

CERTIFICATION VERIFICATION FORM

PDE-414

Complete the following information for all professional staff members.

| Staff No. | Name of employee (List all names in alphabetical order) | PA Certified Yes/No | Areas of Certification Type of Certificate | Grades Teaching or Serving | All Areas of Assigjment Subject Areas Teaching or Services Provided | Number of Hours Worked in Assigmnt | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---------------------------------------------------------|---------------------|------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------|------------------------------------|------------------------------------------|-------------------------------------------|
| 1 | Al-Amoudi, Niclole | Yes | Citizenship 7-12 Social Studies 7-12 Program Specialist ESL K-12 | 9-12 | AP US History Graduation Recovery Teacher ESL Coordinator | 40 per week | 100% | 0% |
| 2 | Annis, Bailey | Yes | Elementary K-6 Mid-Level Science 6-9 Special Education PK-12 | 9 | Special Education Teacher | 40 per week | 100% | 0% |
| 3 | Azzaro, Susannah | Yes | Bus-Computer-Info Tech K-12 English 7-12 | 9-12 | Business Technology Teacher | 40 per week | 100% | 0% |
| 4 | Barko, Emily | Yes | K-6 Elementary Education N-12 Special Education | 3-6 | Title I Teacher | 40 per week | 100% | 0% |
| 5 | Belville, Renee | Yes | Art K-12 | 3,5,7 | Art Teacher | 40 per week | 100% | 0% |
| 7 | Berger, Angela | Yes | Spanish K-12 English 7-12 French K-12 | K-12 | French and Spanish Teacher | 40 per week | 100% | 0% |
| 8 | Bevington, Hannah | Yes | Elementary PK-4 Special Education PK-8 | K-6 | Special Education Teacher | 40 per week | 100% | 0% |
| 9 | Bible, Darcy | Yes | 7-12 Mathematics | 8 | 8th Grade Mathematics Teacher | 40 per week | 100% | 0% |
| 10 | Blose, Sarah | Yes | Special Education N-12 | K-6 | Special Education Teacher | 40 per week | 100% | 0% |
| 11 | Brennen, Coleen | Yes | Biology 7-12 General Science 7-12 Family Consumer Science K-12 | 7 | 7th Grade Science Teacher | 40 per week | 100% | 0% |
| 12 | Brenner, Kelsey | Yes | Elementary PK-4, Special Education PK-8 | K-2, 5 | Special Education Teacher | 40 per week | 100% | 0% |
| 13 | Budd, Laura | Yes | Special Education PK-8 | K-12 | Career to Work - Special Education Teacher | 40 per week | 100% | 0% |
| 14 | Buncic, Kara | Yes | Elementary & Secondary School Counselor PK-12 | 9-12 | School Counselor | 40 per week | 100% | 0% |

| Staff No. | Name of employee (List all names in alphabetical order) | PA Certified Yes/No | Areas of Certification Type of Certificate | Grades Teaching or Serving | All Areas of Assigjment Subject Areas Teaching or Services Provided | Number of Hours Worked in Assignmnt | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------|-------------------------------------|------------------------------------------|-------------------------------------------|
| 15 | Cappetta, Alyssa | Yes | Elementary K-6 Special Education PK-8 | 7-8 | Special Education Teacher | 40 per week | 100% | 0% |
| 16 | Carpenter, Elisa | Yes | PK-12 Music | 2,4,6 | PK-12 Music Teacher | 40 per week | 100% | 0% |
| 17 | Clutter, Karen | Yes | K-12 Health N-12 Special Education | 9-12 | Special Education Teacher | 40 per week | 100% | 0% |
| 18 | Colbert, Tracey | Yes | K-12 Bus/Computer/Info Tech 7-9 Social Studies 7-12 General Science 7-9 Math 7-12 Chemistry 7-12 Physics | 9-12 | 9-12 Science | 40 per week | 100% | 0% |
| 19 | Collins, Kelly | Yes | 7-12 Chemistry 7-12 Biology 7-12 Earth and Space Science | 8 | 8th Grade Science Teacher | 40 per week | 100% | 0% |
| 20 | Cope, Tessa | Yes | Grades PK-4 | 1 | Elementary Teacher | 40 per week | 100% | 0% |
| 21 | Crooks, Kelly | Yes | 7-12 English Principal PK-12 Supvr Curr & Ins K-12 | 7-12 | Middle/High School Principal | 40 per week | 100% | 0% |
| 22 | Cutler, Stephen | Yes | Social Studies 7-12 | 9-12 | 9-12 Social Studies Teacher | 40 per week | 100% | 0% |
| 23 | Danka, Jesse | Yes | Special Education N-12 | 7-12 | Title I Teacher | 40 per week | 100% | 0% |
| 24 | Dayka, Matthew | Yes | English 7-12 | 9-12 | 9-12 English Teacher | 40 per week | 100% | 0% |
| 25 | Deeds-Cameron, Lydia | Yes | Social Studies 7-12 | 7 | 7th Grade Social Studies Teacher | 40 per week | 100% | 0% |
| 26 | DeRoner, Victoria | Yes | Instructional Tech Spec PK-12 7-12 Social Studies 7-12 Citizenship 6-9 Mid-Level English | 9-12 | 9-12 Social Studies Teacher/ Teacher Technology Coach | 40 per week | 100% | 0% |

| Staff No. | Name of employee (List all names in alphabetical order) | PA Certified Yes/No | Areas of Certification Type of Certificate | Grades Teaching or Serving | All Areas of Assigment Subject Areas Teaching or Services Provided | Number of Hours Worked in Assignmnt | Percentage of Time in Certified Position | Percentage of Time in Areas Not Certified |
|-----------|---------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------|-------------------------------------|------------------------------------------|-------------------------------------------|
| 27 | Desrochers, Jamie | Yes | Elementary K-6 Ment/Phys Handicapped K-12 Technology Education K-12 Supvr Special Education K-12 | K-12 | Director Special Education Homeless Liasion | 40 per week | 100% | 0% |
| 28 | Devlin, Kaitlin | Yes | Social Studies 7-12 Special Education N-12 | 8-12 | Graduation Recovery Secondary Social Studies | 40 per week | 100% | 0% |
| 29 | Diable, Angela | Yes | Early Childhood N-3 Elementary K-6 Special Education PK-12 | 9-12 | Special Education Teacher | 40 per week | 100% | 0% |
| 3031 | Dietrich, Maggie | Yes | English 7-12 | 9-12 | 9-11 English Teacher | 40 per week | 100% | 0% |
| 32 | Donahue, Tamara | Yes | Elementary K-6 Special Education PK-12 Reading Specialist PK-12 | K-12 | Title I Teacher | 40 per week | 100% | 0% |
| 33 | Donofrio, Lauren | Yes | 7-12 English | 9-12 | 9-12 English Teacher | 40 per week | 100% | 0% |
| 34 | Edwards, Brianna | Yes | Elementary & Secondary School Counselor PK-12 | 5-6 | School Counselor | 40 per week | 100% | 0% |
| 35 | Evanchak, Matthew | Yes | Elementary K-6 Special Education N-12 | K-12 | Title I Teacher | 40 per week | 100% | 0% |
| 36 | Fanning, Lindsey | Yes | 7-12 Mathematics | 9-12 | 9-12 Mathematics Teacher | 40 per week | 100% | 0% |
| 37 | Fischetti, Krista | Yes | Elementary K-6 Special Education PK-8 | 7-8 | Special Education Teacher | 40 per week | 100% | 0% |
| 38 | Gates, Clare | Yes | English 7-12 | 9-12 | 9-12 English Teacher | 40 per week | 100% | 0% |
| 39 | Gates, Matthew | Yes | Bus-Computer Info Tech PK-12 | 8-12 | Bus/Technology Teacher | 40 per week | 100% | 0% |
| 40 | Glaser, Andrew | Yes | English 7-12 | 8 | 8th Grade English Teacher | 40 per week | 100% | 0% |
| 41 | Grosso, Sherri | Yes | Biology 7-12 Chemistry 7-12 | 9-12 | 9-12 Science Teacher | 40 per week | 100% | 0% |

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|-----------|---------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------|-------------------------------------|------------------------------------------|-------------------------------------------|
| 42 | Guiliani, Ryan | Yes | 7-12 Social Studies | 8 | 8th Grade Social Studies | 40 per week | 100% | 0% |
| 43 | Habbyshaw, Elizabeth | Yes | K-6 Elementary; Special Education N-12 | 9-12 | Special Education Teacher | 40 per week | 100% | 0% |
| 44 | Hanavan, Kayla | Yes | K-6 Elementary K-12 Reading Specialist | 4 | Elementary Teacher | 40 per week | 100% | 0% |
| 45 | Hart, William | Yes | Music K-12 Mid-Level Math 7-9 Mid Level Science 7-9 Special Ed PK-8 Grades PK-4 | 9-12 | Music Teacher | 40 per week | 100% | 0% |
| 46 | Hartmann, Katie | Yes | Social Studies 7-12 ESL PK-12 Safety/Driver ED 7-12 | 9-12 | Social Studies Teacher Driver's Education Teacher | 40 per week | 100% | 0% |
| 47 | Hedderman, Lauren | Yes | K-12 Physical Education/Health | 9-12 | Physical Education/Health Teacher | 40 per week | 100% | 0% |
| 48 | Heiles, Katherine | Yes | 7-12 English | 9-12 | 7-12 English Teacher/Teacher Technology Coach | 40 per week | 100% | 0% |
| 49 | Hockman, Carolyn | Yes | K-6 Elementary Early Childhood N-3 Special Education N-12 | 7 | Special Education Teacher | 40 per week | 100% | 0% |
| 50 | Hughes, Kevin | Yes | K-12 Physical Education/Health | K-6 | Physical Education/Health Teacher | 40 per week | 100% | 0% |
| 51 | Kleifgan, Michelle | Yes | Early Childhood N-3 English 7-12 Mathematics 7-12 Special Education PK-12 | 9-12 | 9-12 Mathematics | 40 per week | 100% | 0% |
| 52 | Korber, Jeffrey | Yes | 7-12 Mathematics | 9-12 | 9-12 Mathematics Teacher | 40 per week | 100% | 0% |
| 53 | Lesko, Branna | Yes | Spanish PK-12 | 9-12 | Spanish Teacher | 40 per week | 100% | 0% |

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|-----------|---------------------------------------------------------|---------------------|------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------|------------------------------------|------------------------------------------|-------------------------------------------|
| 54 | Marinzel, Gina | Yes | Grades PK-4 | K | Kindergarten Teacher | 40 per week | 100% | 0% |
| 55 | Mayle, Andrew | Yes | Mathematics 7-12 | 9-12 | 9-12 Mathematics Teacher | 40 per week | 100% | 0% |
| 56 | McNeil, Laura | Yes | Nurse (contracted 990 employee) | K-12 | School Nurse | 20 per month | 100% | 0% |
| 57 | Mihoerck (Griffith), Katie | Yes | Elementary & Secondary School Counselor PK-12 | 9-12 | School Counselor | 40 per week | 100% | 0% |
| 58 | Mittlemeier, Julia | Yes | Grades 4-6 (all subjects) Mathematics 7-8 | 6 | 6th Grade Teacher | 40 per week | 100% | 0% |
| 59 | Monnich, Amanda | Yes | Elementary K-6 Special Education N-12 | 5 | Special Education Teacher | 40 per week | 100% | 0% |
| 60 | Mudd, Beth Ann | Yes | Elementary K-6 | 5 | 5th Grade Teacher | 40 per week | 100% | 0% |
| 61 | Murray, Alicia | Yes | Grades PK-4 Reading Specialist PK-12 | 2-3 | Elementary Teacher | | | |
| 62 | Mysels, Peter | Yes | 7-12 Social Studies PK-12 Inst Technology Specialist | 9-12 | Secondary Social Studies | 40 per week | 100% | 0% |
| 63 | Naugle, Crystal | Yes | K-6 Elementary Education N-12 Special Education; Reading Specialist PK-12 | 6 | 6th Grade Teacher | 40 per week | 100% | 0% |
| 64 | Payne, Brandon | Yes | Elementary & Secondary School Counselor PK-12 | K-3 | School Counselor | 40 per week | 100% | 0% |
| 65 | Perry, Katherine | Yes | K-12 ESL K-6 Elementary PK-8 Special Education PK-12 Autism (Endorsement) | 2 | 2nd Grade Teacher | 40 per week | 100% | 0% |
| 66 | Peters (Jasin), Morgan | Yes | Elementary & Secondary School Counselor PK-12 | 8-9 | School Counselor | 40 per week | 100% | 0% |
| 67 | Petraglia, Marisa | Yes | 7-12 Social Studies 7-12 English PK-12 Family Consumer Science | 9-12 | Secondary Social Studies Family Consumer Science Teacher | 40 per week | 100% | 0% |

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|-----------|---------------------------------------------------------|---------------------|-------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------|-------------------------------------|------------------------------------------|-------------------------------------------|
| 68 | Ploesch, Aubrey | Yes | 6-9 Mathematics Musick PK-12 Principal PK-12 | K-6 | K-6 Principal Federal Programs | 40 per week | 100% | 0% |
| 69 | Protho, Amy | Yes | Principal K-12; Secondary School Counselor; Elementary School Counselor | 5-7 | School Counselor | 40 per week | 100% | 0% |
| 70 | Rauenzahn, Mandy | Yes | Secondary School Counselor | 9-12 | School Counselor | 40 per week | 100% | 0% |
| 71 | Reddecliff, Brina | Yes | Special Education PK-8 Grades PK-4 | K-8 | Special Education Teacher | 40 per week | 100% | 0% |
| 72 | Reda, Anthony | Yes | K-12 Physical Education/Health | 3, 7 | Physical Education/Health Teacher | 40 per week | 100% | 0% |
| 73 | Rossetti, Patricia | Yes | Principal PK-12 Social Studies 7-12 LOE Superintendent PK-12 | K-12 | Chief Executive Officer | 40 per week | 100% | 0% |
| 74 | Sabol (Pickering), Stephanie | Yes | PK-12 Health & Physical Science | 1, 2, 6 | Physical Education/Health Teacher | 40 per week | 100% | 0% |
| 75 | Scotto, Deanna | Yes | Elementary K-6th | 5 | 5th Grade Teacher | 40 per week | 100% | 0% |
| 76 | Sellinger, Samantha | Yes | General Science 7-12 Biology 7-12 | 9-12 | Secondary Science Teacher | 40 per week | 100% | 0% |
| 77 | Simmons, Sarah | Yes | General Science 7-12 | 9-12 | Secondary Science Teacher | 40 per week | 100% | 0% |
| 78 | Smarto, Angela | Yes | Special Education N-12 Social Studies 7-12 | 9-12 | Special Education Teacher | 40 per week | 100% | 0% |
| 79 | Smialek, Carol | Yes | Social Studies 7-12 English 7-12 | 9-12 | Secondary Social Studies Teacher | 40 per week | 100% | 0% |
| 80 | Smith, Stephanie | Yes | Health and Physical Education | K-8 | Physical Education/Health Teacher | 40 per week | 100% | 0% |
| 81 | Sorce, Kelly | Yes | Art K-12 | 9-12 | Art Teacher | 40 per week | 100% | 0% |

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| 82 | Swantner, Alyssa | Yes | Elementary PK-4 Special Education N-12 | 4 | Elementary Teacher | 40 per week | 100% | 0% |
| 83 | Teare, Emily | Yes | Grades PK-4 Special Eduation PK-8 | 6 | Special Education Teacher | 40 per week | 100% | 0% |
| 84 | Thornton, Amy | Yes | Special Education N-12 Elementary K-6 | 3 | 3rd Grade Teacher | 40 per week | 100% | 0% |
| 85 | Trudeau, Christine | Yes | Elementary K-6 English 7-12 Mental or Phys Handicapped | 7 | 7-12 English Teacher | 40 per week | 100% | 0% |
| 86 | Webber, Tara | Yes | Principal PK-12 | 7-8 | 7-8 Principal | 40 per week | 100% | 0% |
| 87 | Wisniewski, Alan-Michael | Yes | 4-6 All Subjects 7-8 Mathematics | 7 | 7th Grade Mathematics | 40 per week | 100% | 0% |

Total Number of Administrators (do not include CEO): 4

Total Number of Teachers: 74 Counselors: 7 School Nurses: 1 Others _____

Total Number of Professional Staff: 87

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

Preliminary Statement of Revenues, Expenditures & Fund Balances
 Include ALL Funds
 as of June 30, 2020

Name of School: Pennsylvania Distance Learning Charter School

Address of School: 2100 Corporate Drive, Suite 500, Wexford, PA 15090

CEO Signature *Dorinda R. Rossetti*

REVENUES

| | | | |
|-------------|------|------------------------------------------------------------------------|--------|
| 6000 | | REVENUE FROM LOCAL SOURCES | 0 |
| | | | 0 |
| 6500 | | EARNINGS ON INVESTMENTS | 0 |
| | 6510 | Interest on Investments and Interest-Bearing Checking Accounts | 31,974 |
| | 6520 | Dividends on Investments | 0 |
| | 6530 | Gains or Losses on Sale of Investments | 0 |
| | 6540 | Earnings on Investments in Real Property | 0 |
| | 6590 | Other Earnings or Investments | 0 |
| | | | 0 |
| 6600 | | FOOD SERVICE REVENUE | 0 |
| | 6610 | Daily Sales - Reimbursable Programs | 0 |
| | 6620 | Daily Sales - Non-Reimbursable Programs | 0 |
| | 6630 | Special Functions | 0 |
| | 6640 | Non-Cash Contributions | 0 |
| | 6650 | Price Reduction for Reduced Price and Free Meals (Debit) | 0 |
| | 6690 | Other Food Service Revenues | 0 |
| | | | 0 |
| 6700 | | REVENUES FROM STUDENT ACTIVITIES | 0 |
| | 6710 | Admissions | 0 |
| | 6720 | Bookstore Sales | 0 |
| | 6730 | Student Organization Membership Dues and Fees | 0 |
| | 6740 | Fees | 0 |
| | 6750 | Student Activity - Special Events | 0 |
| | 6790 | Other Student Activity Income | 0 |
| | | | 0 |
| 6800 | | REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH | 0 |
| | 6810 | Revenue from Local Governmental Units | 0 |
| | 6820 | Revenue from Intermediary Sources - Commonwealth Funds | 0 |
| | 6830 | Revenues from Intermediary Sources - Federal Funds | 0 |
| | 6890 | Other Revenues from Intermediary Sources | 0 |
| | | | 0 |
| 6900 | | OTHER REVENUE FROM LOCAL SOURCES | 0 |
| | 6910 | Rentals | 0 |
| | 6920 | Contributions & Donations from Private Sources / Capital Contributions | 200 |

| | | |
|-------------|------------------------------------------------------------------------------------|------------|
| 6930 | Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only) | 0 |
| 6940 | Tuition from Patrons | 0 |
| 6941 | Regular Day School Tuition | 0 |
| 6942 | Summer School Tuition | 0 |
| 6943 | Adult Education Tuition | 0 |
| 6944 | Receipts From Other LEAs in Pennsylvania - Education | 14,001,530 |
| 6945 | Receipts from Out-of-State LEAs | 0 |
| 6946 | Receipts from Member Districts - AVTS / Special Program Jointure only | 0 |
| 6947 | Receipts from Members of Intermediate Units for Education by | 0 |
| 6948 | Receipts from Members of Intermediate Units for Direct Contributions | 0 |
| 6949 | Other Tuition from Patrons | 0 |
| 6950 | Unassigned | 0 |
| 6960 | Services Provide Other Local Governmental Units / LEAs | 0 |
| 6961 | Transportation Services Provided Other Pennsylvania LEAs | 0 |
| 6969 | All Other Services Provided Other Governments and LEAs Not Specified Above | 0 |
| 6970 | Services Provided Other Funds | 0 |
| 6980 | Revenue from Community Service Activities | 0 |
| 6990 | Refunds and Other Miscellaneous Revenue | 2,468 |
| 6991 | Refunds of a Prior Year Expenditure | 0 |
| 6999 | Other Revenues Not Specified Above | 0 |
| | | 0 |
| 7000 | REVENUE FROM STATE SOURCES | 0 |
| 7100 | BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES | 0 |
| 7150 | Unassigned | 0 |
| 7160 | Tuition for Orphans and Children Placed in Private Homes | 0 |
| 7180 | Staff and Program Development | 0 |
| | | 0 |
| 7200 | REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS | 0 |
| 7210 | Homebound Instruction | 0 |
| 7220 | Vocational Education | 0 |
| 7230 | Alternative Education | 0 |
| 7240 | Driver Education - Student | 0 |
| 7250 | Migratory Children | 0 |
| 7260 | Workforce Investment Act (WIA) | 0 |
| 7270 | Specialized Education of Exceptional Pupils | 0 |
| 7280 | Adult Literacy | 0 |
| 7290 | Additional Educational Program Revenues | 0 |
| | | 0 |
| 7300 | REVENUES FOR NON-EDUCATIONAL PROGRAMS | 0 |
| 7310 | Transportation (Regular and Additional) | 0 |
| 7320 | Rental and Sinking Fund Payments / Building Reimbursement Subsidy | 0 |
| 7330 | Health Services (Medical, Dental, Nurse, Act 25) | 13,238 |
| 7340 | Unassigned | 0 |
| 7350 | Sewage Treatment Operations / Environmental Subsidies | 0 |

| | | | |
|-------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| | 7360 | Safe Schools | 0 |
| | | | 0 |
| | | | 0 |
| 7400 | | VOCATIONAL TRAINING OF THE UNEMPLOYED | 0 |
| | | | 0 |
| 7500 | | STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS | 35,000 |
| | 7502 | Dual Enrollment Grants | 12,181 |
| | 7503 | Project 720/High School Reform | 0 |
| | 7599 | Other State Revenue Not Listed Elsewhere in the 7000 Series | 0 |
| | | | 0 |
| 7600 | | REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS | 0 |
| | | | 0 |
| 7800 | | REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS | 0 |
| | 7810 | State Share of Social Security and Medicare Taxes | 0 |
| | 7820 | State Share of Retirement Contributions | 0 |
| | | | 0 |
| 7900 | | REVENUE FOR TECHNOLOGY | 0 |
| | 7910 | Educational Technology | 0 |
| | 7990 | Other Technology Grants | 0 |
| | | | 0 |
| 8000 | | REVENUE FROM FEDERAL SOURCES | 0 |
| 8100 | | UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT | 0 |
| | 8110 | Payments for Federally Impacted Areas - P.L. 81-874 | 0 |
| | 8190 | Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government | 0 |
| | | | 0 |
| 8200 | | UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH | 0 |
| | | | 0 |
| 8300 | | RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT | 0 |
| | 8310 | Payments for Federally Impacted Areas - P.L. 81-815 | 0 |
| | 8320 | Energy Conservation Grants - TA and ECM | 0 |
| | 8390 | Other Restricted Federal Grants-in-Aid Directly from the Federal Government | 0 |
| | | | 0 |
| 8500 | | RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS | 0 |
| | 8510 | Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB) | 236,515 |
| | 8520 | Vocational Education | 0 |

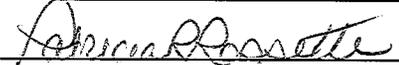
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|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 8530 | Child Nutrition Program | 0 |
| 8540 | Nutrition Education and Training | 0 |
| 8560 | Federal Block Grants | 384,389 |
| 8570 | Unassigned | 0 |
| 8580 | Child Care and Development Block Grants | 0 |
| 8590 | Unassigned | 0 |
| | | 0 |
| 8600 | RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS | 0 |
| 8610 | Homeless Assistance Act | 0 |
| 8620 | Adult Basic Education | 0 |
| 8640 | Headstart | 0 |
| 8650 | Unassigned | 0 |
| 8660 | Workforce Investment Act (WIA) | 0 |
| 8670 | Unassigned | 0 |
| 8680 | Unassigned | 0 |
| 8690 | Other Restricted Federal Grants-in-Aid through the Commonwealth | 0 |
| | | 0 |
| 8800 | MEDICAL ASSISTANCE REIMBURSEMENTS | 0 |
| | | 0 |
| 9000 | OTHER FINANCING SOURCES | 0 |
| 9100 | SALE OF BONDS | 0 |
| 9110 | Bond Issue Proceeds (Gross) | 0 |
| 9120 | Proceeds from Refunding of Bonds | 0 |
| | | 0 |
| 9200 | PROCEEDS FROM EXTENDED TERM FINANCING | 0 |
| | | 0 |
| 9300 | INTERFUND TRANSFERS | 0 |
| 9310 | General Fund Transfers | 0 |
| 9320 | Special Revenue Fund Transfers | 0 |
| 9330 | Capital Projects Funds Transfers | 0 |
| 9340 | Debt Service Fund Transfers | 0 |
| 9350 | Enterprise Fund Transfers | 0 |
| 9360 | Internal Service Fund Transfers | 0 |
| 9370 | Trust and Agency Fund | 0 |
| 9380 | Activity Fund Transfers | 0 |
| 9390 | Permanent Fund Transfers | 0 |
| | | 0 |
| 9400 | SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS | 0 |
| | | 0 |
| 9500 | Unassigned | 0 |
| | | 0 |
| 9600 | Unassigned | 0 |
| | | 0 |

| | | | |
|-----------------------|------|-------------------------------------------------------------|------------|
| 9700 | | TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS | 0 |
| | 9710 | Transfers from Component Units | 0 |
| | 9720 | Transfers from Primary Governments | 0 |
| | | | 0 |
| 9800 | | INTRAFUND TRANSFERS IN | 0 |
| | 9810 | General Fund Intrafund Transfers | 0 |
| | 9820 | Special Revenue Intrafund Transfers | 0 |
| | 9840 | Debt Service Intrafund Transfers | 0 |
| | 9850 | Enterprise Intrafund Transfers | 0 |
| | 9860 | Internal Service Intrafund Transfers | 0 |
| | 9870 | Trust and Agency Intrafund Transfers | 0 |
| | 9880 | Activity Interfund Transfers | 0 |
| | | | 0 |
| | | | 0 |
| TOTAL REVENUES | | | 14,717,495 |

Preliminary Statement of Revenues, Expenditures & Fund Balances
 Include ALL Funds
 as of June 30, 2020

Name of School: Pennsylvania Distance Learning Charter School

Address of School: 2100 Corporate Drive, Suite 500, Wexford, PA 15090

CEO Signature 

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

EXPENDITURES

| 1000 | INSTRUCTION | |
|-------------|-------------------------------------------------------|-----------|
| 1100 | REGULAR PROGRAMS - ELEMENTARY / SECONDARY | 5,183,450 |
| | | 0 |
| 1200 | SPECIAL PROGRAMS - ELEMENTARY / SECONDARY | 2,366,486 |
| | | 0 |
| 1300 | VOCATIONAL EDUCATION | 0 |
| | | 0 |
| 1400 | OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY | 0 |
| | | 0 |
| 1600 | ADULT EDUCATION PROGRAMS | 0 |
| | | 0 |
| 1700 | HIGHER EDUCATION PROGRAMS | 0 |
| | | 0 |
| 1800 | PRE-KINDERGARTEN | 0 |
| | | 0 |
| 2000 | SUPPORT SERVICES | 0 |
| 2100 | SUPPORT SERVICES - PUPIL PERSONNEL | 0 |
| | 2110 Supervision of Pupil Personnel Services | 0 |
| | 2120 Guidance Services | 0 |
| | 2130 Attendance Services | 0 |
| | 2140 Psychological Services | 0 |
| | 2150 Speech Pathology and Audiology Services | 0 |
| | 2160 Social Work Services | 0 |
| | 2170 Student Accounting Services | 0 |
| | 2190 Other Pupil Personnel Services | 0 |
| | | 0 |
| 2200 | SUPPORT SERVICES - INSTRUCTIONAL STAFF | 1,588,049 |
| | 2210 Supervision of Educational Media Services | 0 |
| | 2220 Technology Support Services | 0 |
| | 2230 Educational Television Services | 0 |
| | 2240 Computer-Assisted Instruction Support Services | 620,432 |

| | | | |
|------|------|------------------------------------------------------------------------------------------|-----------|
| | 2250 | School Library Services | 0 |
| | 2260 | Instruction and Curriculum Development Services | 0 |
| | 2270 | Instructional Staff Professional Development Services | 25,620 |
| | 2280 | Nonpublic Support Services | 0 |
| | | | 0 |
| 2300 | | SUPPORT SERVICES - ADMINISTRATION | 0 |
| | 2310 | Board Services | 0 |
| | 2320 | Board Treasurer Services | 0 |
| | 2340 | Staff Relations and Negotiations Services | 0 |
| | 2350 | Legal Services | 22,514 |
| | 2360 | Office of the Superintendent (Executive Director) Services | 0 |
| | 2370 | Community Relations Services | 526,216 |
| | 2380 | Office of the Principal Services | 1,601,668 |
| | 2390 | Other Administration Services | 0 |
| | | | 0 |
| 2400 | | SUPPORT SERVICES - PUPIL HEALTH | 39,578 |
| | | | 0 |
| 2500 | | SUPPORT SERVICES - BUSINESS | 0 |
| | 2510 | Fiscal Services | 541,938 |
| | 2520 | Purchasing Services | 0 |
| | 2530 | Warehousing and Distributing Services | 0 |
| | 2540 | Printing, Publishing and Duplicating Services | 124,932 |
| | 2590 | Other Support Services - Business | 655 |
| | | | 0 |
| 2600 | | OPERATION AND MAINTENANCE OF PLANT SERVICES | 1,202,623 |
| | 2610 | Supervision of Operation and Maintenance of Plant Services | 0 |
| | 2620 | Operation of Buildings Services | 0 |
| | 2630 | Care and Upkeep of Grounds Services | 0 |
| | 2640 | Care and Upkeep of Equipment Services | 0 |
| | 2650 | Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles) | 0 |
| | 2660 | Security Services | 0 |
| | 2690 | Other Operation and Maintenance of Plant Services | 0 |
| | | | 0 |
| 2700 | | STUDENT TRANSPORTATION SERVICES | 0 |
| | 2710 | Supervision of Student Transportation Services | 0 |
| | 2720 | Vehicle Operation Services | 0 |
| | 2730 | Monitoring Services | 0 |
| | 2740 | Vehicle Servicing and Maintenance Services | 0 |
| | 2750 | Nonpublic Transportation | 0 |
| | 2790 | Other Student Transportation Services | 0 |
| | | | 0 |
| 2800 | | SUPPORT SERVICES - CENTRAL | 0 |
| | 2810 | Planning, Research, Development and Evaluation Services | 0 |
| | 2820 | Information Services | 0 |
| | 2830 | Staff Services | 0 |

| | | | |
|-------------|------|----------------------------------------------------------------------------------------------------------|--------|
| | 2840 | Data Processing Services | 0 |
| | 2850 | State and Federal Agency Liaison Services | 0 |
| | 2860 | Management Services | 0 |
| | 2890 | Other Support Services Central | 0 |
| | | | 0 |
| 2900 | | OTHER SUPPORT SERVICES - CENTRAL | 0 |
| | 2990 | Pass-Thru Funds | 0 |
| | | | 0 |
| 3000 | | OPERATION OF NON-INSTRUCTIONAL SERVICES | 0 |
| 3100 | | FOOD SERVICES | 0 |
| | | | 0 |
| 3200 | | STUDENT ACTIVITIES | 29,860 |
| | 3210 | School Sponsored Student Activities | 0 |
| | 3250 | School Sponsored Athletics | 0 |
| | | | 0 |
| 3300 | | COMMUNITY SERVICES | 0 |
| | 3310 | Community Recreation | 0 |
| | 3320 | Civic Services | 0 |
| | 3330 | Public Library Services | 0 |
| | 3340 | Custody and Child Care | 0 |
| | 3350 | Welfare Activities | 0 |
| | 3390 | Other Community Services | 0 |
| | | | 0 |
| 3400 | | SCHOLARSHIPS AND AWARDS | 0 |
| | | | 0 |
| 4000 | | FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 0 |
| 4100 | | SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL | 0 |
| | | | 0 |
| 4200 | | EXISTING SITE IMPROVEMENT SERVICES | 0 |
| | | | 0 |
| 4300 | | ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL | 0 |
| | | | 0 |
| 4400 | | ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS | 0 |
| | | | 0 |
| 4500 | | BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL | 0 |
| | | | 0 |
| 4600 | | EXISTING BUILDING IMPROVEMENT SERVICES | 0 |
| | | | 0 |
| 5000 | | OTHER EXPENDITURES AND FINANCING USES | 0 |
| 5100 | | DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES | 93 |
| | | | 0 |
| 5200 | | FUND TRANSFERS | 0 |

| | | | |
|---------------------------|--|-------------------------------------|------------|
| | | | 0 |
| 5300 | | TRANSFERS INVOLVING COMPONENT UNITS | 0 |
| | | | 0 |
| 5400 | | INTRAFUND TRANSFERS OUT | 0 |
| | | | 0 |
| 5800 | | SUSPENSE ACCOUNT | 0 |
| | | | 0 |
| 5900 | | BUDGETARY RESERVE | 0 |
| | | | 0 |
| | | | 0 |
| TOTAL EXPENDITURES | | | 13,874,113 |

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2020**

843,382

PENNSYLVANIA DISTANCE
LEARNING CHARTER SCHOOL

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

June 30, 2019

CONTENTS

| | <u>Page</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| INDEPENDENT AUDITOR’S REPORT | 1 |
| MANAGEMENT’S DISCUSSION AND ANALYSIS | 3 |
| FINANCIAL STATEMENTS | |
| Statement of Net Position | 10 |
| Statement of Activities | 11 |
| Balance Sheet – Governmental Funds | 12 |
| Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds | 13 |
| Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position | 14 |
| Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances of Governmental Funds to the Statement of Activities | 15 |
| Notes to Financial Statements | 16 |
| STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES, BUDGET TO ACTUAL – GENERAL FUND (UNAUDITED) | 34 |
| SCHEDULE OF SCHOOL’S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY – TEACHERS’ PENSION PLAN LAST 10 FISCAL YEARS (UNAUDITED) | 35 |
| SCHEDULE OF SCHOOL’S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY – TEACHERS’ OPEB PLAN LAST 10 FISCAL YEARS (UNAUDITED) | 36 |
| SCHEDULE OF SCHOOL’S CONTRIBUTIONS – TEACHERS’ OPEB PLAN LAST 10 FISCAL YEARS (UNAUDITED) | 37 |
| 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 | 38 |



September 9, 2019

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

Independent Auditor's Report

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School (the School), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School as of June 30, 2019, and the changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 to 9, budgetary comparison information on page 34, schedule of proportionate share of the net pension liability on page 35, schedule of proportionate share of the net OPEB liability on page 36, and schedule of OPEB contributions on page 37 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 9, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Hill, Barth & King LLC

Certified Public Accountants

Management's Discussion and Analysis

As management of the Pennsylvania Distance Learning Charter School (the "School"), a charter school, we offer readers of our financial statements this narrative overview and analysis of the financial activities of the Pennsylvania Distance Learning Charter School for the fiscal year ended June 30, 2019. The intent of this discussion and analysis is to look at the School's financial performance as a whole. Readers should also review the basic financial statements and the notes to the financial statements to enhance their understanding of the School's financial performance.

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

Financial Highlights

- In accordance with GASB 68, the School is reporting its share of the June 30, 2018 total PSERS pension liability calculated at \$7,345,000.
- In accordance with GASB 75, the School is reporting its share of the June 30, 2018 total OPEB liability calculated at \$319,000.
- In total, net position increased \$382,075, which represents a 55 percent decrease compared to 2018. This decrease was primarily related to an increase in instructional salaries.
- Total assets increased \$201,788, which represents a 3 percent increase from 2018. This increase was due to increases in the School's district receivable balances and a decrease in the cash and certificates of deposit balances.
- Total liabilities decreased \$177,524, which represents a 2 percent decrease from 2018. The decrease in liabilities is primarily a result of the decrease in accrued expenses and district liabilities.

Overview of the Financial Statements

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

Government-Wide Financial Statements

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

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

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

Pennsylvania Distance Learning Charter School
Management's Discussion and Analysis

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

The Government-Wide Financial Statements can be found on pages 10-11 of this report.

Fund Financial Statements

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

Governmental Funds

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

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

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

Government-Wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, liabilities exceeded assets by \$1,483,369 at the close of its fiscal year. It is important to note that this equity includes \$7,664,000 of Net Pension and OPEB liabilities.

Statement of Net Position

The Statement of Net Position answers the question of how the School did financially during fiscal year 2019. This statement includes all assets and liabilities, both financial and capital, and short-term and long-term, using the accrual basis of accounting and economic resources focus, which is similar to the accounting used by most private-sector companies. This basis of accounting takes into account all revenues and expenses during the year, regardless of when the cash is received or paid.

Pennsylvania Distance Learning Charter School
 Management's Discussion and Analysis

Table 1 provides a summary of the School's Net Assets for the fiscal years 2019 and 2018:

(Table 1)
Summary Statements of Net Position

| | <u>2019</u> | <u>2018</u> |
|------------------------------------------------------------|-----------------------|-----------------------|
| Current Assets | \$ 4,427,765 | \$ 5,200,688 |
| Noncurrent Assets | <u>1,684,455</u> | <u>709,744</u> |
| Total Assets | <u>6,112,220</u> | <u>5,910,432</u> |
| Deferred Outflows of Resources Related to Pension and OPEB | <u>1,674,960</u> | <u>1,672,662</u> |
| Current Liabilities | 1,132,549 | 1,705,025 |
| Noncurrent Liabilities | <u>7,664,000</u> | <u>6,914,000</u> |
| Total Liabilities | <u>8,796,549</u> | <u>8,619,025</u> |
| Deferred Inflows of Resources Related to Pensions and OPEB | <u>474,000</u> | <u>543,000</u> |
| Investment in Capital Assets | 644,850 | 699,638 |
| Unrestricted Net Deficit | <u>(2,128,219)</u> | <u>(2,278,569)</u> |
| Total Net Position | <u>\$ (1,483,369)</u> | <u>\$ (1,578,931)</u> |

Total assets increased \$201,788, which represents a 3 percent increase from 2018. This increase was due to increases in the School's district receivables and prepaid assets. The decrease in current liabilities is primarily a result of the decrease in accrued expenses and district liabilities.

Capital Assets

At the end of fiscal year 2019, the School had \$644,850 in capital assets which represented an decrease of \$54,787 from 2018. Table 2 shows the respective balance for fiscal year 2019.

(Table 2)

| | <u>2019</u> | <u>2018</u> |
|---------------------|-------------------|-------------------|
| Capital Assets, net | <u>\$ 644,850</u> | <u>\$ 699,637</u> |

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

Statement of Activities

(Table 3)
Changes in Net Position

| | <u>2019</u> | <u>2018</u> |
|----------------------------|-------------------|-------------------|
| General Revenues: | | |
| District Funding | \$ 12,937,848 | \$ 11,801,995 |
| Federal Entitlement Grants | 638,815 | 550,849 |
| State Reimbursement | 25,589 | 22,223 |
| Other | 44,880 | 19,033 |
| | <u>13,647,132</u> | <u>12,394,100</u> |
| Total General Revenues | | |
| Expenses: | | |
| Instruction | 8,618,662 | 7,439,393 |
| Support Services | 4,239,039 | 3,782,958 |
| Capital Expenses | 407,356 | 310,742 |
| | <u>13,265,057</u> | <u>11,533,093</u> |
| Total Expenses | | |
| Change in Net Position | <u>\$ 382,075</u> | <u>\$ 861,007</u> |

Table 3 shows the changes in net position for fiscal years 2019 and 2018, as well as a listing of revenues and expenses.

The reason for the increase in overall revenues in 2019 was primarily due to an increase in per-pupil allotment and an increase in special education students from 2018. The School's expenses increased primarily as a result of increased special education costs and additional capital expenditures from 2018. As student enrollment increases, operating costs will increase proportionately.

**Statement of Revenues, Expenditures, and Changes in Fund Balances, Budget and Actual – General Fund
 For the Year Ended June 30, 2019**

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

| | <u>Budget</u> | <u>Actual</u> |
|------------------------|-------------------|-------------------|
| Revenues: | | |
| Local Revenues | \$ 12,630,074 | \$ 12,982,728 |
| State Revenues | 23,181 | 25,589 |
| Federal Revenues | <u>602,400</u> | <u>638,815</u> |
| Total Revenues | <u>13,255,655</u> | <u>13,647,132</u> |
| Expenditures: | | |
| Instruction | 7,732,281 | 8,351,699 |
| Support Services | 4,602,548 | 4,113,812 |
| Capital Expenses | <u>516,400</u> | <u>352,569</u> |
| Total Expenses | <u>12,851,229</u> | <u>12,818,080</u> |
| Change in Fund Balance | <u>\$ 404,426</u> | <u>\$ 829,052</u> |

- The positive budget variance in revenues during 2019 was due primarily to the increase in per-pupil amounts and additional special education students.
- The actual expenses were less than budgeted by \$33,149. Notable expense-side variances include:
 - Personnel costs were approximately \$294,243 less than budgeted primarily due staffing changes within the instructional, special education, support and title I departments, and health insurance costs being less than budgeted.
 - Total Contracted Services were approximately \$416,647 greater than budgeted due to an increase in special education costs.

Financial Analysis of the School's Funds

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

General Fund

In particular, unassigned fund balance is a useful measure of the School's net resources available for spending at the end of the fiscal year. As of the end of the current fiscal year, the School's general fund reported an ending Unassigned Fund Balance of \$997,153. This represents approximately 7.3% of the total year's funding, which will be available to the School in subsequent years.

Long-Term Debt

As of June 30, 2019, the School has no long-term debt.

Current Financial Issues

I. District Funding Receivable

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

The School billed 246 various Districts in fiscal year 2019. By year end, the School had collected approximately 88% of its billed revenues, as opposed to a 97% collection rate in fiscal year 2018. This decrease in collections is a result of PDE changing the process in fiscal year 2019 to collect for districts that are slow to pay. The process moved collections back one month.

II. Enrollment

For the school year ended June 30, 2019, the School had a final Average Daily Membership (ADM) of 830 students, generating \$12.93 million in billed revenues. In the coming year, enrollment is expected to increase to 900.

III. Miscellaneous Statistics

The following represents some miscellaneous financial statistics of the School during the 2019 fiscal year:

Number of Districts billed: 246

Number of Students served: 990 (had enrollment days at some point during the year)

Pennsylvania Distance Learning Charter School
Management's Discussion and Analysis

(Regular Education Funding)

| | | |
|----------------------------------|----|--------|
| Lowest District Funding Amount: | \$ | 7,539 |
| Highest District Funding Amount: | \$ | 20,357 |
| Average District Funding Amount: | \$ | 11,952 |

(Special Education Funding)

| | | |
|----------------------------------|----|--------|
| Lowest District Funding Amount: | \$ | 16,603 |
| Highest District Funding Amount: | \$ | 53,757 |
| Average District Funding Amount: | \$ | 26,198 |

Economic Factors and Next Year's Budgets and Rates

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

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

In fiscal year 2019, the School completed a strategic plan focusing on improving academic results, innovation and competitive advancement. As part of the implementation of this plan, the School recognizes the need to utilize committed fund balances. The project six-year cost to implement the strategic plan is approximately \$1,600,000.

Requests for Information

This financial report is designed to provide a general overview of the Pennsylvania Distance Learning Charter School's finances for all those with an interest in the School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Fiscal Officer c/o Pennsylvania Distance Learning Charter School, 2100 Corporate Drive, Suite #500, Wexford, PA 15090.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

STATEMENT OF NET POSITION

June 30, 2019

| | <u>Governmental Activities</u> |
|------------------------------------------------------------|-------------------------------------------|
| <u>Assets</u> | |
| <u>Current Assets</u> | |
| Cash and Cash Equivalents | \$ 2,053,990 |
| Certificates of Deposit | 744,014 |
| District Funding Receivable (Net of Allowance) | 1,374,844 |
| Grants Funding Receivable | 24,995 |
| Other Receivable | 2,360 |
| Prepaid Expenses | 227,562 |
| Total Current Assets | <u>4,427,765</u> |
| <u>Noncurrent Assets</u> | |
| Certificate of Deposit - Limited Use | 1,029,499 |
| Capital Assets (Net of Depreciation) | 644,850 |
| Security Deposits | 10,106 |
| Total Noncurrent Assets | <u>1,684,455</u> |
| Total Assets | <u>6,112,220</u> |
| <u>Deferred Outflows of Resources</u> | |
| Deferred Outflows of Resources Related to Pension and OPEB | <u>1,674,960</u> |
| <u>Liabilities</u> | |
| <u>Current Liabilities</u> | |
| Accounts Payable | 327,286 |
| Accrued Expenses | 385,701 |
| District Funding Payable | 419,562 |
| Total Current Liabilities | <u>1,132,549</u> |
| <u>Noncurrent Liabilities</u> | |
| Net OPEB Liability | 319,000 |
| Net Pension Liability | 7,345,000 |
| Total Noncurrent Liabilities | <u>7,664,000</u> |
| Total Liabilities | <u>8,796,549</u> |
| <u>Deferred Inflows of Resources</u> | |
| Deferred Inflows of Resources Related to Pension and OPEB | <u>474,000</u> |
| <u>Net Position</u> | |
| Net Investment in Capital Assets | 644,850 |
| Unrestricted Net Deficit | <u>(2,128,219)</u> |
| Total Net Position | <u>\$ (1,483,369)</u> |

See accompanying notes to financial statements

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

STATEMENT OF ACTIVITIES

Year ended June 30, 2019

| <u>Functions/ Programs</u> | <u>Program Revenues</u> | | | <u>Net (Expense) Revenue and Change in Net Position</u> | |
|--------------------------------------|--------------------------------|----------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------|
| | <u>Expenses</u> | <u>Charges for Services</u> | <u>Operating Grants and Contributions</u> | | <u>Capital Grants and Contributions</u> |
| Governmental Activities: | | | | | |
| Instruction | \$ 8,618,662 | - | - | - | \$ (8,618,662) |
| Support Services | 4,239,039 | - | - | - | (4,239,039) |
| Depreciation | 407,356 | - | - | - | (407,356) |
| Total Governmental Activities | \$ 13,265,057 | - | - | - | (13,265,057) |

General Revenues:

| | |
|----------------------------|---------------|
| District Funding | 12,937,848 |
| Federal Entitlement Grants | 638,815 |
| State Reimbursements | 25,589 |
| Other | 44,880 |
| | <u>44,880</u> |

Total General Revenues 13,647,132

Change in Net Position 382,075

Net Position, Beginning, As Previously Reported (1,578,931)

Adoption of GASB 75 (286,513)

Net Position, Beginning, As Restated (1,865,444)

Net Position, Ending \$ (1,483,369)

See accompanying notes to financial statements

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

BALANCE SHEET - GOVERNMENTAL FUNDS

June 30, 2019

| | <u>General</u> |
|--------------------------------------------|-----------------------------------|
| <u>Assets</u> | |
| Cash and Cash Equivalents | \$ 2,053,990 |
| Certificates of Deposit | 744,014 |
| Certificates of Deposit - Limited Use | 1,029,499 |
| District Funding Receivable | 1,374,844 |
| Federal Receivable | 24,995 |
| Other Receivable | 2,360 |
| Prepaid Expenses | 227,562 |
| Security Deposits | 10,106 |
| Total Assets | <u><u>\$ 5,467,370</u></u> |
| <u>Liabilities</u> | |
| Accounts Payable | \$ 327,286 |
| Accrued Expenses | 385,701 |
| District Funding Payable | 419,562 |
| Total Liabilities | <u>1,132,549</u> |
| <u>Fund Balances</u> | |
| Nonspendable | 237,668 |
| Committed | 3,100,000 |
| Unassigned | 997,153 |
| Total Fund Balances | <u>4,334,821</u> |
| Total Liabilities and Fund Balances | <u><u>\$ 5,467,370</u></u> |

See accompanying notes to financial statements

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES -
GOVERNMENTAL FUNDS
Year ended June 30, 2019

| | <u>General</u> |
|-------------------------------------|----------------------------|
| Revenues | |
| Local Revenues | \$ 12,982,728 |
| State Revenues | 25,589 |
| Federal Revenues | <u>638,815</u> |
| Total Revenues | <u>13,647,132</u> |
| Expenditures | |
| Instruction | 8,351,699 |
| Support Services | 4,113,812 |
| Capital Expenses | <u>352,569</u> |
| Total Expenditures | <u>12,818,080</u> |
| Net Change in Fund Balances | 829,052 |
| Fund Balances--July 1, 2018 | <u>3,505,769</u> |
| Fund Balances--June 30, 2019 | <u><u>\$ 4,334,821</u></u> |

See accompanying notes to financial statements

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

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

June 30, 2019

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Total Fund Balances per Fund Financial Statements | \$ 4,334,821 |
| Capital assets are not reported in this fund financial statement because they are not current financial resources, but they are reported in the Statement of Net Position. | 644,850 |
| Some liabilities, including net pension and OPEB obligations, are not due and payable in the current period and, therefore, are not reported in the fund financial statement. | (7,664,000) |
| Deferred outflows and inflows or resources related to pension and OPEB are applicable to future periods and, therefore, are not reported in the funds: | |
| Deferred inflows of resources related to pension and OPEB | (474,000) |
| Deferred outflows of resources related to pension and OPEB | <u>1,674,960</u> |
| Net Position for Governmental Activities | <u>\$ (1,483,369)</u> |

See accompanying notes to financial statements

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

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

June 30, 2019

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Net Change in Fund Balances per Fund Financial Statements | \$ 829,052 |
| Capital outlays are reported as expenditures in this fund financial statement because they are current financial resources, but they are presented as assets in the Statement of Activities and depreciated over their estimated economic lives. | 352,569 |
| Depreciation expense on governmental capital assets are included in the governmental activities in the Statement of Activities. | (407,356) |
| Governmental funds report School pension and OPEB contributions as expenditures. However in the statement of activities, the cost of pension and OPEB benefits earned net of employee contributions is reported as expense. | <u>(392,190)</u> |
| Change in Net Position of Governmental Activities | <u><u>\$ 382,075</u></u> |

See accompanying notes to financial statements

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2019

NOTE 1: ORGANIZATION

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

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity

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

Government-Wide and Fund Financial Statements

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

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

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

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

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Measurement Focus, Basis of Accounting and Financial Statement Presentation

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

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

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

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

The School reports the following major governmental fund:

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

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

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Budget Information

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

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

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

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

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

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

Estimates

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

Assets, Liabilities, and Net Position or Fund Balance

Cash and Cash Equivalents

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

Accounts Receivable

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

Prepaid Expenses

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

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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

Capital Assets

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

As of June 30, 2019, the School's capital assets had a net book value of \$644,850. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; five years for "Furniture and Fixtures" and three years for "Computers and Software." The depreciation expense for the year ended June 30, 2019 was \$407,356. Capital assets at June 30, 2019 consisted of the following:

| | <u>June 30, 2018</u> | <u>Additions</u> | <u>Dispositions</u> | <u>June 30, 2019</u> |
|-------------------------------------|-----------------------------|---------------------------|----------------------------|-----------------------------|
| Furniture and Fixtures | \$ 93,281 | \$ - | \$ - | \$ 93,281 |
| Computers and Software | 884,610 | 352,569 | (53,769) | 1,183,410 |
| Capital Assets, at Cost | 977,891 | 352,569 | (53,769) | 1,276,691 |
| Less Accumulated Depreciation | (278,254) | (407,356) | 53,769 | (631,841) |
| Capital Assets, Net of Depreciation | <u>\$ 699,637</u> | <u>\$ (54,787)</u> | <u>\$ -</u> | <u>\$ 644,850</u> |

Government-Wide Net Position

Government-wide net position is divided into three components:

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

Fund Statements - Fund Balance

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

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

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fund Statements - Fund Balance (Continued)

- Committed - the portion of fund balance that can only be used for specific purposes as a result of formal action by the School's highest level of authority, the school board. Once the item is committed, it cannot be used for any other purpose unless changed by the same procedures used to initially constrain the money, which is the passage of a motion. The School committed \$1,173,902 for future PSERS contribution expenditures associated with the increasing mandated annual state employer contribution. An additional \$908,900 is committed to implementation of the strategic plan and \$1,017,198 is committed as collateral for the letter-of-credit required under the facility lease. The total committed funds as of June 30, 2019 are \$3,100,000.
- Assigned - reflects the School's intent to use the money for a specific purpose but is not considered restricted or committed. Fund balance may be assigned by the chief executive officer.
- Unassigned - represents the part of spendable fund balance that has not been categorized as restricted, committed or assigned. The general fund is the only fund permitted to have a positive unassigned fund balance.

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

NOTE 3: CASH, CASH EQUIVALENTS AND CERTIFICATES OF DEPOSIT

Deposits

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

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

The deposit policy of the School adheres to state statutes and prudent business practice. Deposits of the School as of June 30, 2019 are maintained in demand deposit and time deposit accounts. There were no deposit or investment transactions during the year that were in violation of either the state statutes or the policy of the School. Pursuant to Act 72 of the Pennsylvania State Legislature, a depository must pledge assets to secure state and municipal deposits. The pledged assets must at least be equal to the total amount of such assets required to secure all of the public deposits at the depository and may be on a pooled basis. Additionally, all such pledged assets must be delivered to a legal custodian.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

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

Deposits (Continued)

At June 30, 2019, the deposits of the School can be categorized to indicate the level of risk assumed. The School had no investments at June 30, 2019 that required disclosure by risk category. The risk categories are as follows:

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

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

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

| | <u>Category 1</u> | <u>Category 2</u> | <u>Category 3</u> | <u>Bank Balance</u> | <u>Carrying Amount</u> |
|-----------------|-------------------|-------------------|-------------------|---------------------|------------------------|
| <u>Deposits</u> | | | | | |
| June 30, 2019 | \$ 994,015 | \$ - | \$ 2,833,488 | \$ 3,827,503 | \$ 3,827,503 |

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

NOTE 4: DISTRICT FUNDING RECEIVABLE

The School invoices the resident school district of each enrolled student based on reimbursement rates established by the Pennsylvania Department of Education. The "District Funding Receivable" on the Statement of Net Position and Balance Sheet - Governmental Funds represents the amounts invoiced to the various school districts, but not collected as of June 30, 2019, reduced by management's estimates of uncollectible amounts based on known circumstances and past experience. The amount of the receivable at year end was \$1,374,844. An allowance of \$124,673 has been recorded as of June 30, 2019, based on management's estimates of uncollectible amounts.

NOTE 5: GRANTS FUNDING RECEIVABLE

The School has recorded a grant receivable in the amount of \$24,995 to account for the portion of its federal grant awards allocated to the School, but not received as of June 30, 2019.

NOTE 6: AGREEMENTS

The School entered into a three-year agreement with Charter Choices, Inc. effective July 1, 2016. Under this agreement, Charter Choices, Inc. will provide various accounting and compliance reporting services.

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

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

NOTE 7: DEFINED BENEFIT PENSION PLAN

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

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

General Information about the Pension Plan

Plan Description

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

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

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

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)

General Information about the Pension Plan (Continued)

Benefits Provided (Continued)

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

Member Contributions

Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk," provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

Employer Contributions

The School's contractually required contribution rate for fiscal year ended June 30, 2019 was 32.60% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the School were \$733,311 for the year ended June 30, 2019.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)

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

At June 30, 2019, the School reported a liability of \$7,345,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2017 to June 30, 2018. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2018, the School's proportion was .0153 percent, which was an increase of .0013 percent from its proportion measured as of June 30, 2017.

For the year ended June 30, 2019, the School recognized pension expense of \$751,981. At June 30, 2019, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

| | <u>Deferred Outflows of Resources</u> | <u>Deferred Inflows of Resources</u> |
|---------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------|
| Net Difference Between Expected and Actual Investment Earnings | \$ - | \$ 457,000 |
| Changes in Proportions | 876,000 | - |
| Difference Between Employer Contributions and Proportionate Share of Total Contributions | 15,600 | - |
| Contributions Subsequent to the Measurement Date | <u>733,311</u> | <u>-</u> |
| | <u>\$ 1,624,911</u> | <u>\$ 457,000</u> |

\$733,311 reported as deferred outflows of resources related to pensions resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ending June 30:

| | |
|------|------------|
| 2020 | \$ 338,361 |
| 2021 | 76,688 |
| 2022 | 46,174 |
| 2023 | (26,762) |
| 2024 | 140 |

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)

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

Actuarial Assumptions

The total pension liability as of June 30, 2018 was determined by rolling forward the System's total pension liability as of the June 30, 2017 actuarial valuation to June 30, 2018 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal -level % of pay
- Investment return - 7.25%, includes inflation at 2.75%
- Salary growth - Effective average of 5.00%, comprised of inflation of 2.75%, and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

The actuarial assumptions used in the June 30, 2017 valuation were based on the results of an actuarial experiences study that was performed for the five year period through June 30, 2015.

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

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

| Asset Class | Target Allocation | Long-Term Expected Real Rate of Return |
|-------------------------|--------------------------|-----------------------------------------------|
| Global Public Equity | 20.0 % | 5.2 % |
| Fixed Income | 36.0 % | 2.2 % |
| Commodities | 8.0 % | 3.2 % |
| Absolute Return | 10.0 % | 3.5 % |
| Risk Parity | 10.0 % | 3.9 % |
| Infrastructure/ MLPs | 8.0 % | 5.2 % |
| Real Estate | 10.0 % | 4.2 % |
| Alternative Investments | 15.0 % | 6.7 % |
| Cash | 3.0 % | 0.4 % |
| Financing (LIBOR) | (20.0) % | 0.9 % |
| | <u>100.0 %</u> | |

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)

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

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2018.

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

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

The following presents the net pension liability, calculated using the discount rate of 7.25%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.25%) or 1-percentage-point higher (8.25%) than the current rate:

| | 1% Decrease 6.25% | Current Discount Rate 7.25% | 1% Increase 8.25% |
|-------------------------------------------------------|----------------------------------|--------------------------------------------|----------------------------------|
| School's Proportionate Share of Net Pension Liability | \$ 9,104,000 | \$ 7,345,000 | \$ 5,857,000 |

Pension Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at www.psers.state.pa.us

NOTE 8: DEFINED CONTRIBUTION RETIREMENT PLAN

As an alternative to the PSERS plan, the School offers a 403(b) plan which covers all new employees. PenServ Plan Services, Inc. is designated as the plan administrator. For participating employees, the School matches 100% or the first 5% of mandatory employee pre-tax deferrals to the plan. The plan's initial effective date was July 1, 2015, but the plan was amended effective March 1, 2017. The amendment stated that employees hired after July 1, 2015 and previously participated in PSERS had a right to choose to participate in this plan or participate in PSERS. Also, employees hired after March 1, 2017 who previously participated in PSERS and have not received a break of greater than 60 days in PSERS contributions prior to being hired at the School had the right to choose between participating in the 403(b) plan or continuing to participate in PSERS. Employees are immediately 100% vested in employer contributions. Employee and employer contributions to the plan were approximately \$149,000 and \$128,000 for the year ended June 30, 2019, respectively.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

NOTE 9: OTHER POST EMPLOYMENT BENEFITS (OPEB)

Other Postemployment Benefits

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

General Information about the Health Insurance Premium Assistance Program

Health Insurance Premium Assistance Program

The System provides Premium Assistance which, is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2018, there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

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

- Have 24 ½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age, and
- Participate in the HOP or employer-sponsored health insurance program.

Pension Plan Description

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

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2018, there were no assumed future benefit increases to participating eligible retirees.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

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

Employer Contributions

The School's contractually required contribution rate for the fiscal year ended June 30, 2019 was 0.83% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the District were \$18,670 for the year ended June 30, 2019.

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

At June 30, 2019, the School reported a liability of \$319,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2018, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2017 to June 30, 2018. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2018, the School's proportion was .0153 percent.

For the year ended June 30, 2019, the School recognized OPEB expense of \$550. At June 30, 2019, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

| | <u>Deferred Outflows of Resources</u> | <u>Deferred Inflows of Resources</u> |
|---------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------|
| Changes in Proportions | \$ - | \$ 17,000 |
| Changes of Assumptions | 31,000 | - |
| Difference Between Employer Contributions and Proportionate Share of Total Contributions | 379 | - |
| Contributions Subsequent to the Measurement Date | <u>18,670</u> | <u>-</u> |
| | <u>\$ 50,049</u> | <u>\$ 17,000</u> |

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

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

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

The \$18,670 reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

| <u>Year ending June 30:</u> | |
|-----------------------------|----------|
| 2020 | \$ 2,120 |
| 2021 | 2,120 |
| 2022 | 2,120 |
| 2023 | 2,019 |
| 2024 | 2,000 |

Actuarial Assumptions

The Total OPEB Liability as of June 30, 2018, was determined by rolling forward the System's Total OPEB Liability as of June 30, 2017 to June 30, 2018 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return – 2.98% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Premium Assistance reimbursement is capped at \$1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.
- Participation rate:
 - Eligible retirees will elect to participate Pre age 65 at 50%
 - Eligible retirees will elect to participate Post age 65 at 70%

The actuarial assumptions used in the June 30, 2017 valuation were based on the results of an actuarial experience study that was performed for the five-year period ending June 30, 2015.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

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

Actuarial Assumptions (Continued)

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2016 determined the employer contribution rate for fiscal year 2018.
- Cost Method: Amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method: Market Value.
- Participation rate: 63% of eligible retirees are assumed to elect premium assistance.
- Mortality rates and retirement ages were based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 for both males and females for healthy annuitants and for dependent beneficiaries. For disabled annuitants, the RP-2000 Combined Disabled Tables with age set back 7 years for males and 3 years for females for disabled annuitants. (A unisex table based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 years for both genders assuming the population consists of 25% males and 75% females is used to determine actuarial equivalent benefits.)

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

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

| <u>Asset Class</u> | <u>Target Allocation</u> | <u>Long-Term Expected Real Rate of Return</u> |
|------------------------|------------------------------|-------------------------------------------------------|
| Cash | 5.9 % | 0.03 % |
| US Core Fixed Income | 92.8 % | 1.2 % |
| Non-US Developed Fixed | 1.3 % | 0.4 % |
| | <u>100.0 %</u> | |

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2018.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

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

Discount Rate

The discount rate used to measure the Total OPEB Liability was 2.98%. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments, therefore the plan is considered a "pay-as-you-go" plan. A discount rate of 2.98%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2018, was applied to all projected benefit payments to measure the total OPEB liability.

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

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2018, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2017, 93,380 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2017, 1,077 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

The following presents the System net OPEB liability for June 30, 2018, calculated using current Healthcare cost trends as well as what the System net OPEB liability would be if Healthcare cost trends were 1 percentage point lower or 1 percentage point higher than the current rate:

| | <u>1%</u> <u>Decrease</u> | <u>Current</u> <u>Trend Rate</u> | <u>1%</u> <u>Increase</u> |
|---------------------------|------------------------------|-------------------------------------|------------------------------|
| System net OPEB liability | \$ 319,000 | \$ 319,000 | \$ 319,000 |

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

The following presents the net OPEB liability, calculated using the discount rate of 2.98%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (1.98%) or 1-percentage-point higher (3.98%) than the current rate:

| | <u>1%</u> <u>Decrease</u> <u>1.98%</u> | <u>Current</u> <u>Discount</u> <u>2.98%</u> | <u>1%</u> <u>Increase</u> <u>3.98%</u> |
|----------------------------------------------------|----------------------------------------------|---------------------------------------------------|----------------------------------------------|
| School's Proportionate Share of Net OPEB Liability | \$ 363,000 | \$ 319,000 | \$ 283,000 |

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

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

OPEB Plan Fiduciary Net Position

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

NOTE 10: RISK MANAGEMENT

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

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

NOTE 11: COMMITMENTS AND CONTINGENCIES

Grants

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

Letter of Credit

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

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

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

June 30, 2019

NOTE 12: LEASE OBLIGATIONS

The School leases its office space located in Wexford, Pennsylvania. The amended lease term is sixty months, commencing August 1, 2015. Rent expense for the year ended June 30, 2019 totaled \$551,021.

The School entered into a lease for office space located in Sewickley, Pennsylvania. The lease term is One hundred twenty-two months, and commences on the actual possession date which is estimated to be on July 1, 2020.

The minimum rental payments for the School's office leases are as follows:

| <u>Year ending June 30:</u> | |
|-----------------------------|----------------------|
| 2020 | \$ 539,928 |
| 2021 | 812,806 |
| 2022 | 939,978 |
| 2023 | 958,581 |
| 2024 | 977,886 |
| Thereafter | <u>6,478,173</u> |
| | <u>\$ 10,707,352</u> |

NOTE 13: LITIGATION

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

NOTE 14: ACCOUNTING CHANGE

The School adopted GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, which replaces the requirements of Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions* and Statement No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*. This Statement addresses accounting and financial reporting for postemployment benefits other than pensions that are provided to the employees of state and local governmental employers through OPEB plans that are administered through trusts or equivalents arrangements and also establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources, and expenses/expenditures.

As a result of implementing GASB Statement No. 75, the School has restated the beginning net position in the government-wide Statement of Net Position, effectively decreasing net position as of July 1, 2018 by \$286,513. The decrease results from recording the net OPEB liability of \$285,000, net of deferred inflows of resources related to OPEB of \$1,513 as of July 1, 2018.

NOTE 15: SUBSEQUENT EVENTS

The School evaluated its June 30, 2019 financial statements for subsequent events through the date of the Independent Auditor's Report, which is the date the financial statements were available to be issued. The School is not aware of any subsequent events which would require recognition or disclosure in the financial statements.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES,
BUDGET TO ACTUAL - GENERAL FUND (UNAUDITED)

Year ended June 30, 2019

| | <u>Budgeted Amounts</u> | | <u>Actual</u> | <u>Variance with Final Budget Positive (Negative)</u> |
|-------------------------------------|-------------------------|---------------------|---------------------|-------------------------------------------------------------------|
| | <u>Original</u> | <u>Final</u> | | |
| Revenues | | | | |
| Local Revenues | \$ 12,630,074 | \$ 12,630,074 | \$ 12,982,728 | \$ 352,654 |
| State Revenues | 23,181 | 23,181 | 25,589 | 2,408 |
| Federal Revenues | 602,400 | 602,400 | 638,815 | 36,415 |
| Total Revenues | <u>13,255,655</u> | <u>13,255,655</u> | <u>13,647,132</u> | <u>391,477</u> |
| Expenditures | | | | |
| Instruction | 7,732,281 | 7,732,281 | 8,351,699 | (619,418) |
| Support Services | 4,602,548 | 4,602,548 | 4,113,812 | 488,736 |
| Capital Expenses | 516,400 | 516,400 | 352,569 | 163,831 |
| Total Expenditures | <u>12,851,229</u> | <u>12,851,229</u> | <u>12,818,080</u> | <u>33,149</u> |
| Net Change in Fund Balances | 404,426 | 404,426 | 829,052 | 424,626 |
| Fund Balances--July 1, 2018 | <u>3,505,769</u> | <u>3,505,769</u> | <u>3,505,769</u> | <u>-</u> |
| Fund Balances--June 30, 2019 | <u>\$ 3,910,195</u> | <u>\$ 3,910,195</u> | <u>\$ 4,334,821</u> | <u>\$ 424,626</u> |

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

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

| | <u>June 30, 2019</u> | <u>June 30, 2018</u> | <u>June 30, 2017</u> | <u>June 30, 2016</u> | <u>June 30, 2015</u> | <u>June 30, 2014</u> |
|-----------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| School's proportion of the net pension liability | 0.0153% | 0.0140% | 0.0143% | 0.0158% | 0.0140% | 0.0110% |
| School's proportionate share of the net pension liability | \$ 7,345,000 | \$ 6,914,000 | \$ 7,087,000 | \$ 6,843,000 | \$ 5,542,000 | \$ 4,503,000 |
| School's covered-employee payroll | \$ 2,059,924 | \$ 1,867,749 | \$ 1,850,478 | \$ 1,852,051 | \$ 2,029,850 | \$ 1,791,587 |
| Schools' proportionate share of the net pension liability as a percentage of its covered-employee payroll | 356.57% | 370.18% | 382.98% | 369.48% | 273.03% | 251.34% |
| Plan fiduciary net position as a percentage of the total pension liability | 54.00% | 51.84% | 50.14% | 54.36% | 57.24% | 54.49% |

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

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

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

June 30, 2019

| | |
|--------------------------------------------------------------------------------------------------------|--------------|
| School's proportion of the net OPEB liability | 0.0153% |
| School's proportionate share of the net OPEB liability | \$ 319,000 |
| School's covered-employee payroll | \$ 2,059,924 |
| Schools' proportionate share of the net OPEB liability as a percentage of its covered-employee payroll | 15.49% |
| Plan fiduciary net position as a percentage of the total OPEB liability | 5.56% |

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

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

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

June 30, 2019

| | | |
|------------------------------------------------------------------------------------------|----|-----------|
| School's contractually required contribution rate | | 0.83% |
| School's contributions recognized by the plan | \$ | 17,097 |
| Difference between employer contributions and proportionate share of total contributions | \$ | 402 |
| School's covered-employee payroll | \$ | 2,059,924 |
| Schools' proportionate contributions as a percentage of its covered-employee payroll | | 0.83% |

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



September 9, 2019

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School (the School), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated September 9, 2019.

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) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Hill, Barth & King LLC

Certified Public Accountants



pennsylvania
DEPARTMENT OF EDUCATION

October 22, 2018

Ms. Patricia Rossetti
Chief Executive Officer
Pennsylvania Distance Learning CS
2100 Corporate Drive
Suite 500
Wexford, Pa 15090

Dear Ms. Rossetti:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on December 4, 2017 have been corrected as of October 4, 2018 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,

Ann Hinkson-Herrmann
Director



January 15, 2018

Ms. Patricia Rossetti
Chief Executive Officer
Pennsylvania Distance Learning CS
2100 Corporate Drive
Suite 500
Wexford, Pa 15090

Dear Ms. Rossetti:

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 Distance Learning CS the week of December 4, 2017.

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 Cortney Verner, 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,

Ann Hinkson-Herrmann
Director

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

CC: Chairperson
Jill Deitrich
CS Monitoring File



Executive Summary
BSE Compliance Monitoring Review
of the
Pennsylvania Distance Learning CS

PART I
SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of December 4, 2017, the Pennsylvania Distance Learning CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

| FSA | In Compliance | Out of Compliance |
|-------------------------------------------------------------------------------------------------------------|----------------------|--------------------------|
| Assistive Technology and Services; Hearing Aids | 2 | 0 |
| Positive Behavior Support Policy | 1 | 0 |
| Child Find (Annual Public Notice and General Dissemination Materials) | 1 | 0 |
| Confidentiality | 1 | 0 |
| Dispute Resolution (Due process hearing decision implementation) | 0 | 0 |
| Exclusions: Suspensions and Expulsions (Procedural Requirements) | 0 | 0 |
| Independent Education Evaluation | 1 | 0 |
| Least Restrictive Environment (LRE) | 1 | 0 |
| Provision of Extended School Year Services | 0 | 1 |
| 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 | 0 | 0 |
| Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation | 1 | 0 |
| SPP/APR Indicator 13 (Transition) | 1 | 1 |
| Disproportionate Representation that is the Result of Inappropriate Identification | | |

| IMPROVEMENT PLAN REQUIRED* | Yes | No |
|------------------------------------------------------------------------------------|------------|-----------|
| Effective Use of Dispute Resolution | 0 | 0 |
| Graduation Rates (SPP) | 0 | 1 |
| Dropout Rates (SPP) | 0 | 1 |
| Suspensions (Rates) | 0 | 0 |
| Least Restrictive Environment (LRE) (SPP) | 0 | 1 |
| Participation in PSSA and PASA (SPP) | 0 | 1 |
| Participation in Charter-Wide Assessment | 0 | 1 |
| Public School Enrollment | 1 | 0 |
| Disproportionate Representation that is the Result of Inappropriate Identification | | |

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

2. FILE REVIEW (Student case studies)

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

The status of compliance of the Pennsylvania Distance Learning CS is as follows:

| Sections of the FILE REVIEW | In Compliance | Out of Compliance | NA |
|----------------------------------------------------------------------------|----------------------|--------------------------|------------|
| Essential Student Documents Are Present and Were Prepared Within Timelines | 88 | 0 | 72 |
| Evaluation/Reevaluation: Process and Content | 239 | 0 | 541 |
| Individualized Education Program: Process and Content | 518 | 14 | 268 |
| Procedural Safeguards: Process and Content | 119 | 0 | 1 |
| TOTALS | 964 | 14 | 882 |

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

| | # Yes Responses | # No Responses | # of Other Responses |
|-------------------------------------------------------|------------------------|-----------------------|-----------------------------|
| Program Implementation: General Ed Teacher Interviews | 247 | 8 | 83 |
| Program Implementation: Special Ed Teacher Interviews | 329 | 3 | 118 |
| Program Implementation: Parent Interviews | 214 | 22 | 113 |
| TOTALS | 790 | 33 | 314 |

4. CLASSROOM OBSERVATIONS

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

| | # Yes Responses | # No Responses | # of Other Responses |
|------------------------|------------------------|-----------------------|-----------------------------|
| Classroom Observations | 0 | 0 | 0 |

5. EDUCATIONAL BENEFIT REVIEW

| | In Compliance | Out of Compliance |
|----------------------------|----------------------|--------------------------|
| Educational Benefit Review | X | |

**PART II
CORRECTIVE ACTION PROCESS**

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. *Criteria not met that require corrective action by the charter school are gray-shaded.*

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff are available to assist the charter school.

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



pennsylvania
DEPARTMENT OF EDUCATION

May 15, 2019

Ms. Patricia Rossetti
CEO
Pennsylvania Distance Learning CS
2100 Corporate Drive, Ste. 500
Wexford, PA 15090

Dear Ms. Rossetti:

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2018-19 school year. This review indicates that your Title I, Title II Part A, Title III (if applicable), and Title IV, Part A programs are in complete compliance with current statute, regulations, and guidance released by the United States Department of Education.

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

Thank you for your cooperation.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs

cc: Project File 2018-19
/ljw

CAV Home

This is the 2018-2019 CAV for Pennsylvania Distance Learning CS

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

No documents are currently available.

Documents

CAV Home

This is the 2018-2019 CAV for Pennsylvania Distance Learning CS

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

No documents are currently available.

Documents

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

Division of Federal Programs
Consolidated Program Review

2018-2019 School Year

Pennsylvania Distance Learning CS
2100 Corporate Drive, Suite 500
Wexford, PA 15090

LEA Level Monitoring

| | <u>Name</u> | <u>Phone Number</u> | Check if Interviewed |
|-------------------------------------|-------------------|----------------------|--------------------------|
| Superintendent: | Patricia Rossetti | (888) 997-3352 x 114 | <input type="checkbox"/> |
| Business Manager: | Mike Whisman | (215) 481-9777 | <input type="checkbox"/> |
| Federal Program Coordinator: | Ryan Schumm | (215) 481-9777 | <input type="checkbox"/> |
| Parent/Family Member: | Beth Miller | (724) 657-4630 | <input type="checkbox"/> |

Program(s) Reviewed:

- | | |
|------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Title IA: Program | <input type="checkbox"/> Title IVA: Program |
| <input type="checkbox"/> Ed-Flex Waiver Review | <input type="checkbox"/> Title VI-B REAP |
| <input type="checkbox"/> Title IIA: Program | <input type="checkbox"/> Title VIII |

Program Reviewer(s):

Program Review Date:

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> List of staff working in the Title IA program and their certifications. <input checked="" type="checkbox"/> Samples of valid level I or II certificated with appropriate content areas aligned with class schedules. <input type="checkbox"/> Emergency permits unacceptable except for Charter Schools - 25% rule <input checked="" type="checkbox"/> Report by the LEA data system on staff qualifications | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1577 451 2011 511" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1577 511 2011 717"> <p>3/11/2019 9:59:12 AM Administrator/CEO Patricia Rossetti The LEA did not request any emergency permits.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/11/2019 9:59:12 AM Administrator/CEO Patricia Rossetti The LEA did not request any emergency permits.</p> |
| District Comments | | | | | | | |
| <p>3/11/2019 9:59:12 AM Administrator/CEO Patricia Rossetti The LEA did not request any emergency permits.</p> | | | | | | | |
| | | | | | | | |
| <p>If you have additional comments to make about this section, enter them here:</p> | | | | | | | |

Component II: Equity Plan

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

Section 1111(b)(2)

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity Plan and agenda and sign in sheets <input checked="" type="checkbox"/> Documentation of annual review of Equity Plan <input type="checkbox"/> Teachers are reassigned, if applicable <input type="checkbox"/> Changes to union contract are made, if applicable <input checked="" type="checkbox"/> Sample class schedules with applicable staff and student percentages | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1360 380 2003 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1360 431 2003 711"> <p>3/11/2019 10:02:15 AM Administrator/CEO Patricia Rossetti The LEA did not need to reassign teachers. The LEA does not have a union contract. Parent/Student Handbook parent signature pages included as evidence of parent participation during annual orientation.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/11/2019 10:02:15 AM Administrator/CEO Patricia Rossetti The LEA did not need to reassign teachers. The LEA does not have a union contract. Parent/Student Handbook parent signature pages included as evidence of parent participation during annual orientation.</p> |
| District Comments | | | | | | | |
| <p>3/11/2019 10:02:15 AM Administrator/CEO Patricia Rossetti The LEA did not need to reassign teachers. The LEA does not have a union contract. Parent/Student Handbook parent signature pages included as evidence of parent participation during annual orientation.</p> | | | | | | | |
| <p>If you have additional comments to make about this section, enter them here:</p> | | | | | | | |

Component III: Foster Care

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

Section 1112(c)(5)

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The LEA developed transportation procedures for students in foster care. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Written transportation procedures <input checked="" type="checkbox"/> Written transportation procedures with signatures | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1297 380 2003 431">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1297 431 2003 609"> 3/11/2019 10:04:04 AM Administrator/CEO Patricia Rossetti The LEA has a Memorandum of Understanding with Allegheny County Department of Human Services. </td> </tr> </tbody> </table> | District Comments | 3/11/2019 10:04:04 AM Administrator/CEO Patricia Rossetti The LEA has a Memorandum of Understanding with Allegheny County Department of Human Services. |
| District Comments | | | | | | | |
| 3/11/2019 10:04:04 AM Administrator/CEO Patricia Rossetti The LEA has a Memorandum of Understanding with Allegheny County Department of Human Services. | | | | | | | |
| | | | | | | | |
| If you have additional comments to make about this section, enter them here: | | | | | | | |

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Required for all LEAs, including Charter Schools. The only exemption would be a Charter School that does not serve an elementary program.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Signed MOU between LEA and Head Start agency(ies)</p> | <table border="1"> <thead> <tr> <th data-bbox="1530 380 2003 431">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1530 431 2003 678"> <p>3/11/2019 10:05:09 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/11/2019 10:05:09 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.</p> |
| District Comments | | | | | | | |
| <p>3/11/2019 10:05:09 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.</p> | | | | | | | |
| | | | | | | | |
| <p>If you have additional comments to make about this section, enter them here:</p> | | | | | | | |

Component V: 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 1112(a)(1-3)

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> • description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) • description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance • description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs • description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: <ul style="list-style-type: none"> ◦ barriers to greater participation in activities, ◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers ◦ strategies to support successful school and family interactions | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc. | |

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and description of involvement of parents in the activities of the Title I schools. | | | | | | | |
| <p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds | <table border="1"> <thead> <tr> <th data-bbox="1619 444 2005 500">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 500 2005 743"> <p>3/11/2019 10:08:17 AM Administrator/CEO Patricia Rossetti The LEA received less than the \$500,000 in Title I funds.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/11/2019 10:08:17 AM Administrator/CEO Patricia Rossetti The LEA received less than the \$500,000 in Title I funds.</p> |
| District Comments | | | | | | | |
| <p>3/11/2019 10:08:17 AM Administrator/CEO Patricia Rossetti The LEA received less than the \$500,000 in Title I funds.</p> | | | | | | | |
| <p>3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside | | | |

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p>4. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following:</p> <ul style="list-style-type: none"> • supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • supporting programs that reach parents and family members at home, in the community, and at school • disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members • collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement • engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1619 131 2005 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2005 423"> <p>3/11/2019 10:10:48 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$500,000 in Title I funds.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/11/2019 10:10:48 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$500,000 in Title I funds.</p> |
| District Comments | | | | | | | |
| <p>3/11/2019 10:10:48 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$500,000 in Title I funds.</p> | | | | | | | |
| <p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Agendas and sign in sheets from meeting with parents to discuss the evaluation <input checked="" type="checkbox"/> Surveys and collated results to demonstrate evaluation process | | | |
| | | | | | | | |

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

Component VI: Schoolwide Programs

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

Section 1114

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Approval letter from PDE | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1465 410 2011 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1465 467 2011 651"> 3/25/2019 11:01:20 AM Administrator/CEO Patricia Rossetti The LEA did not consolidate funds in the Schoolwide program. </td> </tr> </tbody> </table> | District Comments | 3/25/2019 11:01:20 AM Administrator/CEO Patricia Rossetti The LEA did not consolidate funds in the Schoolwide program. |
| District Comments | | | | | | | |
| 3/25/2019 11:01:20 AM Administrator/CEO Patricia Rossetti The LEA did not consolidate funds in the Schoolwide program. | | | | | | | |
| | | | | | | | |
| If you have additional comments to make about this section, enter them here: | | | | | | | |

Component VII: 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 is not required to provide nonpublic services or the nonpublic official has declined services, this section can be skipped.

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

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

Title IIA: Program

Requirements

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

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). | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Evidence of data used to indicate large class sizes or justification for the types of professional development activities offered. | <table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 4/16/2019 9:49:13 AM Administrator/CEO Patricia Rossetti Classes are capped at an enrollment of no more than 30 students. Professional development activities are based on Comprehensive and School Improvement Plans, annual goals by department, and individual Professional Learning Plans, including Induction Program and mandatory annual and other mandatory training sessions. </td> </tr> </tbody> </table> | District Comments | 4/16/2019 9:49:13 AM Administrator/CEO Patricia Rossetti Classes are capped at an enrollment of no more than 30 students. Professional development activities are based on Comprehensive and School Improvement Plans, annual goals by department, and individual Professional Learning Plans, including Induction Program and mandatory annual and other mandatory training sessions. |
| District Comments | | | | | | | |
| 4/16/2019 9:49:13 AM Administrator/CEO Patricia Rossetti Classes are capped at an enrollment of no more than 30 students. Professional development activities are based on Comprehensive and School Improvement Plans, annual goals by department, and individual Professional Learning Plans, including Induction Program and mandatory annual and other mandatory training sessions. | | | | | | | |
| 2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets, <input checked="" type="checkbox"/> invitations | | | |

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|---------------------------------------------------------------------------------------------------|----------|
| <p>3. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.</p> <ul style="list-style-type: none"> • Detailed list of ESSA-authorized activities: • Teacher/principal evaluation. • Recruitment and retention. • Class size reduction. • PD tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments. • Identify trauma, mental illness, and intervention. • Safety, drug and alcohol abuse, chronic absenteeism. • Gifted learning. • Library programs. • Sex abuse. • STEM. • Improved staff working conditions (feedback). • Career/tech ed integration and work-based learning to prepare for workforce or post-secondary transition • Other uses that at meet the intent of Title IIA | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title II activities | |

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. The LEA utilizes appropriately state certified teachers to reduce class size. Only applies to those teachers working in a Title I program. Can be marked N/A if operating only Targeted Assistance programs in all Title I Schools. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Class-size reduction teacher rosters <input checked="" type="checkbox"/> List of CSR staff and their certifications <input checked="" type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers) | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1268 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1268 180 2003 570"> 4/16/2019 9:56:00 AM Administrator/CEO Patricia Rossetti Once enrollment in a grade level exceed 60 students, an additional elementary certified teacher is added. Content areas are split English Language Arts and Social Studies for one teacher, and Math and Science for the second teacher. This occurred in grades 3, 5 and 6 in the 2018-19 school year. Sections for each grade level are created with a cap of 25-30 students per section, also known as live learning classrooms. </td> </tr> </tbody> </table> | District Comments | 4/16/2019 9:56:00 AM Administrator/CEO Patricia Rossetti Once enrollment in a grade level exceed 60 students, an additional elementary certified teacher is added. Content areas are split English Language Arts and Social Studies for one teacher, and Math and Science for the second teacher. This occurred in grades 3, 5 and 6 in the 2018-19 school year. Sections for each grade level are created with a cap of 25-30 students per section, also known as live learning classrooms. |
| District Comments | | | | | | | |
| 4/16/2019 9:56:00 AM Administrator/CEO Patricia Rossetti Once enrollment in a grade level exceed 60 students, an additional elementary certified teacher is added. Content areas are split English Language Arts and Social Studies for one teacher, and Math and Science for the second teacher. This occurred in grades 3, 5 and 6 in the 2018-19 school year. Sections for each grade level are created with a cap of 25-30 students per section, also known as live learning classrooms. | | | | | | | |
| 3. LEA has submitted the Performance Goal Output Report for Title II. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II. | | | |
| 4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Data reports/summaries | | | |
| | | | | | | | |
| If you have additional comments to make about this section, enter them here: | | | | | | | |

Title IVA: Program

Requirements

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)

Sec. 4101

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets | | | |
| 2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application Selection of Schools ranking page | <table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/11/2019 10:22:10 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building. </td> </tr> </tbody> </table> | District Comments | 3/11/2019 10:22:10 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building. |
| District Comments | | | | | | | |
| 3/11/2019 10:22:10 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building. | | | | | | | |
| 3. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets | | | |
| 4. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases). | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section | <table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/11/2019 10:23:30 AM Administrator/CEO Patricia Rossetti The LEA did not purchase technology with Title I funds. </td> </tr> </tbody> </table> | District Comments | 3/11/2019 10:23:30 AM Administrator/CEO Patricia Rossetti The LEA did not purchase technology with Title I funds. |
| District Comments | | | | | | | |
| 3/11/2019 10:23:30 AM Administrator/CEO Patricia Rossetti The LEA did not purchase technology with Title I funds. | | | | | | | |

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. If the LEA has received more than \$30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years). | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Needs Assessment with date | <p style="text-align: center;">District Comments</p> <p>3/11/2019 10:24:01 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p> |
| 6. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application Well-Rounded narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section | <p style="text-align: center;">District Comments</p> <p>3/11/2019 10:24:31 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p> |
| 7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application Safe and Healthy narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section | <p style="text-align: center;">District Comments</p> <p>3/11/2019 10:24:45 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p> |
| 8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section | <p style="text-align: center;">District Comments</p> <p>3/11/2019 10:24:52 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p> |

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

Title VIII: (Title IIA, IIIA, and IVA): Non-Public Equitable Services

Requirements

The LEA provides Title services to eligible children attending non-public schools.

Secs. 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

The equitable services requirements that apply to those programs are contained in ESEA section 8501.

Title VIII Programs Covered Under the Division of Federal Programs purview:

- Title II, Part A Supporting effective instruction state grants
- Title III, Part A English language acquisition, language enhancement, and academic achievement
- Title IV, Part A Student support and academic enrichment grants

Secs. 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

If the LEA has no nonpublic schools within the boundary of your district attendance areas or have no participating nonpublic schools, this section can be skipped.

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1. Consultation has occurred between the LEA and Non-public school official regarding the provision of services, whether to pool funds, and the transfer of funds* if applicable. *Title III funds may not be transferred. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Copies of letters, e-mails, meeting agendas and sign-in sheets between LEA and nonpublic officials. | |
| 2. The results of agreement following consultation have been transmitted to the equitable services ombudsman. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Signed Affirmation of Consultation form, eGrants affirmation upload or LEA documentation that consultation has, or attempts at such consultation have, taken place (see Additional Evidence - required ONLY if the nonpublic official fails to sign the affirmation). Additional Evidence: Return Receipt mail card or Certified Letter postage receipt | |

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 3. The LEA is serving schools located within their geographical boundaries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Title IIA Participation list and eGrants - list of non-public schools entered in the Non-Public Allocation Breakout area of Equitable Non-Public Share section. Participation list and schools listed in eGrants must match, or back up documentation to verify inaccuracy is required. <input type="checkbox"/> Title III only: The participation list of schools should be used to determine Title III NP eligibility, NOT the enrollment counts. Total school enrollment counts are used for Title IIA and Title IV equitable share but NOT for Title III. | |
| 4. LEA has accurately determined the amount required for equitable services to NP school teachers and other educational personnel now based on the LEA's total allocation for Titles IIA, III and IVA. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> eGrants - Calculation/equitable share in Equitable Non-Public Share section. <input type="checkbox"/> Title III only - LEA will provide NP Title III equitable share total based on Title III EL counts provided to PDE in October of each year via PIMS upload | |
| 5. LEA has procedures for provision of services to eligible NP School Students, Teachers, and Other Educational Personnel (Title VIII). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Consolidated application, Performance Goals section listing measurable goal(s) and detailing the services provided for NP School Students, Teachers, and Other Educational Personnel (Title VIII). | |
| | | | | | |
| If you have additional comments to make about this section, enter them here: | | | | | |

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2018-2019 School Year
Pennsylvania Distance Learning CS**

Pennsylvania Distance Learning Charter School

SCHOOL Level Monitoring

| | Name | Check if Interviewed |
|------------|--------------------------|---------------------------------|
| Principal: | <u>Darla Posney</u> | <input type="checkbox"/> |
| Parent: | <u>Beth Miller</u> | <input type="checkbox"/> |
| Parent: | <u>Keren Ortiz</u> | <input type="checkbox"/> |
| Parent: | <u>Justine Schelleby</u> | <input type="checkbox"/> |
| Parent: | <u>Senayet Thomas</u> | <input type="checkbox"/> |
| Parent: | <u>Anita Wade</u> | <input type="checkbox"/> |

Program
Reviewers:

Visit
Date:

School Level Monitoring

Component I: Appropriately State Certified

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

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

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. All instructional paraprofessionals working in a Title I program are appropriately certified. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment | <table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2019 10:27:56 AM Administrator/CEO Patricia Rossetti The LEA does not employ paraprofessionals.</td> </tr> </tbody> </table> | District Comments | 3/11/2019 10:27:56 AM Administrator/CEO Patricia Rossetti The LEA does not employ paraprofessionals. |
| District Comments | | | | | | | |
| 3/11/2019 10:27:56 AM Administrator/CEO Patricia Rossetti 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 and evidence of distribution date | | | |
| 3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher working in a Title I program that is not appropriately state certified. (This cannot be marked N/A.) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input checked="" type="checkbox"/> Copy of Right-to-Know - Four Consecutive Week letter <input checked="" type="checkbox"/> Evidence of distribution date, if applicable | <table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2019 10:30:07 AM Administrator/CEO Patricia Rossetti The LEA provided a sample letter that would be used in the event of four or more consecutive weeks of teaching by a teacher not state certified. The LEA has not experienced such a situation.</td> </tr> </tbody> </table> | District Comments | 3/11/2019 10:30:07 AM Administrator/CEO Patricia Rossetti The LEA provided a sample letter that would be used in the event of four or more consecutive weeks of teaching by a teacher not state certified. The LEA has not experienced such a situation. |
| District Comments | | | | | | | |
| 3/11/2019 10:30:07 AM Administrator/CEO Patricia Rossetti The LEA provided a sample letter that would be used in the event of four or more consecutive weeks of teaching by a teacher not state certified. The LEA has not experienced such a situation. | | | | | | | |
| <p>If you have additional comments to make about this section, enter them here:</p> | | | | | | | |

Component II: Transition Plan

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

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

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The Title I School implements strategies to facilitate effective transitions for students. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Transition Plan | | | |
| 2. The Title I School will include transition activities for students from Head Start or other early childhood education programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Transition Plan | <table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2019 10:33:00 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.</td> </tr> </tbody> </table> | District Comments | 3/11/2019 10:33:00 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students. |
| District Comments | | | | | | | |
| 3/11/2019 10:33:00 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students. | | | | | | | |
| If you have additional comments to make about this section, enter them here: | | | | | | | |

Component III: Parent and Family Engagement

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

Sec. 1116

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Required components:</p> <ul style="list-style-type: none"> • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement • Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents <ul style="list-style-type: none"> ◦ Timely information about Title I programs ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution | |

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------|-----|--------------------------------------|----------|
| <ul style="list-style-type: none"> ○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. ○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). ○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. ○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. | | | | | |

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

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------|-----|---------------------------------------------------------------------------------------------------------------|----------|
| <p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall</p> <ul style="list-style-type: none"> • describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and • address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual childs achievement; frequent reports to parents on their childrens progress; reasonable access to staff, opportunities to volunteer and participate in their childs class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand. | ☑ | ☐ | ☐ | <p>☑ School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution</p> | |
| <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 childs progress and work with educators to improve the achievement of their children.</p> | ☑ | ☐ | ☐ | <p>☑ Title I meeting agenda & sign-in sheets</p> <p>☑ Staff/Parent meeting agendas and sign-in sheets</p> | |

| Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------|
| 5. Title I Schools shall provide materials and training to help parents to work with their children to improve their childrens achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events <input checked="" type="checkbox"/> Workshops | <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">District Comments</td> </tr> <tr> <td>3/11/2019 10:36:39 AM Administrator/CEO Patricia Rossetti The LEA does not have any foster students enrolled.</td> </tr> </table> | District Comments | 3/11/2019 10:36:39 AM Administrator/CEO Patricia Rossetti The LEA does not have any foster students enrolled. |
| District Comments | | | | | | | |
| 3/11/2019 10:36:39 AM Administrator/CEO Patricia Rossetti The LEA does not have any foster students enrolled. | | | | | | | |
| 6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets <input checked="" type="checkbox"/> SPAC skits and staff agendas and sign in sheets | | | |
| 7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Transition Plan <input checked="" type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets | | | |
| 8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings <input checked="" type="checkbox"/> Translated Schoolwide Plan | | | |
| | | | | | | | |
| If you have additional comments to make about this section, enter them here: | | | | | | | |

Component IV: Schoolwide Programs

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

Sec. 1114

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

Component V: 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, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Documentation of regular team meetings, agenda, sign-in sheets, and minutes | |
| 5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> List of professional development activities, agendas, and sign in sheets | |

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

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

Division of Federal Programs
Consolidated Program Review

2018-2019 School Year

Pennsylvania Distance Learning CS
2100 Corporate Drive, Suite 500
Wexford, PA 15090

LEA Level Monitoring

| | <u>Name</u> | <u>Phone Number</u> | Check if Interviewed |
|-------------------------------------|-------------------|----------------------|--------------------------|
| Superintendent: | Patricia Rossetti | (888) 997-3352 x 114 | <input type="checkbox"/> |
| Business Manager: | Mike Whisman | (215) 481-9777 | <input type="checkbox"/> |
| Federal Program Coordinator: | Ryan Schumm | (215) 481-9777 | <input type="checkbox"/> |
| Parent/Family Member: | Beth Miller | (724) 657-4630 | <input type="checkbox"/> |

Program(s) Reviewed:

- Title IA: Fiscal Title IVA: Fiscal
 Title IIA: Fiscal
 Title IIIA: Fiscal

Program Reviewer(s):

Program Review Date:

Title IA: Fiscal

Component I: General Fiscal Requirements/Uniform Grants Guidance

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
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|-------------|--------------|-----|---------|-----|--------------------------------------|----------|

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Audits</p> <p>The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented</p> <p>Uniform Grants Guidance Section 200.501</p> | <p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Two most recent audit reports (federal programs only)</p> <p><input type="checkbox"/> LEA response to findings</p> <p><input type="checkbox"/> PDE follow-up review of findings</p> <p><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions</p> | <p>District Comments</p> <p>3/25/2019 10:10:53 AM Administrator/CEO Patricia Rossetti</p> <p>The LEA did not receive funds in the amount required for a single audit. The LEA has provided the independent audit reports for 2017 and 2018 for the monitor, as well as copy of PDE letters issued to the LEA for 2017 and 2018.</p> |
| <p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p> | <p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Inventory list of items purchased with Title I A and D, Title II, Title III, and Title IV</p> | <p>District Comments</p> <p>3/11/2019 9:24:49 AM Administrator/CEO Patricia Rossetti</p> <p>The LEA did not purchase equipment with the funds received.</p> |
| | <p>2. LEA conducts a physical inventory of all items every two years</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Documentation that physical inventory was conducted within the last two years</p> | <p>District Comments</p> <p>3/11/2019 9:25:20 AM Administrator/CEO Patricia Rossetti</p> <p>The LEA did not purchase equipment with the funds received.</p> |
| <p>3. Obligating Funds</p> <p>UGG Sec. 200.309</p> | <p>1. LEA began obligating funds on or after the programs' approved date</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval date</p> | |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 4. Record Retention UGG Sec. 200.333 | 1. Federal program records are maintained for a period of 7 years (current year plus 6 prior) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Documentation that records are maintained for a period of seven years | |
| 5. Performance Goal Reporting Verification UGG 200.328 | 1. LEA has submitted the Performance Goal Output Report for Title I and/or Title ID, where applicable. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title I and/or Title ID, where applicable. | |
| | 2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Data reports/summaries | |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
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| <p>6. Conflict of Interest Policy</p> <p>UGG Sec 200.112</p> | <p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none"> • Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) • Organizational Conflicts - (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) • Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) • Mandatory Disclosure- (potential conflict disclosed in writing) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board Approved policy, <input checked="" type="checkbox"/> Self-disclosure form, <input type="checkbox"/> Resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken) | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1625 131 2005 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2005 496"> <p>3/11/2019 9:30:29 AM Administrator/CEO Patricia Rossetti The LEA did not have any conflicts of interest to resolve therefore, we do not have any evidence of resolution.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/11/2019 9:30:29 AM Administrator/CEO Patricia Rossetti The LEA did not have any conflicts of interest to resolve therefore, we do not have any evidence of resolution.</p> |
| District Comments | | | | | | | | |
| <p>3/11/2019 9:30:29 AM Administrator/CEO Patricia Rossetti The LEA did not have any conflicts of interest to resolve therefore, we do not have any evidence of resolution.</p> | | | | | | | | |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>7. Allowability of Costs UGG Sec 200.43</p> | <p>1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles:</p> <ul style="list-style-type: none"> • Necessary, reasonable and allocable • Conform with federal law and grant terms • Consistent with state and local policies • Adequately documented | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review program expenditures <input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items. | |
| <p>8. Procurement UGG Sec 200.320, 100.67, 200.88</p> | <p>1. Procurement the LEA maintains purchasing procedures</p> <p>Micro-purchases (purchase up to \$10,000)</p> <ul style="list-style-type: none"> • Small Purchase (between \$10,000-\$250,000) • Sealed Bids (purchases over \$250,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels <input checked="" type="checkbox"/> Evidence that procurement procedures were followed for 3-5 tested random expenditures. | |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
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| <p>9. Cash Management Procedures</p> <p>UGG Sec 200.305</p> | <p>1. Cash Management the LEA must maintain written procedures to implement the following cash management requirements:</p> <ul style="list-style-type: none"> • Reimbursements explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds • Advances explain what happens if the LEA receives advance payments of federal grant funds • Interest explain how the LEA will manage interest earned on federal grant awards | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Procedures are available that address the three components</p> <p><input type="checkbox"/> Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable</p> | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1625 131 2005 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2005 423"> <p>4/16/2019 10:48:35 AM Administrator/CEO Patricia Rossetti The LEA did not accrue interest earned in excess of \$500.</p> </td> </tr> </tbody> </table> | District Comments | <p>4/16/2019 10:48:35 AM Administrator/CEO Patricia Rossetti The LEA did not accrue interest earned in excess of \$500.</p> |
| District Comments | | | | | | | | |
| <p>4/16/2019 10:48:35 AM Administrator/CEO Patricia Rossetti The LEA did not accrue interest earned in excess of \$500.</p> | | | | | | | | |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>10. Travel Reimbursement</p> <p>UGG Sec 200.474</p> | <p>1. Travel the LEA must have written travel policies for travel costs to be allowable</p> <ul style="list-style-type: none"> • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement (pre-approval travel form, receipts, post travel form) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board approved policies available for review <input checked="" type="checkbox"/> Samples of travel requests reviewed followed policy <input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel | <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1625 131 2001 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2001 459"> <p>3/11/2019 9:36:38 AM</p> <p>Administrator/CEO Patricia Rossetti</p> <p>The LEA did not participate in any out of state travel relative to Federal Programs.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/11/2019 9:36:38 AM</p> <p>Administrator/CEO Patricia Rossetti</p> <p>The LEA did not participate in any out of state travel relative to Federal Programs.</p> |
| District Comments | | | | | | | | |
| <p>3/11/2019 9:36:38 AM</p> <p>Administrator/CEO Patricia Rossetti</p> <p>The LEA did not participate in any out of state travel relative to Federal Programs.</p> | | | | | | | | |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>11. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p> | <p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> • Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454) | <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"> <thead> <tr> <th data-bbox="1625 131 2001 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2001 461"> <p>3/11/2019 9:38:02 AM Administrator/CEO Patricia Rossetti The LEA did not incur expenditures relative to the required pre-approval items.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/11/2019 9:38:02 AM Administrator/CEO Patricia Rossetti The LEA did not incur expenditures relative to the required pre-approval items.</p> |
| District Comments | | | | | | | | |
| <p>3/11/2019 9:38:02 AM Administrator/CEO Patricia Rossetti The LEA did not incur expenditures relative to the required pre-approval items.</p> | | | | | | | | |
| <p>12. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p> | <p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p> | <table border="1"> <thead> <tr> <th data-bbox="1625 873 2001 922">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 922 2001 1131"> <p>3/11/2019 9:38:53 AM Administrator/CEO Patricia Rossetti The LEA did not have any carry over funds to report.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/11/2019 9:38:53 AM Administrator/CEO Patricia Rossetti The LEA did not have any carry over funds to report.</p> |
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| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>13. 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. The LEA is serving all buildings over 75% low-income, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span."</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Consolidated Application, Selection of Schools</p> | <p style="text-align: center;">District Comments</p> <p>3/11/2019 9:40:13 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with only one K-12 building.</p> |
| | <p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. The same analysis should occur for buildings below 75% regardless of grade span when that ranking methodology is chosen, and when the ranking by grade span methodology is chosen then this analysis should occur within any established grade span.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Consolidated Application, Selection of Schools</p> | <p style="text-align: center;">District Comments</p> <p>3/11/2019 9:41:19 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building.</p> |
| | <p>3. High schools (grades 9-12) may be served out of rank order at the discretion of the LEA. If the LEA exercises this discretion, any High School that is over 50% low-income shall be treated and ranked as if it is at the 75% low-income level. In this manner a High School would have to be served in rank order regardless of grade span as it would be considered to be at the 75% level.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Consolidated Application, Selection of Schools</p> | <p style="text-align: center;">District Comments</p> <p>3/11/2019 9:41:43 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building.</p> |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 4. Allocations to each eligible school remain in rank order per the method established during the Consolidated Application submission and as analyzed in the bullets above, however variance in per pupil expenditure may vary and may only be in an anticipated format as this analysis is occurring mid-year. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> The Title I budget, including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis | District Comments 3/11/2019 9:42:22 AM Administrator/CEO Patricia Rossetti The LEA is a public cyber charter school with one K-12 building. |
| | 5. Pre-kindergarten children are excluded from the poverty count of any school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> PIMS Report on Economically Disadvantaged | District Comments 3/11/2019 9:42:46 AM Administrator/CEO Patricia Rossetti The LEA is not authorized to serve Pre-kindergarten students. The LEA provided the ACS for 2018-19 Low-income, and EL Data as of October 1. |
| 14. Supplement/Supplant 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 Sec. 1118(b) | 1. Title I only - The LEA has shall demonstrate that the methodology used to allocated State and local funds to each school receiving assistance under Title I, Part A ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Title I funds. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Documentation of LEA methodology for allocating state and local funds to buildings. | District Comments 3/11/2019 9:43:35 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building. |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>15. Comparability</p> <p>The LEA complies with the comparability provisions of Title I</p> <p>Sec. 1118(c)</p> | <p>1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Detailed Data Sheet and Assurance page</p> <p><input type="checkbox"/> Assurance page for those LEAs that are exempt</p> | <p>District Comments</p> <p>3/11/2019 9:44:12 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building.</p> |
| <p>16. Maintenance of Effort (MOE)</p> <p>Sec. 1118(a)</p> | <p>1. LEAs combined fiscal effort per student on the aggregate expenditures of the LEA from the preceding year must not be less than 90% of the second preceding year</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Maintenance of Effort Letter indicating compliance/non-compliance</p> | |
| <p>17. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113(c)(3), 42 U.S.C 11432</p> <p>Sec. 1116(a)(3)</p> | <p>1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page</p> <p><input checked="" type="checkbox"/> Consolidated Application Title I budget</p> <p><input checked="" type="checkbox"/> Statement of expenditures for homeless</p> | |
| | <p>2. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p><input type="checkbox"/> Consolidated Application, Reservation of Funds</p> <p><input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance</p> | <p>District Comments</p> <p>3/11/2019 9:45:49 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$500,000 in Title I funds.</p> |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 3. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Statement of expenditures for Neglected Institution | District Comments 3/11/2019 9:46:56 AM Administrator/CEO Patricia Rossetti The LEA did not use funds for Neglected Institution. |
| | 4. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (If not used, select NA) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Statement of expenditures for Foster | District Comments 3/11/2019 9:47:24 AM Administrator/CEO Patricia Rossetti The LEA did not use funds for Foster students. |
| | 5. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived and shows how the set-aside amount was allocated back to the appropriate Title I school? (If not used, select NA) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Spreadsheet demonstrating calculations | District Comments 3/25/2019 11:14:20 AM Administrator/CEO Patricia Rossetti The LEA is a public cyber charter school with only one building. |
| 18. Title I, Part D Subpart 2: Sec. 1424 | 1. LEA spends Title I, Part D funds on allowable, supplemental, and educational activities at the selected delinquent institution(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Statement of expenditures for Delinquent funds | District Comments 3/25/2019 11:17:40 AM Administrator/CEO Patricia Rossetti The LEA did not have activities related to delinquent institutions. |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p>19. Community Eligibility Provision (CEP) 7 CFR 245.9(f)(7)(iii)</p> | <p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 17-18 SY? This is asked for 18-19 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 18-19 SY this answer is "no". Note: If a "no" answer the remaining questions can be marked N/A.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application, Selection of Schools | <table border="1"> <thead> <tr> <th data-bbox="1625 131 2005 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2005 423"> <p>3/11/2019 9:49:39 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/11/2019 9:49:39 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program.</p> |
| District Comments | | | | | | | | |
| <p>3/11/2019 9:49:39 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program.</p> | | | | | | | | |
| | <p>2. Were all buildings in 16-17 CEP or were some CEP and others non-CEP? If all schools CEP, select MET. If not, select N/A, then discuss per bullet 3 how data was made uniform</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application, Selection of Schools | <table border="1"> <thead> <tr> <th data-bbox="1625 719 2005 768">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 768 2005 1006"> <p>3/11/2019 9:49:57 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program.</p> </td> </tr> </tbody> </table> | District Comments | <p>3/11/2019 9:49:57 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program.</p> |
| District Comments | | | | | | | | |
| <p>3/11/2019 9:49:57 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program.</p> | | | | | | | | |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------|
| | 3. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Consolidated Application Selection of Schools <input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools. <input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner regardless of whether or not a school was CEP participating or not. <input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey but which made clear that it was not a requirement of the food subsidy program was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms. | <table border="1"> <thead> <tr> <th data-bbox="1625 131 2001 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1625 180 2001 423"> 3/11/2019 9:50:20 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program. </td> </tr> </tbody> </table> | District Comments | 3/11/2019 9:50:20 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program. |
| District Comments | | | | | | | | |
| 3/11/2019 9:50:20 AM Administrator/CEO Patricia Rossetti The LEA did not participate in the CEP program. | | | | | | | | |
| 20. Transferability Sec 5103(b) | 1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Expenditures aligned to transferred into subprogram <input checked="" type="checkbox"/> Consolidated Application, Transferability page | | | |

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| | 2. Evidence of Non-public school consultation to discuss transferred amounts | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect consultation occurred | <table border="1"> <thead> <tr> <th data-bbox="1623 131 2007 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1623 180 2007 430"> 3/11/2019 9:51:12 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school and does not work with non-public schools. </td> </tr> </tbody> </table> | District Comments | 3/11/2019 9:51:12 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school and does not work with non-public schools. |
| District Comments | | | | | | | | |
| 3/11/2019 9:51:12 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school and does not work with non-public schools. | | | | | | | | |
| If you have additional comments to make about this section, enter them here: | | | | | | | | |

Title IIA: Fiscal

Requirements

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p> | 1. Title II - the LEA approved budget and records of expenditures of Title II funds match | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Title II budgets <input checked="" type="checkbox"/> LEA budget <input checked="" type="checkbox"/> Statement of Expenditures for Title II | |
| <p>2. Performance Goal Reporting Verification</p> <p>UGG 200.328</p> | 1. LEA has submitted the Performance Goal Output Report for Title II. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II. | |
| | 2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Data reports/ summaries | |
| <p>If you have additional comments to make about this section, enter them here:</p> | | | | | | |

Title IVA: Fiscal

Requirements

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p> | <p>1. Title IV (where applicable) - the LEA approved budget and records of expenditures of Title IV funds match.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Title IV budgets</p> <p><input checked="" type="checkbox"/> LEA budget</p> <p><input checked="" type="checkbox"/> Statement of Expenditures for Title IV</p> | |
| <p>2. Performance Goal Reporting Verification</p> <p>UGG 200.328</p> | <p>1. LEA has submitted the Performance Goal Output Report for Title IV.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IV.</p> | |
| | <p>2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p><input checked="" type="checkbox"/> Data reports/ summaries</p> | |
| <p>If you have additional comments to make about this section, enter them here:</p> | | | | | | |

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2018-2019 School Year
Pennsylvania Distance Learning CS**

Pennsylvania Distance Learning Charter School

SCHOOL Level Monitoring

| | Name | Check if Interviewed |
|------------|--------------------------|---------------------------------|
| Principal: | <u>Darla Posney</u> | <input type="checkbox"/> |
| Parent: | <u>Beth Miller</u> | <input type="checkbox"/> |
| Parent: | <u>Keren Ortiz</u> | <input type="checkbox"/> |
| Parent: | <u>Justine Schelleby</u> | <input type="checkbox"/> |
| Parent: | <u>Senayet Thomas</u> | <input type="checkbox"/> |
| Parent: | <u>Anita Wade</u> | <input type="checkbox"/> |

Program
Reviewers:

Visit
Date:

School Level Monitoring

Component I: Requirements

| Description | Requirements | Met | Not Met | N/A | Suggested Evidence of Implementation | Comments | | |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------|
| 1. Time Documentation UGG Sec. 200.430 | 1. The LEA and Title I school maintain semi-annual certifications for all employees funded 100% from a single cost objective | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Semi-annual time certifications | | | |
| | 2. The LEA and Title I school maintain time documentation/logs for prorated staff including the amount of time spent on each funding source activity; logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis; or fixed schedule approval has been obtained from DFP | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules <input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval | <table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2019 10:43:18 AM Administrator/CEO Patricia Rossetti The LEA does not have any prorated Title I staff.</td> </tr> </tbody> </table> | District Comments | 3/11/2019 10:43:18 AM Administrator/CEO Patricia Rossetti The LEA does not have any prorated Title I staff. |
| District Comments | | | | | | | | |
| 3/11/2019 10:43:18 AM Administrator/CEO Patricia Rossetti The LEA does not have any prorated Title I staff. | | | | | | | | |
| 2. Building Level Budget | 1. The LEA and Title I School maintain a building level budget documenting Title I expenditures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> Schools Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis | | | |
| <p>If you have additional comments to make about this section, enter them here:</p> | | | | | | | | |

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

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

Charter School: Pennsylvania Distance Learning CS

Chief Executive Officer: Ms. Patricia Rossetti

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Cortney Verner

Date of Report: January 15, 2018

Date Final Report Sent to LEA: January 15, 2018

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 |
|---|---|----|----|---------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------|-------------|
| | | | | | | Topical Area 1: Policies, Practices, and Procedures | | | |
| Y | | | | | | 1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP | | | |
| Y | | | | | | 1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly | | | |
| Y | | | | | | 2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements. | | | |
| Y | | | | | | 3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements. | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------|-------------|
| Y | | | | | | 4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements. | | | |
| | | X | | | | 5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement. | | | |
| | | X | | | | 8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities. | | | |
| Y | | | | | | 10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense. | | | |
| Y | | | | | | 11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300. | | | |
| | N | | | | | 12. FSA-EXTENDED SCHOOL YEAR SERVICES | | | |
| Y | | | | | | 13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING | | | |
| Y | | | | | | 15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities. | | | |
| | | | | | | INTERVIEW RESULTS (Parent) | | | |
| | | | | | | 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 2 1 1 0 0 | Always Sometimes Rarely Never Don't Know Does not Apply | | | |
| | | | | | 5 2 1 1 0 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. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner. | | | |
| Y | | | | | | 19. FSA-PERSONNEL TRAINING Standard: 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. | | | |
| | | | | | | INTERVIEW RESULTS (General & Special Education Teacher) | | | |
| 10 | 0 | 0 | | | | GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom? | | | |
| 10 | 0 | 0 | | | | GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors? | | | |
| 10 | 0 | 0 | | | | GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior? | | | |
| 10 | 0 | 0 | | | | GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms? | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------|
| 0 | 0 | 10 | | | | GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources? | | | |
| 10 | 0 | 0 | | | | SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA? | | | |
| | | X | | | | 20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: 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. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation | | | |
| | N | | | | | 21A TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students | The LEA has been provided with the names of individual students for whom corrective action is required. | | |
| | | | | | | Topical Area 2: Delivery of Service | | | |
| | N | | | | | 17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data. | The LEA will develop an improvement plan to address significant discrepancy in total number of students identified as special education compared to the state average, more specifically, students identified as Other Health Impaired (OHI). | | |
| Y | | | | | | 17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: 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. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group. | | | |
| Y | | | | | | 23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals. | | | |
| | | | | | | CLASSROOM OBSERVATIONS | | | |
| 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? | | | |
| | | | | | | INTERVIEW RESULTS (Parent, General & Special Education Teacher) | | | |
| | | | | | | P 55. My child does classroom work in a regular classroom with students without disabilities. | | | |
| | | | | | 9 | Always | | | |
| | | | | | 0 | Sometimes | | | |
| | | | | | 0 | Rarely | | | |
| | | | | | 0 | Never | | | |
| | | | | | 0 | Don't Know | | | |
| | | | | | 0 | Does not Apply | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------|-------------|
| | | | | | 8 0 0 0 1 0 | P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply | | | |
| | | | | | 1 4 1 2 0 1 | P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply | | | |
| | | | | | 5 3 0 0 1 0 | P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply | | | |
| 10 | 0 | 0 | | | | GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals? | | | |
| 10 | 0 | 0 | | | | GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP? | | | |
| 10 | 0 | 0 | | | | GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP? | | | |
| 10 | 0 | 0 | | | | GE 73. Are you and the special education personnel working collaboratively to implement this student's program? | | | |
| 10 | 0 | 0 | | | | GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP? | | | |
| 10 | 0 | 0 | | | | GE 80. Is the student making progress within the general education curriculum? | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------|-------------|
| 10 | 0 | 0 | | | | GE 80a. In your opinion, is this student benefiting from participation in your general education classroom? | | | |
| 0 | 0 | 0 | | | | GE 80b. If yes, in what ways? Has the ability to have access to peer interaction. Loves to participate and keeps the pace of the curriculum with peers. Peer relations, curriculum and teacher interaction are made readily available. Has exposure to general education expectations and peer interactions. Increased opportunities for peer interaction. Becomes more engaged and increased responses to social questions with general education peers. Positive exposure to peers. The content being taught is assisting the current individualized education plan. Demonstrates success and progress with on grade-level content. Has an opportunity to be with peers, has high expectations and able to follow grade level content. | | | |
| 0 | 0 | 10 | | | | GE 80c. If no, what does this student need that he/she is not receiving in your class? | | | |
| 10 | 0 | 0 | | | | GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs? | | | |
| 10 | 0 | 0 | | | | GE 85a. Have you received sufficient training, technical assistance and other support to teach this student? | | | |
| 0 | 0 | 10 | | | | GE 85b. If no, what training or support would assist you? | | | |
| 10 | 0 | 0 | | | | GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors? | | | |
| 10 | 0 | 0 | | | | SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible? | | | |
| 8 | 0 | 2 | | | | SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day? | | | |
| 5 | 3 | 2 | | | | 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 | 5 | | | | SE 95c. If yes, what reasons were discussed for recommending removal? | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------|----------------|
| | | | | | | Requires special instruction in identified skill areas. Additional supports are needed to help in identified academic areas. Need for additional special education services based on student performance/need. Functional performance and demonstrated academic needs indicated the need for more specialized instruction. Needs opportunity to reinforce skills related to the IEP goals. | | | |
| 0 | 0 | 5 | | | | SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision based upon needs. Time was determined based upon skill needs and current schedule. The time was determined by the needs to be addressed successfully. IEP team decision. The time was based on needs to master certain concepts/skills. | | | |
| 8 | 0 | 2 | | | | SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services? | | | |
| 10 | 0 | 0 | | | | SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities? | | | |
| 10 | 0 | 0 | | | | SE 97. Have necessary supports been offered and/or provided to enable that participation? | | | |
| 8 | 0 | 2 | | | | 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? | | | |
| 10 | 0 | 0 | | | | SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit? | | | |
| 10 | 0 | 0 | | | | SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom? | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------|----------------|
| | | | | | | Topical Area 3: Performance Indicators | | | |
| | | X | | | | 5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement. | | | |
| Y | | | | | | 6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate. | | | |
| Y | | | | | | 7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate. | | | |
| | | X | | | | 8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state. | | | |
| Y | | | | | | 11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment | | | |
| Y | | | | | | 16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data. | | | |
| Y | | | | | | 16A. FSA-LOCAL ASSESSMENT | | | |
| | | | | | | Topical Area 4: Evaluation and Reevaluation Process and Content | | | |
| | | | | | | CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION | | | |
| | | | | | | PERMISSION TO EVALUATE (File Reviews) | | | |
| 0 | 0 | 10 | | | | FR 153. PTE-Consent Form is present in the student file | | | |
| 0 | 0 | 10 | | | | FR 154. Demographic data | | | |
| 0 | 0 | 10 | | | | FR 155. Reason(s) for referral for evaluation | | | |
| 0 | 0 | 10 | | | | FR 156. Proposed types of tests and assessments | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------|-------------|
| 0 | 0 | 10 | | | | FR 157. Contact person's name and contact information | | | |
| 0 | 0 | 10 | | | | FR 158. Parent signature or documentation of reasonable efforts to obtain consent | | | |
| 0 | 0 | 10 | | | | FR 159. Parent has selected a consent option | | | |
| | | | | | | PERMISSION TO REEVALUATE (File Reviews) | | | |
| 8 | 0 | 2 | | | | FR 194. PTRE-Consent Form is present in the student file | | | |
| 8 | 0 | 2 | | | | FR 195. Demographic data | | | |
| 8 | 0 | 2 | | | | FR 196. Reason for reevaluation | | | |
| 8 | 0 | 2 | | | | FR 197. Types of assessment tools, tests and procedures to be used | | | |
| 8 | 0 | 2 | | | | FR 198. Contact person's name and contact information | | | |
| 8 | 0 | 2 | | | | FR 199. Parent has selected a consent option | | | |
| 8 | 0 | 2 | | | | FR 200. Parent signature or documentation of reasonable efforts to obtain consent | | | |
| | | | | | | AGREEMENT TO WAIVE REEVALUATION (File Reviews) | | | |
| 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 MR 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 | | | |
| | | | | | | EVALUATION REPORT (INITIAL) (File Reviews) | | | |
| 0 | 0 | 10 | | | | FR 160. ER is present in the student file | | | |
| 0 | 0 | 10 | | | | FR 161. Evaluation was completed within timelines | | | |
| 0 | 0 | 10 | | | | FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing) | | | |
| 0 | 0 | 10 | | | | FR 163. Demographic data | | | |
| 0 | 0 | 10 | | | | FR 164. Date report was provided to parent | | | |
| 0 | 0 | 10 | | | | FR 165. Reason(s) for referral | | | |
| 0 | 0 | 10 | | | | FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form | | | |
| 0 | 0 | 10 | | | | FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input) | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
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| 0 | 0 | 10 | | | | FR 168. Teacher observations and observations by related service providers, when appropriate | | | |
| 0 | 0 | 10 | | | | FR 169. Recommendations by teachers | | | |
| 0 | 0 | 10 | | | | FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education | | | |
| 0 | 0 | 10 | | | | FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc. | | | |
| 0 | 0 | 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) | | | |
| 0 | 0 | 10 | | | | FR 173. Lack of appropriate instruction in reading | | | |
| 0 | 0 | 10 | | | | FR 174. Lack of appropriate instruction in math | | | |
| 0 | 0 | 10 | | | | FR 175. Limited English proficiency | | | |
| 0 | 0 | 10 | | | | FR 176. Present levels of academic achievement | | | |
| 0 | 0 | 10 | | | | FR 177. Present levels of functional performance | | | |
| 0 | 0 | 10 | | | | FR 178. Behavioral information | | | |
| 0 | 0 | 10 | | | | FR 179. Conclusions | | | |
| 0 | 0 | 10 | | | | FR 180. Disability Category | | | |
| 0 | 0 | 10 | | | | FR 181. Recommendations for consideration by the IEP team | | | |
| 0 | 0 | 10 | | | | 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 | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
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| 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 | | | |
| | | | | | | REEVALUATION REPORT (File Reviews) | | | |
| 10 | 0 | 0 | | | | FR 207. RR is present in the student file | | | |
| 10 | 0 | 0 | | | | FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR) | | | |
| 10 | 0 | 0 | | | | 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) | | | |
| 10 | 0 | 0 | | | | FR 210. Demographic data | | | |
| 10 | 0 | 0 | | | | FR 211. Date IEP team reviewed existing evaluation data | | | |
| 10 | 0 | 0 | | | | FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education | | | |
| 10 | 0 | 0 | | | | FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input) | | | |
| 10 | 0 | 0 | | | | FR 214. Aptitude and achievement tests | | | |
| 10 | 0 | 0 | | | | FR 215. Current classroom based assessments and local and/or state assessments | | | |
| 10 | 0 | 0 | | | | FR 216. Observations by teacher(s) and related service provider(s) when appropriate | | | |
| 10 | 0 | 0 | | | | FR 217. Teacher recommendations | | | |
| 10 | 0 | 0 | | | | FR 218. Lack of appropriate instruction in reading | | | |
| 10 | 0 | 0 | | | | FR 219. Lack of appropriate instruction in math | | | |
| 10 | 0 | 0 | | | | FR 220. Limited English proficiency | | | |
| 10 | 0 | 0 | | | | FR 221. Conclusion regarding need for additional data is indicated | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------|-------------|
| 2 | 0 | 8 | | | | FR 222. Reasons additional data are not needed are included | | | |
| 10 | 0 | 0 | | | | FR 223. Determination whether the child has a disability and requires special education | | | |
| 10 | 0 | 0 | | | | FR 224. Disability category(ies) | | | |
| 10 | 0 | 0 | | | | FR 225. Summary of findings includes student's educational strengths and needs | | | |
| 10 | 0 | 0 | | | | FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate | | | |
| 10 | 0 | 0 | | | | FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs | | | |
| 8 | 0 | 2 | | | | 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 | | | |
| 10 | 0 | 0 | | | | FR 239. Documentation of Evaluation Team Participants | | | |
| 1 | 0 | 9 | | | | FR 240. Documentation that team members Agree/Disagree | | | |
| | | | | | | INTERVIEW RESULTS (Parent & Special Education Teacher) | | | |
| 9 | 0 | 0 | 0 | | | P 24. Have you been asked to provide information for your child's evaluation/reevaluation? | | | |
| 9 | 0 | 0 | 0 | | | P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you? | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------|-------------|
| 9 | 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? | | | |
| 1 | 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? | | | |
| 1 | 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 | 9 | 0 | | | P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team? | | | |
| 0 | 0 | 9 | 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? | | | |
| | | | | | | Topical Area 5: IEP Process and Content | | | |
| | | | | | | INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews) | | | |
| 10 | 0 | 0 | | | | FR 241. Invitation is present in the student file | | | |
| 10 | 0 | 0 | | | | FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting) | | | |
| 10 | 0 | 0 | | | | FR 243. Demographic data | | | |
| 10 | 0 | 0 | | | | FR 244. Purpose(s) of the meeting | | | |
| 7 | 0 | 3 | | | | FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate) | | | |
| 3 | 1 | 6 | | | 25% | 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 | 1 | 3 | | | 14% | FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate) | | | |
| 10 | 0 | 0 | | | | FR 248. Invited IEP team members | | | |
| 10 | 0 | 0 | | | | FR 249. Date/time/location of meeting | | | |
| 10 | 0 | 0 | | | | FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------|----------------|
| | | | | | | PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews) | | | |
| 0 | 0 | 10 | | | | FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file | | | |
| 0 | 0 | 10 | | | | FR 252. Demographic data | | | |
| 0 | 0 | 10 | | | | FR 253. Form designates required IEP team member(s) for whom attendance is not necessary | | | |
| 0 | 0 | 10 | | | | FR 254. Form designates which members will submit written input prior to the meeting | | | |
| 0 | 0 | 10 | | | | FR 255. Parent written consent is documented | | | |
| | | | | | 0 0 0 | FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative | | | |
| | | | | | | IEP CONTENT (File Reviews) | | | |
| 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 | | | |
| 5 | 0 | 5 | | | | FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting | | | |
| | | | | | | DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews) | | | |
| 10 | 0 | 0 | | | | FR 263. Parents | | | |
| 7 | 0 | 3 | | | | FR 264. Student | | | |
| 10 | 0 | 0 | | | | FR 265. General Education Teacher | | | |
| 10 | 0 | 0 | | | | FR 266. Special Education Teacher | | | |
| 9 | 0 | 1 | | | | FR 267. Local Education Agency Representative | | | |
| 2 | 0 | 8 | | | | FR 270. Community Agency Representative | | | |
| 0 | 0 | 10 | | | | FR 271. Teacher of the Gifted | | | |
| 0 | 0 | 10 | | | | FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input | | | |
| 10 | 0 | 0 | | | | FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year | | | |
| | | | | | | SPECIAL CONSIDERATIONS (File Reviews) | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------|-------------|
| 1 | 0 | 9 | | | | FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate | | | |
| 0 | 0 | 10 | | | | FR 275. If the student is deaf or hard of hearing, a communication plan | | | |
| 3 | 0 | 7 | | | | FR 276. If the student has communication needs, needs must be addressed in the IEP | | | |
| 0 | 0 | 10 | | | | FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP | | | |
| 0 | 0 | 10 | | | | FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE | | | |
| 2 | 0 | 8 | | | | FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques | | | |
| 0 | 0 | 10 | | | | FR 280. If the student has other special considerations, these are addressed in the IEP | | | |
| | | | | | | PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews) | | | |
| 10 | 0 | 0 | | | | FR 281. Student's present levels of academic achievement | | | |
| 10 | 0 | 0 | | | | FR 282. Student's present levels of functional performance | | | |
| 6 | 1 | 3 | | | 14% | 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 | | | |
| | | | | | | TRANSITION SERVICES (File Reviews) | | | |
| 5 | 2 | 3 | | | 29% | FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment | | | |
| 5 | 2 | 3 | | | 29% | FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
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| 6 | 1 | 3 | | | 14% | FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually | | | |
| 6 | 1 | 3 | | | 14% | FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service | | | |
| 6 | 1 | 3 | | | 14% | FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s) | | | |
| 5 | 2 | 3 | | | 29% | FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s) | | | |
| 6 | 1 | 3 | | | 14% | FR 292c. Annual goals are related to the student's transition services | | | |
| | | | | | | PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review) | | | |
| 10 | 0 | 0 | | | | FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA) | | | |
| 6 | 0 | 4 | | | | FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations | | | |
| 3 | 0 | 7 | | | | FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams | | | |
| 3 | 0 | 7 | | | | FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate | | | |
| 3 | 0 | 7 | | | | FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative) | | | |
| 10 | 0 | 0 | | | | FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local) | | | |
| 7 | 0 | 3 | | | | FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations | | | |
| 2 | 0 | 8 | | | | FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment | | | |
| 2 | 0 | 8 | | | | FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------|-------------|
| | | | | | | ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews) | | | |
| 9 | 0 | 1 | | | | FR 302. Measurable Annual Goals | | | |
| 9 | 0 | 1 | | | | FR 303. Description of how student progress toward meeting goals will be measured | | | |
| 10 | 0 | 0 | | | | FR 304. Description of when periodic reports on progress will be provided to parents | | | |
| 10 | 0 | 0 | | | | FR 305. Documentation of progress reporting on Annual Goals | | | |
| 3 | 0 | 7 | | | | FR 306. Short Term Objectives | | | |
| | | | | | | SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews) | | | |
| 10 | 0 | 0 | | | | FR 307. Program Modifications and Specially-Designed Instruction | | | |
| 9 | 0 | 1 | | | | 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 | | | |
| 9 | 1 | 0 | | | 10% | FR 309. If Program Modifications and Specially-Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services | | | |
| 0 | 0 | 10 | | | | FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School | | | |
| 7 | 0 | 3 | | | | FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services | | | |
| 8 | 0 | 2 | | | | FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP | | | |
| 9 | 0 | 1 | | | | FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------|-------------|
| 9 | 0 | 1 | | | | 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 | | | |
| 6 | 0 | 4 | | | | FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program | | | |
| 6 | 0 | 4 | | | | FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services | | | |
| | | | | | | EDUCATIONAL PLACEMENT (File Reviews) | | | |
| 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) | | | |
| 0 | 0 | 10 | | | | FR 326. If child will not be attending his/her neighborhood school, reason why not | | | |
| | | | | | | PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews) | | | |
| 10 | 0 | 0 | | | | FR 327. Completed Section A or Section B | | | |
| | | | | | | IEP DEVELOPMENT | | | |
| | | | | | | INTERVIEW RESULTS (Parent & General Education Teacher) | | | |
| 9 | 0 | 0 | 0 | | | P 28. Were you invited to participate in your child's most recent IEP team meeting? | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------|-------------|
| 9 | 0 | 0 | 0 | | | P 29. Did you participate in developing the current IEP for your child? | | | |
| 9 | 0 | 0 | 0 | | | P 30. Was the meeting held at a time and location that was convenient for you? | | | |
| 0 | 0 | 9 | 0 | | | P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods? | | | |
| 9 | 0 | 0 | 0 | | | P 32. Was the input you provided considered in the development of your child's current IEP? | | | |
| 7 | 2 | 0 | 0 | | | P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member? | | | |
| 0 | 0 | 7 | 0 | | | P 32b. If no, what training or support would assist you? Anything would be helpful. More information/training on how to support children with academic challenges. | | | |
| 9 | 0 | 0 | 0 | | | P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP? | | | |
| 9 | 0 | 0 | 0 | | | P 35. Was the current IEP developed at the IEP meeting? | | | |
| 3 | 1 | 3 | 2 | | | P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting? | | | |
| 9 | 0 | 0 | 0 | | | P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting? | | | |
| 0 | 0 | 9 | 0 | | | P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there? | | | |
| 0 | 0 | 9 | 0 | | | P 39. Was written input from the excused IEP team member(s) available to you before the meeting? | | | |
| | | 8 | 1 | | | 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? | | | |
| 4 | 3 | 3 | | | | GE 75. Did you recommend any needed supports to implement the current IEP for this student? | | | |
| 4 | 0 | 6 | | | | GE 76. Were those recommendations considered by the IEP team? | | | |

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

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
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| 8 | 0 | 2 | | | | SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons? | | | |
| 10 | 0 | 0 | | | | SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons? | | | |
| 10 | 0 | 0 | | | | SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments? | | | |
| 10 | 0 | 0 | | | | SE 117. Is this student making progress in meeting the annual goals of his/her current IEP? | | | |
| 10 | 0 | 0 | | | | SE 117a. In your opinion, is this student benefiting from participation in the general education classroom? | | | |
| 0 | 0 | 0 | | | | SE 117b. If yes, in what ways? Peer interaction is made readily available. Is successful in all classes and goal setting is occurring to analyze progress. Opportunities for peer interaction and curriculum participation are made available. Is making progress at grade level in subject areas. Is able to be successful and complete required activities as needed in the general education environment. There is access to peer interaction. Participation has enabled growth in academics and social skills. Has opportunities for socialization, in the regular education classroom that has supported academic development. Is able to perform well with age level peers. It enables social skill development at grade level. Has opportunities for social interaction with peers. | | | |
| 0 | 0 | 10 | | | | SE 117c. If no, what does this student need that he/she is not receiving? | | | |

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|----|---|----|----|---------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------|-------------|
| 10 | 0 | 0 | | | | SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data? | | | |
| | | | | | | IEP IMPLEMENTATION | | | |
| | | | | | | INTERVIEW RESULTS (Parent, General & Special Education Teacher) | | | |
| 9 | 0 | 0 | 0 | | | P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP? | | | |
| 9 | 0 | 0 | 0 | | | P 49. Are the special education and related services included in your child's current IEP provided at no cost to you? | | | |
| | | | | | 9 0 0 0 0 0 | P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply | | | |
| | | | | | 9 0 0 0 0 0 | P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply | | | |
| 9 | 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? | | | |
| 6 | 0 | 4 | | | | 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 | 5 | 4 | | | | 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? | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------|----------------|
| | | | | | | Need for additional specialized instruction. | | | |
| 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 upon current skill level and progress data. | | | |
| 6 | 0 | 4 | | | | 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? | | | |
| 2 | 0 | 8 | | | | GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP | | | |
| 10 | 0 | 0 | | | | GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP? | | | |
| 10 | 0 | 0 | | | | SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided? | | | |
| 10 | 0 | 0 | | | | SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP? | | | |
| 10 | 0 | 0 | | | | SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date? | | | |
| 9 | 0 | 1 | | | | SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports? | | | |
| 9 | 0 | 1 | | | | SE 113. If required, were the testing accommodations included in this student's current IEP implemented? | | | |
| 10 | 0 | 0 | | | | SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed? | | | |
| 9 | 0 | 1 | | | | SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services? | | | |
| | | | | | | PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher) | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
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| 6 | 0 | 3 | 0 | | | P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you? | | | |
| 9 | 0 | 0 | 0 | | | P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting? | | | |
| 7 | 2 | 0 | 0 | | | P 44. Did you receive an explanation of what would make your child eligible for ESY services? | | | |
| 7 | 1 | 0 | 1 | | | P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services? | | | |
| 0 | 1 | 8 | 0 | | | P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing? | | | |
| 4 | 0 | 4 | 1 | | | P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program? | | | |
| 10 | 0 | 0 | | | | SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting? | | | |
| 7 | 0 | 3 | | | | SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP? | | | |
| 0 | 0 | 10 | | | | SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services? | | | |
| 0 | 0 | 10 | | | | SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program? | | | |
| 0 | 0 | 10 | | | | SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled? | | | |
| 0 | 0 | 10 | | | | SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities? | | | |
| 0 | 0 | 10 | | | | SE 122e. If yes, are needed supplementary aids and services being provided to this student? | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|---|---|----|----|---------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------|-------------|
| 0 | 0 | 10 | | | | SE 122f Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel? | | | |
| | | | | | | SECONDARY TRANSITION (Parent & Special Education Teacher) | | | |
| 5 | 0 | 4 | 0 | | | P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning? | | | |
| 9 | 0 | 0 | 0 | | | P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day? | | | |
| 2 | 7 | 0 | 0 | | | P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day? | | | |
| 0 | 0 | 7 | 0 | | | P 50c. If yes, what reasons were discussed for recommending removal? Needed additional support in certain subject areas. Additional instructional time for needed academic areas. | | | |
| 0 | 0 | 7 | 0 | | | P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Program needs. IEP team decision. | | | |
| 9 | 0 | 0 | 0 | | | P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services? | | | |
| 9 | 0 | 0 | 0 | | | P 50f. In your opinion, is your child benefiting from participation in the general education classroom? | | | |
| 0 | 0 | 0 | 0 | | | P 50g. If yes, in what ways? Loves school. I think attendance is important. Is able to interact with peers. Has socialization opportunities and is aware of the future and is able to plan for it. Is able to be with other students, and participate in the curriculum. Enjoys interaction with peers and working with staff. Is able to receive the appropriate amount of attention in the general education virtual classroom. Is able to receive individualized instruction and keep up with the general education curriculum. It has enabled peer interaction. | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------|-------------|
| 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 3 | P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply | | | |
| | | | | | 7 0 0 0 1 1 | 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 | | | |
| 7 | 0 | 3 | | | | SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals? | | | |
| 9 | 0 | 1 | | | | 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? | | | |
| | | | | | | Topical Area 6: NOREP/PWN | | | |
| | | | | | | (File Reviews) | | | |
| 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 | | | |

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|----|---|----|----|---------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------|-------------|
| 9 | 0 | 1 | | | | 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.) | | | |
| 10 | 0 | 0 | | | | 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 | | | |
| | | | | | | INTERVIEW RESULTS (Parent) | | | |
| 0 | 0 | 9 | 0 | | | P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected? | | | |
| | | | | | | P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. 8 Always 1 Sometimes 0 Rarely 0 Never 0 Don't Know 0 Does not Apply | | | |
| | | | | | | Topical Area 7: Additional Interview Responses | | | |
| | | | | | | INTERVIEW RESULTS (Parent & Special Education Teacher) | | | |
| | | | | | | P 54. I am a partner with school personnel when we plan my child's education program. 6 Always 3 Sometimes 0 Rarely 0 Never 0 Don't Know 0 Does not Apply | | | |
| | | 0 | 0 | | | P 66. Tell me anything you really like about your child's special education program. | | | |

| Y | N | NA | DK | Not Obs | % # | Citation | Required Corrective Action Evidence of Change | Timelines and Resources | Closed Date |
|----|---|----|----|---------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------|-------------|
| | | | | | 1 2 1 3 2 5 4 | c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication i. support services k. staff's understanding and attitude n. other Has improved academically. Able to progress very well. They care. Flexibility of staff and staff access. | | | |
| | | 4 | 1 | | 4 | P 67. Tell me anything you would like to change about the program. n. other There is often a two day delay in teachers responding to questions sent in for review. Sometimes teachers push only certain ways to do certain activities. Difficulties with the virtual nature of the program. Pre-teaching of certain academic concepts would be very beneficial as well as slowing down the pace of the programming depending on the rate of learning. | | | |
| | | 0 | 0 | | 1 5 3 | P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree | | | |
| | | | | | | P 69. Additional comments about your child's program. Receives a lot of individualized time with staff. More information pertaining to Career Technical Centers. The program currently meets my child's needs. The program provides options and a progressive experience. I like the program. | | | |
| 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? | | | |
| | | | | | | Topical Area 8: Other Non-compliance Issues | | | |
| | | | | | | Topical Area 9: Other Improvement Plan Issues | | | |