alyssa		GRADES PK-4_2825 GRADES 4-8/ALL SUBJECTS 4-6	Grade 4	Self-Contained	1536	100%	
270	Wroten, Alison		ELEMENTARY K-6_2810	Grade 1	Self-Contained	1536	100%	
271	Yoest, Melissa		ELEMENTARY K-6_2810	Grade 5 & 6	ELA Sped & LS	1536	100%	
272	York, Kristin T.				Manager of Pupil Health Services	2080		100%
273	Zullick, Aaron James		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	

Total Number of Administrators (do not include CEO) 42 CEO (certified) 1  
Total Number of Teachers 200 Counselors 10 School Nurses 4 Others 16  
Total Number of Professional Staff 273

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



**PAVIRTUAL**  
CHARTER SCHOOL

---

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
KING OF PRUSSIA, PENNSYLVANIA**

**FINANCIAL STATEMENTS**

**JUNE 30, 2023**

---



PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
JUNE 30, 2023

TABLE OF CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITOR'S REPORT	1
FINANCIAL STATEMENTS:	
Statements of Financial Position	4
Statement of Activities	5
Statement of Functional Expenses	6
Statements of Cash Flows	7
Notes to Financial Statements	8
SINGLE AUDIT INFORMATION:	
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	15
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	17
Schedule of Expenditures of Federal Awards	20
Notes to Schedule of Expenditures of Federal Awards	21
Schedule of Findings and Recommendations	22
Corrective Action Plan	25



## INDEPENDENT AUDITOR'S REPORT

March 29, 2024

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

### Report on the Audit of the Financial Statements

#### Opinion

We have audited the financial statements of Pennsylvania Virtual Charter School, which comprise the statements of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Pennsylvania Virtual Charter School as of June 30, 2023, and the changes in their net assets and their cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

#### Basis for Opinion

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

#### Responsibilities of Management for the Financial Statements

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

To the Board of Directors  
Pennsylvania Virtual Charter School

design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Pennsylvania Virtual Charter School's ability to continue as a going concern for one year after the date that the financial statements are issued.

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

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

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Pennsylvania Virtual Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Pennsylvania Virtual Charter School's ability to continue as a going concern for a reasonable period of time.

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.

To the Board of Directors  
Pennsylvania Virtual Charter School

### Emphasis of a Matter

As discussed in Note 2 to the financial statements, the Pennsylvania Virtual Charter School has adopted the requirements Financial Accounting Standards Board Accounting Standards Codification (“FASB ASC”) Topic 842, “Leases.” The purpose of this statement is to increase the usefulness of financial statements by requiring recognition of certain leases as right-to-use assets and related liabilities.

### Report on Summarized Comparative Information

We have previously audited Pennsylvania Virtual Charter School’s June 30, 2022 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated February 6, 2023. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022 is consistent, in all material respects, with the audited financial statements from which it has been derived.

### Supplementary Information

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

### Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report March 29, 2024, on our consideration of Pennsylvania Virtual Charter School’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Pennsylvania Virtual Charter School’s internal control over financial reporting and compliance.

  
BARBACANE, THORNTON & COMPANY LLP

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL**  
**STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30, 2023 AND 2022**

	2023	2022
<b><u>ASSETS</u></b>		
<b>CURRENT ASSETS:</b>		
Cash and cash equivalents	\$ 22,481,143	\$ 18,649,867
Accounts receivable, net	4,402,281	3,035,328
Grants receivables	5,999,001	3,840,779
Prepaid expenses	117,230	711,568
Total Current Assets	32,999,655	26,237,542
<b>NONCURRENT ASSETS:</b>		
Land	918,892	918,892
Buildings and improvements	4,366,579	4,366,579
Furniture and equipment	2,354,473	2,354,473
Leased computer equipment	3,331,460	3,478,107
Less: Accumulated depreciation	(4,339,439)	(6,815,256)
Property and Equipment, Net	6,631,965	4,302,795
Security deposits	-	8,250
<b>TOTAL ASSETS</b>	<b>\$ 39,631,620</b>	<b>\$ 30,548,587</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 1,059,584	\$ 952,532
Other liabilities	5,974,289	2,720,980
Due to K-12, Inc.	434,316	675,315
Current portion of lease payable	958,769	41,706
Total Current Liabilities	8,426,958	4,390,533
<b>NONCURRENT LIABILITIES:</b>		
Lease payable	1,297,674	-
Compensated absences	281,780	211,865
Total Noncurrent Liabilities	1,579,454	211,865
Total Liabilities	10,006,412	4,602,398
<b>NET ASSETS:</b>		
Without donor restrictions	29,625,208	25,946,189
Total Net Assets	29,625,208	25,946,189
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 39,631,620</b>	<b>\$ 30,548,587</b>

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

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2023  
(With Summarized Totals for 2022)**

	Without Donor Restrictions	With Donor Restrictions	Totals	
			2023	2022
<b>PUBLIC SUPPORT AND REVENUE</b>				
Public support:				
Operating subsidy	\$ 51,614,547	\$ -	\$ 51,614,547	\$ 50,887,768
Federal grants	-	4,113,261	4,113,261	5,185,223
State grants	-	197,942	197,942	206,546
Other income	171,478	-	171,478	29,826
Total Public Support	<u>51,786,025</u>	<u>4,311,203</u>	<u>56,097,228</u>	<u>56,309,363</u>
Revenue:				
Interest income	340,230	-	340,230	-
Total Revenue	<u>340,230</u>	<u>-</u>	<u>340,230</u>	<u>-</u>
Net assets released from restriction:				
Satisfaction of program restrictions	4,311,203	(4,311,203)	-	-
<b>TOTAL PUBLIC SUPPORT AND REVENUE</b>	<u>56,437,458</u>	<u>-</u>	<u>56,437,458</u>	<u>56,309,363</u>
<b>EXPENSES</b>				
Program services:				
Instruction	27,320,483	-	27,320,483	28,121,817
IDEA	611,206	-	611,206	638,523
Title I	1,248,407	-	1,248,407	1,265,579
Title II	104,713	-	104,713	116,547
Title IV	99,303	-	99,303	64,736
ESSER	2,049,632	-	2,049,632	3,099,838
Total Program Services	<u>31,433,744</u>	<u>-</u>	<u>31,433,744</u>	<u>33,307,040</u>
Support services	21,324,695	-	21,324,695	16,507,544
<b>TOTAL EXPENSES</b>	<u>52,758,439</u>	<u>-</u>	<u>52,758,439</u>	<u>49,814,584</u>
<b>OTHER FINANCING SOURCES (USES)</b>				
Loss on disposal of property and equipment	-	-	-	(9,744)
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(9,744)</u>
<b>CHANGE IN NET ASSETS</b>	3,679,019	-	3,679,019	6,485,035
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>25,946,189</u>	<u>-</u>	<u>25,946,189</u>	<u>19,461,154</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 29,625,208</u>	<u>\$ -</u>	<u>\$ 29,625,208</u>	<u>\$ 25,946,189</u>

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

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
STATEMENT OF FUNCTIONAL EXPENSES  
FOR THE YEAR ENDED JUNE 30, 2023  
(With Summarized Totals for 2022)**

	Program Services						Total Program Services	Support Services	Totals	
	Instruction	IDEA	Title I	Title II	Title IV	ESSER			2023	2022
	Salaries	\$ 8,171,421	\$ -	\$ 1,054,101	\$ 101,028	\$ 93,180			\$ 1,194,804	\$ 10,614,534
Benefits and payroll taxes	8,144,944	-	62,420	-	-	832,043	9,039,407	5,927,019	14,966,426	12,579,092
Total Salaries and Related Expenses	16,316,365	-	1,116,521	101,028	93,180	2,026,847	19,653,941	17,078,077	36,732,018	31,981,399
Advertising expense	-	-	-	-	-	-	-	733,744	733,744	844,302
Depreciation	142,144	-	-	-	-	-	142,144	860,146	1,002,290	1,789,162
Dues and fees	9,756	-	-	-	5,500	-	15,256	407,751	423,007	201,097
Insurance	-	-	-	-	-	-	-	93,781	93,781	71,465
Instructional software	6,482,886	-	42,062	-	623	22,785	6,548,356	-	6,548,356	1,893,000
Interest expense	-	-	-	-	-	-	-	70,438	70,438	19,860
Materials and books	1,202,488	-	89,824	3,685	-	-	1,295,997	-	1,295,997	7,305,819
Miscellaneous	-	-	-	-	-	-	-	203,903	203,903	56,677
Occupancy	-	-	-	-	-	-	-	643,374	643,374	379,436
Postage	7,543	-	-	-	-	-	7,543	190,488	198,031	142,588
Professional services	46,938	-	-	-	-	-	46,938	61,814	108,752	41,299
Repairs and maintenance	-	-	-	-	-	-	-	81,884	81,884	552,599
Special education services	2,320,107	611,206	-	-	-	-	2,931,313	-	2,931,313	2,384,842
Supplies and small equipment	129,443	-	-	-	-	-	129,443	-	129,443	841,737
Telephone and internet	556,249	-	-	-	-	-	556,249	687,362	1,243,611	1,127,572
Travel and entertainment	106,564	-	-	-	-	-	106,564	211,933	318,497	181,730
<b>TOTAL EXPENSES</b>	<b>\$ 27,320,483</b>	<b>\$ 611,206</b>	<b>\$ 1,248,407</b>	<b>\$ 104,713</b>	<b>\$ 99,303</b>	<b>\$ 2,049,632</b>	<b>\$ 31,433,744</b>	<b>\$ 21,324,695</b>	<b>\$ 52,758,439</b>	<b>\$ 49,814,584</b>

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

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
STATEMENTS OF CASH FLOWS  
FOR THE YEARS ENDED JUNE 30, 2023 AND 2022**

	<u>2023</u>	<u>2022</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	\$ 3,679,019	\$ 6,485,035
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation	1,002,290	1,789,162
Loss on disposal of property and equipment	-	9,744
(Increase) Decrease in:		
Accounts receivable	(1,366,953)	329,852
Grants receivable	(2,158,222)	(2,179,146)
Prepaid expenses	594,338	(566,097)
Increase (Decrease) in:		
Accounts payable	107,052	121,604
Other liabilities	3,253,309	(884,905)
Due to K-12, Inc.	(240,999)	137,386
Compensated absences	69,915	31,893
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	<u>4,939,749</u>	<u>5,274,528</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	-	(658,782)
Security deposit (increase) decrease	8,250	8,250
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	<u>8,250</u>	<u>(650,532)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Capital lease payments	<u>(1,116,723)</u>	<u>(241,255)</u>
NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	<u>(1,116,723)</u>	<u>(241,255)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	3,831,276	4,366,241
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>18,649,867</u>	<u>14,283,626</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 22,481,143</u></u>	<u><u>\$ 18,649,867</u></u>
SUPPLEMENTAL DISCLOSURES:		
Interest paid	<u>\$ 70,438</u>	<u>\$ 19,860</u>
Fixed assets acquired through capital lease	<u><u>\$ 3,331,460</u></u>	<u><u>\$ 658,782</u></u>

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



PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023

NOTE 1 NATURE OF THE ORGANIZATION

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

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

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

Financial Statement Presentation

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

Income Tax Status

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

Cash and Cash Equivalents

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

Accounts and Grants Receivable

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

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023

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

Property and Equipment

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

Buildings and improvements	5 - 40 years
Furniture and equipment	3 - 7 years
Leased computer equipment	3 years

Compensated Absences

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

Advertising Expense

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

Allocation of Functional Expenses

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

Use of Estimates in the Preparation of Financial Statements

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

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023

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

Implementation of FASB ASC Topic 842

During the year ended June 30, 2023, the School adopted the requirements Financial Accounting Standards Board Accounting Standards Codification ("FASB ASC") Topic 842, "Leases." The purpose of this statement is to increase the usefulness of financial statements by requiring recognition of certain leases as an asset and liabilities for those leases.

The School has elected the package of practical expedients permitted in ASC Topic 842. Additionally, the School has made the following additional elections with regards to the implementation of this new standard:

- The accounting policy election to exclude short-term leases from the scope of ASC Topic 842. A short-term lease is a lease that, at the commencement date, has a lease term of 12 months or less and does not contain an option to purchase the underlying asset that the lessee is reasonably certain to exercise. The School has elected to apply a simplified method of accounting for short-term leases where lease payments are recognized as expense on a straight-line basis over the lease term.
- Implementation retrospectively at the beginning of the period of adoption (July 1, 2021).

Prior Year Financial Statements

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2022, from which the summarized information was derived.

NOTE 3 CASH AND CASH EQUIVALENTS

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned. The School maintains five bank accounts at TD Bank, NA. Accounts at this institution are insured by the Federal Deposit Insurance Corporation ("FDIC") up to \$250,000. At June 30, 2023, the carrying amount of the School's deposits totaled \$8,640,913, and the bank balance was \$8,826,419. Of the bank balance, \$250,000 was covered by federal depository insurance, and \$8,576,419 was exposed to custodial credit risk because it was uninsured, and the collateral held by the depository's agent was not in the School's name. However, the exposed deposits were collateralized in accordance with Act 72 of the Commonwealth of Pennsylvania. The School also holds a certificate of deposit with TD Bank, NA, in the amount of \$13,840,230 as of June 30, 2023. This amount is included in the cash and cash equivalents line of the statement of financial position.

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023

NOTE 4 ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2023 consisted of the following:

Due from school districts and Pennsylvania Department of Education:	\$ 5,134,753
Less: Allowance for doubtful accounts	<u>(732,472)</u>
TOTAL	<u>\$ 4,402,281</u>

NOTE 5 GRANTS RECEIVABLE

Grants receivable consisted of the following at June 30, 2023:

School Health Annual Reimbursement System (SHARS)	\$ 61,604
Federal receivables	<u>5,937,397</u>
TOTAL	<u>\$ 5,999,001</u>

NOTE 6 PROPERTY AND EQUIPMENT

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

	Balance July 1, 2022	Additions	Deletions	Balance June 30, 2023
Land	\$ 918,892	\$ -	\$ -	\$ 918,892
Buildings and improvements	4,366,579	-	-	4,366,579
Furniture and equipment	2,354,473	-	-	2,354,473
Leased computer equipment	3,478,107	3,331,460	3,478,107	3,331,460
	<u>11,118,051</u>	<u>3,331,460</u>	<u>3,478,107</u>	<u>10,971,404</u>
Accumulated depreciation	(6,815,256)	(1,002,290)	(3,478,107)	(4,339,439)
Total Property and Equipment, Net	<u>\$ 4,302,795</u>	<u>\$ 2,329,170</u>	<u>\$ -</u>	<u>\$ 6,631,965</u>

NOTE 7 DUE TO K-12, INC.

In June 2009, the School entered into an agreement with K-12, Inc. to provide online curricula, instructional tools, materials, and other products through June 2024. Under this agreement, the

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023

NOTE 7 DUE TO K-12, INC. (cont'd)

School has purchased online curricula, instructional tools, materials, and other products totaling \$5,631,948 for the year ended June 30, 2023.

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

The line item "Due to K-12, Inc." shown on the statement of financial position represents amounts payable and due to K-12, Inc. for curriculum materials. The amount due as of June 30, 2023 was \$434,316.

NOTE 8 LEASE OBLIGATION

The School acquired \$3,331,460 of computers under a lease agreement with payments due yearly on June 1, beginning on June 1, 2023 through June 1, 2025, with a final payment for the remainder of the balance on August 1, 2026. The leased computers are depreciated over the life of the lease. Depreciation of the computers under the capital lease is included in depreciation expense. For the year ended June 30, 2023, the School recorded \$370,162 of depreciation on the computers. The table below describes the future amounts due under the lease.

<u>Year Ending June 30,</u>	<u>Principal Maturities</u>	<u>Interest Maturities</u>	<u>Total Maturities</u>
2024	\$ 958,769	\$ 186,685	\$ 1,145,454
2025	1,038,092	107,362	1,145,454
2026	<u>259,582</u>	<u>25,417</u>	<u>284,999</u>
	<u>\$ 2,256,443</u>	<u>\$ 319,464</u>	<u>\$ 2,575,907</u>

NOTE 9 SUBSCRIPTION AGREEMENT

In the current year, the School entered into a subscription agreement with Ring Central to provide monthly telephone and conferencing services. Subscription expense for the year ended June 30, 2023 was \$52,883 and is included in telephone and internet in the statement of functional expenses.

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023

NOTE 9 SUBSCRIPTION AGREEMENT (cont'd)

Future payments under this subscription agreement are as follows:

Year Ending June 30,		
2024	\$	52,883
2025		52,883
2026		22,034
	\$	127,800

NOTE 10 PENSION PLAN

Plan Description

The School contributes to the Public School Employees' Retirement System ("PSERS"), a governmental cost-sharing multiple-employer defined benefit pension plan administered by the Commonwealth of Pennsylvania Public School Employees' Retirement System. The PSERS provides retirement and disability, legislative-mandated *ad hoc* cost-of-living adjustments, and certain healthcare insurance premium assistance to plan members and beneficiaries. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) provides the authority to establish and amend benefit provisions. The PSERS issues an annual comprehensive financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to the Public School Employees' Retirement System, P. O. Box 125, Harrisburg, Pennsylvania 17108-0125.

Funding Policy

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers, and the Commonwealth. Eligible active members contribute at 7.5 percent of their qualifying compensation. Contributions required of employers are based upon an actuarial valuation. For the fiscal year ended June 30, 2023, the rate of employer contribution was 35.26, allocated 34.36 percent to pensions, 0.15 percent to Act 5 defined contribution, and 0.75 percent to health insurance. The School's contribution to PSERS for the years ended June 30, 2023, 2022, and 2021 was \$7,416,478, \$6,300,508, and \$5,038,506, respectively, equal to the required contribution.

NOTE 11 COMMITMENTS AND CONTINGENCIES

The School is subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the normal course of business. In the opinion of management, all

PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2023

NOTE 11    COMMITMENTS AND CONTINGENCIES (cont'd)

such matters are adequately covered by insurance, and if not so covered are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of activities of the School if disposed of unfavorably.

NOTE 12    UNCERTAINTIES

Grants

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

NOTE 13    LIQUIDITY AND AVAILABILITY OF RESOURCES

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

The following reflects the School's financial assets as of June 30, 2023, reduced by amounts not available for general use within one year of the statement of financial position date.

Financial assets, at year-end	<u>\$32,882,425</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$32,882,425</u>

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

NOTE 14    SUBSEQUENT EVENTS

The School has evaluated all subsequent events through March 29, 2024, the date the financial statements were available to be issued.

**SINGLE AUDIT INFORMATION**





INDEPENDENT AUDITOR'S REPORT ON  
INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT  
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH GOVERNMENT AUDITING STANDARDS

March 29, 2024

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Pennsylvania Virtual Charter School ("the School"), a nonprofit organization, which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated March 29, 2024.

Internal Control Over Financial Reporting

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

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

To the Board of Directors  
Pennsylvania Virtual Charter School

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and recommendations as #2023-001 that we consider significant deficiencies.

#### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion.

#### Organization's Response to Finding

The Organization's response to the findings identified in our audit is described in the accompanying schedule of findings and recommendations. The Organization's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

#### Purpose of This Report

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

*Barbacane, Thornton & Company LLP*

BARBACANE, THORNTON & COMPANY LLP



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

March 29, 2024

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

Report on Compliance for Major Federal Program

Opinion on Major Federal Program

We have audited the Pennsylvania Virtual Charter School's ("the School") compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on the School's major federal program for the year ended June 30, 2023. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2023.

Basis for Opinion on Major Federal Program

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

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence

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

#### Responsibilities of Management for Compliance

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

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

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

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

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

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.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and recommendations as item #2023-001. Our opinion on the major federal program is not modified with respect to these matters. *Government Auditing Standards* requires the auditor to perform limited procedures on the School's response to the noncompliance findings identified in our audit described in the accompanying schedule of findings and recommendations. The School's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

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, as discussed below, we did identify a certain deficiency in internal control over compliance that we consider to be a significant deficiency.

*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. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and recommendations as item #2023-001, to be a significant deficiency.

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. *Government Auditing Standards* requires the auditor to perform limited procedures on the Organization's response to the internal control over the compliance finding identified in our audit described in the accompanying schedule of findings and recommendations. The Organization's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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

  
BARBACANE, THORNTON & COMPANY LLP

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2023**

FEDERAL GRANTOR/PROJECT TITLE	SOURCE CODE	FEDERAL ALN	PASS-THROUGH GRANTOR'S NUMBER	GRANT PERIOD BEGINNING/ ENDING DATES	GRANT AMOUNT	TOTAL RECEIVED FOR YEAR	ACCRUED (UNEARNED) REVENUE 07/01/2022	REVENUE RECOGNIZED	EXPENDITURES	ACCRUED (UNEARNED) REVENUE 06/30/2023	AMOUNT PASSED THROUGH TO SUB-RECIPIENTS
<u>U.S. DEPARTMENT OF EDUCATION</u>											
<u>Passed through Montgomery County I.U.</u>											
IDEA	I	84.027	062-22-0035	07/01/2021 - 06/30/2022	\$ 638,523	\$ 121,319	\$ 121,319	\$ -	\$ -	\$ -	\$ -
IDEA	I	84.027	062-23-0023	07/01/2022 - 06/20/2023	611,206	-	-	611,206	611,206	611,206	-
Total ALN 84.027						121,319	121,319	611,206	611,206	611,206	-
<b>Total IDEA</b>						<b>121,319</b>	<b>121,319</b>	<b>611,206</b>	<b>611,206</b>	<b>611,206</b>	<b>-</b>
<u>Passed through Pennsylvania Department of Education</u>											
Elementary and Secondary School Emergency Relief Fund	I	84.425D	FA-200-21-1018	03/13/2020 - 09/30/2023	3,178,842	-	1,357,169	1,525,967	1,525,967	2,883,136	-
Elementary and Secondary School Emergency Relief Fund	I	84.425U	FA-200-23-1018	03/13/2020 - 09/30/2024	6,429,877	116,907	1,096,242	523,665	523,665	1,503,000	-
Total ALN 84.425						116,907	2,453,411	2,049,632	2,049,632	4,386,136	-
<b>Total Elementary and Secondary School Emergency Relief Fund</b>						<b>116,907</b>	<b>2,453,411</b>	<b>2,049,632</b>	<b>2,049,632</b>	<b>4,386,136</b>	<b>-</b>
<u>Passed through Pennsylvania Department of Education</u>											
<u>of Education</u>											
Title I Grants - Improving Basic Programs	I	84.010	013-22-1018	08/28/2021 - 09/30/2022	1,265,579	1,063,940	1,063,940	-	-	-	-
Title I Grants - Improving Basic Programs	I	84.010	013-23-1018	08/19/2022 - 09/30/2023	1,248,407	445,870	-	1,248,407	1,248,407	802,537	-
Total ALN 84.010						1,509,810	1,063,940	1,248,407	1,248,407	802,537	-
<b>Total Title I</b>						<b>1,509,810</b>	<b>1,063,940</b>	<b>1,248,407</b>	<b>1,248,407</b>	<b>802,537</b>	<b>-</b>
Title II - Improving Teacher Quality	I	84.367	020-22-1018	08/19/2021 - 09/30/2022	116,547	96,779	96,779	-	-	-	-
Title II - Improving Teacher Quality	I	84.367	020-23-1018	08/19/2022 - 09/30/2023	104,713	34,966	-	104,713	104,713	69,747	-
Total ALN 84.367						131,745	96,779	104,713	104,713	69,747	-
<b>Total Title II</b>						<b>131,745</b>	<b>96,779</b>	<b>104,713</b>	<b>104,713</b>	<b>69,747</b>	<b>-</b>
Title IV - Student Support & Academic Enrichment	I	84.424	144-22-1018	08/19/2021 - 09/30/2022	64,736	50,872	50,872	-	-	-	-
Title IV - Student Support & Academic Enrichment	I	84.424	144-23-1018	08/19/2022 - 09/30/2023	99,303	31,532	-	99,303	99,303	67,771	-
Total ALN 84.424						82,404	50,872	99,303	99,303	67,771	-
<b>Total Title IV</b>						<b>82,404</b>	<b>50,872</b>	<b>99,303</b>	<b>99,303</b>	<b>67,771</b>	<b>-</b>
<b>TOTAL U.S. DEPARTMENT OF EDUCATION</b>						<b>1,962,185</b>	<b>3,786,321</b>	<b>4,113,261</b>	<b>4,113,261</b>	<b>5,937,397</b>	<b>-</b>
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>						<b>\$ 1,962,185</b>	<b>\$ 3,786,321</b>	<b>\$ 4,113,261</b>	<b>\$ 4,113,261</b>	<b>\$ 5,937,397</b>	<b>\$ -</b>

SOURCE CODE:

I - Indirect Funding

PENNSYLVANIA VIRTUAL CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A REPORTING ENTITY

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

NOTE B BASIS OF ACCOUNTING

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

NOTE C INDIRECT COST RATE

The School has not elected to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance. For the year ended June 30, 2023, there were no indirect costs included in the schedule of expenditures of federal awards.

## **SCHEDULE OF FINDINGS AND RECOMMENDATIONS**



PENNSYLVANIA VIRTUAL CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND RECOMMENDATIONS

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

*Financial Statements*

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

Unmodified

Internal control over financial reporting:

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

*Federal Awards*

Internal control over major program:

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

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

Unmodified

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

  X   Yes        No

Identification of major program:

Assistance Listing Numbers

Name of Federal Program or Cluster

84.425D, 84.425U

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

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

\$ 750,000

Auditee qualified as low-risk auditee?

  X   Yes        No

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

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

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

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

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

#2023-001

Condition

The quarterly filings related to the Education Stabilization Fund Under the Coronavirus Aid, Relief, and Economic Security Act Grants were not filed timely during fiscal year end 2023. This led to the suspension of payments from the Pennsylvania Department of Education.

Criteria

The internal controls over federal grant reporting of the School should allow for identification of and adherence to grant reporting due dates. This is especially important as it can affect future funding of the School related to these grants.

Cause

Oversight due to turnover of accounting staff during the year.

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

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

Effect

Noncompliance with Education Stabilization Fund Under the Coronavirus Aid, Relief, and Economic Security Act Grants.

Recommendation

We recommend that the School implement policies and procedures that will provide internal controls over federal grant reporting sufficient to ensure timely filing of future reporting.



**PAVIRTUAL**  
CHARTER SCHOOL

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

Date: March 29, 2024

To Whom It May Concern:

Pennsylvania Virtual Charter School respectfully submits the following management response for the year ended June 30, 2023, based on the schedule of findings and recommendations included in the following audit report:

Audit Period: July 1, 2022 - June 30, 2023

Auditor: Barbacane, Thornton & Company LLP  
Certified Public Accountants  
503 Carr Road, Suite 100  
Wilmington, DE 19809

**Finding 2023-001** — During our current year audit, it was noted that quarterly reports related to the Education Stabilization Fund were not filed timely which led to the suspension of payments from the Pennsylvania Department of Education.

**Recommendation** – We recommend that the School implement policies and procedures that will provide internal controls over federal grant reporting sufficient to ensure timely filing of future reporting.

**Action Taken** – Pennsylvania Virtual Charter School management agrees with the above recommendation and has instituted policies and procedures designed to address this finding:

- Clarified that the appropriate persons are receiving audit notifications.
- Subsequent due dates are included in the organizational and departmental and administrative calendars.

Sincerely,

*Melissa Paris*

Melissa Paris  
Chief Financial Officer



**pennsylvania**  
DEPARTMENT OF EDUCATION

Monday, July 15, 2024

Debra Heath-Thornton  
CEO  
630 Park Avenue  
King of Prussia, PA 19406

Dear Debra Heath-Thornton,

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2023-24 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Pennsylvania Virtual CS compliance. Based on the areas Division of Federal Program reviewed during its monitoring, we have uncovered instances of non-compliance for the 2023-24 school year.

Please review the corrective action components that are included in the Locked CAV listed with each assessment under CAV Docs. Documents can be uploaded to the CAV Home tab within each assessment.

You can print off a copy of your completed Monitoring Instrument at <https://www.federalmonitor.com/pa>. If you have any questions, please feel free to contact your regional coordinator.

Thank you for your cooperation.

Sincerely,

Susan McCrone  
Chief  
Division of Federal Programs



**pennsylvania**  
DEPARTMENT OF EDUCATION

Monday, July 15, 2024

Debra Heath-Thornton  
CEO  
630 Park Avenue  
King of Prussia, PA 19406

Dear Debra Heath-Thornton,

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2023-24 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Pennsylvania Virtual CS compliance. Based on the areas Division of Federal Program reviewed during its monitoring, we have uncovered instances of non-compliance for the 2023-24 school year.

Please review the corrective action components that are included in the Locked CAV listed with each assessment under CAV Docs. Documents can be uploaded to the CAV Home tab within each assessment.

You can print off a copy of your completed Monitoring Instrument at <https://www.federalmonitor.com/pa>. If you have any questions, please feel free to contact your regional coordinator.

Thank you for your cooperation.

Sincerely,

Susan McCrone  
Chief  
Division of Federal Programs

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 Virtual CS  
630 Park Avenue  
King of Prussia, PA 19406

LEA Level Monitoring

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

**Program(s) Reviewed:**

- |  |  |
|--|--|
| <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):** Dr. Helen Gross Dr. Adam Kenz

**Program Review Date:** 05/20/2024

# 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					
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> list of staff on emergency permits</p>		<table border="1"> <tr> <th data-bbox="1646 451 2062 509" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1646 509 2062 721"> <p>4/23/2024 3:11:35 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Charter School</p> </td> </tr> <tr> <th data-bbox="1646 721 2062 769" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1646 769 2062 915"> <p>5/19/2024 11:20:55 AM State Monitor Helen Gross Charter Schools mark N/A</p> </td> </tr> </table>	District Comments	<p>4/23/2024 3:11:35 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Charter School</p>	Monitor Comments	<p>5/19/2024 11:20:55 AM State Monitor Helen Gross Charter Schools mark N/A</p>
District Comments										
<p>4/23/2024 3:11:35 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Charter School</p>										
Monitor Comments										
<p>5/19/2024 11:20:55 AM State Monitor Helen Gross Charter Schools mark N/A</p>										
<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><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</p>		<table border="1"> <tr> <th data-bbox="1646 915 2062 1045" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1646 1045 2062 1224"> <p>5/31/2024 10:52:57 AM State Monitor Helen Gross Required documentation was provided.</p> </td> </tr> </table>	Monitor Comments	<p>5/31/2024 10:52:57 AM State Monitor Helen Gross Required documentation was provided.</p>		
Monitor Comments										
<p>5/31/2024 10:52:57 AM State Monitor Helen Gross Required documentation was provided.</p>										
<p><a href="#">PDE414-PAVirtual22-23SY.pdf</a> <a href="#">2023-2024ESSAProgramMonitoringforPAVirtualCSTableofContents.pdf</a></p>										



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"> <thead> <tr> <th data-bbox="1650 126 2058 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 180 2058 360">           5/31/2024 10:53:07 AM            State Monitor Helen Gross            Required documentation was provided.         </td> </tr> </tbody> </table>	Monitor Comments	5/31/2024 10:53:07 AM State Monitor Helen Gross Required documentation was provided.
Monitor Comments							
5/31/2024 10:53:07 AM State Monitor Helen Gross Required documentation was provided.							
<a href="#">TitleIAcademicSupportTeachers.pdf</a>							

**Component II: Equity Plan**

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Updated</b> Equity Plan, with dated agenda and corresponding sign-in sheet	<table border="1"> <thead> <tr> <th data-bbox="1640 375 2060 431" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 431 2060 651">                             5/29/2024 2:00:39 PM                              State Monitor Helen Gross                              Documentation was complete and provided in a timely manner.                         </td> </tr> </tbody> </table>	Monitor Comments	5/29/2024 2:00:39 PM State Monitor Helen Gross Documentation was complete and provided in a timely manner.
Monitor Comments							
5/29/2024 2:00:39 PM State Monitor Helen Gross Documentation was complete and provided in a timely manner.							
<a href="#">PennsylvaniaVirtualCharterSchoolEquityPlanSY23.24.pdf</a> <a href="#">EquityPlanReviewMtg_Agenda_Attendees.pdf</a>							

**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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures with signatures	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1352 375 2060 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1352 431 2060 675"> <p>4/23/2024 3:31:38 PM                      Director of Curriculum, Inst &amp; Fed. Programs                      Maureen Weinberger                      PA Virtual is a completely online cyber school model and therefore does not have transportation requirements.</p> </td> </tr> <tr> <th data-bbox="1352 675 2060 724" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1352 724 2060 907"> <p>5/31/2024 10:56:00 AM                      State Monitor Helen Gross                      As a virtual LEA written transportation procedures/MOU are not required.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/23/2024 3:31:38 PM                      Director of Curriculum, Inst &amp; Fed. Programs                      Maureen Weinberger                      PA Virtual is a completely online cyber school model and therefore does not have transportation requirements.</p>	Monitor Comments	<p>5/31/2024 10:56:00 AM                      State Monitor Helen Gross                      As a virtual LEA written transportation procedures/MOU are not required.</p>
District Comments									
<p>4/23/2024 3:31:38 PM                      Director of Curriculum, Inst &amp; Fed. Programs                      Maureen Weinberger                      PA Virtual is a completely online cyber school model and therefore does not have transportation requirements.</p>									
Monitor Comments									
<p>5/31/2024 10:56:00 AM                      State Monitor Helen Gross                      As a virtual LEA written transportation procedures/MOU are not required.</p>									

**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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>                             4/23/2024 3:34:42 PM                              Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger                              As a cyber charter, PA Virtual is exempt from creating an MOU with Head Start agencies.                         </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>                             5/31/2024 10:59:01 AM                              State Monitor Helen Gross                              As a virtual LEA written Head Start/ coordination/MOU are not required.                         </td> </tr> </tbody> </table>	District Comments	4/23/2024 3:34:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a cyber charter, PA Virtual is exempt from creating an MOU with Head Start agencies.	Monitor Comments	5/31/2024 10:59:01 AM State Monitor Helen Gross As a virtual LEA written Head Start/ coordination/MOU are not required.
District Comments									
4/23/2024 3:34:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a cyber charter, PA Virtual is exempt from creating an MOU with Head Start agencies.									
Monitor Comments									
5/31/2024 10:59:01 AM State Monitor Helen Gross As a virtual LEA written Head Start/ coordination/MOU are not required.									

**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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>                             4/25/2024 11:08:04 AM                              Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger                              Including one transition session ppt as an example but PA Virtual holds these for incoming Kindergarten, each grade band change, and post-secondary planning.                         </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>                             5/20/2024 8:52:23 AM                              State Monitor Helen Gross                              An overall Transition Plan was not viewed. The narrative from the submitted e-grant does not appear to include parents. This area was discussed in full.                         </td> </tr> </tbody> </table>	District Comments	4/25/2024 11:08:04 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Including one transition session ppt as an example but PA Virtual holds these for incoming Kindergarten, each grade band change, and post-secondary planning.	Monitor Comments	5/20/2024 8:52:23 AM State Monitor Helen Gross An overall Transition Plan was not viewed. The narrative from the submitted e-grant does not appear to include parents. This area was discussed in full.
District Comments									
4/25/2024 11:08:04 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Including one transition session ppt as an example but PA Virtual holds these for incoming Kindergarten, each grade band change, and post-secondary planning.									
Monitor Comments									
5/20/2024 8:52:23 AM State Monitor Helen Gross An overall Transition Plan was not viewed. The narrative from the submitted e-grant does not appear to include parents. This area was discussed in full.									
<a href="#">11thGradePost-SecondaryPlanningPresentation.pdf</a> <a href="#">TransitionandCoordination_TitleI_ConsolidatedApp.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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input 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" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>                     5/19/2024 11:27:56 AM                      State Monitor Helen Gross                      Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide proof of distribution of policy.. Following our meeting, additional information was provided (and has been uploaded) by Maureen Weinberger. This item has been changed to "met".                 </td> </tr> </tbody> </table>	Monitor Comments	5/19/2024 11:27:56 AM State Monitor Helen Gross Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide proof of distribution of policy.. Following our meeting, additional information was provided (and has been uploaded) by Maureen Weinberger. This item has been changed to "met".
Monitor Comments							
5/19/2024 11:27:56 AM State Monitor Helen Gross Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide proof of distribution of policy.. Following our meeting, additional information was provided (and has been uploaded) by Maureen Weinberger. This item has been changed to "met".							

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>					

[PAVirtualParentandFamilyEngagementPolicy\(rev.2.2024\).pdf](#)  
[Title1AnnualMeeting2023.2024\(1\).pdf](#)  
[PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf](#)  
[PAVirtualParent\\_Involvement.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<a href="#">PAVirtual2023-2024ESSAProgramAdditionalDocumentsforPAVirtualCS.docx</a>							
2. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <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.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1507 230 2053 279" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1507 279 2053 737"> <p>5/19/2024 11:31:24 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion how were parents included in the decision on how to use the LEA Parent &amp; Family set aside for the 23/24 school year? A 2/12/24 meeting to involve parents in the year's decision making process is in the 3rd quarter of the school year. Moving forward, the school is working in this area to expand parent input in the decision making process.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/19/2024 11:31:24 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion how were parents included in the decision on how to use the LEA Parent &amp; Family set aside for the 23/24 school year? A 2/12/24 meeting to involve parents in the year's decision making process is in the 3rd quarter of the school year. Moving forward, the school is working in this area to expand parent input in the decision making process.</p>
Monitor Comments							
<p>5/19/2024 11:31:24 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion how were parents included in the decision on how to use the LEA Parent &amp; Family set aside for the 23/24 school year? A 2/12/24 meeting to involve parents in the year's decision making process is in the 3rd quarter of the school year. Moving forward, the school is working in this area to expand parent input in the decision making process.</p>							
<a href="#">Title1AnnualMeeting2023.2024(1).pdf</a> <a href="#">PAVirtualTitleAnnualMtgAttendance2.12.24.pdf</a>							
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> <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> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy that <b>includes at least one of the five bullets</b> , parent meeting agenda and sign in sheet			



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> <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>							
<a href="#">PAVirtualParentandFamilyEngagementPolicy(rev.2.2024).pdf</a> <a href="#">PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf</a> <a href="#">TitleIAnnualMeeting2023.2024(1).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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 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> .  <input type="checkbox"/> 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>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1505 1170 2055 1219" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1505 1219 2055 1503"> <p>5/19/2024 11:35:03 AM            State Monitor Helen Gross            Extensive discussion took place with the leadership team regarding the importance of this area and possibly incorporating / expanding parent ambassadors services in this area.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/19/2024 11:35:03 AM            State Monitor Helen Gross            Extensive discussion took place with the leadership team regarding the importance of this area and possibly incorporating / expanding parent ambassadors services in this area.</p>
Monitor Comments							
<p>5/19/2024 11:35:03 AM            State Monitor Helen Gross            Extensive discussion took place with the leadership team regarding the importance of this area and possibly incorporating / expanding parent ambassadors services in this area.</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<a href="#">Title1AnnualMeeting2023.2024(1).pdf</a> <a href="#">PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf</a>									
5. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A if the LEA receives less than \$500,000 in Title I funds.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>LEA level budget</b> (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1503 224 2058 279" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1503 279 2058 529">           5/29/2024 2:14:31 PM            State Monitor Helen Gross            Following our review meeting, additional expanded budget information has been provided by Maureen Weinberger.         </td> </tr> </tbody> </table>	Monitor Comments	5/29/2024 2:14:31 PM State Monitor Helen Gross Following our review meeting, additional expanded budget information has been provided by Maureen Weinberger.		
Monitor Comments									
5/29/2024 2:14:31 PM State Monitor Helen Gross Following our review meeting, additional expanded budget information has been provided by Maureen Weinberger.									
<a href="#">ParentEngagementSalary.xlsx</a>									
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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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="1503 597 2058 652" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1503 652 2058 863">           4/25/2024 11:31:28 AM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            As a Cyber Charter School, PA Virtual is considered one building.         </td> </tr> <tr> <th data-bbox="1503 863 2058 919" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1503 919 2058 1058">           5/19/2024 11:36:40 AM            State Monitor Helen Gross            PA Virtual is a single school entity.         </td> </tr> </tbody> </table>	District Comments	4/25/2024 11:31:28 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a Cyber Charter School, PA Virtual is considered one building.	Monitor Comments	5/19/2024 11:36:40 AM State Monitor Helen Gross PA Virtual is a single school entity.
District Comments									
4/25/2024 11:31:28 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a Cyber Charter School, PA Virtual is considered one building.									
Monitor Comments									
5/19/2024 11:36:40 AM State Monitor Helen Gross PA Virtual is a single school entity.									

## 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
16. Evidence that the district budgeted appropriate Nonpublic Equitable Share.	<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.	

## Comments

It was a pleasure to meet and work with the leadership team at Pennsylvania Virtual CS ( K-12 - 3000+ students ). A special thank you to Maureen Weinberger for providing additional requested information in a timely and well organized manner. Collaboration and organization is key at the LEA with administration / teachers providing for excellence, supporting any needed changes, and doing what needs to be done to support strong academic programs and career path directions.

**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	
<b>District Comments</b>					
4/25/2024 11:34:35 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger LEA uses Title II funds for districtwide professional development.					
<b>Monitor Comments</b>					
5/19/2024 12:31:39 PM State Monitor Helen Gross LEA uses Title II funds for districtwide professional development.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.</p>	<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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1486 126 2055 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1486 180 2055 427"> <p>4/25/2024 11:36:31 AM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual is designated TSI. Additionally, as a cyber charter school, operates as the LEA and as one school.</p> </td> </tr> <tr> <th data-bbox="1486 427 2055 480" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1486 480 2055 618"> <p>5/19/2024 12:32:24 PM            State Monitor Helen Gross            PA Virtual is designated TSI.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 11:36:31 AM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual is designated TSI. Additionally, as a cyber charter school, operates as the LEA and as one school.</p>	Monitor Comments	<p>5/19/2024 12:32:24 PM            State Monitor Helen Gross            PA Virtual is designated TSI.</p>
District Comments									
<p>4/25/2024 11:36:31 AM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual is designated TSI. Additionally, as a cyber charter school, operates as the LEA and as one school.</p>									
Monitor Comments									
<p>5/19/2024 12:32:24 PM            State Monitor Helen Gross            PA Virtual is designated TSI.</p>									



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1486 123 2055 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1486 180 2055 602"> <p>5/2/2024 12:15:26 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.</p> </td> </tr> <tr> <th data-bbox="1486 602 2055 651" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1486 651 2055 972"> <p>5/19/2024 11:59:59 AM State Monitor Helen Gross The stakeholders appear to be limited in the planning of the e-grant - Title II. Discussion needed and proof of inviting teachers, parents, specialized support personnel, etc. needed. (parent liaison not listed)</p> </td> </tr> </tbody> </table>	District Comments	<p>5/2/2024 12:15:26 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.</p>	Monitor Comments	<p>5/19/2024 11:59:59 AM State Monitor Helen Gross The stakeholders appear to be limited in the planning of the e-grant - Title II. Discussion needed and proof of inviting teachers, parents, specialized support personnel, etc. needed. (parent liaison not listed)</p>
District Comments									
<p>5/2/2024 12:15:26 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.</p>									
Monitor Comments									
<p>5/19/2024 11:59:59 AM State Monitor Helen Gross The stakeholders appear to be limited in the planning of the e-grant - Title II. Discussion needed and proof of inviting teachers, parents, specialized support personnel, etc. needed. (parent liaison not listed)</p>									
<p><a href="#">CompPlanMtg_Agenda_Attendance_6.15.23.pdf</a> <a href="#">PrincipalsMtg_Agenda_Attendance_6.14.23.pdf</a></p>									
<p>4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" 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.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1486 1070 2055 1127" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1486 1127 2055 1310"> <p>5/31/2024 11:06:09 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/31/2024 11:06:09 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.</p>		
Monitor Comments									
<p>5/31/2024 11:06:09 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.</p>									
<p><a href="#">StructuredLiteracyPDppt.pdf</a> <a href="#">StructuredLiteracyExitTicket_redacted.pdf</a></p>									

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation of the LEAs professional development plan and educator evaluation framework	<table border="1"> <thead> <tr> <th data-bbox="1486 126 2053 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1486 180 2053 354">           5/31/2024 11:06:19 AM            State Monitor Helen Gross            Required documentation was uploaded and reviewed.         </td> </tr> </tbody> </table>	Monitor Comments	5/31/2024 11:06:19 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.
Monitor Comments							
5/31/2024 11:06:19 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.							
<a href="#">ProfessionalDevelopmentPlan(Act48)_2021-2024.pdf</a>							
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Tools (i.e., surveys, teacher evaluation forms, student achievement data)  <input type="checkbox"/> Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)	<table border="1"> <thead> <tr> <th data-bbox="1486 670 2053 724">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1486 724 2053 898">           5/31/2024 11:05:55 AM            State Monitor Helen Gross            Required documentation was uploaded and reviewed.         </td> </tr> </tbody> </table>	Monitor Comments	5/31/2024 11:05:55 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.
Monitor Comments							
5/31/2024 11:05:55 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.							
<a href="#">StructuredLiteracyExitTicket_redacted.pdf</a>							

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).	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>4/25/2024 11:44:01 AM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not use Title II funds for Class Size Reduction.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>5/19/2024 12:34:41 PM State Monitor Helen Gross PA Virtual did not use Title II funds for CSR.</p>
<p>8. Program Goals - Data has been collected for 23-24 program goals Professional Development.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input checked="" type="checkbox"/> Data reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>5/2/2024 9:11:32 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger NWEA Map Assessment - any student scoring average or above is making adequate growth toward targets. Artifact shows the growth data but is one page of a multi sheet report available if needed.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>5/19/2024 12:35:14 PM State Monitor Helen Gross Documentation was provided.</p>

[MAPAssessmentResultsFalltoWinter2024Jan192024.pdf](#)

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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1484 126 2053 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1484 180 2053 391">           4/25/2024 11:46:31 AM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not use Title II funds for Class Size Reduction.         </td> </tr> <tr> <th data-bbox="1484 391 2053 444" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1484 444 2053 618">           5/19/2024 12:34:17 PM            State Monitor Helen Gross            PA Virtual did not use Title II funds for CSR.         </td> </tr> </tbody> </table>	District Comments	4/25/2024 11:46:31 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title II funds for Class Size Reduction.	Monitor Comments	5/19/2024 12:34:17 PM State Monitor Helen Gross PA Virtual did not use Title II funds for CSR.
District Comments									
4/25/2024 11:46:31 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title II funds for Class Size Reduction.									
Monitor Comments									
5/19/2024 12:34:17 PM State Monitor Helen Gross PA Virtual did not use Title II funds for CSR.									

**Title IIIA: Program**

**Component I**

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. Parental Notification  Section 3302	1. The LEA/Consortium provides notifications to parents in an understandable format, and, to the extent practicable, in a language that the parent can understand. Notification includes the following: a. basis for identification and placement b. level of proficiency and how it was assessed c. method(s) of instruction used in the Program d. how the program will meet the student's needs e. how the Program will increase English proficiency and support academic achievement f. expected rate of transition out of Program g. exit criteria. h. for ELs with IEPs an explanation of how the Program meets the goals of the IEP i. parents right to opt out of supplemental j. sends the notification to parents within 30 days of the beginning of school year or 2 weeks during the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> <b>Dated</b> Parent notification letters for placement in ESL Program supported with Title III supplemental funds	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>5/2/2024 12:33:07 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/29/2024 2:25:46 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.</td> </tr> </tbody> </table>	District Comments	5/2/2024 12:33:07 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.	Monitor Comments	5/29/2024 2:25:46 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.
District Comments										
5/2/2024 12:33:07 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.										
Monitor Comments										
5/29/2024 2:25:46 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>2. Authorized Subgrantee Activities for ESL/ELD</p> <p>Section 3115(d)</p>	<p>1. Authorized Activities:</p> <p>a. Upgrading program objectives and effective instruction strategies.</p> <p>b. Improving the instruction materials, education software, and assessment procedures</p> <p>c. Providing tutorials, academic or vocational education for ELs, and intensified instruction</p> <p>d. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services</p> <p>e. Improving the ELP and academic achievement of ELs</p> <p>f. Providing community participation programs, family literacy services, and parent outreach and training activities to ELs and their families.</p> <p>g. Improving the instruction of ELs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication</p> <p>h. Other activities</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title IIIA application, written ESL Policy/Program AND List of ELs being served.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1703 123 2055 180" style="background-color: #e0e0e0;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1703 180 2055 427"> <p>5/2/2024 12:33:13 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual does not receive Title IIIA funds.</p> </td> </tr> <tr> <th data-bbox="1703 427 2055 483" style="background-color: #e0e0e0;">Monitor Comments</th> </tr> <tr> <td data-bbox="1703 483 2055 716"> <p>5/29/2024 2:25:57 PM</p> <p>State Monitor Helen Gross</p> <p>PA Virtual CS does not currently receive Title IIIA funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/2/2024 12:33:13 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual does not receive Title IIIA funds.</p>	Monitor Comments	<p>5/29/2024 2:25:57 PM</p> <p>State Monitor Helen Gross</p> <p>PA Virtual CS does not currently receive Title IIIA funds.</p>
District Comments										
<p>5/2/2024 12:33:13 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual does not receive Title IIIA funds.</p>										
Monitor Comments										
<p>5/29/2024 2:25:57 PM</p> <p>State Monitor Helen Gross</p> <p>PA Virtual CS does not currently receive Title IIIA funds.</p>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Assurance of assessment	1. LEA will annually assess the English proficiency of EL children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Roster of students <b>with student names redacted</b> who completed assessment and roster of students who opted out of assessment.	<div data-bbox="1703 123 2055 175" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1703 175 2055 423"> <p>5/2/2024 12:33:19 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.</p> </div> <div data-bbox="1703 423 2055 475" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1703 475 2055 727"> <p>5/29/2024 2:26:06 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.</p> </div>
4. Authorized Subgrantee Activities for Immigrant Children and Youth (IMM)  Section 3115(e)	2. Authorized Activities: <ul style="list-style-type: none"> <li>• family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children</li> <li>• support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth</li> <li>• provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth</li> <li>• identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title IIIA application AND List of immigrant children being served.	<div data-bbox="1703 727 2055 779" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1703 779 2055 1097"> <p>5/2/2024 12:33:24 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.</p> </div> <div data-bbox="1703 1097 2055 1149" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1703 1149 2055 1481"> <p>5/29/2024 2:26:17 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.</p> </div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<ul style="list-style-type: none"> <li>• basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services</li> <li>• other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education</li> <li>• activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services</li> </ul> <p>Note: If do not reserve IMM funds, can be marked N/A.</p>					



Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Stakeholder Engagement	<p>1. The LEA provides evidence of stakeholder engagement in the development of Title IIIA activities i.e., parents, community members, schools staff.</p> <ul style="list-style-type: none"> <li>Please note: Effective 2024-25, this requirement cannot be marked Not Met.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Dated agendas and sign-in sheets that include all required stakeholders (teachers, principals, other school leaders, researchers, school leaders, parents, administrators, Nonpublic School Officials (if applicable) and community partners)	<div style="background-color: #cccccc; padding: 2px;"><b>District Comments</b></div> <p>5/2/2024 12:33:32 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.</p> <div style="background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> <p>5/29/2024 2:26:28 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.</p>
6. Professional Development  (ESEA Section § 3115 (c) (1))	<p>1. Title IIIA program provides effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel.</p> <ul style="list-style-type: none"> <li>Please note: Effective 2024-25, this requirement cannot be marked Not Met.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of professional development activities, <b>dated</b> agendas, and sign in sheets.	<div style="background-color: #cccccc; padding: 2px;"><b>District Comments</b></div> <p>5/2/2024 12:33:39 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.</p> <div style="background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> <p>5/29/2024 2:26:38 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>7. Outreach to Parents of English Language Learners (ELLs)</p> <p>ESEA Section 1112(e)(3)(C); 3302(e)</p>	<p>1. The LEA has an effective means of outreach to parents of ELLs in place to inform them of how they can be involved in their child's education.</p> <ul style="list-style-type: none"> <li>Please note: This is effective 2024-25 and the 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><input type="checkbox"/> Samples of outreach to parents of ELLs such as letters, emails, texts, or web postings</li> <li><input type="checkbox"/> Translations of outreach communications</li> </ul>	<p style="text-align: center;"><b>District Comments</b></p> <p>5/2/2024 12:33:45 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/29/2024 2:26:48 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.</p>
<p>8. Program Goals</p>	<p>1. Program Goals - Baseline data has been collected for 2023-24 program goals student achievement</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Data summary narrative</li> <li><input type="checkbox"/> Data reports</li> <li><input type="checkbox"/> Other tool as identified in program goal section in eGrants.</li> </ul>	<p style="text-align: center;"><b>District Comments</b></p> <p>5/2/2024 12:33:58 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/29/2024 2:26:58 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.</p>

**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				
<p>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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1520 560 2062 617" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 617 2062 1036"> <p>5/2/2024 12:34:54 PM                      Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger                      The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.</p> </td> </tr> <tr> <th data-bbox="1520 1036 2062 1092" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1520 1092 2062 1409"> <p>5/19/2024 12:01:27 PM                      State Monitor Helen Gross                      The stakeholders appear to be limited in the planning of the e-grant - Title IV. Discussion and proof of inviting teachers, parents, specialized support personnel, etc. needed. Parent liaison not listed.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/2/2024 12:34:54 PM                      Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger                      The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.</p>	Monitor Comments	<p>5/19/2024 12:01:27 PM                      State Monitor Helen Gross                      The stakeholders appear to be limited in the planning of the e-grant - Title IV. Discussion and proof of inviting teachers, parents, specialized support personnel, etc. needed. Parent liaison not listed.</p>
District Comments									
<p>5/2/2024 12:34:54 PM                      Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger                      The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.</p>									
Monitor Comments									
<p>5/19/2024 12:01:27 PM                      State Monitor Helen Gross                      The stakeholders appear to be limited in the planning of the e-grant - Title IV. Discussion and proof of inviting teachers, parents, specialized support personnel, etc. needed. Parent liaison not listed.</p>									

[PrincipalsMtg\\_Agenda\\_Attendance\\_6.14.23.pdf](#)  
[CompPlanMtg\\_Agenda\\_Attendance\\_6.15.23.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>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></p>	☑	☐	☐	<p>☑ <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.</p>	<table border="1"> <thead> <tr> <th data-bbox="1520 123 2062 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 180 2062 602"> <p>5/2/2024 12:36:06 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.</p> </td> </tr> <tr> <th data-bbox="1520 602 2062 651" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1520 651 2062 1078"> <p>5/19/2024 12:13:06 PM State Monitor Helen Gross While the Schoolwide Plan was reviewed / planned there is no evidence that multiple representative stakeholders have been a part of this process. - discussion took place during our review. Moving forward, please expand your stakeholders base in planning/implementation as the school accepts Title IV funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/2/2024 12:36:06 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.</p>	Monitor Comments	<p>5/19/2024 12:13:06 PM State Monitor Helen Gross While the Schoolwide Plan was reviewed / planned there is no evidence that multiple representative stakeholders have been a part of this process. - discussion took place during our review. Moving forward, please expand your stakeholders base in planning/implementation as the school accepts Title IV funds.</p>
District Comments									
<p>5/2/2024 12:36:06 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.</p>									
Monitor Comments									
<p>5/19/2024 12:13:06 PM State Monitor Helen Gross While the Schoolwide Plan was reviewed / planned there is no evidence that multiple representative stakeholders have been a part of this process. - discussion took place during our review. Moving forward, please expand your stakeholders base in planning/implementation as the school accepts Title IV funds.</p>									
<p><a href="#">CompPlanMtg_Agenda_Attendance_9.14.23.pdf</a>  <a href="#">PrincipalsMtg_Agenda_Attendance_10.11.23.pdf</a>  <a href="#">CompPlanMtg_Agenda_Attendance_2.9.24.pdf</a>  <a href="#">PrincipalsMtg_Agenda_Attendance_3.13.24.pdf</a></p>									

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> <b>Dated</b> needs Assessment.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1520 123 2058 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 180 2058 461"> <p>5/2/2024 12:51:43 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Updated needs assessments are currently in process as part of the Comprehensive Plan. The attached artifact is from May of 2021</p> </td> </tr> <tr> <th data-bbox="1520 461 2058 508" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1520 508 2058 761"> <p>5/19/2024 12:16:42 PM State Monitor Helen Gross This counseling needs assessment is outdated and does not align with all areas addressed in Title IV. - discussion</p> </td> </tr> </tbody> </table>	District Comments	<p>5/2/2024 12:51:43 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Updated needs assessments are currently in process as part of the Comprehensive Plan. The attached artifact is from May of 2021</p>	Monitor Comments	<p>5/19/2024 12:16:42 PM State Monitor Helen Gross This counseling needs assessment is outdated and does not align with all areas addressed in Title IV. - discussion</p>
District Comments									
<p>5/2/2024 12:51:43 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Updated needs assessments are currently in process as part of the Comprehensive Plan. The attached artifact is from May of 2021</p>									
Monitor Comments									
<p>5/19/2024 12:16:42 PM State Monitor Helen Gross This counseling needs assessment is outdated and does not align with all areas addressed in Title IV. - discussion</p>									
<p style="color: blue;"><a href="#">CounselingNeedsAssessment5.27.21(Responses)-GoogleSheets.pdf</a></p>									
<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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1520 824 2058 881" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 881 2058 1162"> <p>4/25/2024 11:55:15 AM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a cyber charter, PA Virtual is the LEA and one school building and therefore does not have other schools to which to distribute funds.</p> </td> </tr> <tr> <th data-bbox="1520 1162 2058 1209" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1520 1209 2058 1357"> <p>5/19/2024 12:17:17 PM State Monitor Helen Gross PA Virtual is a single school entity.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 11:55:15 AM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a cyber charter, PA Virtual is the LEA and one school building and therefore does not have other schools to which to distribute funds.</p>	Monitor Comments	<p>5/19/2024 12:17:17 PM State Monitor Helen Gross PA Virtual is a single school entity.</p>
District Comments									
<p>4/25/2024 11:55:15 AM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger As a cyber charter, PA Virtual is the LEA and one school building and therefore does not have other schools to which to distribute funds.</p>									
Monitor Comments									
<p>5/19/2024 12:17:17 PM State Monitor Helen Gross PA Virtual is a single school entity.</p>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>5. LEA has only budgeted a <b>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>	☑	☐	☐	<p>☑ 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="1520 123 2062 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 180 2062 516"> <p>5/19/2024 12:20:52 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted .</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/19/2024 12:20:52 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted .</p>
Monitor Comments							
<p>5/19/2024 12:20:52 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted .</p>							
<p><a href="#">TitleIVGrantContent.pdf</a>  <a href="#">TitleIVStatementofExpenditures.pdf</a>  <a href="#">PAVirtualTI_TII_TIV_SalaryBenefitsExpenditures.xlsx</a>  <a href="#">PAVirtualTitle.II,IVExpenditureReports.xlsx</a></p>							
<p>6. If the LEA has received more than \$30,000 in Title IV funds, a <b>minimum of 20%</b> has been budgeted for Well-Rounded Educational activities.</p>	☑	☐	☐	<p>☑ 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="1520 688 2062 745" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 745 2062 1065"> <p>5/19/2024 12:19:26 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/19/2024 12:19:26 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted.</p>
Monitor Comments							
<p>5/19/2024 12:19:26 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted.</p>							
<p><a href="#">TitleIVGrantContent.pdf</a>  <a href="#">TitleIVStatementofExpenditures.pdf</a>  <a href="#">PAVirtualTI_TII_TIV_SalaryBenefitsExpenditures.xlsx</a></p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
7. If the LEA has received more than \$30,000 in Title IV funds, a <b>minimum</b> of 20% has been budgeted for Safe and Healthy activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 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.	<table border="1"> <thead> <tr> <th data-bbox="1520 123 2058 178" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 178 2058 467">           5/19/2024 12:22:05 PM            State Monitor Helen Gross            The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested.         </td> </tr> </tbody> </table>	Monitor Comments	5/19/2024 12:22:05 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested.
Monitor Comments							
5/19/2024 12:22:05 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested.							
<a href="#">TitleIVGrantContent.pdf</a> <a href="#">TitleIVStatementofExpenditures.pdf</a> <a href="#">PAVirtualTI_TII_TIV_SalaryBenefitsExpenditures.xlsx</a> <a href="#">PAVirtualTitle.II,IVExpenditureReports.xlsx</a>							
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 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.	<table border="1"> <thead> <tr> <th data-bbox="1520 638 2058 693" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 693 2058 1016">           5/19/2024 12:22:33 PM            State Monitor Helen Gross            The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted .         </td> </tr> </tbody> </table>	Monitor Comments	5/19/2024 12:22:33 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted .
Monitor Comments							
5/19/2024 12:22:33 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted .							
<a href="#">TitleIVGrantContent.pdf</a> <a href="#">TitleIVStatementofExpenditures.pdf</a> <a href="#">PAVirtualTI_TII_TIV_SalaryBenefitsExpenditures.xlsx</a> <a href="#">PAVirtualTitle.II,IVExpenditureReports.xlsx</a>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<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>	☑	☐	☐	<p>☐ Data summary narrative</p> <p>☑ Data Reports</p> <p>☐ Other tool as identified in program goal section in eGrants.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1520 123 2058 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1520 180 2058 461"> <p>5/2/2024 9:59:08 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>Outcomes of the Performance report for 22-23 are the baseline for 23-24. Pages 1 and 2 for Well-Rounded Education.</p> </td> </tr> <tr> <th data-bbox="1520 461 2058 518" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1520 518 2058 797"> <p>5/19/2024 12:24:39 PM</p> <p>State Monitor Helen Gross</p> <p>Discussion - Data reports to support the 22/23 Annual Title IV Performance Report were not provided. Additional information was provided and reviewed/accepted.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/2/2024 9:59:08 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>Outcomes of the Performance report for 22-23 are the baseline for 23-24. Pages 1 and 2 for Well-Rounded Education.</p>	Monitor Comments	<p>5/19/2024 12:24:39 PM</p> <p>State Monitor Helen Gross</p> <p>Discussion - Data reports to support the 22/23 Annual Title IV Performance Report were not provided. Additional information was provided and reviewed/accepted.</p>
District Comments									
<p>5/2/2024 9:59:08 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>Outcomes of the Performance report for 22-23 are the baseline for 23-24. Pages 1 and 2 for Well-Rounded Education.</p>									
Monitor Comments									
<p>5/19/2024 12:24:39 PM</p> <p>State Monitor Helen Gross</p> <p>Discussion - Data reports to support the 22/23 Annual Title IV Performance Report were not provided. Additional information was provided and reviewed/accepted.</p>									
<p style="margin: 0;"><a href="#">TitleIVPerformanceReport.pdf</a>  <a href="#">PAVirtualBaselineDataforSY2324Goals.xlsx</a></p>									



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"/> Data summary narrative <input checked="" type="checkbox"/> Data Reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>5/2/2024 10:00:06 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            Outcomes of the Performance report for 22-23 are the baseline for 23-24. Pages 2 and 3 for Safe &amp; Healthy Students.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>5/19/2024 12:25:43 PM            State Monitor Helen Gross            Discussion - Data reports to support the 23/24 program goals were not provided. Additional information was provided and reviewed/accepted.</p>
<a href="#">TitleIVPerformanceReport.pdf</a>					
<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"/> Data summary narrative <input checked="" type="checkbox"/> Data Reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>5/2/2024 10:03:47 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            Outcomes of the Performance report for 22-23 are the baseline for 23-24. Page 3 for Effective Use of Technology.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>5/19/2024 12:28:57 PM            State Monitor Helen Gross            Discussion - Data reports to support the 23/24 program goals were not provided. Additional information was provided and reviewed/accepted.</p>
<a href="#">TitleIVPerformanceReport.pdf</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 Virtual CS**

**PA Virtual Charter School**

**SCHOOL Level Monitoring**

	<b>Name</b>	<b>Check if Interviewed</b>
Principal:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Dr. Helen Gross Dr. Adam Visit Date: 5/20/2024  
Kenz

# School Level Monitoring

## Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. All instructional paraprofessionals working in a Title IA program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	<b>District Comments</b>
					4/25/2024 12:35:19 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have paraprofessionals working in the school.
					<b>Monitor Comments</b>
					5/19/2024 11:40:55 AM State Monitor Helen Gross The LEA does not employ paraprofessionals.
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter <b>dated</b> and evidence of distribution date	<b>District Comments</b>
					4/25/2024 12:46:27 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Right to Know Letter is posted on the PA Virtual Website under Public Notices: <a href="https://www.pavcsk12.org/about-us/public-noticesinformation">https://www.pavcsk12.org/about-us/public-noticesinformation</a> .
					<b>Monitor Comments</b>
					5/19/2024 11:39:50 AM State Monitor Helen Gross Exact date of posting and date of letter to determine if 23/24 letter was shared/distributed within the appropriate timeline. Following our meeting additional information was provided by Maureen Weinberger. After reviewing, this area has been changed to "met".

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<a href="#">PAVirtual2023-2024ESSAProgramAdditionalDocumentsforPAVirtualCS.docx</a>									
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" style="width: 100%;"> <thead> <tr> <th data-bbox="1144 224 2053 279" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1144 279 2053 454">           4/25/2024 12:46:51 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not have an instance in which the 4 consecutive week letter needed to be distributed.         </td> </tr> <tr> <th data-bbox="1144 454 2053 509" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1144 509 2053 649">           5/19/2024 11:40:24 AM            State Monitor Helen Gross            Required documentation was provided.         </td> </tr> </tbody> </table>	District Comments	4/25/2024 12:46:51 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not have an instance in which the 4 consecutive week letter needed to be distributed.	Monitor Comments	5/19/2024 11:40:24 AM State Monitor Helen Gross Required documentation was provided.
District Comments									
4/25/2024 12:46:51 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not have an instance in which the 4 consecutive week letter needed to be distributed.									
Monitor Comments									
5/19/2024 11:40:24 AM State Monitor Helen Gross Required documentation was provided.									
<a href="#">Right_To_Know_4week_Letter.pdf</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.</p> <p><b>All the following are Required components:</b></p> <ul style="list-style-type: none"> <li>• Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.</li> <li>• Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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> School must also upload <b>dated</b> parent meeting agendas and corresponding sign-in sheets, as well as method of distribution.</p> <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> 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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> <p>5/19/2024 11:42:12 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide dated proof (timestamp) of distribution of policy early in 23/24.. Moving forward, the finalized annual documents - policy, compact, Right to Know letters - which are well developed, need to be made available to all stakeholders in a more timely manner. Maintain proof of distribution along with other required documentation.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/19/2024 11:42:12 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide dated proof (timestamp) of distribution of policy early in 23/24.. Moving forward, the finalized annual documents - policy, compact, Right to Know letters - which are well developed, need to be made available to all stakeholders in a more timely manner. Maintain proof of distribution along with other required documentation.</p>
Monitor Comments							
<p>5/19/2024 11:42:12 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide dated proof (timestamp) of distribution of policy early in 23/24.. Moving forward, the finalized annual documents - policy, compact, Right to Know letters - which are well developed, need to be made available to all stakeholders in a more timely manner. Maintain proof of distribution along with other required documentation.</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> </ul> </li> </ul>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).</li> <li>○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.</li> <li>○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.</li> </ul>					



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.</li> <li>○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.</li> <li>○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.</li> </ul>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.</li> <li>○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).</li> </ul>					
<a href="#">PAVirtualParentandFamilyEngagementPolicy(rev.2.2024).pdf</a> <a href="#">Title1AnnualMeeting2023.2024(1).pdf</a> <a href="#">PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf</a> <a href="#">ParentEngagementWebsite_TitleIpage.pdf</a>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<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>	☑	☐	☐	<p>☑ <b>Dated</b> Title I meeting agenda and corresponding sign-in sheets</p> <p>☐ 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"> <thead> <tr> <th data-bbox="1476 123 2062 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1476 180 2062 712"> <p>5/19/2024 11:46:53 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion - Provide date that parents were informed of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. What part did the parent liaison have in informing parents of their school's Title I program and explaining the requirements of Title I and the right of parents to be involved prior to February 2024? This was discussed in detail. Moving forward - timing is critical - as is stakeholder involvement.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/19/2024 11:46:53 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion - Provide date that parents were informed of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. What part did the parent liaison have in informing parents of their school's Title I program and explaining the requirements of Title I and the right of parents to be involved prior to February 2024? This was discussed in detail. Moving forward - timing is critical - as is stakeholder involvement.</p>
Monitor Comments							
<p>5/19/2024 11:46:53 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion - Provide date that parents were informed of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. What part did the parent liaison have in informing parents of their school's Title I program and explaining the requirements of Title I and the right of parents to be involved prior to February 2024? This was discussed in detail. Moving forward - timing is critical - as is stakeholder involvement.</p>							
<p style="text-align: right;"> <a href="#">Title1AnnualMeeting2023.2024(1).pdf</a>  <a href="#">PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf</a> </p>							
<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>	☐	☑	☐	<p>☑ School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact</p> <p>☐ 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.</p>	<table border="1"> <thead> <tr> <th data-bbox="1476 813 2062 870" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1476 870 2062 1245"> <p>5/19/2024 11:47:25 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion / timeline - Please make sure this required Compact is developed / reviewed / distributed to parents / stakeholders in a timely manner.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/19/2024 11:47:25 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion / timeline - Please make sure this required Compact is developed / reviewed / distributed to parents / stakeholders in a timely manner.</p>
Monitor Comments							
<p>5/19/2024 11:47:25 AM</p> <p>State Monitor Helen Gross</p> <p>Discussion / timeline - Please make sure this required Compact is developed / reviewed / distributed to parents / stakeholders in a timely manner.</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<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>					
<a href="#">PAVirtualSchool-ParentCompact2023-2024.pdf</a> <a href="#">Title1AnnualMeeting2023.2024(1).pdf</a> <a href="#">PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf</a> <a href="#">ParentEngagementWebsite_TitleIpage.pdf</a>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> <b>Dated</b> Title I meeting agenda &amp; sign-in sheets that indicate topics of discussion</p> <p><input type="checkbox"/> PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.</p>	<table border="1"> <thead> <tr> <th data-bbox="1480 126 2053 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1480 180 2053 745"> <p>5/19/2024 11:49:04 AM State Monitor Helen Gross Discussion - Moving forward, please include a more content specific agenda in aiding 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. This is separate from meeting with stakeholders to address federal programs / requirements / components, etc. This may be combined but should be reflected in the agenda.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/19/2024 11:49:04 AM State Monitor Helen Gross Discussion - Moving forward, please include a more content specific agenda in aiding 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. This is separate from meeting with stakeholders to address federal programs / requirements / components, etc. This may be combined but should be reflected in the agenda.</p>
Monitor Comments							
<p>5/19/2024 11:49:04 AM State Monitor Helen Gross Discussion - Moving forward, please include a more content specific agenda in aiding 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. This is separate from meeting with stakeholders to address federal programs / requirements / components, etc. This may be combined but should be reflected in the agenda.</p>							
<p><a href="#">Title1AnnualMeeting2023.2024(1).pdf</a> <a href="#">PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf</a></p>							
<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Submit only one example of Training materials provided to parents, evaluations, agendas &amp; sign-in sheets, or calendar of events.</p> <p><input type="checkbox"/> Submit only one example of workshops with copies of dated agendas and sign-in sheets.</p> <p><input type="checkbox"/> Resource given to parents to aid in academic support.</p>	<table border="1"> <thead> <tr> <th data-bbox="1480 849 2053 902">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1480 902 2053 1216"> <p>5/19/2024 11:50:30 AM State Monitor Helen Gross Sign in sheets - one example including materials Additional materials were provided following our virtual meeting. These items were reviewed and accepted.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/19/2024 11:50:30 AM State Monitor Helen Gross Sign in sheets - one example including materials Additional materials were provided following our virtual meeting. These items were reviewed and accepted.</p>
Monitor Comments							
<p>5/19/2024 11:50:30 AM State Monitor Helen Gross Sign in sheets - one example including materials Additional materials were provided following our virtual meeting. These items were reviewed and accepted.</p>							
<p><a href="#">ParentLunchandLearnSessions_2023-24.pdf</a> <a href="#">PAVirtual2023-2024ESSAProgramAdditionalDocumentsforPAVirtualCS.docx</a></p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
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)			
<a href="#">ParentSurvey081723_SB_MW.pptx.pdf</a> <a href="#">August17PD-ParentSurveyResults(Responses).pdf</a>							
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 type="checkbox"/> Transition Plan <input checked="" type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1482 453 1896 505" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1482 505 1896 643">           5/19/2024 11:53:17 AM            State Monitor Helen Gross            Documentation was provided.         </td> </tr> </tbody> </table>	Monitor Comments	5/19/2024 11:53:17 AM State Monitor Helen Gross Documentation was provided.
Monitor Comments							
5/19/2024 11:53:17 AM State Monitor Helen Gross Documentation was provided.							
<a href="#">ParentLunchandLearnSessions_2023-24.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"/> 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" style="width: 100%;"> <thead> <tr> <th data-bbox="1482 761 1896 813" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1482 813 1896 984">           5/19/2024 11:54:27 AM            State Monitor Helen Gross            Unable to read upload even with a magnifying glass.         </td> </tr> </tbody> </table>	Monitor Comments	5/19/2024 11:54:27 AM State Monitor Helen Gross Unable to read upload even with a magnifying glass.
Monitor Comments							
5/19/2024 11:54:27 AM State Monitor Helen Gross Unable to read upload even with a magnifying glass.							
<a href="#">ParentEngagementWebsite_TitleIpage.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	
<a href="#">FRCPP_Aproved_Schoolwide_Plan_23.24.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>			
<a href="#">PrincipalsMtg_Agenda_Attendance_6.14.23.pdf</a> <a href="#">CompPlanMtg_Agenda_Attendance_6.15.23.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" style="width: 100%;"> <thead> <tr> <th data-bbox="1713 735 1713 800" style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1713 800 1713 1000"> 5/19/2024 11:56:57 AM  State Monitor Helen Gross  Additional explanation.... </td> </tr> </tbody> </table>	Monitor Comments	5/19/2024 11:56:57 AM State Monitor Helen Gross Additional explanation....
Monitor Comments							
5/19/2024 11:56:57 AM State Monitor Helen Gross Additional explanation....							
<a href="#">CompPlanMtg_Agenda_Attendance_9.14.23.pdf</a> <a href="#">PrincipalsMtg_Agenda_Attendance_10.11.23.pdf</a> <a href="#">CompPlanMtg_Agenda_Attendance_2.9.24.pdf</a> <a href="#">PrincipalsMtg_Agenda_Attendance_3.13.24.pdf</a>							



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<b>Note: If the school does not have an approved 2023-24 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</b>					

**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	

**Comments**

A sincere thank you for meeting with us and for providing the requested school level programs materials that were available for review.
---

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 Virtual CS  
630 Park Avenue  
King of Prussia, PA 19406

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Dr. Debra Heath-Thornton	4846807772	<input type="checkbox"/>
<b>Business Manager:</b>	Melissa Paris	4846807772	<input checked="" type="checkbox"/>
<b>Federal Program Coordinator:</b>	Maureen Weinberger	4846807868	<input checked="" type="checkbox"/>
<b>Parent/Family Member:</b>	_____	_____	<input type="checkbox"/>

**School Level:**

**Program Reviewer:** Dr. Adam Kenz Dr. Helen Gross

# 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
-------------	--------------	-----	---------	-----	--------------------------------------	----------

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>	<table border="1"> <thead> <tr> <th data-bbox="1640 123 2053 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2053 427"> <p>4/25/2024 3:57:40 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual did not have carryover funds</p> </td> </tr> <tr> <th data-bbox="1640 427 2053 483">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 483 2053 621"> <p>5/20/2024 6:49:42 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 3:57:40 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual did not have carryover funds</p>	Monitor Comments	<p>5/20/2024 6:49:42 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</p>
District Comments										
<p>4/25/2024 3:57:40 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual did not have carryover funds</p>										
Monitor Comments										
<p>5/20/2024 6:49:42 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input 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>	<table border="1"> <thead> <tr> <th data-bbox="1640 691 2053 748">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 748 2053 1027"> <p>4/25/2024 3:58:33 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>As a cyber charter school, PA Virtual is the LEA and one K-12 building</p> </td> </tr> <tr> <th data-bbox="1640 1027 2053 1084">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 1084 2053 1222"> <p>5/20/2024 6:49:52 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 3:58:33 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>As a cyber charter school, PA Virtual is the LEA and one K-12 building</p>	Monitor Comments	<p>5/20/2024 6:49:52 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</p>
District Comments										
<p>4/25/2024 3:58:33 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>As a cyber charter school, PA Virtual is the LEA and one K-12 building</p>										
Monitor Comments										
<p>5/20/2024 6:49:52 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</p>										

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"> <thead> <tr> <th data-bbox="1642 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 180 2062 461">           4/25/2024 3:59:06 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            As a cyber charter school, PA Virtual is the LEA and one K-12 building         </td> </tr> <tr> <th data-bbox="1642 461 2062 518">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 518 2062 656">           5/20/2024 6:49:58 AM            Monitor Adem Oksuz            N/A for the CS         </td> </tr> </tbody> </table>	District Comments	4/25/2024 3:59:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a cyber charter school, PA Virtual is the LEA and one K-12 building	Monitor Comments	5/20/2024 6:49:58 AM Monitor Adem Oksuz N/A for the CS
District Comments										
4/25/2024 3:59:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a cyber charter school, PA Virtual is the LEA and one K-12 building										
Monitor Comments										
5/20/2024 6:49:58 AM Monitor Adem Oksuz N/A for the CS										
	3. Pre-kindergarten children are excluded from the poverty count of any school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> PIMS Report on Economically Disadvantaged  <input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts	<table border="1"> <thead> <tr> <th data-bbox="1642 656 2062 712">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 712 2062 1029">           4/25/2024 3:59:35 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual does not have Pre-K students enrolled         </td> </tr> <tr> <th data-bbox="1642 1029 2062 1086">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 1086 2062 1224">           5/20/2024 6:50:04 AM            Monitor Adem Oksuz            N/A for the CS         </td> </tr> </tbody> </table>	District Comments	4/25/2024 3:59:35 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have Pre-K students enrolled	Monitor Comments	5/20/2024 6:50:04 AM Monitor Adem Oksuz N/A for the CS
District Comments										
4/25/2024 3:59:35 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have Pre-K students enrolled										
Monitor Comments										
5/20/2024 6:50:04 AM Monitor Adem Oksuz N/A for the CS										

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="1642 123 2062 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 180 2062 574"> <p>5/20/2024 6:52:47 AM</p> <p>Monitor Adem Oksuz</p> <p>The LEA set aside \$100.00 for Homelessness on the Consolidated Application Reservation of Funds page. However, there is no uploaded statement of expenditures for the homeless set-aside.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/20/2024 6:52:47 AM</p> <p>Monitor Adem Oksuz</p> <p>The LEA set aside \$100.00 for Homelessness on the Consolidated Application Reservation of Funds page. However, there is no uploaded statement of expenditures for the homeless set-aside.</p>		
Monitor Comments										
<p>5/20/2024 6:52:47 AM</p> <p>Monitor Adem Oksuz</p> <p>The LEA set aside \$100.00 for Homelessness on the Consolidated Application Reservation of Funds page. However, there is no uploaded statement of expenditures for the homeless set-aside.</p>										
<p><a href="#">PAVirtualReservationofFundsConsolidatedAppSY23.24.pdf</a>  <a href="#">2023-2024ESSAFiscalMonitoringforPAVirtualCSTableofContents.pdf</a></p>										
	<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="1642 672 2062 729" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 729 2062 976"> <p>4/25/2024 4:10:16 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual Homeless Liaison is not paid with federal funds.</p> </td> </tr> <tr> <th data-bbox="1642 976 2062 1032" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 1032 2062 1344"> <p>5/20/2024 6:53:05 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 4:10:16 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual Homeless Liaison is not paid with federal funds.</p>	Monitor Comments	<p>5/20/2024 6:53:05 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS.</p>
District Comments										
<p>4/25/2024 4:10:16 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual Homeless Liaison is not paid with federal funds.</p>										
Monitor Comments										
<p>5/20/2024 6:53:05 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS.</p>										



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="1642 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 180 2062 461"> <p>4/25/2024 4:11:21 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not require Title funding for Foster students.</p> </td> </tr> <tr> <th data-bbox="1642 461 2062 518">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 518 2062 656"> <p>5/20/2024 6:53:29 AM Monitor Adem Oksuz N/A for the CS.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 4:11:21 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not require Title funding for Foster students.</p>	Monitor Comments	<p>5/20/2024 6:53:29 AM Monitor Adem Oksuz N/A for the CS.</p>
District Comments										
<p>4/25/2024 4:11:21 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not require Title funding for Foster students.</p>										
Monitor Comments										
<p>5/20/2024 6:53:29 AM Monitor Adem Oksuz N/A for the CS.</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="1642 656 2062 712">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 712 2062 1062"> <p>4/25/2024 4:11:51 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not have a Foster Care Liaison paid with federal funds.</p> </td> </tr> <tr> <th data-bbox="1642 1062 2062 1118">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 1118 2062 1393"> <p>5/20/2024 6:53:33 AM Monitor Adem Oksuz N/A for the CS.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 4:11:51 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not have a Foster Care Liaison paid with federal funds.</p>	Monitor Comments	<p>5/20/2024 6:53:33 AM Monitor Adem Oksuz N/A for the CS.</p>
District Comments										
<p>4/25/2024 4:11:51 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not have a Foster Care Liaison paid with federal funds.</p>										
Monitor Comments										
<p>5/20/2024 6:53:33 AM Monitor Adem Oksuz N/A for the CS.</p>										

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"> <thead> <tr> <th data-bbox="1640 123 2060 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2060 427">4/25/2024 4:12:08 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Salary and Fringe Benefit not used.</td> </tr> <tr> <th data-bbox="1640 427 2060 483">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 483 2060 621">5/20/2024 6:53:38 AM Monitor Adem Oksuz N/A for the CS.</td> </tr> </tbody> </table>	District Comments	4/25/2024 4:12:08 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Salary and Fringe Benefit not used.	Monitor Comments	5/20/2024 6:53:38 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/25/2024 4:12:08 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Salary and Fringe Benefit not used.										
Monitor Comments										
5/20/2024 6:53:38 AM Monitor Adem Oksuz N/A for the CS.										
	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"> <thead> <tr> <th data-bbox="1640 691 2060 748">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 748 2060 959">4/25/2024 4:28:38 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Optional set-asides not used.</td> </tr> <tr> <th data-bbox="1640 959 2060 1016">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 1016 2060 1154">5/20/2024 6:53:44 AM Monitor Adem Oksuz N/A for the CS.</td> </tr> </tbody> </table>	District Comments	4/25/2024 4:28:38 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Optional set-asides not used.	Monitor Comments	5/20/2024 6:53:44 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/25/2024 4:28:38 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Optional set-asides not used.										
Monitor Comments										
5/20/2024 6:53:44 AM Monitor Adem Oksuz N/A for the CS.										

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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1650 126 2053 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 180 2053 461"> <p>4/25/2024 4:12:57 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not reserve funds for a State and Federal Liaison.</p> </td> </tr> <tr> <th data-bbox="1650 461 2053 514" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 514 2053 649"> <p>5/20/2024 6:54:25 AM Monitor Adem Oksuz N/A for the CS.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 4:12:57 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not reserve funds for a State and Federal Liaison.</p>	Monitor Comments	<p>5/20/2024 6:54:25 AM Monitor Adem Oksuz N/A for the CS.</p>
District Comments										
<p>4/25/2024 4:12:57 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not reserve funds for a State and Federal Liaison.</p>										
Monitor Comments										
<p>5/20/2024 6:54:25 AM Monitor Adem Oksuz N/A for the CS.</p>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<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>Personnel activity reports or time logs for staff working on multiple cost objectives.</li> <li>Semi-annual time certifications for staff working on one cost objective</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="1650 126 2053 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 180 2053 427"> <p>4/25/2024 4:13:35 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not reserve funds for a Pre-K Program.</p> </td> </tr> <tr> <th data-bbox="1650 427 2053 480">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 480 2053 613"> <p>5/20/2024 6:54:29 AM Monitor Adem Oksuz N/A for the CS.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 4:13:35 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not reserve funds for a Pre-K Program.</p>	Monitor Comments	<p>5/20/2024 6:54:29 AM Monitor Adem Oksuz N/A for the CS.</p>
District Comments										
<p>4/25/2024 4:13:35 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not reserve funds for a Pre-K Program.</p>										
Monitor Comments										
<p>5/20/2024 6:54:29 AM Monitor Adem Oksuz N/A for the CS.</p>										
	<p>5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Statement of expenditures for Neglected Institution</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="1650 925 2053 979">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 979 2053 1226"> <p>4/25/2024 4:13:56 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual has no Neglected Institutions.</p> </td> </tr> <tr> <th data-bbox="1650 1226 2053 1279">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 1279 2053 1412"> <p>5/20/2024 6:54:33 AM Monitor Adem Oksuz N/A for the CS.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 4:13:56 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual has no Neglected Institutions.</p>	Monitor Comments	<p>5/20/2024 6:54:33 AM Monitor Adem Oksuz N/A for the CS.</p>
District Comments										
<p>4/25/2024 4:13:56 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual has no Neglected Institutions.</p>										
Monitor Comments										
<p>5/20/2024 6:54:33 AM Monitor Adem Oksuz N/A for the CS.</p>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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 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="1652 123 2053 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1652 180 2053 427">4/25/2024 4:14:24 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.</td> </tr> <tr> <th data-bbox="1652 427 2053 483">Monitor Comments</th> </tr> <tr> <td data-bbox="1652 483 2053 621">5/20/2024 6:54:48 AM Monitor Adem Oksuz N/A for the CS.</td> </tr> </tbody> </table>	District Comments	4/25/2024 4:14:24 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.	Monitor Comments	5/20/2024 6:54:48 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/25/2024 4:14:24 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.										
Monitor Comments										
5/20/2024 6:54:48 AM Monitor Adem Oksuz N/A for the CS.										
	1B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. <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="1652 691 2053 748">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1652 748 2053 995">4/25/2024 4:17:04 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.</td> </tr> <tr> <th data-bbox="1652 995 2053 1052">Monitor Comments</th> </tr> <tr> <td data-bbox="1652 1052 2053 1360">5/20/2024 6:54:54 AM Monitor Adem Oksuz N/A for the CS.</td> </tr> </tbody> </table>	District Comments	4/25/2024 4:17:04 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.	Monitor Comments	5/20/2024 6:54:54 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/25/2024 4:17:04 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.										
Monitor Comments										
5/20/2024 6:54:54 AM Monitor Adem Oksuz N/A for the CS.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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="1642 123 2058 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 178 2058 425">           4/25/2024 4:17:09 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not transfer any funds between programs.         </td> </tr> <tr> <th data-bbox="1642 425 2058 480">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 480 2058 623">           5/20/2024 6:55:01 AM            Monitor Adem Oksuz            N/A for the CS.         </td> </tr> </tbody> </table>	District Comments	4/25/2024 4:17:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.	Monitor Comments	5/20/2024 6:55:01 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/25/2024 4:17:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.										
Monitor Comments										
5/20/2024 6:55:01 AM Monitor Adem Oksuz N/A for the CS.										
	<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"/>	<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="1642 691 2058 747">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 747 2058 993">           4/25/2024 4:17:14 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not transfer any funds between programs.         </td> </tr> <tr> <th data-bbox="1642 993 2058 1049">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 1049 2058 1360">           5/20/2024 6:55:05 AM            Monitor Adem Oksuz            N/A for the CS.         </td> </tr> </tbody> </table>	District Comments	4/25/2024 4:17:14 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.	Monitor Comments	5/20/2024 6:55:05 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/25/2024 4:17:14 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.										
Monitor Comments										
5/20/2024 6:55:05 AM Monitor Adem Oksuz N/A for the CS.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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"/>	<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="1642 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 180 2062 427">           4/25/2024 4:28:24 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not transfer any funds between programs.         </td> </tr> <tr> <th data-bbox="1642 427 2062 483">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 483 2062 621">           5/20/2024 6:55:09 AM            Monitor Adem Oksuz            N/A for the CS.         </td> </tr> </tbody> </table>	District Comments	4/25/2024 4:28:24 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.	Monitor Comments	5/20/2024 6:55:09 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/25/2024 4:28:24 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.										
Monitor Comments										
5/20/2024 6:55:09 AM Monitor Adem Oksuz N/A for the CS.										
	<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"/>	<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="1642 691 2062 748">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 748 2062 995">           4/25/2024 4:17:30 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not transfer any funds between programs.         </td> </tr> <tr> <th data-bbox="1642 995 2062 1052">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 1052 2062 1360">           5/20/2024 6:55:15 AM            Monitor Adem Oksuz            N/A for the CS.         </td> </tr> </tbody> </table>	District Comments	4/25/2024 4:17:30 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.	Monitor Comments	5/20/2024 6:55:15 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/25/2024 4:17:30 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.										
Monitor Comments										
5/20/2024 6:55:15 AM Monitor Adem Oksuz N/A for the CS.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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"/>	<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="1642 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 180 2062 427">           4/25/2024 4:17:35 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not transfer any funds between programs.         </td> </tr> <tr> <th data-bbox="1642 427 2062 483">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 483 2062 621">           5/20/2024 6:55:20 AM            Monitor Adem Oksuz            N/A for the CS.         </td> </tr> </tbody> </table>	District Comments	4/25/2024 4:17:35 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.	Monitor Comments	5/20/2024 6:55:20 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/25/2024 4:17:35 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.										
Monitor Comments										
5/20/2024 6:55:20 AM Monitor Adem Oksuz N/A for the CS.										
	<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="1642 691 2062 748">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 748 2062 995">           4/25/2024 4:17:41 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not transfer any funds between programs.         </td> </tr> <tr> <th data-bbox="1642 995 2062 1052">Monitor Comments</th> </tr> <tr> <td data-bbox="1642 1052 2062 1360">           5/20/2024 6:55:27 AM            Monitor Adem Oksuz            N/A for the CS.         </td> </tr> </tbody> </table>	District Comments	4/25/2024 4:17:41 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.	Monitor Comments	5/20/2024 6:55:27 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/25/2024 4:17:41 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.										
Monitor Comments										
5/20/2024 6:55:27 AM Monitor Adem Oksuz N/A for the CS.										



Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<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>	☑	☐	☐	<p>☐ Detailed Data Sheet and Assurance page</p> <p>☑ Assurance page for those LEAs that are exempt.</p>					
<a href="#">Comparability_Assurances_PAVirtual_SY2324_signed.pdf</a>										
	<p>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.</p>	☐	☐	☑	<p>☐ Enrollment data used to complete Detailed Data Sheet</p>	<table border="1"> <thead> <tr> <th data-bbox="1640 431 2062 493" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 493 2062 769"> <p>4/25/2024 4:25:12 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual is not required to complete the detailed data sheet.</p> </td> </tr> <tr> <th data-bbox="1640 769 2062 815" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 815 2062 964"> <p>5/20/2024 7:00:06 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 4:25:12 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual is not required to complete the detailed data sheet.</p>	Monitor Comments	<p>5/20/2024 7:00:06 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</p>
District Comments										
<p>4/25/2024 4:25:12 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual is not required to complete the detailed data sheet.</p>										
Monitor Comments										
<p>5/20/2024 7:00:06 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</p>										
<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 IIA the LEA approved budget and records of expenditures of Title IIA funds match.</p>	☑	☐	☐	<p>☑ <b>Must include statement of Expenditures for Title IIA AND must also include LEA Title IIA budget.</b></p>	<table border="1"> <thead> <tr> <th data-bbox="1640 964 2062 1091" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 1091 2062 1471"> <p>5/20/2024 6:58:02 AM</p> <p>Monitor Adem Oksuz</p> <p>The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/20/2024 6:58:02 AM</p> <p>Monitor Adem Oksuz</p> <p>The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.</p>		
Monitor Comments										
<p>5/20/2024 6:58:02 AM</p> <p>Monitor Adem Oksuz</p> <p>The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.</p>										
<a href="#">TitleIIGrantContent.pdf</a>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<a href="#">TitleIStatementofExpenditures_Redacted.pdf</a> <a href="#">Titel.II,IVExpenditureReports.xlsx</a>										
<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="1650 228 2053 277" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 277 2053 524"> <p>4/25/2024 4:27:59 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual does not receive Title III funds.</p> </td> </tr> <tr> <th data-bbox="1650 524 2053 573" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1650 573 2053 714"> <p>5/20/2024 6:58:13 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</p> </td> </tr> </tbody> </table>	District Comments	<p>4/25/2024 4:27:59 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual does not receive Title III funds.</p>	Monitor Comments	<p>5/20/2024 6:58:13 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</p>
District Comments										
<p>4/25/2024 4:27:59 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual does not receive Title III funds.</p>										
Monitor Comments										
<p>5/20/2024 6:58:13 AM</p> <p>Monitor Adem Oksuz</p> <p>N/A for the CS</p>										
<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="1650 792 2053 841" style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1650 841 2053 1128"> <p>5/20/2024 6:59:42 AM</p> <p>Monitor Adem Oksuz</p> <p>The statement of expenditures for Title IVA is not provided. Both documents are the LEA Title IVA budget.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/20/2024 6:59:42 AM</p> <p>Monitor Adem Oksuz</p> <p>The statement of expenditures for Title IVA is not provided. Both documents are the LEA Title IVA budget.</p>		
Monitor Comments										
<p>5/20/2024 6:59:42 AM</p> <p>Monitor Adem Oksuz</p> <p>The statement of expenditures for Title IVA is not provided. Both documents are the LEA Title IVA budget.</p>										
<a href="#">TitleIVGrantContent.pdf</a> <a href="#">TitleIVStatementofExpenditures.pdf</a> <a href="#">Titel.II,IVExpenditureReports.xlsx</a>										

# 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>	
<p><a href="#">PAVCSAuditedFSFYE06.30.22.pdf</a>  <a href="#">PAVirtualCSFS063023.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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1623 123 2055 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 180 2055 602">           5/4/2024 4:00:09 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual works on a reimbursement schedule for federal awards. Uploading Schedule of Expenditures of Federal Awards which was the accepted artifact in a previous audit.         </td> </tr> <tr> <th data-bbox="1623 602 2055 651" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 651 2055 1040">           5/20/2024 7:05:07 AM            Monitor Adem Oksuz            To meet the requirement of obligating funds as per UGG Sec. 200.309, Please provide the expenditures for Title IA, Title IIA, Title IIIA, and/or Title IVA, showing the very first expense using the current years funds.         </td> </tr> </tbody> </table>	District Comments	5/4/2024 4:00:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual works on a reimbursement schedule for federal awards. Uploading Schedule of Expenditures of Federal Awards which was the accepted artifact in a previous audit.	Monitor Comments	5/20/2024 7:05:07 AM Monitor Adem Oksuz To meet the requirement of obligating funds as per UGG Sec. 200.309, Please provide the expenditures for Title IA, Title IIA, Title IIIA, and/or Title IVA, showing the very first expense using the current years funds.
District Comments										
5/4/2024 4:00:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual works on a reimbursement schedule for federal awards. Uploading Schedule of Expenditures of Federal Awards which was the accepted artifact in a previous audit.										
Monitor Comments										
5/20/2024 7:05:07 AM Monitor Adem Oksuz To meet the requirement of obligating funds as per UGG Sec. 200.309, Please provide the expenditures for Title IA, Title IIA, Title IIIA, and/or Title IVA, showing the very first expense using the current years funds.										
<a href="#">ScheduleofExpendituresofFederalAwards.JPG</a> <a href="#">Titel.II,IVExpenditureReports.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 type="checkbox"/> Federal Program document(s) (i.e., invoices paid from federal funds) from up to 7 years ago. <input checked="" type="checkbox"/> Record retention policy that includes how <b>federal program</b> records are maintained AND screenshot of federal files/records. <input type="checkbox"/> Photo of files/records	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1623 1143 2055 1200" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 1200 2055 1508">           5/20/2024 7:06:38 AM            Monitor Adem Oksuz            Please provide a screenshot of federal files/records in addition to the Record Retention Policy.         </td> </tr> </tbody> </table>	Monitor Comments	5/20/2024 7:06:38 AM Monitor Adem Oksuz Please provide a screenshot of federal files/records in addition to the Record Retention Policy.		
Monitor Comments										
5/20/2024 7:06:38 AM Monitor Adem Oksuz Please provide a screenshot of federal files/records in addition to the Record Retention Policy.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<a href="#">RetentionofFinancialRecordsPolicy3009.pdf</a> <a href="#">FederalFiles_screenshot_records_retention.JPG</a>								
Conflict of Interest Policy  UGG Sec 200.112	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: <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"/>	<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>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1621 224 2053 277" style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 277 2053 909">           5/20/2024 7:09:18 AM            Monitor Adem Oksuz            Recommendations: Update the policy to explicitly address organizational conflicts. Include specific disciplinary actions for violations of the conflict of interest policy. Add a section on mandatory disclosure, specifying the requirement to disclose conflicts in writing. Ensure the policy is Board-approved and includes language on reporting conflicts of interest to the federal awarding agency or pass-through entity.         </td> </tr> </tbody> </table>	Monitor Comments	5/20/2024 7:09:18 AM Monitor Adem Oksuz Recommendations: Update the policy to explicitly address organizational conflicts. Include specific disciplinary actions for violations of the conflict of interest policy. Add a section on mandatory disclosure, specifying the requirement to disclose conflicts in writing. Ensure the policy is Board-approved and includes language on reporting conflicts of interest to the federal awarding agency or pass-through entity.
Monitor Comments								
5/20/2024 7:09:18 AM Monitor Adem Oksuz Recommendations: Update the policy to explicitly address organizational conflicts. Include specific disciplinary actions for violations of the conflict of interest policy. Add a section on mandatory disclosure, specifying the requirement to disclose conflicts in writing. Ensure the policy is Board-approved and includes language on reporting conflicts of interest to the federal awarding agency or pass-through entity.								
<a href="#">ConflictofInterestPolicy1102.pdf</a>								

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>	☑	☐	☐	<p>☑ Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.</p>	<p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/20/2024 7:10:44 AM</p> <p>Monitor Adem Oksuz</p> <p>The document titled "Allowability of Costs Policy 3021" does appear to meet the requirements outlined in UGG Sec 200.403.</p>
<p><a href="#">AllowabilityofCostsPolicy3021.pdf</a></p>						
<p>Procurement Procedures</p> <p>UGG Sec 200.320, 200.88</p>	<p>1. Procurement the LEA maintains purchasing procedures.</p> <ul style="list-style-type: none"> <li>• Micro-purchases (purchase up to \$10,000)</li> <li>• Small Purchase (between \$10,000-\$250,000)</li> <li>• Sealed Bids (purchases over \$250,000 with formal advertising)</li> <li>• Competitive Proposals (more than one source submitting a proposal)</li> <li>• Non-competitive Proposals i.e., Sole Source (Solicitation of a proposal from only one source)</li> </ul>	☑	☐	☐	<p>☑ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels.</p>	<p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/20/2024 7:12:01 AM</p> <p>Monitor Adem Oksuz</p> <p>The document titled "Procurement Policy 3023" appears to meet the requirements outlined in UGG Sec 200.320 and 200.88. It includes specific procedures for the five procurement levels, ensuring compliance with federal guidelines.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<a href="#">ProcurementPolicy3023.pdf</a>										
	<p>2. Implementation of Procurement Procedures. Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services</p>	<table border="1"> <thead> <tr> <th data-bbox="1623 186 2058 243" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 243 2058 487"> <p>5/3/2024 1:05:23 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger This requirement is effective for the 2024-25 year.</p> </td> </tr> <tr> <th data-bbox="1623 487 2058 544" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 544 2058 719"> <p>5/20/2024 7:12:10 AM Monitor Adem Oksuz This requirement is effective for the 2024-25 year.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/3/2024 1:05:23 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger This requirement is effective for the 2024-25 year.</p>	Monitor Comments	<p>5/20/2024 7:12:10 AM Monitor Adem Oksuz This requirement is effective for the 2024-25 year.</p>
District Comments										
<p>5/3/2024 1:05:23 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger This requirement is effective for the 2024-25 year.</p>										
Monitor Comments										
<p>5/20/2024 7:12:10 AM Monitor Adem Oksuz This requirement is effective for the 2024-25 year.</p>										

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%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1623 123 2062 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 180 2062 708"> <p>5/20/2024 7:13:05 AM</p> <p>Monitor Adem Oksuz</p> <p>The "Cash Management Policy 3022" document includes written procedures that address the necessary components of cash management requirements as specified by UGG Sec. 200.305. It covers reimbursements, advances, and interest management effectively, ensuring compliance with federal guidelines.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/20/2024 7:13:05 AM</p> <p>Monitor Adem Oksuz</p> <p>The "Cash Management Policy 3022" document includes written procedures that address the necessary components of cash management requirements as specified by UGG Sec. 200.305. It covers reimbursements, advances, and interest management effectively, ensuring compliance with federal guidelines.</p>
Monitor Comments								
<p>5/20/2024 7:13:05 AM</p> <p>Monitor Adem Oksuz</p> <p>The "Cash Management Policy 3022" document includes written procedures that address the necessary components of cash management requirements as specified by UGG Sec. 200.305. It covers reimbursements, advances, and interest management effectively, ensuring compliance with federal guidelines.</p>								
<a href="#">CashManagementPolicy3022.pdf</a>								



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.	<div style="background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> 5/20/2024 7:14:28 AM Monitor Adem Oksuz The "Travel Reimbursement Policy 3020" includes written travel policies that address the types of travel, the expenses that may be reimbursed, and the documentation needed for reimbursement. This ensures compliance with UGG Sec. 200.474 and covers all necessary aspects of travel reimbursement.
<a href="#">TravelReimbursementPolicy3020.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.	<div style="background-color: #cccccc; padding: 2px;"><b>District Comments</b></div> 5/3/2024 1:05:31 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger This requirement is effective for the 2024-25 year. <div style="background-color: #cccccc; padding: 2px; margin-top: 5px;"><b>Monitor Comments</b></div> 5/20/2024 7:14:36 AM Monitor Adem Oksuz This requirement is effective for the 2024-25 year.

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"/>	<p><input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives.</p> <p><input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1633 123 2055 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 180 2055 461"> <p>4/27/2024 2:59:31 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual did not use Title funds for the listed expenditures.</p> </td> </tr> <tr> <th data-bbox="1633 461 2055 518" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 518 2055 717"> <p>5/20/2024 7:15:09 AM</p> <p>Monitor Adem Oksuz</p> <p>THE LEA stated, "they did not use Title funds for the listed expenditures."</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2024 2:59:31 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual did not use Title funds for the listed expenditures.</p>	Monitor Comments	<p>5/20/2024 7:15:09 AM</p> <p>Monitor Adem Oksuz</p> <p>THE LEA stated, "they did not use Title funds for the listed expenditures."</p>
District Comments										
<p>4/27/2024 2:59:31 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>PA Virtual did not use Title funds for the listed expenditures.</p>										
Monitor Comments										
<p>5/20/2024 7:15:09 AM</p> <p>Monitor Adem Oksuz</p> <p>THE LEA stated, "they did not use Title funds for the listed expenditures."</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"/>	<p><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.</p>					

[PAVirtualTimeandEffortProcedure.pdf](#)

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					
<a href="#">Title_I_Time_and_Effort_Forms.pdf</a>										
	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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>           4/27/2024 4:53:57 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            Employees paid with Title funds are working on a single cost objective.         </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>           5/20/2024 7:16:50 AM            Monitor Adem Oksuz            The LEA stated, "Employees paid with Title funds are working on a single cost objective."         </td> </tr> </tbody> </table>	District Comments	4/27/2024 4:53:57 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.	Monitor Comments	5/20/2024 7:16:50 AM Monitor Adem Oksuz The LEA stated, "Employees paid with Title funds are working on a single cost objective."
District Comments										
4/27/2024 4:53:57 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.										
Monitor Comments										
5/20/2024 7:16:50 AM Monitor Adem Oksuz The LEA stated, "Employees paid with Title funds are working on a single cost objective."										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<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"> <thead> <tr> <th data-bbox="1623 123 2062 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 180 2062 461"> <p>4/27/2024 4:53:35 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.</p> </td> </tr> <tr> <th data-bbox="1623 461 2062 518" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 518 2062 761"> <p>5/20/2024 7:17:28 AM Monitor Adem Oksuz The LEA stated, "Employees paid with Title funds are working on a single cost objective."</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2024 4:53:35 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.</p>	Monitor Comments	<p>5/20/2024 7:17:28 AM Monitor Adem Oksuz The LEA stated, "Employees paid with Title funds are working on a single cost objective."</p>
District Comments										
<p>4/27/2024 4:53:35 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.</p>										
Monitor Comments										
<p>5/20/2024 7:17:28 AM Monitor Adem Oksuz The LEA stated, "Employees paid with Title funds are working on a single cost objective."</p>										
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.</p>	<table border="1"> <thead> <tr> <th data-bbox="1623 829 2062 886" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 886 2062 1169"> <p>4/27/2024 4:54:52 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not have staff paid with stipends via federal funds.</p> </td> </tr> <tr> <th data-bbox="1623 1169 2062 1226" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 1226 2062 1362"> <p>5/20/2024 7:17:58 AM Monitor Adem Oksuz N/A for the CS</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2024 4:54:52 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not have staff paid with stipends via federal funds.</p>	Monitor Comments	<p>5/20/2024 7:17:58 AM Monitor Adem Oksuz N/A for the CS</p>
District Comments										
<p>4/27/2024 4:54:52 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not have staff paid with stipends via federal funds.</p>										
Monitor Comments										
<p>5/20/2024 7:17:58 AM Monitor Adem Oksuz N/A for the CS</p>										

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	<div style="background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> 5/20/2024 7:18:31 AM Monitor Adem Oksuz Where are the time certifications for the mentors paid from title II?  5/31/2024 12:37:29 PM State Monitor Helen Gross Following our meeting documentation was provided.
<a href="#">Title_II_Time_and_Effort_Form.pdf</a>						
	2. 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.	<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	<div style="background-color: #cccccc; padding: 2px;"><b>District Comments</b></div> 4/27/2024 4:55:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective. <div style="background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> 5/20/2024 7:20:00 AM Monitor Adem Oksuz We need to see the job descriptions and semi-annual time certifications for mentors paid from Title II funds.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>3. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1"> <thead> <tr> <th data-bbox="1621 123 2062 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 180 2062 461"> <p>4/27/2024 4:55:19 PM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  Employees paid with Title funds are working on a single cost objective.</p> </td> </tr> <tr> <th data-bbox="1621 461 2062 518" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 518 2062 761"> <p>5/20/2024 7:20:15 AM  Monitor Adem Oksuz  We need to see the job descriptions and semi-annual time certifications for mentors paid from Title II funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2024 4:55:19 PM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  Employees paid with Title funds are working on a single cost objective.</p>	Monitor Comments	<p>5/20/2024 7:20:15 AM  Monitor Adem Oksuz  We need to see the job descriptions and semi-annual time certifications for mentors paid from Title II funds.</p>
District Comments										
<p>4/27/2024 4:55:19 PM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  Employees paid with Title funds are working on a single cost objective.</p>										
Monitor Comments										
<p>5/20/2024 7:20:15 AM  Monitor Adem Oksuz  We need to see the job descriptions and semi-annual time certifications for mentors paid from Title II funds.</p>										
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.	<table border="1"> <thead> <tr> <th data-bbox="1621 829 2062 886" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 886 2062 1169"> <p>4/27/2024 4:57:55 PM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  PA Virtual did not have staff paid with stipends via federal funds.</p> </td> </tr> <tr> <th data-bbox="1621 1169 2062 1226" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1621 1226 2062 1396"> <p>5/20/2024 7:20:52 AM  Monitor Adem Oksuz  How did you pay to the mentors?</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2024 4:57:55 PM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  PA Virtual did not have staff paid with stipends via federal funds.</p>	Monitor Comments	<p>5/20/2024 7:20:52 AM  Monitor Adem Oksuz  How did you pay to the mentors?</p>
District Comments										
<p>4/27/2024 4:57:55 PM  Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger  PA Virtual did not have staff paid with stipends via federal funds.</p>										
Monitor Comments										
<p>5/20/2024 7:20:52 AM  Monitor Adem Oksuz  How did you pay to the mentors?</p>										

[Mentor\\_Extra\\_Duty\\_SampleLetter.docx](#)  
[Mentor-InductionProfessional.docx](#)  
[Induction\\_PersonalizedPlan.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<a href="#">Title_II_Time_and_Effort_Form_Mentors.pdf</a> <a href="#">MenteeLogGlisan-MS.pdf</a>										
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" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>4/27/2024 4:56:37 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/20/2024 7:21:02 AM Monitor Adem Oksuz N/A for CS</td> </tr> </table>	District Comments	4/27/2024 4:56:37 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.	Monitor Comments	5/20/2024 7:21:02 AM Monitor Adem Oksuz N/A for CS
District Comments										
4/27/2024 4:56:37 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.										
Monitor Comments										
5/20/2024 7:21:02 AM Monitor Adem Oksuz N/A for CS										
	2. 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.	<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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>4/27/2024 4:56:42 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/20/2024 7:21:14 AM Monitor Adem Oksuz N/A for CS</td> </tr> </table>	District Comments	4/27/2024 4:56:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.	Monitor Comments	5/20/2024 7:21:14 AM Monitor Adem Oksuz N/A for CS
District Comments										
4/27/2024 4:56:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.										
Monitor Comments										
5/20/2024 7:21:14 AM Monitor Adem Oksuz N/A for CS										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>3. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Time logs</p> <p><input type="checkbox"/> Staff schedules</p>	<table border="1"> <thead> <tr> <th data-bbox="1633 131 2053 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 180 2053 423"> <p>4/27/2024 4:56:46 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</p> </td> </tr> <tr> <th data-bbox="1633 423 2053 472" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 472 2053 610"> <p>5/20/2024 7:21:19 AM Monitor Adem Oksuz N/A for CS</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2024 4:56:46 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</p>	Monitor Comments	<p>5/20/2024 7:21:19 AM Monitor Adem Oksuz N/A for CS</p>
District Comments										
<p>4/27/2024 4:56:46 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</p>										
Monitor Comments										
<p>5/20/2024 7:21:19 AM Monitor Adem Oksuz N/A for CS</p>										
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.</p>	<table border="1"> <thead> <tr> <th data-bbox="1633 699 2053 748" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 748 2053 992"> <p>4/27/2024 4:56:52 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</p> </td> </tr> <tr> <th data-bbox="1633 992 2053 1040" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 1040 2053 1179"> <p>5/20/2024 7:21:27 AM Monitor Adem Oksuz N/A for CS</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2024 4:56:52 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</p>	Monitor Comments	<p>5/20/2024 7:21:27 AM Monitor Adem Oksuz N/A for CS</p>
District Comments										
<p>4/27/2024 4:56:52 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</p>										
Monitor Comments										
<p>5/20/2024 7:21:27 AM Monitor Adem Oksuz N/A for CS</p>										



Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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					
<a href="#">Title_IV_Time_and_Effort_Forms.pdf</a>										
	2. 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.	<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	<table border="1"> <thead> <tr> <th data-bbox="1623 667 2062 724" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 724 2062 1003">           4/27/2024 4:57:13 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            Employees paid with Title funds are working on a single cost objective.         </td> </tr> <tr> <th data-bbox="1623 1003 2062 1052" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 1052 2062 1198">           5/20/2024 7:22:20 AM            Monitor Adem Oksuz            N/A for CS         </td> </tr> </tbody> </table>	District Comments	4/27/2024 4:57:13 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.	Monitor Comments	5/20/2024 7:22:20 AM Monitor Adem Oksuz N/A for CS
District Comments										
4/27/2024 4:57:13 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.										
Monitor Comments										
5/20/2024 7:22:20 AM Monitor Adem Oksuz N/A for CS										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>3. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Time logs</li> <li><input type="checkbox"/> Staff schedules</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2024 4:57:18 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/20/2024 7:22:26 AM Monitor Adem Oksuz N/A for CS</td> </tr> </tbody> </table>	District Comments	4/27/2024 4:57:18 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.	Monitor Comments	5/20/2024 7:22:26 AM Monitor Adem Oksuz N/A for CS
District Comments										
4/27/2024 4:57:18 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.										
Monitor Comments										
5/20/2024 7:22:26 AM Monitor Adem Oksuz N/A for CS										
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2024 4:58:09 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not have staff paid with stipends via federal funds.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/20/2024 7:22:36 AM Monitor Adem Oksuz N/A for CS</td> </tr> </tbody> </table>	District Comments	4/27/2024 4:58:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not have staff paid with stipends via federal funds.	Monitor Comments	5/20/2024 7:22:36 AM Monitor Adem Oksuz N/A for CS
District Comments										
4/27/2024 4:58:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not have staff paid with stipends via federal funds.										
Monitor Comments										
5/20/2024 7:22:36 AM Monitor Adem Oksuz N/A for CS										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>           4/27/2024 5:00:32 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not use Title funds to purchase equipment or related property.         </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>           5/20/2024 7:24:20 AM            Monitor Adem Oksuz            The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.         </td> </tr> </tbody> </table>	District Comments	4/27/2024 5:00:32 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.	Monitor Comments	5/20/2024 7:24:20 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.
District Comments										
4/27/2024 5:00:32 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.										
Monitor Comments										
5/20/2024 7:24:20 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. LEA conducts a physical inventory of all items every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log <b>dated and signed</b> by LEA to ensure physical inventory is <b>conducted</b> within the last two years.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1633 131 2053 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 180 2053 461">           4/27/2024 5:00:39 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not use Title funds to purchase equipment or related property.         </td> </tr> <tr> <th data-bbox="1633 461 2053 509" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 509 2053 824">           5/20/2024 7:24:43 AM            Monitor Adem Oksuz            The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.         </td> </tr> </tbody> </table>	District Comments	4/27/2024 5:00:39 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.	Monitor Comments	5/20/2024 7:24:43 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.
District Comments										
4/27/2024 5:00:39 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.										
Monitor Comments										
5/20/2024 7:24:43 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Title IIA 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 IIA.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1623 123 2062 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 180 2062 461">           4/27/2024 5:00:47 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not use Title funds to purchase equipment or related property.         </td> </tr> <tr> <th data-bbox="1623 461 2062 518" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 518 2062 833">           5/20/2024 7:24:49 AM            Monitor Adem Oksuz            The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.         </td> </tr> </tbody> </table>	District Comments	4/27/2024 5:00:47 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.	Monitor Comments	5/20/2024 7:24:49 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.
District Comments										
4/27/2024 5:00:47 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.										
Monitor Comments										
5/20/2024 7:24:49 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. LEA conducts a physical inventory of all items every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log <b>dated and signed</b> by LEA to ensure physical inventory is <b>conducted</b> within the last two years.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1633 126 2053 181" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 181 2053 461">           4/27/2024 5:00:52 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not use Title funds to purchase equipment or related property.         </td> </tr> <tr> <th data-bbox="1633 461 2053 516" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 516 2053 829">           5/20/2024 7:24:53 AM            Monitor Adem Oksuz            The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.         </td> </tr> </tbody> </table>	District Comments	4/27/2024 5:00:52 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.	Monitor Comments	5/20/2024 7:24:53 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.
District Comments										
4/27/2024 5:00:52 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.										
Monitor Comments										
5/20/2024 7:24:53 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Title IIIA 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 IIIA.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1623 123 2062 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 180 2062 427">           4/27/2024 5:01:48 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual does not receive Title III funds.         </td> </tr> <tr> <th data-bbox="1623 427 2062 483" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 483 2062 797">           5/20/2024 7:24:56 AM            Monitor Adem Oksuz            The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or prior years.         </td> </tr> </tbody> </table>	District Comments	4/27/2024 5:01:48 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.	Monitor Comments	5/20/2024 7:24:56 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or prior years.
District Comments										
4/27/2024 5:01:48 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.										
Monitor Comments										
5/20/2024 7:24:56 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or prior years.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. LEA conducts a physical inventory of all items every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log <b>dated and signed</b> by LEA to ensure physical inventory is <b>conducted</b> within the last two years.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1633 131 2053 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 180 2053 423">           4/27/2024 5:01:52 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual does not receive Title III funds.         </td> </tr> <tr> <th data-bbox="1633 423 2053 472" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 472 2053 789">           5/20/2024 7:25:03 AM            Monitor Adem Oksuz            The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or prior years.         </td> </tr> </tbody> </table>	District Comments	4/27/2024 5:01:52 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.	Monitor Comments	5/20/2024 7:25:03 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or prior years.
District Comments										
4/27/2024 5:01:52 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.										
Monitor Comments										
5/20/2024 7:25:03 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or prior years.										



Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Title IVA 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 IVA.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1623 123 2062 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 180 2062 461">           4/27/2024 5:01:00 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            PA Virtual did not use Title funds to purchase equipment or related property.         </td> </tr> <tr> <th data-bbox="1623 461 2062 518" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 518 2062 833">           5/20/2024 7:25:13 AM            Monitor Adem Oksuz            The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.         </td> </tr> </tbody> </table>	District Comments	4/27/2024 5:01:00 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.	Monitor Comments	5/20/2024 7:25:13 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.
District Comments										
4/27/2024 5:01:00 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.										
Monitor Comments										
5/20/2024 7:25:13 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log <b>dated and signed</b> by LEA to ensure physical inventory is <b>conducted</b> within the last two years.	<div data-bbox="1623 123 2062 180" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1623 180 2062 461"> <p>4/27/2024 5:01:06 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.</p> </div> <div data-bbox="1623 461 2062 518" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1623 518 2062 833"> <p>5/20/2024 7:25:20 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.</p> </div>
Title IA Program Performance Report  UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the <b>prior year, for Title IA.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IA Program Performance Report submitted by the due date of <b>January 5, 2024.</b>	
<a href="#">TitleIPerformanceReport.pdf</a>						
	2. Backup documentation exists for the Program Performance Report <b>from the prior year</b> that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary <b>narratives</b> to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<div data-bbox="1623 1112 2062 1169" style="background-color: #cccccc; text-align: center;"><b>Monitor Comments</b></div> <div data-bbox="1623 1169 2062 1349"> <p>5/20/2024 7:26:33 AM Monitor Adem Oksuz Provide Data summary narratives</p> </div>
<a href="#">TIAPerformanceReport_NarrativesHighlighted.pdf</a> <a href="#">TIAPerformanceReportNarratives2223.docx</a> <a href="#">TI_PerformanceGoal_123460001DistrictStudentData.JPG</a>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Title IIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the <b>prior year, for Title IIA.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IIA Program Performance Report submitted by the due date of <b>January 5, 2024.</b>	<a href="#">TitleIIPerformanceReport.pdf</a>				
	2. Backup documentation exists for the Program Performance Report <b>from the prior year</b> that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary <b>narratives</b> to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/20/2024 7:27:42 AM Monitor Adem Oksuz Provide Data summary narratives</td> </tr> </tbody> </table>	Monitor Comments	5/20/2024 7:27:42 AM Monitor Adem Oksuz Provide Data summary narratives		
Monitor Comments										
5/20/2024 7:27:42 AM Monitor Adem Oksuz Provide Data summary narratives										
<a href="#">TIIAPerformanceReport_NarrativesHighlighted.pdf</a> <a href="#">Title_II_Time_and_Effort_Form_Mentors.pdf</a> <a href="#">TIIAPerformanceReportNarratives2223.docx</a>										
Title IIIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the <b>prior year, for Title IIIA.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title IIIA Program Performance Report submitted by the due date of <b>January 5, 2024.</b>	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/27/2024 5:07:21 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/20/2024 7:27:55 AM Monitor Adem Oksuz N/A for the CS</td> </tr> </tbody> </table>	District Comments	4/27/2024 5:07:21 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.	Monitor Comments	5/20/2024 7:27:55 AM Monitor Adem Oksuz N/A for the CS
District Comments										
4/27/2024 5:07:21 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.										
Monitor Comments										
5/20/2024 7:27:55 AM Monitor Adem Oksuz N/A for the CS										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. Backup documentation exists for the Program Performance Report <b>from the prior year</b> that aligns with the data indicated in the goals that would be used to determine success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary <b>narratives</b> to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<table border="1"> <thead> <tr> <th data-bbox="1623 123 2062 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 180 2062 427">4/27/2024 5:07:39 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</td> </tr> <tr> <th data-bbox="1623 427 2062 483">Monitor Comments</th> </tr> <tr> <td data-bbox="1623 483 2062 621">5/20/2024 7:28:03 AM Monitor Adem Oksuz N/A for the CS</td> </tr> </tbody> </table>	District Comments	4/27/2024 5:07:39 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.	Monitor Comments	5/20/2024 7:28:03 AM Monitor Adem Oksuz N/A for the CS
District Comments										
4/27/2024 5:07:39 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.										
Monitor Comments										
5/20/2024 7:28:03 AM Monitor Adem Oksuz N/A for the CS										
Title IVA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the <b>prior year, for Title IVA.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IVA Program Performance Report submitted by the due date of <b>January 5, 2024.</b>					
<a href="#">TitleIVPerformanceReport.pdf</a>										
	2. Backup documentation exists for the Program Performance Report <b>from the prior year</b> that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary <b>narratives</b> to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<table border="1"> <thead> <tr> <th data-bbox="1623 899 2062 956">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 956 2062 1138">5/20/2024 7:28:59 AM Monitor Adem Oksuz Provide Data summary narratives</td> </tr> </tbody> </table>	Monitor Comments	5/20/2024 7:28:59 AM Monitor Adem Oksuz Provide Data summary narratives		
Monitor Comments										
5/20/2024 7:28:59 AM Monitor Adem Oksuz Provide Data summary narratives										
<a href="#">TIVPerformanceReport_NarrativesHighlighted.pdf</a> <a href="#">TIVPerformanceReportNarratives2223.docx</a> <a href="#">TIV_PerformanceGoal_SELScreeenerReport5-3-2023.pdf</a>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments						
<p>Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.</p> <p>2 CFR 200.308(a) and (b) and 2</p>	<p>1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IA application.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for <b>actual and anticipated</b> expenditures</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>5/4/2024 3:35:40 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Budget for Title I on pages 21-24 of Grant Content document.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/20/2024 7:31:12 AM Monitor Adem Oksuz The statement of expenditures for Title IA is not provided. Both documents are the LEA Title IA budget.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/31/2024 12:39:29 PM State Monitor Helen Gross Documentation was provided following our meeting.</td> </tr> </tbody> </table>	District Comments	5/4/2024 3:35:40 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Budget for Title I on pages 21-24 of Grant Content document.	Monitor Comments	5/20/2024 7:31:12 AM Monitor Adem Oksuz The statement of expenditures for Title IA is not provided. Both documents are the LEA Title IA budget.	Monitor Comments	5/31/2024 12:39:29 PM State Monitor Helen Gross Documentation was provided following our meeting.
District Comments												
5/4/2024 3:35:40 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Budget for Title I on pages 21-24 of Grant Content document.												
Monitor Comments												
5/20/2024 7:31:12 AM Monitor Adem Oksuz The statement of expenditures for Title IA is not provided. Both documents are the LEA Title IA budget.												
Monitor Comments												
5/31/2024 12:39:29 PM State Monitor Helen Gross Documentation was provided following our meeting.												
<p style="margin: 0;"> <a href="#">TitleIGrantContent.pdf</a>  <a href="#">TitleIStatementofExpenditures_Redacted.pdf</a>  <a href="#">TitleI,IVExpenditureReports.xlsx</a> </p>												

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments						
<p>Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.</p> <p>2 CFR 200.308(a) and (b) and 2</p>	<p>1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIA application.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for <b>actual and anticipated</b> expenditures</p>	<table border="1"> <thead> <tr> <th data-bbox="1633 126 2053 181">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 181 2053 457"> <p>5/4/2024 3:35:15 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Budget for Title II on pages 14 - 18 of Grant Content document.</p> </td> </tr> <tr> <th data-bbox="1633 457 2053 513">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 513 2053 750"> <p>5/20/2024 7:31:22 AM Monitor Adem Oksuz The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.</p> </td> </tr> <tr> <th data-bbox="1633 750 2053 805">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 805 2053 977"> <p>5/31/2024 12:39:18 PM State Monitor Helen Gross Documentation was provided following our meeting.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/4/2024 3:35:15 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Budget for Title II on pages 14 - 18 of Grant Content document.</p>	Monitor Comments	<p>5/20/2024 7:31:22 AM Monitor Adem Oksuz The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.</p>	Monitor Comments	<p>5/31/2024 12:39:18 PM State Monitor Helen Gross Documentation was provided following our meeting.</p>
District Comments												
<p>5/4/2024 3:35:15 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Budget for Title II on pages 14 - 18 of Grant Content document.</p>												
Monitor Comments												
<p>5/20/2024 7:31:22 AM Monitor Adem Oksuz The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.</p>												
Monitor Comments												
<p>5/31/2024 12:39:18 PM State Monitor Helen Gross Documentation was provided following our meeting.</p>												
<p><a href="#">TitleIIGrantContent.pdf</a>  <a href="#">TitleIIStatementofExpenditures.pdf</a>  <a href="#">TitleI,IVExpenditureReports.xlsx</a></p>												

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.</p> <p>2 CFR 200.308(a) and (b) and 2</p>	<p>1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIIA application.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for <b>actual and anticipated</b> expenditures</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1633 126 2053 181" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 181 2053 425"> <p>4/27/2024 5:09:15 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</p> </td> </tr> <tr> <th data-bbox="1633 425 2053 480" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 480 2053 613"> <p>5/20/2024 7:31:33 AM Monitor Adem Oksuz N/A for the CS</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2024 5:09:15 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</p>	Monitor Comments	<p>5/20/2024 7:31:33 AM Monitor Adem Oksuz N/A for the CS</p>
District Comments										
<p>4/27/2024 5:09:15 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</p>										
Monitor Comments										
<p>5/20/2024 7:31:33 AM Monitor Adem Oksuz N/A for the CS</p>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments						
<p>Program Accuracy Verification            2 CFR 200.308(a) and (b) an- The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.</p>	<p>1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IVA application.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for <b>actual and anticipated</b> expenditures</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1633 126 2051 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 180 2051 461"> <p>5/4/2024 3:34:56 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            Budget for Title IV on pages 19-22 of Grant Content document.</p> </td> </tr> <tr> <th data-bbox="1633 461 2051 514" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 514 2051 753"> <p>5/20/2024 7:31:45 AM            Monitor Adem Oksuz            The statement of expenditures for Title IVA is not provided. Both documents are the LEA Title IVA budget.</p> </td> </tr> <tr> <th data-bbox="1633 753 2051 807" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1633 807 2051 976"> <p>5/31/2024 12:39:03 PM            State Monitor Helen Gross            Documentation was provided following our meeting.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/4/2024 3:34:56 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            Budget for Title IV on pages 19-22 of Grant Content document.</p>	Monitor Comments	<p>5/20/2024 7:31:45 AM            Monitor Adem Oksuz            The statement of expenditures for Title IVA is not provided. Both documents are the LEA Title IVA budget.</p>	Monitor Comments	<p>5/31/2024 12:39:03 PM            State Monitor Helen Gross            Documentation was provided following our meeting.</p>
District Comments												
<p>5/4/2024 3:34:56 PM            Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger            Budget for Title IV on pages 19-22 of Grant Content document.</p>												
Monitor Comments												
<p>5/20/2024 7:31:45 AM            Monitor Adem Oksuz            The statement of expenditures for Title IVA is not provided. Both documents are the LEA Title IVA budget.</p>												
Monitor Comments												
<p>5/31/2024 12:39:03 PM            State Monitor Helen Gross            Documentation was provided following our meeting.</p>												
<p> <a href="#">TitleIVGrantContent.pdf</a>  <a href="#">TitleIVStatementofExpenditures.pdf</a>  <a href="#">Titel.II,IVExpenditureReports.xlsx</a> </p>												



## 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 Virtual CS**

**PA Virtual Charter School**

**SCHOOL Level Monitoring**

	<b>Name</b>	<b>Check if Interviewed</b>
Principal:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Dr. Adam Kenz Dr. Helen Gross Visit Date: 5/20/2024

# School Level Monitoring

## Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Time Documentation  UGG Sec. 200.430	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. <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					
<a href="#">Title_I_Time_and_Effort_Forms.pdf</a> <a href="#">Title_II_Time_and_Effort_Form.pdf</a> <a href="#">Title_IV_Time_and_Effort_Forms.pdf</a>										
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on <b>multiple cost objectives</b> and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> 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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>                             4/27/2024 5:11:00 PM                              Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger                              Employees paid with Title funds are working on a single cost objective.                         </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>                             5/20/2024 7:32:50 AM                              Monitor Adem Oksuz                              N/A for the CS.                         </td> </tr> </tbody> </table>	District Comments	4/27/2024 5:11:00 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.	Monitor Comments	5/20/2024 7:32:50 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/27/2024 5:11:00 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.										
Monitor Comments										
5/20/2024 7:32:50 AM Monitor Adem Oksuz N/A for the CS.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Time logs</li> <li><input type="checkbox"/> Staff schedules</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1612 129 2053 181" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 185 2053 461"> <p>4/27/2024 5:11:06 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.</p> </td> </tr> <tr> <th data-bbox="1612 464 2053 516" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1612 519 2053 652"> <p>5/20/2024 7:33:19 AM Monitor Adem Oksuz N/A for the CS</p> </td> </tr> </tbody> </table>	District Comments	<p>4/27/2024 5:11:06 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.</p>	Monitor Comments	<p>5/20/2024 7:33:19 AM Monitor Adem Oksuz N/A for the CS</p>
District Comments										
<p>4/27/2024 5:11:06 PM Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.</p>										
Monitor Comments										
<p>5/20/2024 7:33:19 AM Monitor Adem Oksuz N/A for the CS</p>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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	<table border="1"> <thead> <tr> <th data-bbox="1617 126 2053 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1617 183 2053 565"> <p>5/3/2024 5:44:47 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>See page 23 for Schedule of Expenditures of Federal Awards for the year ending June 30, 2023. Security settings didn't allow for this page to be isolated.</p> </td> </tr> <tr> <th data-bbox="1617 568 2053 621">Monitor Comments</th> </tr> <tr> <td data-bbox="1617 625 2053 972"> <p>5/20/2024 7:34:28 AM</p> <p>Monitor Adem Oksuz</p> <p>Please upload the Title I building-level budget, including specific salary and benefits for personnel, as well as supply orders for actual and anticipated expenditures for the 2023-24 school year.</p> </td> </tr> </tbody> </table>	District Comments	<p>5/3/2024 5:44:47 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>See page 23 for Schedule of Expenditures of Federal Awards for the year ending June 30, 2023. Security settings didn't allow for this page to be isolated.</p>	Monitor Comments	<p>5/20/2024 7:34:28 AM</p> <p>Monitor Adem Oksuz</p> <p>Please upload the Title I building-level budget, including specific salary and benefits for personnel, as well as supply orders for actual and anticipated expenditures for the 2023-24 school year.</p>
District Comments										
<p>5/3/2024 5:44:47 PM</p> <p>Director of Curriculum, Inst &amp; Fed. Programs Maureen Weinberger</p> <p>See page 23 for Schedule of Expenditures of Federal Awards for the year ending June 30, 2023. Security settings didn't allow for this page to be isolated.</p>										
Monitor Comments										
<p>5/20/2024 7:34:28 AM</p> <p>Monitor Adem Oksuz</p> <p>Please upload the Title I building-level budget, including specific salary and benefits for personnel, as well as supply orders for actual and anticipated expenditures for the 2023-24 school year.</p>										
<a href="#">PAVirtualCSFS063023.pdf</a> <a href="#">TitleI,IVExpenditureReports.xlsx</a>										



August 2, 2022

Dr. Debra Heath-Thornton  
Sr. Executive Vice President  
Pennsylvania Virtual Cyber CS  
630 Park Avenue  
King of Prussia, Pa 19406

Dear Dr. Heath-Thornton:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Pennsylvania Virtual Cyber CS the week of May 16, 2022.

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

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

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

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

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

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

Sincerely,

Carole L. Clancy  
Director

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

CC: Chairperson  
CS Monitoring File



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

## **PART I SUMMARY OF FINDINGS**

### **A. Review Process**

Prior to the Bureau's monitoring the week of May 16, 2022, the Pennsylvania Virtual Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

### **B. General Findings**

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

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

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

### **C. Overall Findings**

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

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

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

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

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

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

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



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

<b>Sections of the FILE REVIEW</b>	<b>In Compliance</b>	<b>Out of Compliance</b>	<b>NA</b>
Essential Student Documents Are Present and Were Prepared Within Timelines	83	3	74
Evaluation/Reevaluation: Process and Content	219	8	553
Individualized Education Program: Process and Content	514	1	285
Procedural Safeguards: Process and Content	113	0	7
<b>TOTALS</b>	<b>929</b>	<b>12</b>	<b>919</b>

### 3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	<b># Yes Responses</b>	<b># No Responses</b>	<b># of Other Responses</b>
Program Implementation: General Ed Teacher Interviews	222	11	108
Program Implementation: Special Ed Teacher Interviews	316	10	132
Program Implementation: Parent Interviews	186	18	115
<b>TOTALS</b>	<b>724</b>	<b>39</b>	<b>355</b>

### 4. CLASSROOM OBSERVATIONS

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

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

### 5. EDUCATIONAL BENEFIT REVIEW

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

## PART II CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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

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

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

Charter School: Pennsylvania Virtual Cyber CS

Chief Executive Officer: Dr. Debra Heath-Thornton

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

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: August 02, 2022

Date Final Report Sent to LEA: August 02, 2022

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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 1: Policies, Practices, and Procedures</b>			
Y						1. <b>FSA-ASSISTIVE TECHNOLOGY AND SERVICES</b>  <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.			
Y						8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  <b>Standard:</b> The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  <b>Standard:</b> The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b>  <b>Standard:</b> The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>			
Y						13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>			
Y						15. <b>FSA-PARENT TRAINING</b>  <b>Standard:</b> Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						<b>INTERVIEW RESULTS (Parent)</b>			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 1 0 0 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 1 0 0 2 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
8	2	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
6	1	3				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
7	2	1				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
Y						21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.			
						<b>Topical Area 2: Delivery of Service</b>			
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						<b>CLASSROOM OBSERVATIONS</b>			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
					4 0 0 0 0 4	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
					6 0 0 0 0 2	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.  Always Sometimes Rarely Never Don't Know Does not Apply			
					4 2 0 0 0 2	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.  Always Sometimes Rarely Never Don't Know Does not Apply			
					5 1 0 0 0 2	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.  Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
9	0	1				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	0	1				GE 80. Is the student making progress within the general education curriculum?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	3				GE 80b. If yes, in what ways? Interacts with a lot of peers. Is able to master general education curriculum with supports in place. Is able to access the content with the modifications and supports that are provided. Enjoys presenting work to peers. Able to keep up with content and has additional classroom support. Enjoys the social time and interacting with peers; eager to participate in class, even if unsure of the answer. Developing stronger skills; building friendships, problem solving skills and peer modeling.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
8	0	2				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
6	1	3				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
2	4	4				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	8				SE 95c. If yes, what reasons were discussed for recommending removal? Significant need, needs a significantly modified curriculum, needs alternate standards. Based on need.			
0	0	8				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Best placement, significant needs and needs individualized attention. Based on level of academic and functional support needed.			
6	1	3				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
9	0	1				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
7	3	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						<b>Topical Area 3: Performance Indicators</b>			
		X				5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
		X				6. <b>FSA-GRADUATION RATES (SPP)</b>  <b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. <b>FSA-DROPOUT RATES (SPP)</b>  <b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						8A. <b>FSA-SUSPENSION RATES</b>  <b>Standard:</b> The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
	N					11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b>  <b>Standard:</b> Students with disabilities are provided for in the least restrictive environment	This LEA will submit an improvement plan to address meeting the SPP target for students with disabilities served inside the regular classroom 80% or more of the day.		
Y						16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b>  <b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. <b>FSA-LOCAL ASSESSMENT</b>			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			
1	0	9				FR 153. PTE-Consent Form is present in the student file			
1	0	9				FR 154. Demographic data			
1	0	9				FR 155. Reason(s) for referral for evaluation			
1	0	9				FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
5	0	5				FR 194. PTRE-Consent Form is present in the student file			
5	0	5				FR 195. Demographic data			
5	0	5				FR 196. Reason for reevaluation			
5	0	5				FR 197. Types of assessment tools, tests and procedures to be used			
5	0	5				FR 198. Contact person's name and contact information			
5	0	5				FR 199. Parent has selected a consent option			
5	0	5				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
1	0	9				FR 160. ER is present in the student file			
1	0	9				FR 161. Evaluation was completed within timelines			
1	0	9				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			
1	0	9				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
9	0	1				FR 207. RR is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
8	1	1			11%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
9	0	1				FR 210. Demographic data			
3	6	1			67%	FR 211. Date IEP team reviewed existing evaluation data			
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
9	0	1				FR 214. Aptitude and achievement tests			
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			
9	0	1				FR 219. Lack of appropriate instruction in math			
9	0	1				FR 220. Limited English proficiency			
8	1	1			11%	FR 221. Conclusion regarding need for additional data is indicated			
4	1	5			20%	FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
9	0	1				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
9	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
9	0	1				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
8	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
8	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
8	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
0	0	8	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	8	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	8	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
9	1	0			10%	FR 241. Invitation is present in the student file			
8	1	1			11%	FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
6	0	4				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
1	0	9				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
6	0	4				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
9	0	1				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
1	0	9				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
1	0	9				FR 252. Demographic data			
1	0	9				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
1	0	9				FR 254. Form designates which members will submit written input prior to the meeting			
1	0	9				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
1	0	9				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
10	0	0				FR 263. Parents			
6	0	4				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
1	0	9				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
1	0	9				FR 275. If the student is deaf or hard of hearing, a communication plan			
6	0	4				FR 276. If the student has communication needs, needs must be addressed in the IEP			
2	0	8				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
3	0	7				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
10	0	0				FR 281. Student's present levels of academic achievement			
9	0	1				FR 282. Student's present levels of functional performance			
6	0	4				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			
6	0	4				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
6	0	4				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
6	0	4				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
6	0	4				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
6	0	4				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292c. Annual goals are related to the student's transition services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
7	0	3				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
2	0	8				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	1	9			100%	FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
8	0	2				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
4	0	6				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
10	0	0				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
6	0	4				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
10	0	0				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
2	0	8				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
2	0	8				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
1	0	9				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
10	0	0				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
8	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	8	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
8	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
7	0	1	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	8	0			P 32b. If no, what training or support would assist you?			
8	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
7	1	0	0			P 35. Was the current IEP developed at the IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	8	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	8	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
6	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
1	3	6				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
1	0	9				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
8	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
8	0	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	1				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
9	1	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
8	0	2				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	2				SE 117b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Able to learn with other students at academic level; being challenged, and it benefits academically and socially.</p> <p>Benefits from having interaction with the teacher, and utilizes socialization skills.</p> <p>Access to outings, clubs and relationship building with peers.</p> <p>Ability to access after school clubs; this provides the opportunity to building relationships.</p> <p>Making progress in all areas.</p> <p>An asynchronous model which works well for student.</p> <p>Doesn't need the content adapted, just some accommodations to access the curriculum.</p> <p>Works on executive functioning skills and independence.</p> <p>Student demonstrates success in the classroom with specially designed instruction and modifications.</p>			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
8	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
7	0	1	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					8 0 0 0 0 0	<p>P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
5	0	5				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
1	3	6				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal? The need for additional support and service.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on student's need.			
4	0	6				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
1	0	9				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
6	0	4				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
2	0	6	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
8	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
8	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
8	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	8	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	6	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
9	0	1				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
4	0	6				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
6	0	2	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
6	2	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
2	5	1	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	6	0			P 50c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Needs additional support and service. Based on need.			
0	0	6	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Based on the level of my child's need. Based on need.			
6	2	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	0	3	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	3	0			P 50g. If yes, in what ways? Gets a lot of help from other peers. Able to work on content areas. Improved; more interested in school; likes it more. Has been able to keep up with peers, grades are good. The structure of the day and the regular attending provide opportunities for learning. The teachers and staff are awesome.			
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					5 1 0 0 0 2	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 1 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
10	0	0				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
4	0	6				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
9	0	1				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						<b>INTERVIEW RESULTS (Parent)</b>			
0	0	8	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 0 0 0 0 1	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.  Always Sometimes Rarely Never Don't Know Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
					8 0 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program.  Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			
		7	1			P 67. Tell me anything you would like to change about the program.			
		1	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
						P 69. Additional comments about your child's program. Was struggling but now doing great in this school.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Other Non-compliance Issues</b>			
						<b>Topical Area 9: Other Improvement Plan Issues</b>			



October 3, 2023

Dr. Debra Heath-Thornton  
Sr. Executive Vice President  
Pennsylvania Virtual Cyber CS  
630 Park Avenue  
King of Prussia, Pa 19406

Dear Dr. Heath-Thornton:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on May 16, 2022 have been corrected as of August 1, 2023 by the charter school. It is with pleasure that I commend you and your staff for efforts made in achieving resolution of the noncompliance areas.

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

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

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

Sincerely,

Carole L. Clancy, Ed. D.  
Director



## IEP Paperwork Record Keeping and Filing Procedure- Special Education Teachers

Each Special Education Teacher will have their own account set up in Salesforce.

<https://pavcs.my.salesforce.com/>

Special Education Teachers are required to create an IEP Paperwork Record in Salesforce for every IEP Meeting they hold and each IEP revision they complete.

### **Types of IEP Meetings:**

- ER/IEP- IEP Meeting held after the completion of an Evaluation Report where the student was found eligible for Special Education
- RR/IEP- IEP Meeting held after the completion of a Reevaluation Report or a Stand Alone Report
- Annual IEP- IEP Meeting held annually for a student based on timelines
- IEP Revision- This is for when a meeting is held to revise the IEP
- No Meeting Revision- This is when the IEP is revised but no meeting is required
- Newly Enrolled IEP- when a student is newly enrolled with PA Virtual a new IEP is created and held within 30 calendar days of the student start date
- Exit Meeting- this is when a meeting is held to exit a student from Special Education- in this instance no new IEP is created
- RR/IEP Revision- IEP Meeting held to revise the existing IEP to incorporate the results of the recently completed RR

If a record is created using the wrong type of meeting, the type of IEP Meeting cannot be changed within the record. A new record will need to be created using the correct type of meeting; then the Assistant Director of Special Education Support Services and Compliance Monitoring or the Senior Support Service Coordinator will need to delete the one created with the wrong IEP Meeting Type.

- If the wrong type of meeting is used in the initial record, please contact the Assistant Director of Special Education Support Services and Compliance Monitoring for assistance moving the information from one record to the other. There is no reason to redo everything and the Assistant Director of Special Education Support Services or the Senior Support Services Coordinator can assist with moving everything from one record to the other.

Editing Information in the IEP Paperwork Record:

Only certain fields can be edited after the record has been created. Editable fields will have a gray pencil next to the field.

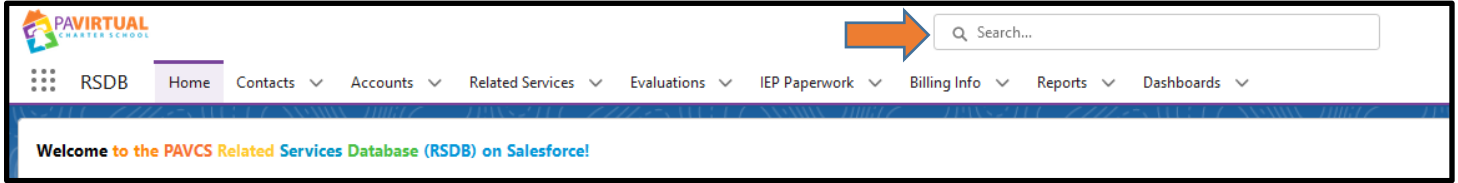
### **Finding the student's contact page**

Updated 08-10-2023

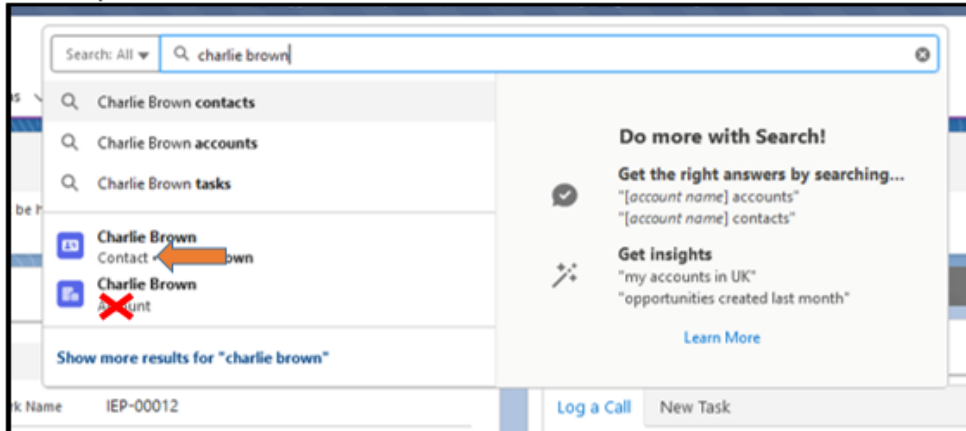
Previously named 'IEP Paperwork Procedure'



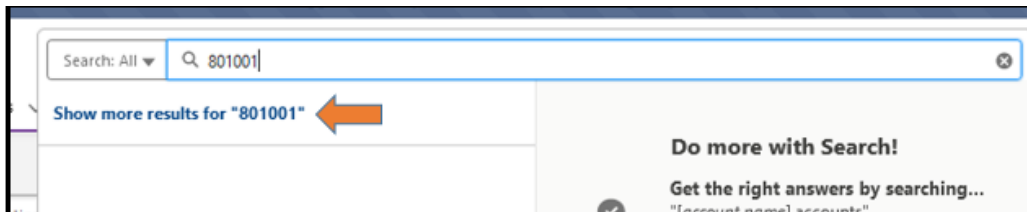
When a teacher is holding an IEP Meeting or revising an IEP they need to go to the student’s contact (not account) record in Salesforce. This can be done by entering the student’s name or ID in the search field at the top of the screen.



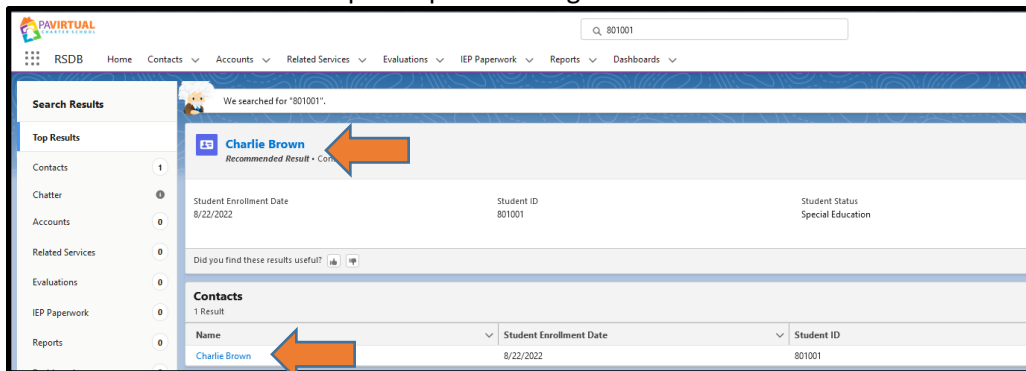
- Search by student name and choose their “Contact” page. Do not click on their “Account” Page



- Search by student ID
  - Click “Show more results for XXXXXX”



- Click in either of the places per the image below.



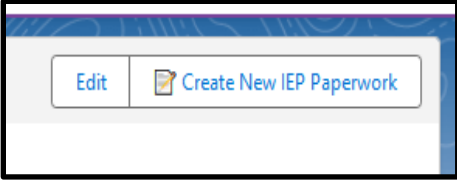
### Creating the New IEP Paperwork Record

On the student’s contact page the teacher will then need to click the “Create New IEP Paperwork” button in the upper right hand corner of the screen. Doing this will create a new window on the screen.

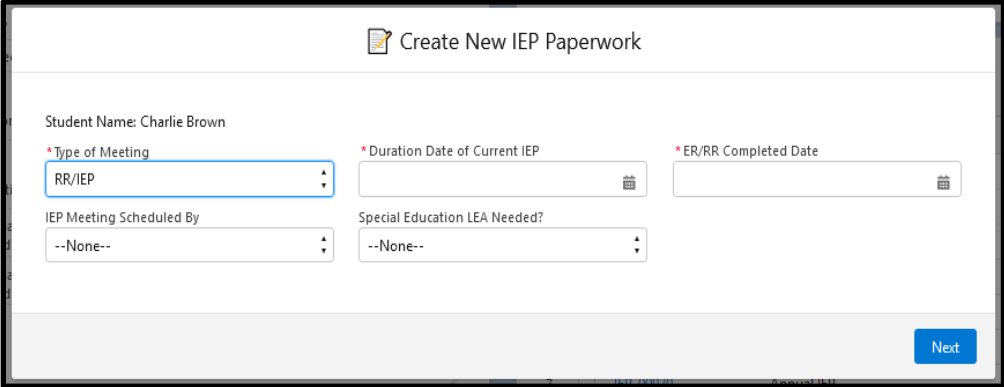
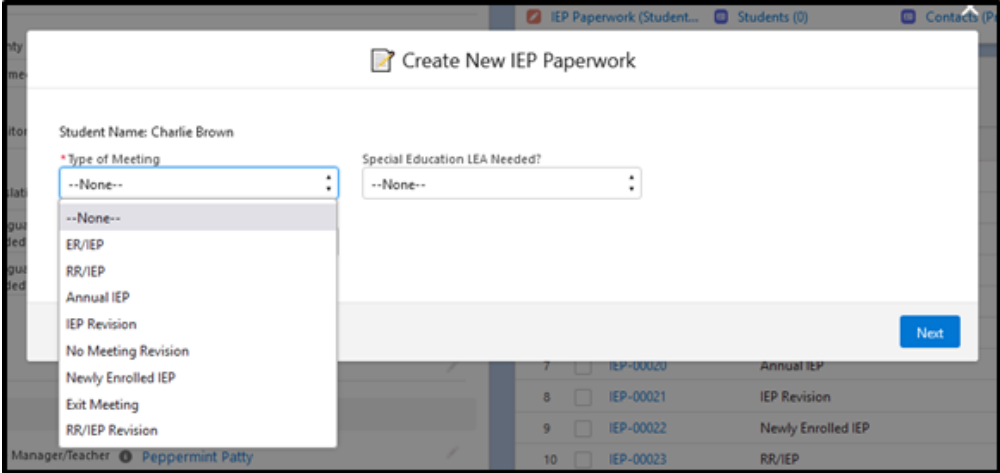
Updated 08-10-2023

Previously named ‘IEP Paperwork Procedure’





In the new window select the type of meeting. Depending upon which type of meeting is selected, additional information will need entered in this window before clicking “Next.” This information will tell Salesforce everything it needs to know to ensure that the IEP Meeting is held within regulatory timelines.



Clicking next will then create the IEP Paperwork record:

IEP Paperwork  
**Charlie Brown-801001**

IEP Paperwork Name	Student	Student ID	Date IEP Meeting must be held by	Date of IEP Meeting	SSC
IEP-00012	Charlie Brown	801001	10/9/2022		Kim Gould

**Details**   Signature Attempts   Audit Fields

Student Information

Student	Charlie Brown	IEP Paperwork Name	IEP-00012
Student ID	801001		
SSC	Kim Gould		
Date of Enrollment	8/22/2022		

Meeting Information

Type of Meeting	RR/IEP	Duration Date of Most Recent IEP	10/20/2022
30 Days after Enrollment Date	9/21/2022	30 Days after RR/RR	10/9/2022
RR/RR Completed Date	9/9/2022	IEP Meeting Scheduled By	Program Specialist
Date IEP Meeting must be held by	10/9/2022	Special Education LSA Required	Yes
Special Ed Teacher's Preferred Date		IEP Meeting scheduled on time?	<input checked="" type="checkbox"/>
Late Meeting Reason		Admin Approved	<input type="checkbox"/>
Meeting Invites			
Date of IEP Meeting			
LEA			
IEP Meeting Comments			

Paperwork Signature Requirements

Invitations Required?	Yes	RRP Required?	No
PSGN Required?	Yes	Vote Registration Required?	IEP Meeting Not Set Yet
IEP Signature Required?	Yes	Age at IEP End	
CSE Required?	Maybe	RR/RR Signature Required?	Yes
NORRP Required?	Yes	10 Day Waiver Required?	No

Paperwork Receipt

IEP Reference #		LSA Checklist Received	
IEP Received		RRP Signature Page Received	N/A
Invitations Received		Vote Registration Received	
PSGN Received		RR/RR Signature Page Received	
IEP Signature Page Received		10 Day Waiver Received	N/A
CSE Received		Days from Mtg. All Paperwork Received	
NORRP Received		All IEP Paperwork Received By	
NORRP Reference #		All IEP Paperwork Received By Date	
		SSY Eligible	

Audit Complete

At the top of the record are three tabs: Details, Signature Attempts, and Audit Fields. The teacher needs to complete the Details and the Signature Attempts tabs.

Once the record has been created, the teacher will need to continue to fill out additional necessary information.

### Details Tab- Meeting Information

Updated 08-10-2023

Previously named 'IEP Paperwork Procedure'

- Paperwork Receipt section is completed by the Special Education Services Coordinator (SSC) only. Teachers do not enter anything into this section.

Meeting Information

Type of Meeting	RR/IEP	Duration Date of Most Recent IEP	10/20/2022
30 Days after Enrollment Date	9/21/2022	30 Days after ER/RR	10/9/2022
ER/RR Completed Date	9/9/2022	IEP Meeting Scheduled By	Program Specialist
Date IEP Meeting must be held by	10/9/2022	Special Education LEA Required	Yes
Special Ed Teacher's Preferred Date		IEP Meeting scheduled on time?	
Late Meeting Reason		Admin Approved	<input type="checkbox"/>
Meeting Invitees		IEP Meeting Comments	
Date of IEP Meeting			
LEA			

**Meeting Information Section:**

- If the Special Education Teacher is scheduling their own meeting, then the teacher will need to fill out the following fields:
  - Date of IEP Meeting
  - LEA
- If the Special Education Program Specialist is scheduling the meeting then the Special Education Teacher will need to fill out the following fields:
  - Special Education Teacher’s Preferred Date
  - Late Meeting Reason- only if applicable, the system will force this field to be filled out if the “Special Education Teacher’s Preferred Date” falls after the “Date IEP Meeting must be held by.”
  - Meeting Invitees

**Details Tab- Paperwork Signature Requirements**

Paperwork Signature Requirements			
Invitations Required?	Yes	PBSP Required?	No
PSGN Required?	Yes	Voter Registration Required?	IEP Meeting Not Set Yet
IEP Signature Required?	Yes	Age at IEP End	
C2E Required?	Maybe	ER/RR Signature Required?	Yes
NOREP Required?	Yes	10 Day Waiver Required?	No

### Paperwork Signature Requirements:

If anything in this section shows a “Maybe” the teacher will need to change the requirement to either “Yes” or “No.” The teacher may not know the answer for some of these until after the meeting is held. “Maybe’s must be changed to “Yes” or “No” before the paperwork is dropped in the SSC’s drop box.

Some fields in this section will auto populate based on information Salesforce knows about the student and the IEP Paperwork Record.

- Invitation Required- based on the type of meeting chosen
- PSGN Required- based on the type of meeting chosen
- IEP Signature Required- based on the type of meeting chosen
- NOREP Required- based on the type of meeting chosen
- Voter Registration Required- based on the age of the student
- ER/RR Signature Page Required - based on the type of meeting chosen
- 10 Day Waiver Required- based on the number of days between the completion of the ER/RR/Stand Alone report and the date of the IEP Meeting

### **Signature Attempts Tab**

Special Education Teachers are required to make a minimum of three varied attempts to get paperwork signed if the parent/guardian doesn’t sign after the first attempt.

Updated 08-10-2023

Previously named ‘IEP Paperwork Procedure’

IEP Paperwork  
**Charlie Brown-801001**

IEP Paperwork Name: IEP-00012    Student: Charlie Brown    Student ID: 801001    Date IEP Meeting must be held by: 10/9/2022    Date of IEP Meeting:    SSC: Kim Gould

Details    **Signature Attempts**    Audit Fields

**Invitation Attempts**

Invitation Attempt #1 Date	/	Invitation Attempt #1 Type	/
Invitation Attempt #2 Date	/	Invitation Attempt #2 Type	/
Invitation Attempt #3 Date	/	Invitation Attempt #3 Type	/

**Procedural Safeguard Notice Attempts**

Procedural Notice Attempt #1 Date	/	Procedural Notice Attempt #1 Type	/
Procedural Notice Attempt #2 Date	/	Procedural Notice Attempt #2 Type	/
Procedural Notice Attempt #3 Date	/	Procedural Notice Attempt #3 Type	/

**ER/RR Signature Page**

ER/RR Signature Attempt #1 Date	/	ER/RR Signature Attempt #1 Type	/
ER/RR Signature Attempt #2 Date	/	ER/RR Signature Attempt #2 Type	/
ER/RR Signature Attempt #3 Date	/	ER/RR Signature Attempt #3 Type	/

10 Day Waiver Not Required

**IEP Signature Page Attempts**

IEP Signature Page Attempt #1 Date	/	IEP Signature Page Attempt #1 Type	/
IEP Signature Page Attempt #2 Date	/	IEP Signature Page Attempt #2 Type	/
IEP Signature Page Attempt #3 Date	/	IEP Signature Page Attempt #3 Type	/

**C2E Attempts**

C2E Attempt #1 Date	/	C2E Attempt #1 Type	/
C2E Attempt #2 Date	/	C2E Attempt #2 Type	/
C2E Attempt #3 Date	/	C2E Attempt #3 Type	/

**NOREP Attempts**

NOREP Attempt #1 Date	/	NOREP Attempt #1 Type	/
NOREP Attempt #2 Date	/	NOREP Attempt #2 Type	/
NOREP Attempt #3 Date	/	NOREP Attempt #3 Type	/

PBSP Not Required

Invitation Attempts- a minimum of three varied attempts must be completed

- The Special Education Teacher must make three varied attempts with an invitation for all meetings. For Invitations the Special Education Teacher must log attempts to get the parent/guardian’s signature and also to make note of reminders to the parent/guardian about the upcoming meeting. Three varied attempts are required to move forward with the IEP meeting if the parent does not attend.

All other document sections must be completed with at least one attempt. If the document is signed after the first attempt no other attempts are necessary or need to be documented. Subsequent attempts are required to be logged if the document does not get signed. If we are not able to get paperwork signed then we will need these attempts logged in Salesforce so that the SSCs can add them to the unsigned paperwork before placing it in the student’s e-file..

If a document is listed as “No” in the Paperwork Signature Requirements section on the Details Tab then it will be grayed out and no attempts can be logged.

**Paperwork Timelines:**

Within two weeks of the IEP Meeting and after three attempts have been made, if the documents have not yet been signed:

Updated 08-10-2023

Previously named ‘IEP Paperwork Procedure’

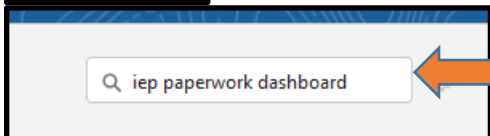
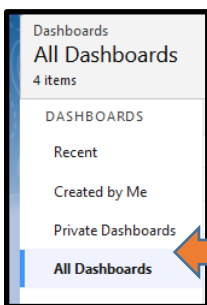
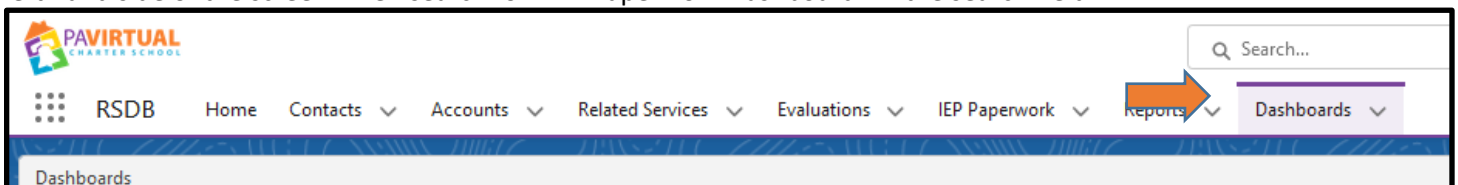
- The Special Education Teacher will drop the unsigned documents in the SSC’s drop box.
  - The SSC will record the Special Education Teacher’s attempts to obtain signatures on each unsigned document and place the document in the student’s e-file.
1. Once all documents are ready to be dropped in the SSC’s drop box the Special Education Teacher must finalize the IEP in Sapphire and then drop the paperwork. It is important that the IEP be finalized before it is dropped, otherwise it will say draft on it.
    - The IEP needs to be finalized as soon as possible after the documents have been signed (no later than 2 weeks from the date of the meeting). **For Initial IEP Meetings, IEPs cannot be finalized until the initial NOREP is signed.**
    - Failure to finalize documents will cause issues with IEP communication throughout the school and will cause reporting errors.
  2. Once all paperwork (unsigned and signed) has been received, the SSC will log everything in the “Paperwork Receipt” section of the IEP Paperwork Record in Salesforce.

**IEP Paperwork Dashboard**

There are three dashboards for the teachers to use: Elementary School, Middle School, and High School. The teacher will need to use the dashboard for the school building they work under.

Finding the dashboard:

Click on the Dashboard tab at the top of the screen. Once the dashboard page loads, click on “All Dashboards” on the left hand side of the screen. Then search for “IEP Paperwork Dashboard” in the search field.




Then choose the appropriate dashboard.

Dashboards					
All Dashboards					
4 items					
DASHBOARDS	Dashboard Name	Description	Folder	Created By	Created On
Recent	IEP Paperwork Dashboard- Elementary School		RSDB Dashboards	Kiel Parker	8/19/2022, 3:41 PM
Created by Me	IEP Paperwork Dashboard- High School		RSDB Dashboards	Kiel Parker	8/22/2022, 9:29 AM
Private Dashboards	IEP Paperwork Dashboard- Middle School		RSDB Dashboards	Kiel Parker	8/22/2022, 9:25 AM
All Dashboards	IEP Paperwork Dashboard- SSC		RSDB Dashboards	Kiel Parker	8/22/2022, 11:08 AM

Once the appropriate dashboard is open, the teacher will need to select their name from the drop down box in the upper left hand area of the screen. This will then filter the reports to only show data associated with the appropriate teacher.

**Dashboard**  
**IEP Paperwork Dashboard- High School**  
 As of Jun 30, 2023 2:26 PM-Viewing as Kiel Parker

Case Manager/Teacher

equals Kristin Donaldson 

IEP Meeting Information- CM/SpEd Teacher IEP Meetings Not Scheduled On Time

#### Dashboard Reports:

- IEP Meeting Information- CM/SpEd Teacher- this report shows the IEP Paperwork Records for the students on the teacher’s caseload that were created during the current school year.
- Incomplete IEP Paperwork- this report shows the incomplete IEP Paperwork Records for the students on the special education teacher’s caseload that were created during the current school year.
  - By the end of the school year this should be zero
- IEP Meetings Not Scheduled On Time- this report shows the IEP Meetings that were not held on time per regulations and therefore are out of compliance
  - This should also be a zero
- IEP Mtg Sched by Teacher- No Mtg Date- If the teacher is the one scheduling the meeting they need to enter the “Date of IEP Meeting” into the IEP Paperwork Record. This report shows the teacher if this was missed at all.
- Preferred Meeting Date Missing- If the Program Specialist is scheduling the meeting they need to know the teacher’s preferred meeting date. If the special education teacher forgot to enter this into the IEP Paperwork Record it will show on this report.
- Active Students- this is the list of the Special Education Teacher’s caseload
- Active Student Services- this is a list of the related services that the students on theSpecial Education Teacher’s caseload have and the therapists who are providing those services

Updated 08-10-2023

Previously named ‘IEP Paperwork Procedure’





**Professional Development  
PASA Training**

**AGENDA**

November 29, December 6, and December 13

Training is async.

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

**Objectives**

The staff will be able to:

- Complete the DLM PASA training.

**Materials**

Video Instructions

[https://drive.google.com/file/d/1SaldsH\\_gvSskfA1IjhzatOmVc2Wr\\_vtW/view?usp=sharing](https://drive.google.com/file/d/1SaldsH_gvSskfA1IjhzatOmVc2Wr_vtW/view?usp=sharing)

Kite Website

<https://educator.kiteaai.org/AART/login.htm>

Exit Ticket will be available at 3:50 on Wednesday, December 13

**Schedule**

**November 29, December 6 and 13**

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

Kinet, Nina, Melissa and Diana will be available in the PD room on Wednesdays—November 29, December 6 and 13 from 3 to 3:30.

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

The exit ticket will be deployed on Wednesday, December 13.



**PAVIRTUAL**  
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406  
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500  
[WWW.PAVCSK12.ORG](http://WWW.PAVCSK12.ORG)

State	District_Na	District_Id	School_Na	School_Id	Educator_L	Educator_L	Role	User_Train	RTComple
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Amy	Austin	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Amanda	Bank	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Alyssa	Wright	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Amy	Dajczak	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Amanda	Glevicky	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Andrea	Lucas	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Amanda	Himmelbei	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Angela	Klingenber	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Anjleke	Leon	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Anna	Markel	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Amber	Miller	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Amy	Nixon	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	April	Oberholtze	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Alyssa	Opdyke	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Amanda	Beckett	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Angela	Tomanio	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Audrey	Waid	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Andrea	Wallach	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Andrea	Wasil	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Alison	Wroten	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Aaron	Zullick	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Brigitte	Berroa	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Bethany	Croyle	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Bryan	Davis	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Bethany	Dombach	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Barry	Harvey	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Bridgit	Jeffries	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Bradley	Lewis	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Bernadette	Mathis	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Beth	Nihoff	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Bethany	Pepe	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Brittany	Smith	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Boyd	Ulmer	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Christine	Adams	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Christina	Cheng	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Colleen	Dennis	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Christine	Gallagher	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Thomas	Gilligan	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Caley	Glisan	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Carolyn	Gomes	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Cynthia	Jones	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Colleen	Kaufman	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Caitlin	March	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Codie	McGeever	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Christophe	Price	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Chelsea	Shirk	Teacher	Returning	Yes

Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Christine	Siravo	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Charles	Tranter	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Casey	Wernick	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Crystal	Widmann	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Cynthia	Willits	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Debra	Adamo	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Danielle	Cushman	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Deena	Gould	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Dylan	Konefsky	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	DeAnna	Kwiecinski	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	David	Markel	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Dina	Palermo	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Diana	Perney	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Danielle	Santina	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Emily	Campbell	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Emily	Firko	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Erin	Freynik	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Edmund	McGurk	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Elise	Onjack	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Emily	Sullivan	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Elyse	Rice	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Evelyne	Richardson	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Emma	Spink	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Elizabeth	Svoboda	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Emily	Tomaino	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Gladys	Archer	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Gabrielle	Eisenhowe	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Gary	Zimmerma	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Heather	Alcott	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Heather	Brandt	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Heather	Byers	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Hannah	Grieff	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Heather	Hurley	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Isaac	Schloss	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Joshua	Allen	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jessica	Ansel	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jennifer	Blizman	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jennifer	Burke	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jessica	Callahan	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Janese	Claar	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	James	Cleary	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Julie	Craig	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jennifer	Dellapennz	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jody	DiMiceli	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jordan	Dobbin	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jessica	Dorneman	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jason	Fitzpatrick	Teacher	Returning	Yes

Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	James	Ford	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jennifer	Gibbs	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	John	Grady	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jacob	Grantz	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jessica	Henderson	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jillian	Huegel	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Joseph	Hutcheson	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Janae	Johnson-Fl	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jessica	Keys	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jessica	Lively	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Joanne	McKee	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jenny	McMann	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jacqueline	Sieber	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jennifer	Slater	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jordan	Stonebrake	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jason	Swalga	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jenna	Verdekal	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Jennifer	Watson	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kathryn	Anderson	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Katie	Barnett	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kathryn	Celedonia	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Katie	Daily	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kristin	Donaldson	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kristen	Galo	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kristy	Gnibus	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kyli	Gorley	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kelly	Jarrett	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kellene	Harris	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kelly	Hilf	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kalina	Kowitz	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Karen	Maddix	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kimberly	Means	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Karla	Mulrine	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Karyn	Raman	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Karen	Rockwell	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Katie	Shaffer	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kristina	Smith	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kayla	Swarmer	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Kristy	Welsh	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Laura	Afshari	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Leigh Ann	Allison	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Laurie	Barger	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lindsey	Bohanan	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lyndsay	Burneisen	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Laura	DaSilva	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Laura	Witkowski	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lauren	Hall	Teacher	Returning	Yes

Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lee-Ann	Hilf	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lori	Horvat	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Leslie	Krefta	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lisa	Krystofolsk	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lauren	Lusk	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lori	Martin	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lauren	Pepe	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Louis	Rocchini	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lita	Sahli	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Louis	Scataglia	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lisa	Shearn	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Lisa	Steen	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Melissa	Alcaro	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Marika	Barth	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Mindy	Beatty	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Melissa	Bieber	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Michelle	Bornancini	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Melinda	Byham	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Mariane	Ferrantino	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Mallory	Grantz	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Megan	Hake	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Michelle	Hauger	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Mary Jo	Hicks	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Malena	Howe	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Maddie	Liberatore	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Melissa	Little	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Margaret	Major	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	McKenna	Nagle	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Melissa	Sauro	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Maria	Sciortino	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Michelle	Tyson	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Morgan	Waldroup	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Mark	Wasilko	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Maria	Watterson	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Maureen	Weinberge	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Meghan	Myers	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Melissa	Yoest	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Nicole	Criner	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Nathan	Fine	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Nathan	Hall	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Nicole	Oberrende	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Natalie	Petro	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Nicole	Vitalbo	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Nina	Wangler	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Omonyela	Ahohuendi	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Patricia	Gehrett	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Peyton	Lauffer	Teacher	Returning	Yes

Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Patrick	Matusz	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Patricia	McCoy	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Paula	Ramos	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Patience	Simon	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Pamela	Slater	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Paula J	Stinson	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Peggy	Vail	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Robin	Elder	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Ruth	Grimes	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Robert	Karney	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Renee L	Keiser	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Regina	Kubica	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Rachel	Kyler	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Robert	Pellegrino	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Renee	Pullara	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Rachelle M	Toth	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Robin J	Egloff-Tufa	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Richard	Verga	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Samuel	Alba	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Suzanne M	Betzenberg	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Sarah	Cardosi	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Scott	Dzemyan	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Susan	Gagliardi	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Sarah M	Goodwin	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Sigrid	Gulbis	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Susan E	Gunter	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Sarah	Hayes	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Stephanie	Heyl	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Sandra L	King	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Susanne	Kostaras	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Sandra	Lisowski	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Shannon	Moore	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Stacey	Nichols	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Stephen	Scholl	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Steve	Schutt	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Stacie A	Steighner	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Sonya	Verton	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Tamara J	Bacon	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Tanya	Bahn	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Tara	Cooney	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Timothy	Irvine	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Trina	Klasnic	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Tracey A	Vioral	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Vanessa	Bauer	Teacher	New	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Victoria	Garbutt	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	William P	Donohoe	Teacher	Returning	Yes
Pennsylvar	Pennsylvar	1.23E+08	Pennsylvar	7687	Zachary	Mehal	Teacher	Returning	Yes

Pennsylvar Pennsylvar 1.23E+08 Pennsylvar 7687 Zachary Montgome Teacher Returning Yes





# Agenda/Objectives/Roles:

## Agenda

3:00-3:05	Review of the Agenda
3:05-3:40	Speakers and discussion
3:40-3:55	Three takeaways
3:55-4:00	Complete the exit ticket

## Roles

Moderator: Kinet  
Speakers: Karla, Kayla, Lori, Lisa  
Notetaker: Kim  
Timekeeper: Sarah

## Objectives

- a. Continue sharing what we learned
- b. Develop three takeaways that can be shared with ELT

AI Session 5 Pulling It Together Special Education Notes  
2/21/2023

Attendance: Kim Gould, Alyssa Limpert, Angela Klingenberg, Brigitte Merine, Buffy Heaton, Danielle Santana, Dr. Jody DiMiceli, Dr. Mindy Byham, Elise Onjack, Elyse Rice, Gary Zimmerman, Hannah Grieff, Jennifer Watson, Jordan Dobbin, Julián Rey-Montes, Karla Mulrine, Katie Daily, Keisha Benton, Kinet Becker, Kristin Donaldson, Laura DaSilva, Lisa Krystofolski, Lita Sahli, Lori Martin, Laria Luis, Marine Ferrantino, Marika Barth, Megan Leach, Nancy Park, Nina Wangler, Rachel Kyler, Sarah Cardosi, Stephanie Heyl, Tanya Bahn, Tracey Vioral



---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 04/26/2024  
Understanding Evaluation/Reevaluation Testing Results  
Part 2

**Objectives:**

- **Understand the purpose of the BASC3**
- **Understand the structure of the BASC3**
- **Understand scoring of the BASC3**

**Schedule:**

3:00-3:10	Welcome and Introduction
3:10-3:55	Understanding Evaluation/Reevaluation Testing Results- BASC3
3:55-4:00	Questions/Exit Ticket

**Materials:**

- **Agenda**
- **PPT**
- **[Exit Ticket](#)**

Timestamp	First Name	Last Name
4/26/2024 10:51:26	Nina	Wangler
4/26/2024 11:01:47	Kinet	Becker
4/26/2024 15:33:44	Lindsey	Bohanan
4/26/2024 15:38:26	Rachel	Kyler
4/26/2024 15:44:44	Jordan	Dobbin
4/26/2024 15:45:00	Jessica	Henderson
4/26/2024 15:45:48	Megan	Leach
4/26/2024 15:47:43	Maria	Luis
4/26/2024 15:48:15	Elise	Onjack
4/26/2024 15:48:26	Hannah	Grieff
4/26/2024 15:48:26	Amy	Nixon
4/26/2024 15:48:27	Kayla	Swarmer
4/26/2024 15:48:30	Emily	Tomaino
4/26/2024 15:48:30	Marika	Barth
4/26/2024 15:48:56	Emily	Campbell
4/26/2024 15:48:58	Karyn	Raman
4/26/2024 15:49:00	Nicole	Criner
4/26/2024 15:49:10	Sue	Gagliardi
4/26/2024 15:49:11	Morgan	Christman
4/26/2024 15:49:11	Lita	Sahli
4/26/2024 15:49:13	Mariane	Ferrantino
4/26/2024 15:49:14	Tracey	Vioral
4/26/2024 15:49:36	Peggy	Vail
4/26/2024 15:49:39	Gennifer	Catarious
4/26/2024 15:50:13	Jody	DiMiceli
4/26/2024 15:50:15	Tanya	Bahn
4/26/2024 15:50:21	Gary	Zimmerman
4/26/2024 15:50:26	Stephanie	Heyl
4/26/2024 15:50:58	Michelle	Tyson
4/26/2024 15:51:04	Melissa	Yoest
4/26/2024 15:51:30	Lisa	Krystofolski
4/26/2024 15:51:53	Danielle	Santina
4/26/2024 15:52:16	Colleen	Dennis
4/26/2024 15:52:30	Angela	Klingenberg
4/26/2024 15:52:52	Kristin	Donaldson
4/26/2024 15:53:04	Julian	Rey-Montes
4/26/2024 15:53:45	Nicole	Vitalbo
4/26/2024 15:53:51	Jenny	McMann
4/26/2024 15:54:03	Kiel	Parker
4/26/2024 15:54:20	Alyssa	Limpert
4/26/2024 15:55:04	Kim	Gould
4/26/2024 15:56:31	Brigette	Merine
4/26/2024 15:56:38	Keisha	Benton

4/26/2024 15:56:44	Karla	Mulrine
4/26/2024 16:09:31	Bethany	Croyle
4/26/2024 16:10:30	Lori	Martin
4/26/2024 16:32:55	Laura	DaSilva
4/29/2024 12:33:28	Sarah	Cardosi



---

*Special Education Department*

*Professional Development*

---

AGENDA  
09/20/23

**Objectives:**

- OVR services, eligibility criteria, and how to apply for PETS (Pre-Employment Transition Services) and VR (Vocational Rehabilitation) services.

**Schedule**

12:00-12:45	Presentation
12:45	Exit Ticket

**Materials:**

- Powerpoint

**Attendance- this presentation was not permitted to be recorded as requested by the Office of Vocational Rehabilitation**

**Attendance**

[https://docs.google.com/spreadsheets/d/1Vqxy-nyiUF-VyHvzhm3kvNv\\_6vBDzdh8dL-CwFBQxSU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Vqxy-nyiUF-VyHvzhm3kvNv_6vBDzdh8dL-CwFBQxSU/edit?usp=sharing)

Timestamp	Grade	Parent's Name
9/20/2023 13:15:56	9th	Heather W
9/20/2023 13:18:23	10th	Natalie J
9/20/2023 13:22:37	12th	Jamie
9/20/2023 14:04:35	10th	Meredith C
9/20/2023 16:51:57	9th	Bridgett
9/20/2023 17:52:20	12th	Michelle R
9/20/2023 21:37:51	10th	Nateaia P
9/20/2023 21:38:23	12th	Margaret A
9/22/2023 8:35:55	11th	Christy M
9/25/2023 8:01:37	12th	Shytima B
9/27/2023 15:49:14	10th	Jaime M
9/27/2023 15:52:06	9th	Glenn / Jan
9/27/2023 16:19:13	12th	Michelle D
9/27/2023 16:50:31	12th	Jamie
9/27/2023 16:57:45	11th	Tamika M
#####	11th	Kimiesha J





---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 10/27/2023

Planning and Integrating the Learning Ally Audiobook Solution

**Objectives:**

- Identify the benefits of integrating the Audiobook Solution into the classroom
- Discover ways to implement the Audiobook Solution into whole-group, small-group, and independent learning
- Apply strategies in a variety of instructional settings

**Schedule:**

3:00-3:05	Welcome and Introduction
3:05-3:55	Overview of Learning Ally
3:55-4:00	Questions/Exit Ticket: Due 11/3/23

**Materials:**

- **This Agenda**
- [K-12 Participant Guide](#)
- [Exit Ticket](#)

Timestamp	First Name	Last Name
10/27/2023 15:50:18	Nina	Wangler
10/27/2023 15:59:03	Elyse	Rice
10/27/2023 15:59:07	Lisa	Krystofolski
10/27/2023 15:59:08	Jessica	Henderson
10/27/2023 15:59:13	Danielle	Santina
10/27/2023 15:59:26	Tracey	Vioral
10/27/2023 15:59:47	Emily	Tomaino
10/27/2023 15:59:48	Nicole	Criner
10/27/2023 15:59:51	Mariane	Ferrantino
10/27/2023 15:59:51	Megan	Leach
10/27/2023 15:59:53	Lita	Sahli
10/27/2023 16:00:06	Emily	Campbell
10/27/2023 16:00:10	Elise	Onjack
10/27/2023 16:00:14	Kristin	Donaldson
10/27/2023 16:00:33	Rachel	Kyler
10/27/2023 16:00:38	Maria	Luis
10/27/2023 16:01:01	Michelle	Tyson
10/27/2023 16:01:07	Katie	Daily
10/27/2023 16:01:11	Colleen	Dennis
10/27/2023 16:02:04	Peggy	Vail
10/27/2023 16:02:13	Melissa	Yoest
10/27/2023 16:03:06	Karla	Mulrine
10/27/2023 16:03:10	Sue	Gagliardi
10/27/2023 16:03:55	Angela	Klingenberg
10/27/2023 16:04:06	Stephanie	Heyl
10/27/2023 16:04:20	Jenny	McMann
10/27/2023 16:05:40	Lori	Martin
10/27/2023 16:07:08	Shannon	Moore
10/27/2023 16:07:32	Amanda	Jena
10/27/2023 16:15:42	Morgan	Waldroup



---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 8/23/2023  
Reading Horizons

**Objectives:**

- **To introduce the team to the benefits and use of Reading Discovery**
- **To introduce the team to the benefits and use of Reading Elevate**

**Schedule:**

1:00-1:05	Welcome
1:05-2:00	Introduction of Reading Discovery (K-4 teachers)
2:00-2:15	Questions/Exit Ticket
2:15-2:30	Break
2:30-2:35	Welcome -New Group
2:35-3:30	Introduction of Reading Elevate (4-12th grade teachers)
3:30-3:45	Questions/Exit Ticket

**Materials:**

- **Agenda**
- **[Exit Ticket](#)**

Timestamp	First Name	Last Name
8/23/2023 11:11:12	Kinet	Becker
8/23/2023 14:18:40	Karyn	Raman
8/23/2023 14:19:15	Colleen	Dennis
8/23/2023 14:19:41	Tracey	Vioral
8/23/2023 14:20:03	Nina	Wangler
8/23/2023 14:20:59	Michelle	Tyson
8/23/2023 14:21:10	Elise	Onjack
8/23/2023 14:21:49	Stephanie	Heyl
8/23/2023 14:24:28	Shannon	Moore
8/23/2023 15:32:25	Kayla	Swarmer
8/23/2023 15:32:56	Lindsey	Bohanan
8/23/2023 15:33:36	Rachel	Kyler
8/23/2023 15:35:23	Nicole	Criner
8/23/2023 15:35:28	Lisa	Krystofolski
8/23/2023 15:36:18	Emily	Tomaino
8/23/2023 15:36:29	Megan	Leach
8/23/2023 15:36:41	Peggy	Vail
8/23/2023 15:37:27	Lori	Martin
8/23/2023 15:37:53	Nicole	Vitalbo
8/23/2023 15:38:12	Jessica	Henderson
8/23/2023 15:39:57	Morgan	Waldroup
8/23/2023 15:40:31	Amy	Nixon
8/23/2023 15:40:36	Lita	Sahli
8/23/2023 15:41:09	Amanda	Jena
8/23/2023 15:42:00	Sue	Gagliardi
8/23/2023 15:42:01	Danielle	Santina
8/23/2023 15:43:38	Karla	Mulrine
8/23/2023 15:45:24	Marika	Barth
8/23/2023 15:46:16	Bethany	Croyle
8/23/2023 15:46:23	Tanya	Bahn
8/23/2023 15:47:30	Katie	Daily
8/23/2023 15:48:27	Maria	Luis
8/23/2023 15:50:31	Jenny	McMann
8/23/2023 15:50:46	Angela	Klingenberg
8/23/2023 15:51:52	Melissa	Yoest
8/23/2023 15:54:06	Mariane	Ferrantino
8/23/2023 15:54:38	Jennifer	Watson
8/23/2023 15:55:55	Hannah	Grieff
8/23/2023 15:57:12	Kristin	Donaldson
8/23/2023 15:59:37	Emily	Campbell
8/28/2023 14:10:06	Alyssa	Limpert
8/23/2023 15:36:47	Nina	Wangler
8/23/2023 15:43:38	Stephanie	Heyl



---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 10/20/2023  
Reading Horizons

**Objectives:**

- **Overview of the student experience, focusing on navigation and commonly asked questions**

**Schedule:**

3:00-3:05	Welcome and Introduction
3:05-3:55	Overview of Reading Horizons Software
3:55-4:00	Questions/Exit Ticket

**Materials:**

- **Agenda**
- **[Discovery Handout](#)**
- **[Elevate Handout](#)**
- **[Exit Ticket](#)**

Timestamp	First Name	Last Name
10/20/2023 15:57:57	Kayla	Swarmer
10/20/2023 15:58:29	Rachel	Kyler
10/20/2023 15:58:41	Jessica	Henderson
10/20/2023 15:58:50	Nicole	Criner
10/20/2023 15:59:11	Emily	Tomaino
10/20/2023 15:59:32	Peggy	Vail
10/20/2023 15:59:34	Mariane	Ferrantino
10/20/2023 15:59:35	Danielle	Santina
10/20/2023 15:59:56	Lori	Martin
10/20/2023 16:00:38	Hannah	Grieff
10/20/2023 16:00:46	Lindsey	Bohanan
10/20/2023 16:00:55	Karla	Mulrine
10/20/2023 16:00:59	Emily	Campbell
10/20/2023 16:01:05	Tanya	Bahn
10/20/2023 16:01:38	Colleen	Dennis
10/20/2023 16:01:56	Sue	Gagliardi
10/20/2023 16:02:41	Stephanie	Heyl
10/20/2023 16:02:57	Michelle	Tyson
10/20/2023 16:03:08	Amy	Nixon
10/20/2023 16:04:22	Melissa	Yoest
10/20/2023 16:04:26	Megan	Leach
10/20/2023 16:04:27	Elyse	Rice
10/20/2023 16:05:30	Elise	Onjack
10/20/2023 16:06:10	Kinet	Becker
10/20/2023 16:07:58	Jennifer	Watson
10/20/2023 16:10:24	Jenny	McMann
10/20/2023 22:06:10	Nicole	Vitalbo
10/23/2023 8:36:47	Jenna	Verdekal
10/26/2023 10:17:46	Nina	Wangler



---

*Special Education Department*

*Professional Development*

---

AGENDA: 9/21/23  
N2Y Professional Development Series  
**Unique Learning System Kick-Off**

**Objective:**

- Unique Learning Systems - 3 programs
- Professional development opportunities through the school year
- Smart Start self-paced introduction course available to them

**Schedule**

3:00-3:05	Introduction / Welcome
3:05-3:50	Unique Learning System Kick-Off Discussion
3:50-4:00	Questions

**Materials:**

1. [Unique Learning System Kick-Off Presentation](#)

# N2Y Training Attendance 2023-2024 School Year

**Session: Unique Learning System Kick-Off**

Date: 9/21/23

Attendance: Kinet Becker, Tracey Vioral, Angela Klingenberg, Bethany Croyl, Maria Luis, Katie Daily, Shannon Moore





---

*Special Education Department*

*Professional Development*

---

AGENDA: 10/20/23  
N2Y Professional Development Series  
**Implementing Effective Instruction**  
Session 1/3

**Objective:**

Teachers will explore using N2Y's differentiated and standards-aligned content to implement effective instruction through guided strategies within N2Y solutions.

**Schedule**

3:00-3:05	Introduction / Welcome
3:05-3:50	Implementing Effective Instruction Presentation
3:50-4:00	Questions

**Materials:**

1. [Implementing Effective Instruction Zoom Recording](#)
2. [Implementing Effective Instruction N2Y Agenda](#)

# N2Y Training Attendance 2023-2024 School Year

**Session: Implementing Effective Instruction**

Date: 10/20/23

Attendance: Tracey Vioral, Angela Klingenberg, Bethany Croyl, Maria Luis, Katie Daily,  
Shannon Moore



---

*Special Education Department*

*Professional Development*

---

AGENDA: 1/5/24  
N2Y Professional Development Series  
**Instructional Planning**  
Session 2/3

**Objective:**

Teachers will create personalized lesson plans that reflect their daily schedule and deliver interactive lessons automatically to students using the Unique Learning System.

**Schedule**

3:00-3:05	Introduction / Welcome
3:05-3:50	Instructional Planning Presentation
3:50-4:00	Questions

**Materials:**

1. [Instructional Planning Zoom Recording](#)
2. [Instructional Planning N2Y Resource](#)

# N2Y Training Attendance 2023-2024 School Year

**Session: Instructional Planning**

Date: 1/5/24

Attendance: Tracey Vioral, Angela Klingenberg, Maria Luis, Katie Daily, Lisa Krystofolski, Shannon Moore



---

*Special Education Department*

*Professional Development*

---

AGENDA: 2/2/24  
N2Y Professional Development Series  
**Using Data for Planning and Monitoring**  
Session 3/3

**Objective:**

Teachers will examine how to use the GPS assessments to monitor monthly skills and yearly progress and learn to use data to drive instruction and support compliance documentation

**Schedule**

3:00-3:05	Introduction / Welcome
3:05-3:50	Using Data for Planning and Monitoring Presentation
3:50-4:00	Questions

**Materials:**

1. [Using Data for Planning and Monitoring Zoom Recording](#)
2. [Using Data for Planning and Monitoring N2Y Agenda](#)

# N2Y Training Attendance 2023-2024 School Year

**Session: Using Data for Planning and Monitoring**

Date: 2/2/24

Attendance: Tracey Vioral, Angela Klingenberg, Maria Luis, Katie Daily, Lisa Krystofolski, Shannon Moore



---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 9/27/23

Parent Lunch and Learn: Special Education Series

**SDI: Incorporating Strategies for Success**

**Objectives:**

- 1. Define and understand what Specially Designed Instruction (SDI) is for a student with an Individualized Education Plan (IEP)**
- 2. Locate the SDIs in an IEP**
- 3. Explore ideas for implementing SDIs in the home**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding implementing SDIs in the home
11:40-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

- [PowerPoint](#)
- [Exit Ticket](#)

Participant Name		Staff in Attendance:
Abby		Jen Watson - presenter
Kateleen K.		Stephanie Heyl
		Kristin Donaldson
		Shannon Moore
		Darcie Lusk
		Candice Danner
		Cindy Dingeldein
		Jen Brodhag





---

## *Special Education Department*

### *Parent Training*

---

#### AGENDA

10/25/23

Parent Lunch & Learn: Special Education Series  
Promoting Social Skills in the Virtual Environment

#### **Objectives:**

- Discussing essential skills for communication
- Identifying various ways to communicate virtually
- Outlining strategies for success
- Understanding PA Virtual resources and local community resources

#### **Schedule**

11:00 - 11:05	Introduction / Welcome
11:05 - 11:25	Promoting Social Skills in the Virtual Environment
11:25 - 11:30	Questions / Complete <a href="#">Exit Ticket</a>

#### **Materials:**

1. [Promoting Social Skills in the Virtual Environment PowerPoint](#)
2. [Exit Ticket](#)

Name

Shannon M

Darcie L

Jennifer B

Candice D

Shannon M

Cynthia D

Stephanie H

Stephanie H

Kristin D

Elena

Jamila

Nora R



---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 11/29/23

### Parent Lunch and Learn: Special Education Series **Understanding Evaluation Assessments and Results**

**Objectives:**

1. Explore the basic scoring structure for common assessments (the bell curve)
2. Identify the purposes and common assessments for Cognitive Testing, Academic Achievement Testing, Social, Emotional, and Behavioral Testing

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding the scoring structure, cognitive testing, academic achievement testing, social, emotional, and behavioral testing.
11:40-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [PLL-Understanding Evaluation Assessments and Results](#)
2. [Exit Ticket](#)

Brigette M  
Candice D  
Darcie L  
Dr Mindy B  
Dr. Jody D  
Jennifer B  
Jennifer W  
Kristin D  
Laura D  
Nina W  
Shannon M  
Stephanie H



---

## *Special Education Department*

### *Parent Training*

---

#### AGENDA

12/13/23

Parent Lunch & Learn: Special Education Series

Increasing Student Engagement through At-Home Sensory Strategies

#### **Objectives:**

- Understanding Sensory Processing
- Benefits of Sensory Supports
- Identifying Sensory Preferences
- Sensory Supports in the Home Environment
- Creating a Sensory-Friendly Study Space

#### **Schedule**

11:00 - 11:05	Introduction / Welcome
11:05 - 11:25	Increasing Student Engagement through At-Home Sensory Strategies
11:25 - 11:30	Questions / Complete <a href="#">Exit Ticket</a>

#### **Materials:**

1. [Increasing Student Engagement through At-Home Sensory Strategies PowerPoint](#)
2. [Exit Ticket](#)

Name

Jennifer B

Candice D

Shannon M

Cynthia D

Stephanie H

Jen W

Brandy

Patti S.

Mary



---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 1/31/24

Parent Lunch and Learn: Special Education Series  
**Locating State and County Resources Available to You**

**Objectives:**

- 1. Why exploring additional resources can help you and your child**
- 2. How to locate state and local resources for special education students**
- 3. Common resources used in Pennsylvania**

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	Locating State and Local Resources Available to You
11:40-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

- [PowerPoint](#)
- [Exit Ticket](#)

Name

Jennifer B

Candice D

Darcie L

Kristin D

Cynthia D

Shannon M

Gretchen F

Jen W

Stephanie H

Katelyn H





---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 2/28/24

Parent Lunch and Learn: Special Education Series

### **Fun Activities to Help Your Child with Working Memory and Processing Speed**

**Objectives:**

1. Define working memory and processing speed
2. Identify how these two cognitive functions connect to learning in the classroom
3. Integrate activities in the home to help strengthen working memory and processing speed

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding working memory and processing speed and activities that can be used to strengthen these functions at home.
11:40-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [PLL-Fun Activities to Help Your Child with Working Memory and Processing Speed](#)
2. [Exit Ticket](#)

Name

Jennifer B

Candice D

Darcie L

Cynthia D

Rebecca R

Stephanie H

Shannon M

Kristin D

Jen W

Jamie H



---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 3/20/24  
Parent Lunch and Learn: Special Education Series  
**Utilizing Free Assistive Technology Resources**

**Objectives:**

1. Define assistive technology
2. Identify and utilize free assistive technology resources

**Schedule**

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding free, online assistive technology resources supporting reading, writing, attention, and executive functioning.
11:40-11:45	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

1. [PLL-Utilizing Free Assistive Technology Resources](#)
2. [Exit Ticket](#)

Name

Cynthia D

Candice D

Kristin D

Shannon M

Stephanie H

Jen W



---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 9/22/2023

Prior Written Notice for Reevaluation and Request for Consent  
RR Process

**Objectives:**

- **Review the NEW Prior Written Notice for Reevaluation and the NEW Consent to Reevaluate forms from PDE**
- **Timeline to implement new forms**
- **Locating and completing the new forms in Sapphire**
- **PWN tracking in Salesforce**

**Schedule:**

3:00-3:10	Welcome the Team, review agenda
3:10-3:55	Prior Written Notice for Reevaluation and Request for Consent and RR Process Review
3:55-4:00	Complete Exit Ticket

**Materials:**

- Agenda
- [PWN for RR and Request for Consent Powerpoint](#)
- [Exit Ticket](#)

Timestamp	First Name	Last Name
9/22/2023 11:58:54	Nina	Wangler
9/22/2023 13:51:33	Kinet	Becker
9/22/2023 15:53:49	Karyn	Raman
9/22/2023 15:54:00	Kayla	Swarmer
9/22/2023 15:54:54	Lindsey	Bohanan
9/22/2023 15:55:09	Karla	Mulrine
9/22/2023 15:55:23	Jessica	Henderson
9/22/2023 15:55:34	Danielle	Santina
9/22/2023 15:55:39	Lisa	Krystofolski
9/22/2023 15:56:13	Angela	Klingenberg
9/22/2023 15:56:16	lita	sahli
9/22/2023 15:56:31	Kristin	Donaldson
9/22/2023 15:56:39	Kim	Gould
9/22/2023 15:56:57	Peggy	Vail
9/22/2023 15:56:57	Jody	DiMiceli
9/22/2023 15:57:07	Nancy	Park
9/22/2023 15:57:11	Rachel	Kyler
9/22/2023 15:57:16	Mariane	Ferrantino
9/22/2023 15:57:31	Tracey	Vioral
9/22/2023 15:58:25	Katie	Daily
9/22/2023 15:58:37	Jennifer	Watson
9/22/2023 15:58:40	Amanda	Jena
9/22/2023 15:58:56	Michelle	Tyson
9/22/2023 15:59:06	Laura	DaSilva
9/22/2023 15:59:10	Marika	Barth
9/22/2023 15:59:13	Gary	Zimmerman
9/22/2023 15:59:24	Maria	Luis
9/22/2023 15:59:51	Megan	Leach
9/22/2023 16:00:03	Nicole	Criner
9/22/2023 16:00:08	Melissa	Yoest
9/22/2023 16:00:10	Stephanie	Heyl
9/22/2023 16:00:42	Hannah	Grieff
9/22/2023 16:00:48	Shannon	Moore
9/22/2023 16:01:06	Emily	Tomaino
9/22/2023 16:01:17	Morgan	Waldroup
9/22/2023 16:02:18	Brigette	Berroa
9/22/2023 16:02:26	Nicole	Vitalbo
9/22/2023 16:02:31	Emily	Campbell
9/22/2023 16:02:43	Sarah	Cardosi
9/22/2023 16:02:52	Jenny	McMann
9/22/2023 16:03:26	Elise	Onjack
9/22/2023 16:03:58	Amy	Nixon
9/22/2023 16:03:59	Bethany	Croyle

9/22/2023 16:06:09 Julian  
9/22/2023 16:07:18 Tanya  
9/22/2023 16:19:02 Gennifer

Rey-Montes  
Bahn  
Catarious



---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 10/6/2023  
"Progress Monitoring"

**Objectives:**

- Recognize Progress Monitoring tools that can be utilized to collect data to ensure accurate progress reporting on goals for Quarterly Progress Reports.
- Identify the 3 main components (progress noted, data, and summary) included in Progress Reports.
- Review Progress Report examples and determine what components are missing/incorrect.

**Schedule:**

3:00-3:05	Welcome the Team
3:05-3:45	Information regarding progress monitoring tools, components of progress reports, and writing legally defensible progress reports.
3:45-4:00	Complete <a href="#">Exit Ticket</a> (1 hour of Act 48 if applicable with PPID) <b>Due date for completed exit tickets - 10/13/2023</b>

**Materials:**

- [PD: Progress Monitoring Training](#)
- [Exit Ticket](#)



Timestamp	First Name	Last Name
9/21/2023 11:09:42	Test	Test
10/5/2023 15:26:17	Stephanie	Heyl
10/6/2023 15:35:20	Michelle	Tyson
10/6/2023 15:35:33	Elise	Onjack
10/6/2023 15:36:20	Colleen	Dennis
10/6/2023 15:36:36	Karla	Mulrine
10/6/2023 15:41:21	Elyse	Rice
10/6/2023 15:47:38	Lindsey	Bohanan
10/6/2023 15:48:05	Emily	Tomaino
10/6/2023 15:48:23	Amanda	Jena
10/6/2023 15:48:40	Nicole	Criner
10/6/2023 15:50:08	Kayla	Swarmer
10/6/2023 15:51:02	Peggy	Vail
10/6/2023 15:51:18	Karyn	Raman
10/6/2023 15:51:44	Emily	Campbell
10/6/2023 15:51:56	Jenny	McMann
10/6/2023 15:53:15	Tanya	Bahn
10/6/2023 15:53:24	Tracey	Vioral
10/6/2023 15:54:24	Jessica	Henderson
10/6/2023 15:55:03	jordan	dobbin
10/6/2023 15:55:26	Angela	Klingenberg
10/6/2023 15:55:52	Mariane	Ferrantino
10/6/2023 15:56:05	Maria	Luis
10/6/2023 15:56:36	Nicole	Vitalbo
10/6/2023 15:58:06	Marika	Barth
10/6/2023 15:58:10	Rachel	Kyler
10/6/2023 15:58:30	Lisa	Krystofolski
10/6/2023 15:59:47	Bethany	Croyle
10/6/2023 16:02:01	Lita	Sahli
10/6/2023 16:04:19	Danielle	Santina
10/6/2023 16:07:58	Lori	Martin
10/6/2023 18:06:47	Katie	Daily
10/6/2023 19:40:37	Sue	Gagliardi
10/10/2023 10:03:37	Jenna	Verdekal



---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 2/23/24  
Special Education PD  
**ESL Special Education Paperwork Resources**

**Objectives/Overview:**

- Teachers will be aware of the legal rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.
- Teachers will be able to identify when a special education document needs to be translated and an interpreter is needed.
- Teachers will be able to translate special education documents.
- Teachers will understand the differences between EL students and parents who need translation services.
- Teachers will understand how to hold IEP meetings with an interpreter.
- Teachers will understand what to do when an EL student is re-evaluated.

**Schedule:**

3:00-3:05	Introduction / Welcome
3:05-3:50	Presentation on EL IEP meetings
3:50-4:00	Questions / Complete <a href="#">Exit Ticket</a>

**Materials:**

- [PowerPoint](#)
- [Exit Ticket](#)

Timestamp	First Name	Last Name
2/22/2024 14:11:40	Jennifer	Watson
2/22/2024 14:15:39	Nina	Wangler
2/22/2024 15:06:17	Stephanie	Heyl
2/23/2024 13:37:02	Kinet	Becker
2/23/2024 15:40:35	Karla	Mulrine
2/23/2024 15:44:23	Kayla	Swarmer
2/23/2024 15:48:20	Jessica	Henderson
2/23/2024 15:53:08	Nicole	Criner
2/23/2024 15:53:25	Morgan	Christman
2/23/2024 15:54:29	Buffy	Heaton
2/23/2024 15:54:53	Karyn	Raman
2/23/2024 15:54:54	Brigette	Merin
2/23/2024 15:54:56	Emily	Tomaino
2/23/2024 15:55:05	Marika	Barth
2/23/2024 15:55:06	Kim	Gould
2/23/2024 15:55:07	Gary	Zimmerman
2/23/2024 15:55:18	Nicole	Vitalbo
2/23/2024 15:55:39	Alyssa	Limpert
2/23/2024 15:55:52	Megan	Leach
2/23/2024 15:55:53	Elise	Onjack
2/23/2024 15:55:55	Gennifer	Catarious
2/23/2024 15:55:57	Peggy	Vail
2/23/2024 15:56:21	Angela	Klingenberg
2/23/2024 15:56:39	Lita	Sahli
2/23/2024 15:56:41	Michelle	Tyson
2/23/2024 15:56:50	Hannah	Grieff
2/23/2024 15:57:20	Tracey	Vioral
2/23/2024 15:57:23	Lisa	Krystofolski
2/23/2024 15:57:50	Amy	Nixon
2/23/2024 15:58:01	Mariane	Ferrantino
2/23/2024 15:58:07	Nancy	Park
2/23/2024 15:58:07	Sarah	Cardosi
2/23/2024 15:58:37	Keisha	Benton
2/23/2024 15:58:45	Danielle	Santina
2/23/2024 15:58:46	Jody	DiMiceli
2/23/2024 15:58:47	Jenny	McMann
2/23/2024 15:59:41	Sue	Gagliardi
2/23/2024 16:00:19	Tanya	Bahn
2/23/2024 16:01:23	Katie	Daily
2/23/2024 16:02:16	Maria	Luis
2/23/2024 16:09:28	Melissa	Yoest
2/23/2024 16:14:35	Rachel	Kyler
2/25/2024 20:44:36	Amanda	Jena
2/26/2024 9:39:27	Julian	Rey-Motnes
2/27/2024 10:50:02	Lori	Martin



---

*Special Education Department*

*Professional Development*

---

AGENDA: 01/26/2024  
Understanding Evaluation/Reevaluation Testing Results

**Objectives:**

- **Understand the purpose of the WISC**
- **Understand the structure of the WISC**
- **Understand the domain summary of the WPPSI-IV and WISC-V**

**Schedule:**

3:00-3:10	Welcome and Introduction
3:10-3:55	Understanding Evaluation/Reevaluation Testing Results- WISC
3:55-4:00	Questions/Exit Ticket

**Materials:**

- **Agenda**
- **PPT**
- **Exit Ticket**

Timestamp	First Name	Last Name
1/25/2024 13:28:23	Kinet	Becker
1/26/2024 10:31:17	Nina	Wangler
1/26/2024 15:57:27	Marika	Barth
1/26/2024 15:57:38	Kim	Gould
1/26/2024 15:57:40	Tanya	Bahn
1/26/2024 15:57:40	Gary	Zimmerman
1/26/2024 15:57:47	Jennifer	Watson
1/26/2024 15:57:56	Lori	Martin
1/26/2024 15:57:57	Lindsey	Bohanan
1/26/2024 15:58:03	Lisa	Krystofolski
1/26/2024 15:58:13	Kayla	Swarmer
1/26/2024 15:58:17	Emily	Tomaino
1/26/2024 15:58:24	Alyssa	Limpert
1/26/2024 15:58:26	Nicole	Criner
1/26/2024 15:58:27	Nicole	Vitalbo
1/26/2024 15:58:28	Kiel	Parker
1/26/2024 15:58:35	Morgan	Waldroup
1/26/2024 15:58:41	Jessica	Henderson
1/26/2024 15:58:41	Jody	DiMiceli
1/26/2024 15:58:53	Tracey	Vioral
1/26/2024 15:58:56	Karla	Mulrine
1/26/2024 15:59:04	Lita	Sahli
1/26/2024 15:59:17	Kristin	Donaldson
1/26/2024 15:59:25	Rachel	Kyler
1/26/2024 15:59:28	Amanda	Jena
1/26/2024 15:59:29	Stephanie	Heyl
1/26/2024 15:59:41	Mariane	Ferrantino
1/26/2024 15:59:46	Danielle	Santina
1/26/2024 15:59:50	Nancy	Park
1/26/2024 15:59:58	Megan	Leach
1/26/2024 16:00:14	Buffy	Heaton
1/26/2024 16:00:40	Hannah	Grieff
1/26/2024 16:00:40	Julian	Rey-Montes
1/26/2024 16:00:49	Maria	Luis
1/26/2024 16:01:08	Michelle	Tyson
1/26/2024 16:01:25	Sue	Gagliardi
1/26/2024 16:01:32	Katie	Daily
1/26/2024 16:01:57	Elise	Onjack
1/26/2024 16:02:08	Laura	DaSilva
1/26/2024 16:03:22	Sarah	Cardosi
1/26/2024 16:03:39	Shannon	Moore
1/26/2024 16:04:21	Keisha	Benton
1/26/2024 16:07:15	Jenny	McMann

1/26/2024 16:12:14 Melissa  
1/29/2024 10:05:11 Emily  
1/30/2024 13:26:27 Elyse

Yoest  
Campbell  
Rice



---

## *Special Education Department*

### *Professional Development*

---

AGENDA: 3/20/24  
Special Education PD

### **Teacher Input for IEPs and RRs**

#### **Objectives/Overview:**

- Teachers will review IDEA.
- Teachers will be able to follow the steps of providing appropriate input.
- Teachers will review essential information to be provided in teacher input.
- Teachers will determine if accurate and sufficient information is available in input examples.

#### **Schedule:**

3:00-3:05	Introduction / Welcome
3:05-3:50	Presentation on Teacher Input for IEPs and RRs
3:50-4:00	Questions / Complete Exit Ticket

#### **Materials:**

- [PowerPoint](#)
- [Exit Ticket](#)

Timestamp	First Name	Last Name
3/20/2024 10:33:18	Stephanie	Heyl
3/20/2024 15:39:16	Gabrielle	Eisenhower
3/20/2024 15:39:19	Lou	Scataglia
3/20/2024 15:39:23	Kat	Anderson
3/20/2024 15:39:26	Jessica	Henderson
3/20/2024 15:39:29	Kristina	Smith
3/20/2024 15:39:35	Jessica	Keys
3/20/2024 15:39:39	Jennifer	Blizman
3/20/2024 15:39:39	Jack	Grady
3/20/2024 15:39:42	Kimberly	Means
3/20/2024 15:39:45	Stephen	Scholl
3/20/2024 15:39:47	Anndrea	Wasil
3/20/2024 15:39:53	Chris	Price
3/20/2024 15:39:54	Christina	Cheng
3/20/2024 15:39:54	Maddie	Liberatore
3/20/2024 15:39:55	Dave	Markel
3/20/2024 15:39:56	April	Oberholtzer
3/20/2024 15:39:58	Malena	Howe
3/20/2024 15:39:59	Patrick	Matusz
3/20/2024 15:40:04	Kelly	Jarrett
3/20/2024 15:40:05	Sandy	King
3/20/2024 15:40:07	Andrea	Harbaugh
3/20/2024 15:40:08	Maggie	Major
3/20/2024 15:40:10	Suzanne	Betzenberger
3/20/2024 15:40:11	Katie	Daily
3/20/2024 15:40:12	Aaron	Zullick
3/20/2024 15:40:12	Heather	Hurley
3/20/2024 15:40:13	Elizabeth	Svoboda
3/20/2024 15:40:14	Nathan	Hall
3/20/2024 15:40:16	Rachel	Kyler
3/20/2024 15:40:19	William	Donohoe
3/20/2024 15:40:19	Megan	Leach
3/20/2024 15:40:21	McKenna	Nagle
3/20/2024 15:40:22	Danielle	Santina
3/20/2024 15:40:24	Stacie	Steighner
3/20/2024 15:40:33	Sarah	Goodwin
3/20/2024 15:40:37	Lita	Sahli
3/20/2024 15:40:39	Jennifer	Burke
3/20/2024 15:40:51	Dylan	Konefsky
3/20/2024 15:40:55	Marika	Barth
3/20/2024 15:40:59	Amber	Miller
3/20/2024 15:41:00	Nathan	Fine
3/20/2024 15:41:01	Bryan	Davis



3/20/2024 15:41:03	Kyli	Gorley
3/20/2024 15:41:10	Tanya	Bahn
3/20/2024 15:41:11	Susanne	Kostaras
3/20/2024 15:41:14	Janae	Johnson
3/20/2024 15:41:23	Amanda	Himmelberger
3/20/2024 15:41:38	Lisa	Krystofolski
3/20/2024 15:41:38	Bradley	Lewis
3/20/2024 15:41:38	Lauren	Hall
3/20/2024 15:41:43	Kate	Taylor
3/20/2024 15:41:53	Sue	Gagliardi
3/20/2024 15:42:07	Ted	McGurk
3/20/2024 15:42:38	Katie	Barnett
3/20/2024 15:42:44	Alyssa	Wright
3/20/2024 15:42:44	Patricia	Gehrett
3/20/2024 15:42:56	Kalina	Kolakowski
3/20/2024 15:43:05	Mindy	Beatty
3/20/2024 15:43:09	Amanda	Beckett
3/20/2024 15:43:09	Peyton	Lauffer
3/20/2024 15:43:12	Ali	Wroten
3/20/2024 15:43:12	Robin	Egloff
3/20/2024 15:43:14	Jennifer	Guerra
3/20/2024 15:43:18	Melissa	Little
3/20/2024 15:43:19	Michelle	Bornancini
3/20/2024 15:43:21	Jessica	Dorneman
3/20/2024 15:43:21	Tara	Cooney
3/20/2024 15:43:23	Melissa	Bieber
3/20/2024 15:43:38	Alyssa	Limpert
3/20/2024 15:43:46	Colleen	Dennis
3/20/2024 15:43:47	Ruth	Grimes
3/20/2024 15:43:55	Mary Jo	Hicks
3/20/2024 15:43:57	Melissa	Sauro
3/20/2024 15:43:59	Angela	Tomanio
3/20/2024 15:44:03	Trina	Klasnic
3/20/2024 15:44:05	Cynthia	Jones
3/20/2024 15:44:07	Amanda	Bank
3/20/2024 15:44:14	Leigh Ann	Allison
3/20/2024 15:44:23	Sarah	Hayes
3/20/2024 15:44:24	Michelle	Tyson
3/20/2024 15:44:24	Katie	Shaffer
3/20/2024 15:44:25	Tracey	Vioral
3/20/2024 15:44:26	Codie	McGeever
3/20/2024 15:44:27	Amanda	Glevicky
3/20/2024 15:44:28	Danielle	Cushman
3/20/2024 15:44:32	Janese	Claar
3/20/2024 15:44:36	Jacqueline	Sieber
3/20/2024 15:44:44	Jessica	Callahan
3/20/2024 15:44:47	Mariane	Ferrantino
3/20/2024 15:44:51	Nicole	Oberrender
3/20/2024 15:44:58	Michelle	Hauger
3/20/2024 15:45:05	Tamara	Bacon
3/20/2024 15:45:11	Erin	Freynik
3/20/2024 15:45:19	Stacey	Nichols
3/20/2024 15:45:20	Hannah	Grieff
3/20/2024 15:45:21	Alyssa	Opdyke

3/20/2024 15:45:28	Sigrid	Gulbis
3/20/2024 15:45:41	Elise	Onjack
3/20/2024 15:45:47	Susan	Gunter
3/20/2024 15:45:53	Julie	Craig
3/20/2024 15:45:54	Sonya	Verton
3/20/2024 15:46:16	Lori	Martin
3/20/2024 15:46:43	Nadege	Ahohuendo
3/20/2024 15:47:11	Bridgit	Jeffries
3/20/2024 15:47:41	Jillian	Huegel
3/20/2024 15:47:47	Meghan	Myers
3/20/2024 15:47:49	Maria	Luis
3/20/2024 15:49:02	Christine	Gallagher
3/20/2024 15:49:05	Carolyn	Gomes
3/20/2024 15:51:15	Pamela	Slater
3/20/2024 15:52:02	Kristy	Welsh
3/20/2024 15:52:02	Amy	Dajczak
3/20/2024 15:52:07	Patience	Simon
3/20/2024 15:52:23	Mark	Wasilko
3/20/2024 15:52:26	Nicole	Criner
3/20/2024 15:52:34	Kelly	Hilf
3/20/2024 15:52:36	Zach	Mehal
3/20/2024 15:52:39	Leslie	Krefta
3/20/2024 15:52:41	Colleen	Kaufman
3/20/2024 15:52:46	Emma	Spink
3/20/2024 15:52:56	Lisa	Shearn
3/20/2024 15:52:57	Joshua	Allen
3/20/2024 15:53:01	Karyn	Raman
3/20/2024 15:53:12	Deb	Adamo
3/20/2024 15:53:14	Emily	Firko
3/20/2024 15:53:16	Elyse	Rice
3/20/2024 15:53:19	Lauren	Lusk
3/20/2024 15:53:22	Karen	Rockwell
3/20/2024 15:53:35	Vanessa	Bauer
3/20/2024 15:53:43	Laurie	Barger
3/20/2024 15:53:49	Emily	Campbell
3/20/2024 15:53:54	Renee	Pullara
3/20/2024 15:54:01	Tim	Irvine
3/20/2024 15:54:01	Kristen	Galo
3/20/2024 15:54:03	Kelly	Harris
3/20/2024 15:54:17	Morgan	Christman
3/20/2024 15:54:18	Caley	Glisan
3/20/2024 15:54:33	Lori	Horvat
3/20/2024 15:54:43	Lauren	Pepe
3/20/2024 15:54:43	Isaac	Schloss
3/20/2024 15:54:45	Mallory	Grantz
3/20/2024 15:54:45	Sandra	Lisowski
3/20/2024 15:54:48	Lee-Ann	Hilf
3/20/2024 15:55:00	Amy	Nixon
3/20/2024 15:55:02	Beth	Nihoff
3/20/2024 15:55:03		6058049 Denithorne
3/20/2024 15:55:05	Angela	Klingenberg
3/20/2024 15:55:08	Robert	Pellegrino
3/20/2024 15:55:11	Jenny	McMann
3/20/2024 15:55:17	Paula	Ramos

3/20/2024 15:55:22	James	Cleary
3/20/2024 15:55:24	Brittany	Smith
3/20/2024 15:55:38	Joanne	McKee
3/20/2024 15:55:49	James	Ford
3/20/2024 15:55:55	Rob	Karney
3/20/2024 15:55:55	Jessica	Lively
3/20/2024 15:55:56	Emily	Tomaino
3/20/2024 15:55:58	Audrey	Waid
3/20/2024 15:55:58	Paula	Stinson
3/20/2024 15:56:00	Evelyne	Richardson-Thomas
3/20/2024 15:56:00	Robin	Elder
3/20/2024 15:56:01	Chelsea	Shirk
3/20/2024 15:56:12	Karen	Maddix
3/20/2024 15:56:21	Rick	Verga
3/20/2024 15:56:24	Bernadette	Mathis
3/20/2024 15:56:29	DeAnna	Kwiecinski
3/20/2024 15:56:37	Christine	Siravo
3/20/2024 15:56:39	Deena	Gould
3/20/2024 15:57:15	Scott	Dzemyan
3/20/2024 15:57:18	Cynthia	Willits
3/20/2024 15:59:14	Melissa	Yoest
3/20/2024 16:00:49	Melissa	Yoest
3/20/2024 16:01:16	Christine	Adams
3/20/2024 16:05:26	Gladys	Archer
3/20/2024 16:08:56	Bethany	Croyle
3/20/2024 16:29:31	Lisa	Steen
3/20/2024 17:14:53	Heather	Alcott
3/20/2024 19:06:11	Casey	Wernick
3/21/2024 7:34:24	Christina	Woltjen
3/21/2024 9:16:52	Zachary	Montgomery
3/21/2024 10:46:20	Rachelle	Toth
3/21/2024 11:19:03	Dina	Palermo
3/21/2024 11:49:59	Nicole	Vitalbo
3/22/2024 10:36:56	Michelle	Martin
3/22/2024 12:27:25	Lyndsay	Burneisen
3/22/2024 14:21:13	Jenna	Verdekal
3/26/2024 8:05:43	Chaz	Tranter



Model Memorandum of Understanding

---

---

**Memorandum of Understanding  
Between**

Upper Merion Township Police Department  
\_\_\_\_\_  
(Law Enforcement Authority)

and

PA Virtual Charter School  
\_\_\_\_\_  
(School Entity)

April 11, 2024  
\_\_\_\_\_  
(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).

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum.

- B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

environment.

- C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

- 1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.

- 2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

- a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

- i. Criminal History Record Information Act, 18 Pa C.S. § 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 13-1303-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.

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.

---

<sup>1</sup> Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

## II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charges may be made in consultation with school administrators.

### A. Mandatory Notification

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:

1. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
  - a. Section 908 (relating to prohibited offensive weapons).
    - i. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).
    - ii. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.
  - b. Section 912 (relating to possession of weapon on school property).
    - i. 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.
    - ii. 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).
2. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
  3. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
  4. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).



5. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
  - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
    - i. Section 2701 (relating to simple assault)
    - ii. Section 2705 (relating to recklessly endangering another person).
    - iii. Section 2706 (relating to terroristic threats).
    - iv. Section 2709 (relating to harassment).
    - v. Section 3127 (relating to indecent exposure)
    - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
    - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
    - viii. Chapter 39 (relating to theft and related offenses).
    - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
    - x. Section 5503 (relating to disorderly conduct).
    - xi. Section 6305 (relating to sale of tobacco).
    - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
    - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
  - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges is at the sole discretion of the Law Enforcement Authority, and may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities:

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

*[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]*

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
  1. Whether the incident is in-progress or has concluded.
  2. Nature of the incident.
  3. Exact location of the incident.
  4. Number of persons involved in the incident.
  5. Names and ages of the individuals involved.
  6. Weapons, if any, involved in the incident.
  7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
  8. Injuries involved.
  9. Whether EMS or the Fire Department have been notified.
  10. Identity of the school contact person.
  11. Identity of the witnesses to the incident, if any.
  12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
  13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

### **III. Law Enforcement Authority Response**

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
  1. For incidents in progress:
    - a. Meet with contact person and locate scene of incident.
    - b. Stabilize incident.
    - c. Provide/arrange for emergency medical treatment, if necessary.
    - d. Control the scene of the incident.
      - i. Secure any physical evidence at the scene.
      - ii. Identify involved persons and witnesses.
    - e. Conduct investigation.
    - f. Exchange information.
    - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
  2. For 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. For incidents initially reported to the Law Enforcement Authority:
    - a. 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. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

#### D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

*[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]*






---

---

Title	Memorandum of Understanding - UMTPD - 2024
File name	PA_Virtual_Charte...U_2024_041124.pdf
Document ID	72e285390c74fedafd2a39c3cd647a3cbdaa7676
Audit trail date format	MM / DD / YYYY
Status	● Signed

---

## Document History

 SENT	<b>04 / 11 / 2024</b> 13:08:47 UTC	Sent for signature to Melissa Paris (mparis@pavcsk12.org) from rcosta@pavcsk12.org IP: 209.118.76.66
 VIEWED	<b>04 / 11 / 2024</b> 14:35:52 UTC	Viewed by Melissa Paris (mparis@pavcsk12.org) IP: 68.83.176.21
 SIGNED	<b>04 / 11 / 2024</b> 14:36:55 UTC	Signed by Melissa Paris (mparis@pavcsk12.org) IP: 68.83.176.21
 COMPLETED	<b>04 / 11 / 2024</b> 14:36:55 UTC	The document has been completed.

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made as of this 1<sup>st</sup> day of January, 2023 by and between **Temple University - of The Commonwealth System of Higher Education** ("Temple"), and **Pennsylvania Virtual Charter School** ("PA Virtual"). PA Virtual and Temple hereby agree as follows:

**1. Program.** Temple invites PA Virtual's students ("Program Participants") to enroll in dual enrollment courses as part of the College of Education and Human Development (CEHD) program ("Program") opportunities as described below in section 1, B.

### A. Program Eligibility

Program Participants will be selected by PA Virtual and must meet Temple's requirements for participation in the College of Education and Human Development's dual enrollment programs. All Program Participants must be 11<sup>th</sup> or 12<sup>th</sup> grade students enrolled at PA Virtual Charter School, maintain a minimum 3.0 high school GPA, and must have satisfactory progress toward meeting high school requirements as determined by PA Virtual. The Program Participant must satisfy the prerequisite requirements, if any, for the specific courses. To remain in the Program, students must complete the requirements of each course as outlined in the course syllabus and earn a minimum grade of C in each course. The courses will be conducted as virtual (online) sessions taught by Temple faculty.

Program Participants may be registered for up to two (2) courses per term, and these courses could include Temple undergraduate students and/or include high school students from other schools. Participation in the Program and its courses does not equate to an offer of admittance to Temple University or any of its degree-granting programs.

### B. Courses

Temple will offer one or more of the following courses in the College of Education and Human Development according to Temple's academic schedules in fall, spring, and/or summer:

AOD 0836: Interpersonal Communication

EDAD 0855: Why Care About College? Higher Education in American Life

ECED 2101: Child Development – Birth to Nine

ECED 4106: The Learning Community – Family and Community Partnerships

EDUC 0806: It's Bigger Than Hip-hop: Exploring the Evolution of Race and Identity through Hip-hop

EDUC 0809: Race and Diversity in Children’s Literature and Young Adult Books:  
Reading Between the Lines

EDUC 0817: Youth Cultures

EDUC 0819: Teens and Tweens

EDUC 0823: Kids in Crisis – When Schools Don’t Work

EDUC 2103: Socio-cultural Foundations of Education in the US

EDUC 2019: Adolescent Development for Educators

URBE 0855: Education for Liberation Here and Abroad

SPED 211: Introduction to Special Education

SPSY 0828: The Meaning of Madness

Temple will share with PA Virtual the details of courses being offered in a given academic term (title, day/time, amount of synchronous vs asynchronous class time) and PA Virtual will determine in which course(s) its students will have the opportunity to participate in any given term.

This list of courses offered in each term is subject to change or cancellation at the discretion of Temple. Additionally, Temple reserves the right to change instructional modalities of courses term to term.

Temple will ensure that the instructor of each course identified for dual enrollment participation by PA Virtual students has obtained the required clearances for working with minors as outlined by Temple University policy. Before any employee, contractor, or agent of Temple has direct contact with any student of PA Virtual under this MOU, Temple shall provide to PA Virtual for that employee, contractor, or agent: (1) a report of criminal history record information from the Pennsylvania State Police as required by Section 1-111 of the Pennsylvania School Code of 1949, (2) a Federal criminal history record as required by Section 1-111 of the Pennsylvania School Code of 1949, and (3) a certification from the Department of Human Services as to whether the employee, contractor, or agent is named in the Statewide database as the alleged perpetrator in a pending child abuse investigation or as the perpetrator of a founded report or an indicated report as required by 23 Pa. C.S. § 6344(b)(2) et seq. Should any of these requirements or statutes be amended or replaced, Temple shall comply with the requirements of the amended or replacement statute.

Temple shall not permit any of its employees, contractors, or agents to have any direct contact with any of PA Virtual’s students under this MOU (including but not limited to providing instruction to such students) if they have been convicted of a disqualifying offense under Section 1-111 of the Public School Code. Temple shall not permit any of its

employees, contractors, or agents to have direct contact with any of PA Virtual's student under this Agreement where the Department of Human Services has verified that the employee, contractor, or agent is named in the Statewide database as the perpetrator of a founded report committed within five years.

Temple shall ensure that its employees, contractors, or agents who have direct contact with children (as that phrase is defined in Act 126 of 2012, 24 P.S. § 12-1205.6) complete child abuse recognition and reporting training that complies with the requirements of Act 126 of 2012 or any statute replacing Act 126 of 2012. As part of this training, each employee, contractor, or agent who has direct contact with children under this Agreement shall view PA Virtual's Crisis Manual related to reporting of suspected abuse and sexual misconduct. PA Virtual's Crisis Manual can be found online [Here](#). Temple shall ensure that its employees, contractors, and agents understand that PA Virtual's manual alone does not fulfill the requirements of Act 126 of 2012, and that additional training must be obtained to comply with Act 126 of 2012. Temple shall provide to PA Virtual documentation demonstrating that each employee, contractor, or agent who will have direct contact with children under this Agreement has complied with the Act 126 of 2012 training requirements before such employee, contractor, or agent has direct contact with children under this Agreement.

The dual enrollment handbook will outline the policies that Program Participants must abide by in order to maintain their participation in the Program. These policies include reference to expectations for student attendance and behavior and to minimum grades earned in high school and college coursework. PA Virtual administration will be contacted with concerns related to the above and consulted in regard to interventions and any disciplinary action needed, including dismissal from the program. Temple shall provide PA Virtual with documentation regarding any misconduct by a Program Participant upon PA Virtual's request.

Program Participants attending the Program under this MOU will have all of the same rights, privileges, and responsibilities as other students at Temple, including the right to a student ID and the use of the library and other academic resources.

PA Virtual will be responsible for payment for the terms in which Program Participants participate in one or more dual enrollment courses if they proceed in the course after Temple's add/drop date, even if a student leaves the course by choice or due to dismissal before the end of a given term.

### **C. Examination and Program Completion**

Upon completion of the courses, Temple will provide the Program Participants' final course grades to PA Virtual by providing copies of the Participants' unofficial

transcripts to PA Virtual via TUSafeSend, Temple’s platform for secure data transmission. The PA Virtual personnel to whom this information will be transferred is the Registrar. This is information that PA Virtual can use to update Participants’ high school transcripts with the course details, if desired by PA Virtual.

Program Participants who complete a dual enrollment course at Temple shall receive credits through Temple. The credits awarded for a dual enrollment course shall be the same credits offered to a postsecondary school student enrolled at Temple. Temple’s transcript shall reflect completion of college-level work according to commonly accepted post-secondary practices, with no notation of the Program Participant’s status as a secondary school student. If a student in a dual enrollment course should become a regularly enrolled postsecondary student at Temple, Temple shall recognize the credits from the course as applying to the student’s degree requirements as it would for any regularly enrolled postsecondary students who took the course.

Program Participants who satisfactorily complete a dual enrollment course may also receive credits toward the completion of courses required for graduation at PA Virtual. PA Virtual shall weight credits for the Program courses in a manner similar to Advanced Placement Programs, International Baccalaureate Diploma Program, or Cambridge advanced courses in PA Virtual’s grading system, including both academic and technical courses.

## **2. Program Fees.**

PA Virtual agrees to a fixed cost per student agreement that includes the full tuition costs and associated program fees for each course and to remit payment to Temple University College of Education and Human Development as outlined below in 2. C., Invoicing and Payment.

### **A. Cost Per Participant**

<b>Expense Type</b>	<b>Cost</b>
Tuition: 3 credits x \$325* / credit	\$975
*The high school tuition rate approved by Temple’s Board of Trustees in May 2020; this rate is subject to change. PA Virtual will be notified of any changes that occur during the term of this agreement.	
Promotional items (t-shirt, water bottle, etc.)	\$25
CEHD DE Personnel / Staffing (orientation, onboarding, progress monitoring, tutoring, mentoring) <ul style="list-style-type: none"> <li>• College Success Coaches (graduate student staff), Tutor-Mentors (undergraduate student staff)</li> </ul>	\$250
<b>Total Cost Per Student/per course (2023-2024)</b>	<b>\$1250</b>

Temple's normal refund policy will apply in the case of a student who withdraws from a Program course before completing it.

### **B. Additional Services / Needs**

Program Participants engaged in virtual dual enrollment coursework with Temple will require the use of laptops or Chromebooks, cameras, and other technology to access the course and its content. Similarly, they will need to access course texts and resources as assigned by the course instructor and included in the course syllabus. PA Virtual will be responsible for ensuring that Program Participants have the necessary materials for their course and will contract separately with Temple should these supplies to be obtained and distributed to Program Participants by Temple directly, at a cost mutually agreed upon by both parties.

If the number of Program Participants engaged in virtual dual enrollment coursework with Temple (or the number of courses the Participants each take) reaches a level such that additional capacity from Temple is required to coordinate and manage the volume of Participants and their engagement each term, Temple and PA Virtual will discuss a mutually agreeable cost for services to be paid to Temple by PA Virtual.

### **C. Invoicing and Payment**

PA Virtual has provided the following name, billing address, and telephone number for the person responsible for making the payment to Temple:

Jason Fitzpatrick  
Principal, Pupil Services  
PA Virtual Charter School  
630 Park Ave  
King of Prussia, PA 19406  
Office Phone: (484) 680-7729  
Email: [jfitzpatrick@pavcs.us](mailto:jfitzpatrick@pavcs.us)

The names of Program Participants will be confirmed by Temple and PA Virtual before the program's start at the beginning of each academic term. Temple will then generate an invoice detailing the per participant cost for their participation that term, and the invoice will be sent to the designated contact person at the PA Virtual. The full payment for each semester will be due thirty (30) days after invoice is generated.

**Payments should be made payable to Temple University and sent to:**

Julia Kershaw-St. George  
Temple University  
College of Education and Human Development  
Temple University Mailroom  
1851 N. 10<sup>th</sup> Street  
Philadelphia, PA 19122

**3. Responsibilities of PA Virtual.**

- A. PA Virtual will be responsible for the selection of Program Participants, subject to the final approval of Temple in its sole discretion.
- B. PA Virtual will share Program Participants' and their Legal Parent/Guardians' contact information (email addresses and phone numbers) with Temple for coordination and onboarding of the Program Participants.
- C. PA Virtual will adjust the Program Participants' high school class rosters in order to accommodate Participants' engagement in the agreed-upon dual enrollment coursework.
- D. PA Virtual will identify a liaison to meet regularly with CEHD dual enrollment program staff to share Participant progress and program updates.
- E. PA Virtual will provide information to Temple about the Program Participants' college-going and college-major decisions in order to inform program evaluation and improvement.

**4. Term.** This Memorandum of Understanding (MOU) will be effective on July 1, 2023, and will automatically renew on July 1st of each subsequent year.

**5. Ownership.** All proprietary ideas, methods, materials, information, manuals, templates, designs, processes, diagrams, computer programs, reports, documentation, and other proprietary or protectable matters ("Materials") which Temple or its personnel create before or while providing the Program are and shall remain the sole property of Temple. In no event shall any of the Materials be considered a "work made for hire."

**6. Insurance.** At all times during the term of this MOU, PA Virtual and Temple shall maintain at their own expense liability insurance in an amount adequate to protect against any liability that may arise from the services provided under this MOU. Each party shall also carry the statutorily required amounts of unemployment and workers' compensation insurance at its own expense.

**7. Amendments.** This MOU may be amended by the PA Virtual and the President of Temple University in writing signed by both parties, contingent upon review and signature by Temple legal counsel and the PA Virtual legal counsel. No oral representations, warranty, condition, or arrangement of any kind or nature whatsoever shall be binding upon the parties hereto unless incorporated in this agreement in the form of a written amendment.



**8. Non-Assumption of Liabilities and Independent Contractors.** Nothing contained herein shall be construed as, nor shall any provision herein constitute, an assumption by either party of the liabilities of the other. The parties shall be deemed independent contractors and nothing in this MOU shall create or be deemed to create a joint venture, partnership, or other similar association between the PA Virtual and Temple.

**9. Miscellaneous.** This MOU shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania, without regard to its conflict of law provisions.

**10. Dissolution.** Either PA Virtual or Temple University may terminate this MOU by giving thirty (30) days' notice in writing, unless a shorter period of notice is mutually agreeable. Should this MOU be terminated by either party while students enrolled in PA Virtual are attending courses at Temple, the students shall be allowed to complete those courses.

**11. Nondiscrimination.** PA Virtual and Temple shall not unlawfully discriminate on the basis of a student's race, nationality, ethnicity, religion, gender, disability, or any other basis protected by state, federal, or applicable local law, regulation, or ordinance. Temple shall ensure that students with disabilities have equal opportunity to participate in the Program in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.


**12. Compliance with Laws regarding Education Records.** Both parties shall comply with all applicable federal and state laws regarding the confidentiality of educational records of the Program Participants including but not limited to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, its implementing regulations (34 C.F.R. Part 99), and Title 22 of the Pennsylvania Code §§ 12.31-12.33.

**13. Indemnification.** Each party shall indemnify, defend, and hold the other party, its affiliates and their respective trustees, governors, directors, officers, employees, contractors, subcontractors, and agents (collectively, the "Indemnified Parties") harmless from and against any and all liabilities, suits, actions, claims, demands, damages, losses, expenses, and costs of every kind and character (including, without limitation, reasonable attorney fees court costs, and expert witness fees) suffered or incurred by, or asserted or imposed against the party seeking indemnification (or its Indemnified Parties) to the extent resulting from, connected with, or arising out of any negligent or wrongful act or omission by the indemnifying party (or its Indemnified Parties).

**14. Cooperation Regarding Claims.** The parties agree to fully cooperate in assisting each other and their duly authorized employees, agents, representatives and attorneys, in investigating, defending or prosecuting incidents involving potential claims or lawsuits arising out of or in connection with the services rendered pursuant to this Agreement. This paragraph shall be without prejudice to the prosecution of any claims which any of the parties may have against each other and shall not require cooperation in the event of such claims.


**15. Exclusivity.** This Agreement is not intended to conflict with or affect any existing or future affiliation between the parties and institutions not a party to this Agreement. This Agreement is not exclusive.

In witness whereof, the parties, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and intending to be legally bound hereby, execute this Memorandum of Understanding by each party's duly authorized representatives.

  
02 / 05 / 2024  
\_\_\_\_\_  
Signature Date

Dr. Shaikha BuAli  
\_\_\_\_\_  
Printed Name

Chief Academic Officer  
\_\_\_\_\_  
Title  
**PA Virtual Charter Schools**

**DocuSigned by:**  
  
12/4/2023  
\_\_\_\_\_  
67E09EF2DF464D8... Signature Date

Jaison G. Kurichi  
\_\_\_\_\_  
Printed Name

Associate Vice President, Budget  
\_\_\_\_\_  
Title  
**Temple University - of The Commonwealth  
System of Higher Education**

<b>Title</b>	Updated and Signed Temple MOU Requires PA Virtual Signature
<b>File name</b>	PAVirtual_Dual_Enrollment_MOU.pdf
<b>Document ID</b>	65a62adcde9885a778c0ba1b1a014d5784b4be55
<b>Audit trail date format</b>	MM / DD / YYYY
<b>Status</b>	● Signed

---

### Document History



SENT

**02 / 05 / 2024**

14:19:15 UTC

Sent for signature to Dr. Shaikha BuAli (sbuali@pavcs.us)  
 from jfitzpatrick@pavcs.us  
 IP: 69.253.82.85



VIEWED

**02 / 05 / 2024**

14:24:26 UTC

Viewed by Dr. Shaikha BuAli (sbuali@pavcs.us)  
 IP: 100.34.202.248



SIGNED

**02 / 05 / 2024**

14:25:05 UTC

Signed by Dr. Shaikha BuAli (sbuali@pavcs.us)  
 IP: 100.34.202.248



COMPLETED

**02 / 05 / 2024**

14:25:05 UTC

The document has been completed.

# Board Affirmation Statement



## PA Virtual Charter School

630 Park Avenue, King of Prussia, PA 19406

866-728-2751

The purpose of this document is for the President of the governing board to affirm that the annual report information is accurate.

### Steps to Complete this Section:

Note: Individual signatures required for each section.

1. Signature of President of the governing board and date signed for each section.
2. Upload Board Affirmation document which includes the Board President's signature and date signed.

### Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

Affirmed on this **15th** day of **July 2024**

By:  (Signature of Board Chair)

**Mrs. Bonnie M. Schaefer** (Print Name)

**PA Virtual Charter School** Board of Trustees

## Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this **15th** day of **July 2024**

By:  (Signature of Board Chair)

**Mrs. Bonnie M. Schaefer** (Print Name)

**PA Virtual Charter School** Board of Trustees

## Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

Affirmed on this **15th** day of **July 2024**

By:  (Signature of Board Chair)

**Mrs. Bonnie M. Schaefer** (Print Name)

**PA Virtual Charter School** Board of Trustees

## Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this **15th** day of **July 2024**

By:  (Signature of Board Chair)

**Mrs. Bonnie M. Schaefer** (Print Name)

**PA Virtual Charter School** Board of Trustees

## Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the “principal” of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed on this **15th** day of **July 2024**

By:  (Signature of Board Chair)

**Mrs. Bonnie M. Schaefer** (Print Name)

**PA Virtual Charter School** Board of Trustees

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

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this **15th** day of **July 2024**

By: Bonnie M. Schaefer (Signature of Board Chair)

**Mrs. Bonnie M. Schaefer** (Print Name)

**PA Virtual Charter School** Board of Trustees