

Board Meeting Schedule

<https://ccaeducate.me/about-cca/board-of-trustees/board-meeting-calendar/>

Board Agendas

<https://ccaeducate.me/about-cca/board-of-trustees/board-agendas/>

Board Minutes

<https://ccaeducate.me/about-cca/board-of-trustees/board-meeting-minutes/>

Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Abbey Christine	Biology 7-12 (8405) English 7-12 (3230) General Science 7-12 (8450) Principal PK-12 (1115)	8	Middle Level Science, 7-9	8	100	0
Abda Sarah	Early Childhood N-3 (2840) Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Acker Maggie	Art PK-12 (1405)	7	Art, Secondary (7-12)	8	100	0
Ackerman Valerie	All Instructional Areas PK-12 (-96)	K-5	Special Ed, Resource PreK-12	8	100	0
Adams Amelia	Social Studies 7-12 (8875) English 7-12 (3230)	7	Middle Level Social Studies, 7-9	8	100	0
Adams Andrea	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Adams Jennipher	Special Education PK-12 (9225) Early Childhood N-3 (2840) Elementary K-6 (2810)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Adams Klayton	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Resource PreK-12	8	100	0
Adkins Diane	Early Childhood N-3 (2840) Elementary K-6 (2810) Principal PK-12 (1115)	K-5	Elementary Principal	8	100	0
Albertelli Fahringer Lori	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Albright Alyssa	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Alex James	Health & Physical Educ PK-12 (4805) Principal PK-12 (1115)	K-5	Elementary Principal	8	100	0
Alexeichik Jennifer	Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
Althouse Anika	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Ambler Megan	Mathematics 7-12 (6800)	9-12	Mathematics, 10-12	8	100	0
Andersen Kathleen	Communications 7-12 (3200) English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
Andre Tracey	Accounting 7-12 (1610) Bus-Computer-Info Tech PK-12 (1603) Office Technologies 7-12 (1658) Secretarial 7-12 (1655) Principal PK-12 (1115) Mid-Level Science 6-9 (2880) Mid-Level Science 6-9 (2880) Communications 7-12 (3200) Library Science PK-12 (6420)	6-8	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Andrews Kristen	Citizenship 7-12 (8825) Bus-Computer-Info Tech PK-12 (1603) Social Studies 7-12 (8875)	11	Business Education, Secondary	8	100	0
Androski Alyssa	Grades PK-4 (2825) Special Education PK-8 (9226)	K	Kindergarten, age 5 (K5)	8	100	0
Aney Timothy	English 7-12 (3230) Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	9 - 12	English/Communication, 10-12	8	100	0
Anthony Madison	Music PK-12 (7205)	8	Music, Secondary, 7-12	8	100	0
Antoine Evan	English: Sec. Ed. 9-12 (13230) English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Anuszewski Stephanie	Social Studies 7-12 (8875) Special Education PK-12 (9225) Supvr Special Education PK-12 (9215)	K-12	Special Ed, Resource PreK-12	8	100	0
Armstrong Matthew	Chemistry 7-12 (8420)	10	Chemistry	8	100	0
Arnold Alyssa	Health & Physical Educ PK-12 (4805)	7	Health and Physical Education, Secondary, 7-12	8	100	0
Artin Kathryn	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Principal PK-12 (1115)	K-12	Special Ed, Resource PreK-12	8	100	0
Artley Mark	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Ashe Deanna	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Aubele Renee	School Psychologist PK-12 (1875)	7	Middle Level Social Studies, 7-9	8	100	0
Auchey Carol	Early Childhood N-3 (2840) Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
Augustine Giovana	Grades PK-4 (2825) Reading Specialist PK-12 (7650) Special Education Expansion 7-12 (9229) Special Education PK-8 (9226)	K-12	Special Ed, Staff Coach	8	100	0
Azzalina Andrea	Principal PK-12 (1115) Elementary K-6 (2810)	K-5	ELEMENTARY PRINCIPAL	8	100	0
Azzolina Joseph	Social Studies 7-12 (8875) Inst Technology Specialist PK-12 (1825)	6	Middle Level Social Studies, 7-9	8	100	0
Bachart Tiffany	English 7-12 (3230) Mathematics 7-12 (6800) Elementary K-6 (2810) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860) Special Education PK-12 (9225)	7	Middle Level English, 7-9	8	100	0
Bachrach Suzanne	Ment and/or Phys Handicapped K-12 (9235) Secondary Principal 7-12 (1105) Superintendent PK-12 (1150)	9-12	Special Ed, Resource PreK-12	8	100	0
Badalamente Erin	Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Bahorich Kelly	Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0

Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Baim Lyndsey	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Bair Stacie	Special Education PK-8 (9226) English as a Second Language (ESL) PK-12 (4499) Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
Baker Danielle	Art PK-12 (1405)	6	Art, Elementary (PreK-6)	8	100	0
Balch Angela	Social Studies 7-12 (8875) Family-Consumer Sci PK-12 (5600) Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) Bus-Computer-Info Tech PK-12 (1603)	9 - 12	Business Education, Secondary	8	100	0
Baldwin Christina	Earth and Space Science 7-12 (8440) Environmental Educ PK-12 (4820) General Science 7-12 (8450)	9-12	Earth and Space Science, Intermediate	8	100	0
Balgaroo Leah	Elementary K-6 (2810) Nursery/Kindergarten N-K (12833)	5	Elementary, Primary Grades 1-3 1/	8	100	0
Balliet Taylor	Social Studies 7-12 (8875) Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	9-12	History, 10-12	8	100	0
Balogh Lauren	Grades PK-4 (2825) Special Education PK-8 (9226) Special Education Expansion 7-12 (9229)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Balucha Sara	Early Childhood N-3 (2840) Elementary K-6 (2810) Elementary Education K-8 (12810)	K - 5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Bame Jahneva	English 7-12 (3230) Special Education PK-12 (9225)	9-12	Special Ed, Secondary English, 10-12	8	100	0
Banks Mariah	Special Education PK-12 (9225) Elementary K-6 (2810) Mid-Level English 6-9 (2850)	9-12	Special Ed, Resource PreK-12	8	100	0
Bannister Melissa	Principal PK-12 (1115) Elementary K-6 (2810) Mid-Level Citiz. Ed 6-9 (2870) Mid-Level English 6-9 (2850)	6-8	Assistant or Vice Secondary Principal	8	100	0
Bargh Andrew	English 7-12 (3230) Music PK-12 (7205) Social Studies 7-12 (8875)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Barnes Luke	Music PK-12 (7205)	9-12	Music, Secondary, 7-12	8	100	0
Barr Cassie K	Elementary K-6 (2810)	7	Music, Secondary, 7-12	8	100	0
Barrick Phillip	Music PK-12 (7205)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Barron Alesia	Grades PK-4 (2825) Special Education PK-8 (9226)	K - 12	Special Ed, Resource PreK-12	8	100	0
Barron Hannah	Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0
Barry Dana	Reading Specialist PK-12 (7650) Elementary K-6 (2810) Mid-Level Citiz. Ed 6-9 (2870) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860) Mid-Level Science 6-9 (2880) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Bartlett Carol	Art PK-12 (1405)	9-12	Art, Secondary (7-12)	8	100	0
Bartlett Kathryn	Early Childhood N-3 (2840) Elementary K-6 (2810) English 7-12 (3230)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Bartnikiewicz Brian	Elementary K-6 (2810)	4	Elementary, Primary Grades 1-3 1/	8	100	0
Bastian Laura	Spanish PK-12 (4490)	9 - 12	Spanish, 7-12	8	100	0
Bauer Amanda	Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Baumgardner Bryce	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Beard-Ward Celeste	Principal PK-12 (1115) Reading Specialist PK-12 (7650) Elementary K-6 (2810) Ment and/or Phys Handicapped K-12 (9235)	9-12	Secondary Principal	8	100	0
Beck Amanda	English 7-12 (3230) Special Education 7-12 (9227) Special Education Expansion PK-8 (9228)	K-8	Special Ed, Resource PreK-12	8	100	0
Bedford Jessica	Mathematics 7-12 (6800)	9-12	Assistant or Vice Secondary Principal	8	100	0
Beegle Andrew	English 7-12 (3230) Mathematics 7-12 (6800) Social Studies 7-12 (8875) Special Education 7-12 (9227)	9 - 12	Mathematics, 10-12	8	100	0
Beerman Amy	Mathematics 7-12 (6800)	10	Mathematics, 10-12	8	100	0
Beers Ruth	Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Begec Rebecca	Spanish PK-12 (4490)	9-12	Spanish, 7-12	8	100	0
Begis Marsha	Biology 7-12 (8405)	9	Biology	8	100	0
Behney Allison	Elementary K-6 (2810) Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0

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Beiter Micah	Citizenship 7-12 (8825) Safety Ed/Driver Ed 7-12 (5215) Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
Belko Kelsey	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Bell Nicole	Social Studies 7-12 (8875) Special Education 7-12 (9227)	9-12	Special Ed, Resource PreK-12	8	100	0
Belluscio Kristin	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Belville Renee	Art PK-12 (1405)	1/3/5	Art, Elementary (PreK-6)	8	100	0
Bennett Amanda	School Psychologist PK-12 (1875)	K - 12	School Psychologist	8	100	0
Bennett Christopher	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Berchtold Kaleena	Special Education PK-8 (9226) Elementary K-6 (2810)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Berkhimer Bret	Bus-Computer-Info Tech PK-12 (1603)	9 - 12	Business Education, Secondary	8	100	0
Berry Thomas	Physics 7-12 (8470)	9 - 12	Physics, 10-12	8	100	0
Besnecker Breigh-Ann	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Mathematics: Sec. Ed. 9-12 (16800)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Besnecker Michael	Social Studies 7-12 (8875)	9-12	Social Studies, 10-12	8	100	0
Besten Deborah	Elementary K-6 (2810) Special Education PK-12 (9225) Social Studies 7-12 (8875) English 7-12 (3230) Principal PK-12 (1115) Reading Specialist PK-12 (7650)	6-8	Supervisor, Special Education	8	100	0
Bianchi Kristen	Early Childhood N-3 (2840) Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860)	K-12	Supervisor, Curriculum and Instruction	8	100	0
Bieber Paula	Biology 7-12 (8405) General Science 7-12 (8450)	9 - 12	Biology	8	100	0
Bihoreau Stephan	French PK-12 (4410) Spanish PK-12 (4490)	9	French, 6-12	8	100	0
Bilchak Sarah	Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Billet Cortney	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Bilyo Samantha	Early Childhood N-3 (2840) Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Bitting Zachary	Special Education PK-8 (9226) Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	Middle Level Mathematics, 7-9	8	100	0
Bjerring Barbara	Art PK-12 (1405)	9-12	Art, Secondary (7-12)	8	100	0
Blair Megan	English 7-12 (3230)	12	English/Communication, 10-12	8	100	0
Blaney Courtney	Master's Equivalency - (1185) Elementary K-6 (2810) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Blankenbicker Vicki	Social Studies 7-12 (8875)	11	Government, 10-12	8	100	0
Blauch Ashley	Supvr Special Education PK-12 (9215) Elementary K-6 (2810) Special Education PK-12 (9225) Reading Specialist PK-12 (7650)	K-12	Supervisor, Special Education	8	100	0
Blickley Thomas	Social Studies 7-12 (8875) Mid-Level Science 6-9 (2880)	11	Government, 10-12	8	100	0
Blisard Karen	Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Boccella Bernard	Principal PK-12 (1115) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860) Social Studies 7-12 (8875)	2-3	Assistant or Vice Elementary Principal	8	100	0
Boccella Lori	Early Childhood N-3 (2840) Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Bolsar Rosanne	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Bolton Carina	Music PK-12 (7205)	6	Music, Elementary, PreK-6	8	100	0
Booth Mary Beth	English 7-12 (3230) Spanish PK-12 (4490) English as a Second Language (ESL) PK-12 (4499)	9 - 12	English as Second Language, Secondary English, 10-12	8	100	0
Booth Rachel	Grades PK-4 (2825) Music PK-12 (7205)	7	Music, Secondary, 7-12	8	100	0
Borden Jessica	Early Childhood N-3 (2840) Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Boris Jennifer	Grades PK-4 (2825) Social Studies 7-12 (8875) Special Education PK-8 (9226)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Borodach Adam	Bus-Computer-Info Tech PK-12 (1603)	9 - 12	Business Education, Secondary	8	100	0
Borosky David	Master's Equivalency - (1185) Social Studies 7-12 (8875) Ment and/or Phys Handicapped K-12 (9235) Mathematics 7-12 (6800) Social Studies 7-12 (8875) English 7-12 (3230) Earth and Space Science 7-12 (8440) Mid-Level Science 6-9 (2880) General Science 7-12 (8450) Supvr Special Education PK-12 (9215)	9-12	Supervisor, Special Education	8	100	0
Borosky Julianna	Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0

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Bosco Michelle	English 7-12 (3230) Mathematics 7-12 (6800) Social Studies 7-12 (8875) General Science 7-12 (8450) Elementary K-6 (2810) Reading Specialist PK-12 (7650) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Bosiljevac Krista	Biology 7-12 (8405) Health & Physical Educ PK-12 (4805) Safety Ed/Driver Ed 7-12 (5215)	10	Health and Physical Education, Secondary, 7-12	8	100	0
Bowers Amber	Bus-Computer-Info Tech PK-12 (1603) Elementary K-6 (2810) Principal PK-12 (1115)	4-5	Assistant or Vice Elementary Principal	8	100	0
Boyajian Peter	Social Studies 7-12 (8875)	10	Government, 10-12	8	100	0
Boyce Amy	Special Education PK-12 (9225)	6-8	Special Ed, Resource PreK-12	8	100	0
Boyce Mark	Music PK-12 (7205)	4 - 5	Music, Elementary, PreK-6	8	100	0
Bozart Christine	Elementary K-6 (2810) Special Education PK-12 (9225)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Bradley Danielle	Elementary K-6 (2810) Nursery/Kindergarten N-K (12833)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Brady Lauren	Elementary K-6 (2810) Gifted PK-12 (1189)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Brady Tricia	Safety Ed/Driver Ed 7-12 (5215) Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Brainard Megan	Mathematics 7-12 (6800) Special Education PK-12 (9225)	9-12	Special Ed, Secondary Math, 10-12	8	100	0
Brandel Renee	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Brandt Janna	Elementary K-6 (2810)	5	Diagnostic/Prescriptive Reading, Elementary, PreK-6	8	100	0
Breen Nicole	Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Brewster Matthew	Art PK-12 (1405)	9 - 12	Art, Secondary (7-12)	8	100	0
Brice Stacey	Early Childhood N-3 (2840) Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Bridgens Anna	Principal PK-12 (1115) Mathematics 7-12 (6800)	9-12	Assistant or Vice Secondary Principal	8	100	0
Briody Jeanette	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Brodsky Jacqueline	Biology 7-12 (8405) Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Mid-Level Science 6-9 (2880) Special Education PK-12 (9225)	8	Biology	8	100	0
Brogneri Katie	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
Brown Jennifer	Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Brown Jessica	Early Childhood N-3 (2840) Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Brown Laura	Grades PK-4 (2825) Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Browning Mariah	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Bruce Brittany	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860)	K	Kindergarten, age 5 (K5)	8	100	0
Buck Amy	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Buckenberger Nicole	Health & Physical Educ PK-12 (4805) Elementary K-6 (2810)	K-3	Health and Physical Education, Elementary, PreK-6	8	100	0
Bucks Crystal	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Bucks Ryan	English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
Burdett Laurie	Music PK-12 (7205)	3	Music, Elementary, PreK-6	8	100	0
Burke Jacquelyn	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860)	8	Middle Level Mathematics, 7-9	8	100	0
Burke Jordan	Bus-Computer-Info Tech PK-12 (1603)	9 - 12	Business Education, Secondary	8	100	0
Burkholder Kristin	Health & Physical Educ PK-12 (4805) Safety Ed/Driver Ed 7-12 (5215)	6	Health and Physical Education, Elementary, PreK-6	8	100	0
Burkins Maria	English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
Burr Lynnea	Grades PK-4 (2825)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Busanic Paula	American Sign Language (ASL) PK-12 (4003)	9-12	Other Not Listed Above (certificated personnel)	8	100	0
Butler Christine	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Butler Jessica	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0

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Butz Cayleigh	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	Middle Level Social Studies, 7-9	8	100	0
Buzzelli James	Principal PK-12 (1115) Health & Physical Educ PK-12 (4805)	9-12	Assistant or Vice Secondary Principal	8	100	0
Buzzelli Julie	English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Byron Renee	English 7-12 (3230)	9-12	English/Communication, 10-12	8	100	0
Bytheway Jennifer	Supvr Special Education PK-12 (9215) Elementary K-6 (2810) Special Education PK-12 (9225)	K-1	SUPERVISOR, SPECIAL EDUCATION	8	100	0
Cagle Megan	Early Childhood N-3 (2840) Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Calabrese Laura	Principal PK-12 (1115)	9-12	Assistant or Vice Secondary Principal	8	100	0
Campbell Kimberly	Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Canfield Lauren	Art PK-12 (1405)	10	Art, Secondary (7-12)	8	100	0
Caprari Heather	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Cardel Janae	Elementary K-6 (2810)	K-5	Other, Staff Coach (Not Math, Literacy, Science, or Special Education)	8	100	0
Carey Nicole	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Carkitto Kathleen	Music PK-12 (7205)	7	Music, Secondary, 7-12	8	100	0
Carnes Alanna	Social Studies 7-12 (8875)	10	History, 10-12	8	100	0
Carnes Andrew	Mathematics 7-12 (6800) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860)	11	Mathematics, 10-12	8	100	0
Carpenter Daniel	Mathematics 7-12 (6800)	9-12	Mathematics, 10-12	8	100	0
Carr Jason	Social Studies 7-12 (8875)	9 - 12	History, 10-12	8	100	0
Casey Kimberly	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Cass Melissa	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Elementary K-6 (2810) Special Education PK-12 (9225)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Cavanaugh Kevin	Social Studies 7-12 (8875)	9 - 12	History, 10-12	8	100	0
Ceccoli Marie	Biology 7-12 (8405) Library Science PK-12 (6420)	9-12	Biology	8	100	0
Cenci Julie	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Cerquone Peggy	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Cesaratto Ashley	Music PK-12 (7205)	9-12	Music, Secondary, 7-12	8	100	0
Chavan Rebecca	Special Education Expansion 7-12 (9229) Grades PK-4 (2825) Special Education PK-8 (9226)	9-12	Special Ed, Resource PreK-12	8	100	0
Chevovich Michael	Biology 7-12 (8405) General Science 7-12 (8450)	9	Biology	8	100	0
Cherinchak Rheanna	English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
Chichester Corinne	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Childs Jasmine	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Elementary School Counselor	8	100	0
Chopko Craig	Elementary K-6 (2810)	K-5	Elementary, Primary Grades 1-3 1/	8	100	0
Chorba Brandon	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) Social Studies 7-12 (8875)	9	Middle Level Social Studies, 7-9	8	100	0
Chrin Tammy	Principal PK-12 (1115) Supvr Special Education PK-12 (9215) Early Childhood N-3 (2840) Elementary K-6 (2810) Ment and/or Phys Handicapped K-12 (9235) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860) Reading Specialist PK-12 (7650) Supvr Curriculum & Inst PK-12 (2915) Supvr Reading PK-12 (7615) Mid-Level Citiz. Ed 6-9 (2870) Mid-Level Science 6-9 (2880)	K-12	Supervisor, Special Education	8	100	0
Christ Ashley	Biology 7-12 (8405)	7	Middle Level Science, 7-9	8	100	0
Christiansen Anna	Biology 7-12 (8405)	10	Biology	8	100	0
Christy Ryan	Mathematics: Sec. Ed. 9-12 (16800) Mathematics 7-12 (6800)	10	Mathematics, 10-12	8	100	0
Chuff Kyle	Elementary K-6 (2810) Special Education PK-12 (9225) Principal PK-12 (1115)	6-8	Assistant or Vice Secondary Principal	8	100	0
Chuff Shayna	Principal PK-12 (1115) English as a Second Language (ESL) PK-12 (4499) Citizenship 7-12 (8825) English 7-12 (3230) Social Studies 7-12 (8875)	9-12	Assistant or Vice Secondary Principal	8	100	0

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Chukoskie Emily	Elementary K-6 (2810) Reading Specialist PK-12 (7650)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Ciocco Ashley	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Claar Matthew	Elementary K-6 (2810)	4	Gifted Classes, Elementary. PreK-6	8	100	0
Clark Amanda	Grades 5-6 (2826) Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Clark Christopher	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Middle Level Science, 7-9	8	100	0
Clark Gabrielle	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Clayton Jennifer	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Cline Allyson	Social Studies 7-12 (8875)	11	Government, 10-12	8	100	0
Clouser Ashley	Autism PK-12 (1180) Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Coassolo Ashley	Early Childhood N-3 (2840)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Cohn Jonathan	Elementary K-6 (2810) Special Education PK-8 (9226)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Colarusso Edward	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Cole Breanne	Early Childhood N-3 (2840) Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Cole Michael	Ment and/or Phys Handicapped K-12 (9235) Principal PK-12 (1115)	4-5	SUPERVISOR, SPECIAL EDUCATION	8	100	0
Cole Sarah	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Coleman Emily	English as a Second Language (ESL) PK-12 (4499) Spanish PK-12 (4490) English 7-12 (3230)	K - 5	English as Second Language, Elementary, PreK-6	8	100	0
Collins Kristi	Mathematics 7-12 (6800)	10	Mathematics, 10-12	8	100	0
Colosimo Cassie	Special Education 7-12 (9227) Elementary K-6 (2810) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Colson Stacy	Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Comegna Brian	Secondary School Counselor 7-12 (1837)	9-12	Secondary School Counselor	8	100	0
Comegna Patricia	Mathematics 7-12 (6800)	9 - 12	Mathematics, 10-12	8	100	0
Confer Sheila	Early Childhood N-3 (2840) Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
Conigliaro Michael	Citizenship 7-12 (8825)	9-12	Social Studies, 10-12	8	100	0
Coniglio Katelyn	Grades PK-4 (2825) Special Education PK-8 (9226)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Conklin Lindsay	Art PK-12 (1405)	7	Art, Secondary (7-12)	8	100	0
Conway Steven	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Special Education PK-12 (9225)	7	Middle Level Mathematics, 7-9	8	100	0
Cook Erica	Grades PK-4 (2825) Special Education PK-8 (9226)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Cook Sara	Social Studies 7-12 (8875)	9-12	Social Studies, 10-12	8	100	0
Cool Amielia	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Middle Level Science, 7-9	8	100	0
Coone Michael	Principal PK-12 (1115) English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
Cooper Sarah	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Cordier Julia	Special Education PK-12 (9225)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Cordisco Lindsay	School Psychologist PK-12 (1875)	K - 12	School Psychologist	8	100	0
Cornell Kayleigh	Grades 5-6 (2826) Grades PK-4 (2825)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Corrado Kaitlynn	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Costello Amy	Music PK-12 (7205)	K - 5	Music, Elementary, PreK-6	8	100	0
Courtright Michael	Bus-Computer-Info Tech PK-12 (1603) Technology Education PK-12 (6075)	9-12	Business Education, Secondary	8	100	0
Coury Wendy	Marketing 7-12 (1640) Master's Equivalency - (1185) Typewriting 7-12 (1660)	11	Business Education, Secondary	8	100	0
Cramm Jolene	Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Crane Nicole	English 7-12 (3230) Family-Consumer Sci PK-12 (5600)	8	Middle Level Social Studies, 7-9	8	100	0
Cribari Megan	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Crinella Christian	Social Studies 7-12 (8875)	9-12	Social Studies, 10-12	8	100	0
Crist Joseph	Social Studies 7-12 (8875) Mathematics 7-12 (6800)	9-12	Social Studies, 10-12	8	100	0

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Crock Darcie	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Cross Heidi	Early Childhood N-3 (2840) Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Crowe Lisa	Supvr Special Education PK-12 (9215) Elementary K-6 (2810) Special Education PK-12 (9225)	K-12	Supervisor, Special Education	8	100	0
Crytzer Brooke	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Cuddy Miriam	Elementary K-6 (2810) Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0
Cuevas Timothy	General Science 7-12 (8450) Special Education PK-12 (9225)	8	Middle Level Science, 7-9	8	100	0
Culp Jennifer	Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Currie Vento Ellen	English 7-12 (3230) Supvr Curriculum & Inst PK-12 (2915)	6	Special Ed, Elementary Subjects, PreK-6	8	100	0
Curry Hannah	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Cyrus Blake	English 7-12 (3230) English: Sec. Ed. 9-12 (13230)	9	Middle Level English, 7-9	8	100	0
D'Addieco Steven	English 7-12 (3230)	8	Middle Level English, 7-9	8	100	0
Dadowski Scott	Elementary K-6 (2810) Ment and/or Phys Handicapped K-12 (9235) Mid-Level Mathematics 6-9 (2860) Principal PK-12 (1115)	K-12	Supervisor, Special Education	8	100	0
Dalton Jennifer	Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Dameshek Mitchell	Mid-Level English 6-9 (2850) Special Education PK-12 (9225)	6-8	Special Ed, Resource PreK-12	8	100	0
Damrauer Rachel	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Darling Seth	Grades PK-4 (2825) Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Daum Allan	Social Studies 7-12 (8875)	8	Special Ed, Resource PreK-12	8	100	0
Davin Julia	English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
Davis Joseph	Earth and Space Science 7-12 (8440)	10	Earth and Space Science, Intermediate	8	100	0
Davis Marianne	Citizenship 7-12 (8825) Special Education 7-12 (9227)	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Davis Melissa	Mid-Level English 6-9 (2850) Mid-Level Science 6-9 (2880) Social Studies 7-12 (8875)	6	Middle Level Social Studies, 7-9	8	100	0
Day Destiny	Principal PK-12 (1115) Elementary K-6 (2810) Mid-Level English 6-9 (2850) Reading Specialist PK-12 (7650) English 7-12 (3230)	2-3	Assistant or Vice Elementary Principal	8	100	0
Deconciliis-Davin Samantha	Autism PK-12 (1180) English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
Defloria Erica	Elementary K-6 (2810) Mid-Level English 6-9 (2850) Special Education PK-12 (9225)	K	Special Ed, Resource PreK-12	8	100	0
Degilio Nyssa	Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
Del Sol Jennifer	Spanish PK-12 (4490)	9 - 12	Spanish, 7-12	8	100	0
Delsite Richard	English 7-12 (3230) Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Demetros Amanda	Grades PK-4 (2825) Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	Middle Level English, 7-9	8	100	0
Demming Geoffrey	Biology 7-12 (8405)	11	Biology	8	100	0
Demshick Meghan	Early Childhood N-3 (2840) Elementary K-6 (2810) Reading Specialist PK-12 (7650) Special Education PK-12 (9225)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Deng Amanda	Ment and/or Phys Handicapped K-12 (9235) Elementary K-6 (2810)	9-12	Special Ed, Resource PreK-12	8	100	0
Denoie Briana	English 7-12 (3230) English as a Second Language (ESL) PK-12 (4499)	9-12	English as Second Language, Secondary English, 10-12	8	100	0
Denton Joseph	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Denton Kimberly	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Depietro-Mcdonough Annette	Art PK-12 (1405)	9 - 12	Business Education, Secondary	8	100	0
Depue Jacquelin	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) Music PK-12 (7205)	1 - 3	Music, Elementary, PreK-6	8	100	0
Deroo Elizabeth	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Derr Alicia	Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0

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Despirito Kristin	Early Childhood N-3 (2840) Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Devarie Alexandra	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Dewitt Iii Ivory	Social Studies 7-12 (8875)	10	History, 10-12	8	100	0
Dierolf Matthew	English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
Dietz Christy	English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
Digiovanni-Burchard Felicia	Art PK-12 (1405)	6	Art, Elementary (PreK-6)	8	100	0
Dincher Cassandra	Biology 7-12 (8405)	9	Biology	8	100	0
Dipersio Kinsie	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Ditmer Karen	Mathematics 7-12 (6800)	11	Mathematics, 10-12	8	100	0
Doherty Donna	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Dolby Breanne	Early Childhood N-3 (2840) Elementary K-6 (2810) Family-Consumer Sci PK-12 (5600)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Dolder Lisa	English 7-12 (3230) Library Science PK-12 (6420) Spanish PK-12 (4490) English as a Second Language (ESL) PK-12 (4499)	6/8	Spanish, 7-12	8	100	0
Donahue Stephanie	Elementary K-6 (2810)	K-5	Other, Staff Coach (Not Math, Literacy, Science, or Special Education)	8	100	0
Donnelly Margaret	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Elementary School Counselor	8	100	0
Doutt-Wargo Nicole	Library Science PK-12 (6420) Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Drayer Erin	English 7-12 (3230)	9-12	English/Communication, 10-12	8	100	0
Dress Lisa	Elementary K-6 (2810) Special Education PK-12 (9225) Elementary K-6 (2810) Special Education PK-12 (9225)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Dressler Sarah	English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
Driscoll Sarah	Elementary K-6 (2810) Reading Specialist PK-12 (7650)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Drost Ciera	Grades PK-4 (2825) Special Education PK-8 (9226)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Drost Laura	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Dudek Rachel	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Duffy Julie	Special Education PK-12 (9225) Elementary K-6 (2810)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Duffy Matthew	Social Studies 7-12 (8875)	9	History, 10-12	8	100	0
Dugas Kyle	Biology 7-12 (8405)	9-12	Biology	8	100	0
Duran Carmon	General Science 7-12 (8450) Music PK-12 (7205)	8	Middle Level Science, 7-9	8	100	0
Durkin Sean	Special Education 7-12 (9227) Social Studies 7-12 (8875)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Dutka Hayley	English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Dutton Michaela	Social Studies 7-12 (8875) English 7-12 (3230) Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	Middle Level Social Studies, 7-9	8	100	0
Dynda Jessica	Inst Technology Specialist PK-12 (1825) Principal PK-12 (1115) English as a Second Language (ESL) PK-12 (4499) English 7-12 (3230) Supvr Curriculum & Inst PK-12 (2915) Early Childhood N-3 (2840) Elementary K-6 (2810)	K-12	Other Not Listed Above (certificated personnel)	8	100	0
Dzuka Brittany	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Dzurek Jessica	Early Childhood N-3 (2840) Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Eames Kimberly	Elementary K-6 (2810) Master's Equivalency - (1185)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Eastburn Rebecca	Elementary K-6 (2810) Nursery/Kindergarten N-K (12833)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Eckman Lacey	Health & Physical Educ PK-12 (4805)	8	Health and Physical Education, Secondary, 7-12	8	100	0
Edwards Jr Kenneth	Biology 7-12 (8405) General Science 7-12 (8450) Principal PK-12 (1115)	6-8	Secondary Principal	8	100	0
Egal Courtney	English 7-12 (3230) Mathematics 7-12 (6800) Elementary K-6 (2810) Ment and/or Phys Handicapped K-12 (9235)	6-8	Special Ed, Middle Level Math, 7-9	8	100	0
Egan Lindsey	Master's Equivalency - (1185) Health & Physical Educ PK-12 (4805)	9-12	Health and Physical Education, Secondary, 7-12	8	100	0

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Eisenhauer Jenny	English as a Second Language (ESL) PK-12 (4499) Elementary K-6 (2810)	5	English as Second Language, Elementary, PreK-6	8	100	0
Elbert Alexander	Mathematics Coach PK-12 (1183) Elementary K-6 (2810) Special Education PK-12 (9225)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Elbert Lesley	Mathematics Coach PK-12 (1183) Mathematics 7-12 (6800)	10	Mathematics, 10-12	8	100	0
Eller Richard	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
Elmer Danielle	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Endres Allison	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Endres Desirae	English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Eneboe Sara	Nursery/Kindergarten N-K (12833) Art PK-12 (1405)	10	Art, Secondary (7-12)	8	100	0
Enoch April	Early Childhood N-3 (2840) Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Erb Adrienne	Secondary School Counselor 7-12 (1837)	9-12	Secondary School Counselor	8	100	0
Erdley Heather	English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Erler William	Earth and Space Science 7-12 (8440) General Science 7-12 (8450)	8	Earth and Space Science, Intermediate	8	100	0
Ernyei Karen	Elementary K-6 (2810) Mid-Level Science 6-9 (2880) Special Education PK-12 (9225)	7	Middle Level Science, 7-9	8	100	0
Esworthy Rebecca	Early Childhood N-3 (2840) Elementary K-6 (2810) Reading Specialist PK-12 (7650) Library Science PK-12 (6420)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Evans Amy	Elementary K-6 (2810) Reading Specialist PK-12 (7650)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Evans Julianna	English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Evans Melissa	Social Studies 7-12 (8875) Elementary K-6 (2810) Nursery/Kindergarten N-K (12833)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Ewing William	English 7-12 (3230) Spanish PK-12 (4490) English as a Second Language (ESL) PK-12 (4499)	3,4,5	English as Second Language, Elementary, PreK-6	8	100	0
Fagan Brittany	Early Childhood N-3 (2840) Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Fahnestock Kelly Lyn	Nursery/Kindergarten N-K (12833) Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Fair Valerie	Safety Ed/Driver Ed 7-12 (5215) Health & Physical Educ PK-12 (4805)	10	Health and Physical Education, Secondary, 7-12	8	100	0
Falbo Sarah	Art PK-12 (1405)	K/2/4/5	Art, Elementary (PreK-6)	8	100	0
Farmer Donita	Elementary K-6 (2810) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860) Mid-Level Citiz. Ed 6-9 (2870) Mid-Level Science 6-9 (2880)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Farneth Kaylyn	English 7-12 (3230)	8	Middle Level English, 7-9	8	100	0
Farrell-Mummert Teresa	Elementary K-6 (2810) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860) Special Education PK-12 (9225)	6-8	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Fassl Phillip	Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Fawcett Patricia	Principal PK-12 (1115) Elementary K-6 (2810) Family-Consumer Sci PK-12 (5600) Mid-Level Citiz. Ed 6-9 (2870) Mid-Level English 6-9 (2850) Supvr Curriculum & Inst PK-12 (2915)	K-12	Supervisor, Curriculum and Instruction	8	100	0
Featro Susan	Grades PK-4 (2825) English as a Second Language (ESL) PK-12 (4499) German PK-12 (4420) Music PK-12 (7205)	9 - 12	German, 7-12	4	100	0
Fedorczyk Marissa	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Fedorczyk Paul	Health & Physical Educ PK-12 (4805)	6	Health and Physical Education, Elementary, PreK-6	8	100	0
Fenstermaker Emily	Library Science PK-12 (6420) English 7-12 (3230)	9 - 12	Middle Level English, 7-9	8	100	0
Ferenchick Tyler	Citizenship 7-12 (8825)	8	Middle Level Social Studies, 7-9	8	100	0
Ferencz Jalesha	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Ferko Erin	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Fernandez Vanessa	Grades PK-4 (2825) Special Education PK-8 (9226)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0

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Ferraro Paul	Special Education PK-12 (9225) Mathematics 7-12 (6800)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Fields Keely	Social Studies 7-12 (8875) Principal PK-12 (1115)	6-8	Assistant or Vice Secondary Principal	8	100	0
Filges Laura	English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
Fischer Jesse	English as a Second Language (ESL) PK-12 (4499) Social Studies 7-12 (8875)	9	History, 10-12	8	100	0
Fisher Lori	Early Childhood N-3 (2840) Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
Fisher Sara	Mathematics 7-12 (6800)	8	Middle Level Mathematics, 7-9	8	100	0
Fitts Steven	Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
Fitzgerald Beth	Mathematics 7-12 (6800) Mathematics: Sec. Ed. 9-12 (16800)	9 - 12	Mathematics, 10-12	8	100	0
Flanigan Taylor	Elementary K-6 (2810) Special Education PK-12 (9225)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Fletcher Alexis	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) General Science: Sec. Ed. 9-12 (18450) General Science 7-12 (8450)	7	Middle Level Science, 7-9	8	100	0
Fletcher Li Lonnie	Mid-Level Mathematics 6-9 (2860) Special Education PK-12 (9225) English 7-12 (3230) Supvr Special Education PK-12 (9215)	k-12	Supervisor, Special Education	8	100	0
Floyd Kelsey	Elementary K-6 (2810) Special Education PK-12 (9225) Principal PK-12 (1115)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Flynn Molly	Elementary K-6 (2810) Reading Specialist PK-12 (7650) Special Education PK-12 (9225)	6-8	Special Ed, Resource PreK-12	8	100	0
Foard George	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Foley Heather	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Ford Lauren	Special Education 7-12 (9227) English 7-12 (3230) Mid-Level Mathematics 6-9 (2860)	9-12	Special Ed, Middle Level English, 7-9	8	100	0
Fort Alyssa	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Fortenbaugh Patricia	Biology 7-12 (8405)	7-12	Biology	8	100	0
Foster Jessica	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Foster Kristie	English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
Fowler Nathan	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Fox Lauren	Citizenship 7-12 (8825)	9 - 12	History, 10-12	8	100	0
France Ryenn	Grades 5-6 (2826) Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
France Samuel	Grades PK-4 (2825) Special Education PK-8 (9226)	8	Special Ed, Resource PreK-12	8	100	0
Frank Jacquelyn	English 7-12 (3230) Ment and/or Phys Handicapped K-12 (9235) Master's Equivalency - (1185)	7	Middle Level English, 7-9	8	100	0
Frederickson David	Mathematics 7-12 (6800) Safety Ed/Driver Ed 7-12 (5215)	9	Middle Level Mathematics, 7-9	8	100	0
Fredo Katrina	Biology 7-12 (8405) General Science 7-12 (8450) Mid-Level Mathematics 6-9 (2860)	7	Middle Level Science, 7-9	8	100	0
Freiwald Kelli	Mathematics 7-12 (6800)	9-12	Mathematics, 10-12	8	100	0
Frey Brittany	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Fried Jonathan	Principal PK-12 (1115)	9-12	Assistant or Vice Secondary Principal	8	100	0
Friedman Jason	Elementary K-6 (2810) Special Education PK-12 (9225)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Friedman Patricia	Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Frisch Abigail	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Middle Level Mathematics, 7-9	8	100	0
Frist Nancy	Spanish PK-12 (4490) English as a Second Language (ESL) PK-12 (4499)	K - 5	Elementary, Primary Grades 1-3 1/	8	100	0
Fulkrod Collin	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Furman Elizabeth	Environmental Educ PK-12 (4820) Biology 7-12 (8405) General Science 7-12 (8450)	9	ENVIRONMENTAL EDUCATION	8	100	0
Gabany Michael	Earth and Space Science 7-12 (8440)	10	Earth and Space Science, Intermediate	8	100	0
Gainer Rachel	Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0
Gaiski Jamie	Early Childhood N-3 (2840) Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
Galley Whitney	Social Studies 7-12 (8875)	9-12	Social Studies, 10-12	8	100	0

Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Galvin Erika	English as a Second Language (ESL) PK-12 (4499) Early Childhood N-3 (2840) Elementary K-6 (2810)	K-5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Garman Joann	Bus-Computer-Info Tech PK-12 (1603)	12	Business Education, Secondary	8	100	0
Garrubba Molly	Early Childhood N-3 (2840) Elementary K-6 (2810) Special Education PK-12 (9225)	K-5	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Garvin Chey	Hearing Impaired PK-12 (9205) American Sign Language (ASL) PK-12 (4003)	9-12	Other Not Listed Above (certificated personnel)	8	100	0
Garwood Maranda	Music PK-12 (7205)	K-1	Music, Elementary, PreK-6	8	100	0
Garzel Jillian	Mathematics 7-12 (6800)	8	Middle Level Mathematics, 7-9	8	100	0
Gates Afton	Grades PK-4 (2825) Special Education PK-12 (9231)	6-8	Special Ed, Resource PreK-12	8	100	0
Gaughan Patrick	Special Education PK-12 (9225)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Gaughan William	Citizenship 7-12 (8825) English 7-12 (3230) Social Studies 7-12 (8875) Principal PK-12 (1115)	9-12	Social Studies, 10-12	8	100	0
Gay Spencer	Health & Physical Educ PK-12 (4805)	9-12	Health and Physical Education, Secondary, 7-12	8	100	0
Gaynor Anthony	Social Studies 7-12 (8875)	10-12	Sociology, 10-12	8	100	0
Geesaman Mary	Elementary K-6 (2810) English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Gehman Andrew	Mathematics 7-12 (6800) Physics 7-12 (8470)	11	Mathematics, 10-12	8	100	0
Geisel Jeffrey	Ment and/or Phys Handicapped K-12 (9235) Social Studies 7-12 (8875) English 7-12 (3230) Mathematics 7-12 (6800) Principal PK-12 (1115)	6-8	Assistant or Vice Middle School Principal	8	100	0
George Bonnie	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
George Susan	Biology 7-12 (8405) Chemistry 7-12 (8420) General Science 7-12 (8450)	9 - 12	Chemistry	8	100	0
Gerber Jessica	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Gerdy Matthew	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Gerrity Erin	Elementary K-6 (2810) Mid-Level Citiz. Ed 6-9 (2870) Mid-Level English 6-9 (2850) Reading Specialist PK-12 (7650)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Geyer Angela	Assistant Superintendent PK-12 (1155) Special Education PK-12 (9225) Superintendent PK-12 (1150)	k-12	Supervisor, Special Education	8	100	0
Giantini Jr Theodore	English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
Gibbon Iii John	English 7-12 (3230) Mid-Level Citiz. Ed 6-9 (2870)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Gibson Megan	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Gigliotti Bryan	Health & Physical Educ PK-12 (4805)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Gilger Liam	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Gilhooley Celene	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Gill Anita	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Gillenson Katharine	Elementary & Secondary School Counselor PK-12 (1839) Elementary K-6 (2810) English 7-12 (3230)	9-12	English/Communication, 10-12	8	100	0
Gillis Michele	Elementary K-6 (2810) Reading Specialist PK-12 (7650)	K	Kindergarten, age 5 (K5)	8	100	0
Ginther Bradley	Social Studies 7-12 (8875) English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Gintz Joy	Early Childhood N-3 (2840) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Gladfelter Briana	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Glaser Erin	Bus-Computer-Info Tech PK-12 (1603)	11	Business Education, Secondary	8	100	0
Gleason Jill	Grades PK-4 (2825) Special Education PK-8 (9226)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Glenn Shelby	English 7-12 (3230)	K-12	Middle Level English, 7-9	8	100	0
Gliem Jared	Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Glotfelty Kelly	English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
Goforth Stephanie	Art PK-12 (1405)	K - 5	Art, Elementary (PreK-6)	8	100	0
Gogno Angela	Bus-Computer-Info Tech PK-12 (1603)	7	Middle Level Social Studies, 7-9	8	100	0

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Golden Charlotte	Superintendent PK-12 (1150) Principal PK-12 (1115) Social Studies 7-12 (8875)	11	Government, 10-12	8	100	0
Gonzalez Michelle	English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
Gorham Tina	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860)	8	Middle Level Mathematics, 7-9	8	100	0
Gorton Scott	Health & Physical Educ PK-12 (4805)	9-12	Health and Physical Education, Secondary, 7-12	8	100	0
Gottesman Emily	Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Grady Ashleen	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Grafton Heather	Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
Graham Macee	Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0
Grasso June	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Green Kristin	English 7-12 (3230) Special Education PK-12 (9225)	6-8	Special Ed, Resource PreK-12	8	100	0
Green Stephanie	English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Greenlee Lisa	Music PK-12 (7205)	5	Music, Elementary, PreK-6	8	100	0
Grejda Lori	Elementary K-6 (2810) Spanish PK-12 (4490)	9-12	Spanish, 7-12	8	100	0
Grieb Macy	Special Education PK-8 (9226) Special Education Expansion 7-12 (9229) Grades PK-4 (2825)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Griffiths Noelle	English 7-12 (3230) Social Studies 7-12 (8875) Principal PK-12 (1115)	9-12	Secondary Principal	8	100	0
Grobmyer Melissa	Elementary K-6 (2810) English as a Second Language (ESL) PK-12 (4499)	2-3	English as Second Language, Elementary, PreK-6	8	100	0
Groff Sheri	Ment and/or Phys Handicapped K-12 (9235)	9-12	Special Ed, Resource PreK-12	8	100	0
Gross Elizabeth	Special Education 7-12 (9227) English 7-12 (3230) Social Studies 7-12 (8875)	9-12	Special Ed, Resource PreK-12	8	100	0
Gross Sarah	Art PK-12 (1405)	8	Art, Secondary (7-12)	8	100	0
Gurbacki Eve	Art PK-12 (1405)	3/4/5	Art, Elementary (PreK-6)	8	100	0
Guthrie-Kretsch Sadie	Biology 7-12 (8405) General Science 7-12 (8450)	9 - 12	General Science, Intermediate, 10-12	8	100	0
Gutshall Samantha	Social Studies 7-12 (8875)	9 - 12	Sociology, 10-12	8	100	0
Gwinn Christy	Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Hackenberg Alyssa	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Secondary School Counselor	8	100	0
Hager Lynn	Family-Consumer Sci PK-12 (5600) Social Studies 7-12 (8875) English 7-12 (3230)	11	Government, 10-12	8	100	0
Hagy Angele	Grades PK-4 (2825) Special Education PK-8 (9226)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Hahn Amanda	Elementary K-6 (2810) Special Education PK-12 (9225)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Hakes Samuel	Mathematics 7-12 (6800)	9-12	Mathematics, 10-12	8	100	0
Hale Ashley	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Haley Natalie	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860)	8	Middle Level Mathematics, 7-9	8	100	0
Hall Stacy	English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Hammill Tricia	Health & Physical Educ PK-12 (4805)	9-12	Special Ed, Resource PreK-12	8	100	0
Han Katherine	Social Studies 7-12 (8875)	10	History, 10-12	8	100	0
Hanslovan Ronda	English 7-12 (3230)	8	Middle Level Social Studies, 7-9	8	100	0
Harden Emily	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Hare Patrick	Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
Harper Melissa	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Harr Adrienne	Elementary K-6 (2810) Special Education PK-12 (9225)	6-8	Special Ed, Resource PreK-12	8	100	0
Harr Brian	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Harris Jeanne	Biology 7-12 (8405)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Hartsock Lisa	Mathematics 7-12 (6800) Principal PK-12 (1115)	9	Middle Level Mathematics, 7-9	8	100	0
Haskins Jason	Social Studies 7-12 (8875) Special Education PK-12 (9225) Principal PK-12 (1115) Supvr Special Education PK-12 (9215)	2-3	SUPERVISOR, SPECIAL EDUCATION	8	100	0
Hastings James	Social Studies 7-12 (8875)	6-8	Middle Level Social Studies, 7-9	8	100	0
Hazlett Stacey	Bus-Computer-Info Tech PK-12 (1603) Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Hedden Molly	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0

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Heming Paul	Bus-Computer-Info Tech PK-12 (1603) Social Studies 7-12 (8875) English 7-12 (3230)	8	Middle Level Social Studies, 7-9	8	100	0
Henry Elizabeth	Autism PK-12 (1180) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Henry Laurie	Mathematics 7-12 (6800)	9 - 12	Mathematics, 10-12	8	100	0
Hensel Jennifer	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Herisko Sarah	Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Herman Zakory	Health & Physical Educ PK-12 (4805)	11	Health and Physical Education, Secondary, 7-12	8	100	0
Heron Carrie	Art PK-12 (1405) Elementary K-6 (2810) Library Science PK-12 (6420)	10	Art, Secondary (7-12)	8	100	0
Herring David	Social Studies 7-12 (8875) Special Education PK-12 (9225)	9-12	Special Ed, Secondary Social Studies, 10-12	8	100	0
Hershey Amy	School Nurse PK-12 (1890)	K-12	School Nurse	8	100	0
Hershey Angela	Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Hess Brittany	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	9-12	English/Communication, 10-12	8	100	0
Hess Drew	English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Hewick Katherine	General Science 7-12 (8450)	8	General Science, Intermediate, 10-12	8	100	0
Hicks Christy	Elementary Education K-8 (12810) Nursery/Kindergarten N-K (12833) Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Hiles Jennifer	Elementary K-6 (2810)	2-3	Other, Staff Coach (Not Math, Literacy, Science, or Special Education)	8	100	0
Hinderliter Brooke	Health & Physical Educ PK-12 (4805)	K - 5	Health and Physical Education, Elementary, PreK-6	8	100	0
Hinkley Jacob	Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
Hlat Penny	Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
Hodder Shea	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Hodge Sarah	Earth and Space Science 7-12 (8440) General Science 7-12 (8450)	10	Earth and Space Science, Intermediate	8	100	0
Hodgson Robert	Chemistry 7-12 (8420) General Science 7-12 (8450)	9	Chemistry	8	100	0
Hoffman Colleen	Special Education PK-12 (9225)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Hoffman Kristin	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Hoffman Sean	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Hogan Kylie	Biology 7-12 (8405) General Science 7-12 (8450)	9 - 12	ENVIRONMENTAL EDUCATION	8	100	0
Hohman Amber	Special Education PK-8 (9226) Early Childhood N-3 (2840) Elementary K-6 (2810) English 7-12 (3230) Family-Consumer Sci PK-12 (5600)	9-12	Special Ed, Resource PreK-12	8	100	0
Holden David	Social Studies 7-12 (8875) English 7-12 (3230)	10	History, 10-12	8	100	0
Holencik Rachel	Social Studies 7-12 (8875)	9 - 12	Psychology, Interdisciplinary Science	8	100	0
Hollick Jeff	Elementary K-6 (2810) Mathematics 7-12 (6800)	11	Mathematics, 10-12	8	100	0
Hollis Molly	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Hollister Brittany	Elementary K-6 (2810) Grades PK-4 (2825) Special Education PK-8 (9226)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Honey Jana	Grades PK-4 (2825) Grades 5-6 (2826)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Hood Gale	Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Hook Richard	Communications 7-12 (3200)	7	Middle Level English, 7-9	8	100	0
Hopkins Keaira	Biology 7-12 (8405)	9-12	Biology	8	100	0
Horcher Catherine	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Secondary School Counselor	8	100	0
Horvat Megan	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Middle Level Science, 7-9	8	100	0
Hosler-Patton Christine	Elementary K-6 (2810) English 7-12 (3230) Special Education PK-12 (9225) Mid-Level Science 6-9 (2880) General Science 7-12 (8450) Mathematics 7-12 (6800) Mid-Level Mathematics 6-9 (2860)	9-12	Special Ed, Resource PreK-12	8	100	0
Houk Whitney	Early Childhood N-3 (2840) Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Houston Brea	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0

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Howard Justin	Elementary K-6 (2810) Principal PK-12 (1115)	4-5	Assistant or Vice Elementary Principal	8	100	0
Howard Keith	Biology 7-12 (8405) General Science 7-12 (8450)	11	Physical Science, Intermediate, 10-12	8	100	0
Howard Spiri	Elementary K-6 (2810)	K - 5	Elementary, Primary Grades 1-3 1/	8	100	0
Huegel Justin	Social Studies 7-12 (8875) English 7-12 (3230)	9 - 12	History, 10-12	8	100	0
Huff Christine	Health PK-12 (4810) School Nurse PK-12 (1890)	K-12	School Nurse	8	100	0
Hulbert Hayley	English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Hulsizer Ashleigh	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Hummel April	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
Humphreys Andrew	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	8	Middle Level Social Studies, 7-9	8	100	0
Hunsberger Lanae	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Hunter Kimberly	English 7-12 (3230) Special Education 7-12 (9227)	9-12	Special Ed, Secondary English, 10-12	8	100	0
Hurley Amy	English 7-12 (3230) Mid-Level Mathematics 6-9 (2860)	11	English/Communication, 10-12	8	100	0
Hurst Krista	Art PK-12 (1405)	8	Art, Secondary (7-12)	8	100	0
Imbody Jill	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Infantino Laurie	English 7-12 (3230) Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	Middle Level Social Studies, 7-9	8	100	0
Isabella Gwynevere	English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
Jachowicz Justin	Citizenship 7-12 (8825)	8	Middle Level Social Studies, 7-9	8	100	0
Jackson Jeffrey	Principal PK-12 (1115)	9-12	Assistant or Vice Secondary Principal	8	100	0
Jackson Sherita	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
James Ashley	Mathematics 7-12 (6800)	9-12	Mathematics, 10-12	8	100	0
James Lauren	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Jeckell Diana	Bus-Computer-Info Tech PK-12 (1603)	9	Business Education, Secondary	8	100	0
Johnson Kristina	Music PK-12 (7205)	K-1	Elementary, Primary Grades 1-3 1/	8	100	0
Johnston Keisha	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Elementary School Counselor	8	100	0
Jones Brian	Social Studies 7-12 (8875)	9-12	Social Studies, 10-12	8	100	0
Jones Chad	Social Studies 7-12 (8875)	11	Government, 10-12	8	100	0
Jones Kimberly	Music PK-12 (7205)	8	Music, Secondary, 7-12	8	100	0
Joseph M Peter	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Kali Abigail	Art PK-12 (1405) Mid-Level Mathematics 6-9 (2860)	10	Art, Secondary (7-12)	8	100	0
Kamicker Emily	Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Karabin Matthew	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Karmol Tara	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Kasper Brionna	Grades PK-4 (2825) Special Education PK-8 (9226)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Kaszuba Stephanie	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Kaufman Alexandra	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Kavulich Ariel	General Science 7-12 (8450)	9 - 12	Physical Science, Advanced, 10-12	8	100	0
Kazmierczak Erin	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Keet Lindsay	Early Childhood N-3 (2840)	K	Kindergarten, age 5 (K5)	8	100	0
Kellachow Jennifer	Online Instruction Program PK-12 (1184) English as a Second Language (ESL) PK-12 (4499) Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Keller Benjamin	English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
Kelley Michele	English as a Second Language (ESL) PK-12 (4499) Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
Kelly Allison	Music PK-12 (7205) Online Instruction Program PK-12 (1184)	K - 2	Music, Elementary, PreK-6	8	100	0
Kelly Franca	Italian PK-12 (4430) French PK-12 (4410)	9-12	French, 6-12	8	100	0
Kelly Garrett	Grades PK-4 (2825) Special Education PK-8 (9226)	8	Middle Level Mathematics, 7-9	8	100	0

Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Kent Jessica	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) Grades PK-4 (2825) Special Education PK-8 (9226)	7	Middle Level Science, 7-9	8	100	0
Kepler Amber	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Mid-Level Mathematics 6-9 (2860) Mid-Level Science 6-9 (2880) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Kepple Heather	Health & Physical Educ PK-12 (4805) General Science 7-12 (8450)	8	Health and Physical Education, Secondary, 7-12	8	100	0
Kessel Ashley	English 7-12 (3230)	9-12	English/Communication, 10-12	8	100	0
Kessell Danielle	Elementary K-6 (2810) Special Education PK-12 (9225)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Kiehl Alyssa	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Killian Sherri	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Kimble Nathan	Social Studies 7-12 (8875)	9	History, 10-12	8	100	0
Kirchner Sara	Social Studies 7-12 (8875)	9 - 12	Government, 10-12	8	100	0
Kirsch Julie	Music PK-12 (7205)	8	Music, Secondary, 7-12	8	100	0
Kirwan Melissa	Elementary K-6 (2810) Special Education PK-12 (9225) Mid-Level Citiz. Ed 6-9 (2870) Mid-Level Mathematics 6-9 (2860) Mid-Level English 6-9 (2850) Mid-Level Science 6-9 (2880)	8	Middle Level Mathematics, 7-9	8	100	0
Klimchak Veronica	Biology 7-12 (8405) Earth and Space Science 7-12 (8440) Environmental Educ PK-12 (4820) General Science 7-12 (8450)	10	ENVIRONMENTAL EDUCATION	8	100	0
Klingel Melissa	Bus-Computer-Info Tech PK-12 (1603) Family-Consumer Sci PK-12 (5600) Social Studies 7-12 (8875)	k-12	Other Not Listed Above (certificated personnel)	8	100	0
Klins Zachary	Health & Physical Educ PK-12 (4805)	K - 5	Health and Physical Education, Elementary, PreK-6	8	100	0
Knauer Leigh Anne	Special Education 7-12 (9227) Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Knoch Courtney	Grades PK-4 (2825) Special Education PK-8 (9226) Soc and Emotionally Dist K-12 (19260)	9-12	Special Ed, Resource PreK-12	8	100	0
Kohlenburg Kaitlin	Music PK-12 (7205)	9-12	Music, Secondary, 7-12	8	100	0
Korba Jessica	Supvr Special Education PK-12 (9215) Speech & Language Impaired PK-12 (9265)	K-12	Supervisor, Special Education	8	100	0
Koser Patricia	Communications 7-12 (3200) English 7-12 (3230) Principal PK-12 (1115)	6-8	Middle School Principal	8	100	0
Koursari Maria	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Krager Heather	English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
Krajewski Anissa	Art PK-12 (1405)	9-12	Art, Secondary (7-12)	8	100	0
Krajewski Brianna	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Secondary School Counselor	8	100	0
Kratz Ryan	English 7-12 (3230) Citizenship 7-12 (8825)	11	English/Communication, 10-12	8	100	0
Krause Anne	Mathematics 7-12 (6800)	8	Middle Level Mathematics, 7-9	8	100	0
Kreamer Jace	Health & Physical Educ PK-12 (4805)	K-1	Health and Physical Education, Elementary, PreK-6	8	100	0
Krebs Angela	Elementary K-6 (2810) Ment and/or Phys Handicapped K-12 (9235)	6-8	Special Ed, Resource PreK-12	8	100	0
Kreiser Valerie	Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Krouse Heather	Early Childhood N-3 (2840) Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Kump Kami	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Kurzejewski Miranda	Nursery/Kindergarten N-K (12833) Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Kutzner Beth	Music PK-12 (7205) Principal PK-12 (1115)	K-5	Assistant or Vice Elementary Principal	8	100	0
Ladislav Christi	Health & Physical Educ PK-12 (4805)	11	Health and Physical Education, Secondary, 7-12	8	100	0
Lafferty Haley	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Lagowy Ann	Accounting 7-12 (1610) Office Technologies 7-12 (1658)	10	Business Education, Secondary	8	100	0
Laird Nancy	Biology 7-12 (8405) General Science 7-12 (8450)	9	Biology	8	100	0
Lakitsky Kailee	English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
Landers Amy	Mathematics 7-12 (6800) Physics 7-12 (8470)	9	Middle Level Mathematics, 7-9	8	100	0

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Laszczyk Whitney	Biology 7-12 (8405) Chemistry 7-12 (8420) Mid-Level Science 6-9 (2880)	8	Middle Level Science, 7-9	8	100	0
Latoche Jessica	General Science 7-12 (8450) Earth and Space Science 7-12 (8440)	10	Earth and Space Science, Intermediate	8	100	0
Latranyi Maureen	Elementary K-6 (2810) Master's Equivalency - (1185) Elementary School Counselor K-6 (1836)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Lauff Mackenzie	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	Middle Level Mathematics, 7-9	8	100	0
Laurenzi Maria	Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Lawrence Edward	English 7-12 (3230)	8	Middle Level English, 7-9	8	100	0
Lazorka Abigail	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Lehman Jennifer	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) Social Emotional and Behavioral Wellness PK-12 (1192)	7	Middle Level English, 7-9	8	100	0
Leibowitz Brooke	English 7-12 (3230)	8	Middle Level English, 7-9	8	100	0
Leigh Justin	English 7-12 (3230) English as a Second Language (ESL) PK-12 (4499)	6 - 12	English as Second Language, Secondary English, 10-12	8	100	0
Leinberger Kimberly	Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0
Lentz Bradley	Grades PK-4 (2825) Social Studies 7-12 (8875)	9-12	Special Ed, Resource PreK-12	8	100	0
Lesnfsky Michele	Grades 5-6 (2826) Grades PK-4 (2825)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Lesniewski Christine	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Letterman Sarah	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	Elementary, Intermediate Grades 4-6 1/	8	100	0
Lichtenfels Patricia	Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Lichtenwalner Ashleigh	Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Lick Amanda	Secondary School Counselor 7-12 (1837)	9-12	Secondary School Counselor	8	100	0
Ligenza Joseph	Health & Physical Educ PK-12 (4805)	9-12	Health and Physical Education, Secondary, 7-12	8	100	0
Lindblade Hope	Music PK-12 (7205)	6	Music, Elementary, PreK-6	8	100	0
Lipchik John	Social Studies 7-12 (8875) Secondary Principal 7-12 (1105)	10	Economics	8	100	0
Litzke Jeffrey	Social Studies 7-12 (8875)	9	History, 10-12	8	100	0
Liu Tzu-Han	Chinese PK-12 (4405)	9	Chinese	8	100	0
Lloyd Jennifer	Reading Specialist PK-12 (7650) English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
Loefflad Frederick	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Middle Level Science, 7-9	8	100	0
Loefflad Monika	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Longenecker Thomas	Superintendent PK-12 (1150)	K-12	Chief Administrative Officer (charter schools only)	8	100	0
Longo Ashley	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Lucas Rachel	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Lundy Bobbi-Jo	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Lynch Alisa	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Lynch Zoe	Music PK-12 (7205)	4 - 5	Music, Elementary, PreK-6	8	100	0
Lyons Mollie	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Mack Kenesta	Special Education PK-12 (9225) Principal PK-12 (1115)	k-12	Supervisor, Special Education	8	100	0
Magaro-Reisinger Angela	English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
Magnot Jessie	Mathematics 7-12 (6800) Principal PK-12 (1115)	6-8	Assistant or Vice Middle School Principal	8	100	0
Mahler Stephen	Communications 7-12 (3200) Elementary K-6 (2810) Mid-Level Citiz. Ed 6-9 (2870) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860)	8	Middle Level English, 7-9	8	100	0
Maholick Elizabeth	Biology 7-12 (8405) Earth and Space Science 7-12 (8440) Library Science PK-12 (6420)	8	Middle Level Science, 7-9	8	100	0
Malave Jenna	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Reading Specialist PK-12 (7650)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Maleski Taryn	Mathematics 7-12 (6800)	9 - 12	Mathematics, 10-12	8	100	0
Malingowski Jenna	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0

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Malloy Jennifer	Library Science PK-12 (6420) Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Malore Robin	Instructional Coach PK-12 (1182) Reading Specialist PK-12 (7650) Early Childhood N-3 (2840) Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
Manning Stephanie	Health & Physical Educ PK-12 (4805)	K/4/5	Health and Physical Education, Elementary, PreK-6	8	100	0
Manno Pritt Isabella	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Marchesini Kimberly	English 7-12 (3230) General Science 7-12 (8450) Mathematics 7-12 (6800) Ment and/or Phys Handicapped K-12 (9235) English 7-12 (3230) Mathematics 7-12 (6800) General Science 7-12 (8450)	K - 12	Supervisor, Special Education	8	100	0
Mariano Rocco	Biology 7-12 (8405)	9 - 12	Biology	8	100	0
Marks Daniel	Principal PK-12 (1115) Communications 7-12 (3200) Social Studies 7-12 (8875)	9-12	Assistant or Vice Secondary Principal	8	100	0
Marques Tara	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Marsh James	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Marsh Mary	Biology 7-12 (8405) General Science 7-12 (8450)	10	Biology	8	100	0
Marshall Jaime	Instructional Coach PK-12 (1182) Reading Specialist PK-12 (7650) Elementary K-6 (2810) Nursery/Kindergarten N-K (12833)	K-12	Other, Staff Coach (Not Math, Literacy, Science, or Special Education)	8	100	0
Martin Audrey	Mid-Level English 6-9 (2850) English as a Second Language (ESL) PK-12 (4499) Spanish PK-12 (4490) Mid-Level Science 6-9 (2880)	9 - 12	English as Second Language, Secondary English, 10-12	8	100	0
Martin Cari	English 7-12 (3230)	8	Middle Level English, 7-9	8	100	0
Martin Erin	Music PK-12 (7205)	7	Music, Secondary, 7-12	8	100	0
Martin Jennifer	Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Martin Katey	Art PK-12 (1405) Principal PK-12 (1115)	4-5	Assistant or Vice Elementary Principal	8	100	0
Martin Marie	Early Childhood N-3 (2840) Elementary K-6 (2810) English as a Second Language (ESL) PK-12 (4499)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Martinez Chelsea	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Maselko Bianca	English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
Matechak Brittany	Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Mateljan Kelly	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Matrillion Deanna	English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Mattos Timmy	Soc and Emotionally Dist K-12 (19260)	9-12	Special Ed, Resource PreK-12	8	100	0
Mauger-Ricker Krista	Social Studies 7-12 (8875)	9	History, 10-12	8	100	0
Maurizi Brittany	Special Education PK-8 (9226) Soc and Emotionally Dist K-12 (19260) Grades PK-4 (2825)	6-8	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Mazur Alannah	Early Childhood N-3 (2840) Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Mazza Valerie	Elementary K-6 (2810) Music PK-12 (7205)	5	Music, Elementary, PreK-6	8	100	0
Mccarthy Alexis	Health & Physical Educ PK-12 (4805)	7	Health and Physical Education, Secondary, 7-12	8	100	0
Mcconnell Kimberly	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Mccoullum Jr William	Supvr Curriculum & Inst PK-12 (2915) Mathematics 7-12 (6800) Inst Technology Specialist PK-12 (1825)	9 - 12	Mathematics, 10-12	8	100	0
Mccoy George	Principal PK-12 (1115) Supvr Curriculum & Inst PK-12 (2915) Biology 7-12 (8405) General Science 7-12 (8450)	9-12	Assistant or Vice Secondary Principal	8	100	0
Mccullough Leeann	Biology 7-12 (8405) Elementary K-6 (2810) General Science 7-12 (8450) Mid-Level Mathematics 6-9 (2860) Mid-Level Science 6-9 (2880) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Mccune Matthew	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Mccurdy Elizabeth	English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
Mccutcheon Stephanie	Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Mcdevitt Daniel	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0

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Mcdonald Erin	Social Studies 7-12 (8875) English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Mcdonald Timothy	Mathematics 7-12 (6800)	9 - 12	Mathematics, 10-12	8	100	0
Mcgee Jamie	Early Childhood N-3 (2840) Elementary K-6 (2810) Special Education PK-12 (9225) Supvr Special Education PK-12 (9215)	9-12	Supervisor, Special Education	8	100	0
Mcglauflin Michelle	Technology Education PK-12 (6075)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Mcglinn Jessica	Principal PK-12 (1115) Early Childhood N-3 (2840) Elementary K-6 (2810)	K	Assistant or Vice Elementary Principal	8	100	0
Mcgoldrick Lea Anne	Art PK-12 (1405)	7	Art, Secondary (7-12)	8	100	0
Mcgowan Elizabeth	Principal PK-12 (1115) Grades PK-4 (2825) Grades 5-6 (2826)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Mcguire Amanda	Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
Mcgurgan Jill	Elementary K-6 (2810) Mid-Level English 6-9 (2850)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Mchale Angela	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Elementary K-6 (2810) Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Mchugh Stephanie	Secondary School Counselor 7-12 (1837) Supvr School Guidance Serv PK-12 (1815) Principal PK-12 (1115) Superintendent PK-12 (1150)	9-12	Supervisor, Secondary Education	8	100	0
Mcknight Megan	Elementary K-6 (2810) Special Education PK-12 (9225)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Mcmillen Heather	Grades PK-4 (2825) Science Technology Engineering & Math (STEM) Ed PK-12 (1181) Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Mcmurray Erin	Health & Physical Educ PK-12 (4805)	8	Health and Physical Education, Secondary, 7-12	8	100	0
Mcquillan Catherine	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Elementary School Counselor	8	100	0
Mead Megan	Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Meadows Linda	Speech & Language Impaired PK-12 (9265)	K-12	Speech Correction, Secondary, 7-12	8	100	0
Menzoff Katelyn	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Merola Lauren	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Merriman Nicole	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Messick Hilary	English 7-12 (3230) Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
Messner Katherine	Grades PK-4 (2825) Special Education PK-8 (9226)	K	Kindergarten, age 5 (K5)	8	100	0
Metz-Cherne Emily	English 7-12 (3230) Spanish PK-12 (4490)	9 - 12	Spanish, 7-12	8	100	0
Metzger Melissa	Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
Meyer Ashley	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Middaugh Alexis	Grades PK-4 (2825) Special Education PK-8 (9226)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Mikolajczyk Elizabeth	Grades PK-4 (2825) Principal PK-12 (1115) Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	1	Assistant or Vice Elementary Principal	8	100	0
Milam Amanda	Art PK-12 (1405)	8	Art, Secondary (7-12)	8	100	0
Miller Lindsey	English 7-12 (3230)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Miller Beth	English 7-12 (3230)	9-12	English/Communication, 10-12	8	100	0
Miller Corinne	Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Miller Crystal	Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Miller Gemma	Health & Physical Educ PK-12 (4805)	9	Health and Physical Education, Secondary, 7-12	8	100	0
Miller Janna	Mathematics 7-12 (6800)	7	Middle Level Mathematics, 7-9	8	100	0
Miller Michael	Mathematics 7-12 (6800)	10-12	Mathematics, 10-12	8	100	0
Miller Rachel	Elementary School Counselor K-6 (1836)	K-5	Elementary School Counselor	8	100	0
Miller Stacy	Elementary K-6 (2810)	3 - 4	Gifted Classes, Elementary. PreK-6	8	100	0
Millward Kimberly	Grades PK-4 (2825)	9-12	Speech Correction, Secondary, 7-12	8	100	0
Mistretta Lindsay	Special Education 7-12 (9227) English 7-12 (3230)	7	Middle Level Social Studies, 7-9	8	100	0
Monfiletto Joanne	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Mooney John	Elementary K-6 (2810) Special Education PK-12 (9225) Principal PK-12 (1115)	11	Business Education, Secondary	8	100	0

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Morda Richard	Certificate of Preliminary Education - (10000) Bus-Computer-Info Tech PK-12 (1603) Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Mid-Level Science 6-9 (2880)	K - 5	Music, Elementary, PreK-6	8	100	0
Moreno Dana	Principal PK-12 (1115) Superintendent PK-12 (1150) Biology 7-12 (8405) Earth and Space Science 7-12 (8440) Elementary K-6 (2810) General Science 7-12 (8450) Mid-Level Science 6-9 (2880) Special Education PK-12 (9225)	10	Art, Secondary (7-12)	8	100	0
Morgan Mackenzie	Art PK-12 (1405)	6-8	Other Not Listed Above (certificated personnel)	8	100	0
Morgan Monica	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	9-12	Secondary School Counselor	8	100	0
Morris Shannon	Elementary & Secondary School Counselor PK-12 (1839) Secondary School Counselor 7-12 (1837)	9-12	Assistant or Vice Secondary Principal	8	100	0
Morrow Daniel	Principal PK-12 (1115) Music PK-12 (7205)	11	Assistant or Vice Secondary Principal	8	100	0
Moser Diane	Biology 7-12 (8405) Earth and Space Science 7-12 (8440) Mid-Level Science 6-9 (2880) Physics 7-12 (8470)	9	History, 10-12	8	100	0
Moss Joseph	Social Studies 7-12 (8875)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Moyer Jeffrey	Health & Physical Educ PK-12 (4805)	4-5	Health and Physical Education, Elementary, PreK-6	8	100	0
Mueller Cynthia	Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Mulholland Nicholas	Soc and Emotionally Dist K-12 (19260)	9-12	Special Ed, Resource PreK-12	8	100	0
Mullins Kristen	Elementary K-6 (2810) Special Education PK-12 (9225) Elementary K-6 (2810) English 7-12 (3230) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860)	6-8	Special Ed, Resource PreK-12	8	100	0
Murdock Ryan	Bus-Computer-Info Tech PK-12 (1603) Elementary K-6 (2810)	9 - 12	Business Education, Secondary	8	100	0
Murphy Krystal	Biology 7-12 (8405) General Science 7-12 (8450)	11	General Science, Intermediate, 10-12	8	100	0
Murphy Michael	Social Studies 7-12 (8875)	9-12	Social Studies, 10-12	8	100	0
Murray Emily	Elementary K-6 (2810)	5	Elementary, Primary Grades 1-3 1/	8	100	0
Musser David	Elementary K-6 (2810) Mid-Level Citiz. Ed 6-9 (2870) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860) Special Education PK-12 (9225) English as a Second Language (ESL) PK-12 (4499)	6-8	Special Ed, Resource PreK-12	8	100	0
Musser Kelly	Social Studies 7-12 (8875) Principal PK-12 (1115)	7	Secondary Principal	8	100	0
Musto Shari	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Special Education PK-12 (9225)	9-12	Special Ed, Middle Level Math, 7-9	8	100	0
Mutchler Jennifer	English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
Muzika Rachel	Social Studies 7-12 (8875) English 7-12 (3230) Mid-Level Citiz. Ed 6-9 (2870) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Myers Amanda	Mathematics 7-12 (6800)	9 - 12	Mathematics, 10-12	8	100	0
Mysten Jodie	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Nadzan Melissa	Early Childhood N-3 (2840) Elementary K-6 (2810) Special Education PK-12 (9225)	6-8	Special Ed, Resource PreK-12	8	100	0
Nagle Emily	Nursery/Kindergarten N-K (12833) Elementary K-6 (2810)	3 - 4	Gifted Classes, Elementary. PreK-6	8	100	0
Nale Michael	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Non-Certified Educator PK-12 (20000)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Nalesnik Jacen	Social Studies 7-12 (8875) Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Nau Christy	Mathematics 7-12 (6800) Special Education 7-12 (9227)	7-12	Special Ed, Staff Coach	8	100	0
Nauman Daniel	Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
Naylor Dana	Principal PK-12 (1115) Elementary K-6 (2810) Mathematics 7-12 (6800) Mid-Level Mathematics 6-9 (2860)	9	Middle Level Mathematics, 7-9	8	100	0
Nehring Amy	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	Middle Level English, 7-9	8	100	0

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Nettles Katiera	Biology 7-12 (8405) Health & Physical Educ PK-12 (4805) Safety Ed/Driver Ed 7-12 (5215)	K-1	Health and Physical Education, Elementary, PreK-6	8	100	0
Neubert Melissa	Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Newell Robert	English 7-12 (3230)	8	Middle Level Social Studies, 7-9	8	100	0
Nickler Suzanne	Mid-Level Mathematics 6-9 (2860) Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Niemiec Michele	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Nitto Susan	Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Noll Alexandra	Grades PK-4 (2825) Special Education PK-8 (9226) Grades 5-6 (2826)	6-8	Special Ed, Resource PreK-12	8	100	0
Nordenhold Matthew	School Psychologist PK-12 (1875)	K - 12	School Psychologist	8	100	0
Normil Amber	Elementary K-6 (2810) Library Science PK-12 (6420) Mid-Level Mathematics 6-9 (2860) Certificate of Preliminary Education - (10000)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Nunez Samantha	English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
O'Black Shannon	Biology 7-12 (8405)	7	Middle Level Science, 7-9	8	100	0
O'Boyle Kyleigh	Mathematics 7-12 (6800) Special Education 7-12 (9227)	9 - 12	Mathematics, 10-12	8	100	0
Odell Sarah	Early Childhood N-3 (2840)	K	Kindergarten, age 5 (K5)	8	100	0
O'Farrill Vanessa	Grades PK-4 (2825) Elementary Education K-8 (12810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Oister Christa	Elementary K-6 (2810) Special Education PK-8 (9226)	K-8	Special Ed, Staff Coach	8	100	0
O'Leary Kaitlin	English 7-12 (3230)	9	English as Second Language, Middle Level English, 7-9	8	100	0
Olivetti Dreon	English as a Second Language (ESL) PK-12 (4499) Art PK-12 (1405) Art K-12 (11405) Elementary Education K-8 (12810) Nursery/Kindergarten N-K (12833) Elementary Education K-8 (12810) Nursery/Kindergarten N-K (12833)	6	Art, Elementary (PreK-6)	8	100	0
Olson Candace	Principal PK-12 (1115) Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Ometz Tara	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Opshinsky Olga	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Orcutt Michelle	Special Education PK-12 (9225) Supvr Special Education PK-12 (9215)	K-12	Supervisor, Special Education	8	100	0
Oressey Mark	All Instructional Areas PK-12 (-96) Health & Physical Educ PK-12 (4805)	9-12	Health and Physical Education, Secondary, 7-12	8	100	0
Orsinger Rebecca	Soc and Emotionally Dist K-12 (19260) Special Education PK-8 (9226) Principal PK-12 (1115) Elementary K-6 (2810) Biology: Sec. Ed. 9-12 (18405)	K-12	Supervisor, Special Education	8	100	0
Orsulak Michele	Elementary K-6 (2810) English as a Second Language (ESL) PK-12 (4499)	1	English as Second Language, Elementary, PreK-6	8	100	0
Osborne Karen	Elementary K-6 (2810) English 7-12 (3230) Mid-Level Mathematics 6-9 (2860) Mid-Level Science 6-9 (2880) Social Studies 7-12 (8875) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Ospina Kelly	Elementary K-6 (2810) Mid-Level English 6-9 (2850) English as a Second Language (ESL) PK-12 (4499)	2 - 5	English as Second Language, Elementary, PreK-6	8	100	0
Ostrowski Cheryl	Mid-Level English 6-9 (2850) Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
O'Toole Kaitlyn	Social Studies 7-12 (8875)	9 - 12	History, 10-12	8	100	0
Pachucy George	Bus-Computer-Info Tech PK-12 (1603)	9 - 12	Business Education, Secondary	8	100	0
Pacuch Jeffrey	Mathematics 7-12 (6800)	9-12	Mathematics, 10-12	8	100	0
Palmer Ashley	Grades 5-6 (2826) Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Palmer Brandi	Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Palomba Diana	English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
Panek Brooke	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Parricelli Kierstin	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Middle Level Science, 7-9	8	100	0
Paskaitis Vanessa	Bus-Computer-Info Tech PK-12 (1603)	11	Business Education, Secondary	8	100	0
Passeri Lisa	Bus-Computer-Info Tech PK-12 (1603)	9 - 12	Business Education, Secondary	8	100	0
Patla Jennifer	Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0

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Patton Katherine	Grades PK-4 (2825) Special Education PK-8 (9226)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Paul Kyle	Grades PK-4 (2825) Special Education PK-8 (9226) Supvr Special Education PK-12 (9215)	K-5	Special Ed, Resource PreK-12	8	100	0
Pauley Colleen	Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Pawlik Trevor	Chemistry 7-12 (8420)	9 - 12	Chemistry	8	100	0
Pawloski Sara	Grades 5-6 (2826) Grades PK-4 (2825)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Pawlowski Brooke	English 7-12 (3230) Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Peda Joann	Elementary K-6 (2810) Mid-Level Science 6-9 (2880)	7	Middle Level Science, 7-9	8	100	0
Pelosi Aimee	Music PK-12 (7205) Grades PK-4 (2825)	4-5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Penrod Emily	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Pepsis Amanda	Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Perez Debbie	School Psychologist PK-12 (1875)	K - 12	School Psychologist	8	100	0
Perkins Michael	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Pero Nicole	School Speech & Language Pathologist PK-12 (1883)	2 - 3	Special Ed, Elementary Subjects, PreK-6	8	100	0
Pesavento Jacqueline	Grades PK-4 (2825) Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	Middle Level Mathematics, 7-9	8	100	0
Petula Patricia	English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Pfeiffer Sarah	Mathematics 7-12 (6800)	8	Middle Level Mathematics, 7-9	8	100	0
Pham Nam	Elementary K-6 (2810) Principal PK-12 (1115)	6-8	Assistant or Vice Secondary Principal	8	100	0
Phillips Erin	Social Studies 7-12 (8875)	10	History, 10-12	8	100	0
Phillips Lindsay	Early Childhood N-3 (2840) Special Education PK-12 (9225) Autism PK-12 (1180)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Phillips Mary	English 7-12 (3230) Reading Specialist PK-12 (7650)	11	English/Communication, 10-12	8	100	0
Phillips Weston	Biology 7-12 (8405)	7	Biology	8	100	0
Pierce Erin	Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Pietrefesa Stephanie	English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Pizano Alicia	Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Place Abigail	Social Studies 7-12 (8875)	9-12	Social Studies, 10-12	8	100	0
Pliska Miyah	Social Studies 7-12 (8875) Special Education 7-12 (9227)	9-12	Special Ed, Resource PreK-12	8	100	0
Plummer Jennifer	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Plyler Shannon	Reading Specialist PK-12 (7650) Special Education 7-12 (9227) Special Education PK-8 (9226)	9-12	Special Ed, Resource PreK-12	8	100	0
Polaha Brian	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Pollacci Kayla	Grades PK-4 (2825) Reading Specialist PK-12 (7650) Special Education PK-8 (9226) English as a Second Language (ESL) PK-12 (4499)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Pollner Andrew	Bus-Computer-Info Tech PK-12 (1603) Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
Polly Keith	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Pond Heather	Mathematics 7-12 (6800) Grades PK-4 (2825) Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	Middle Level Mathematics, 7-9	8	100	0
Porter Hannah	Grades PK-4 (2825) Special Education PK-8 (9226)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Porter Terri	English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Potechko Elizabeth	Social Studies 7-12 (8875)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Poydence Raechel	Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Presutti Melissa	Special Education PK-8 (9226) Elementary K-6 (2810) Nursery/Kindergarten N-K (12833)	K-5	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Price Erin	Music PK-12 (7205)	K - 5	Music, Elementary, PreK-6	8	100	0
Prisuta Bruce	Health & Physical Educ PK-12 (4805)	6-8	Health and Physical Education, Secondary, 7-12	8	100	0

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Puffenberger Brittany	Elementary K-6 (2810) Mid-Level English 6-9 (2850)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Pugliano Jessica	Bus-Computer-Info Tech PK-12 (1603) Music PK-12 (7205)	9-12	Business Education, Secondary	8	100	0
Purich Madison	Grades PK-4 (2825) Special Education PK-8 (9226)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Pushman Angela	Speech Correction K-12 (19270) Speech & Language Impaired PK-12 (9265)	6 - 12	Speech Correction, Secondary, 7-12	8	100	0
Putnam Jessica	Early Childhood N-3 (2840) Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Putt Tori	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Quinn Mark	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Special Education PK-8 (9226)	8	Middle Level Science, 7-9	8	100	0
Rabbitt-Woods Ann	Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Raco Anthony	Social Studies 7-12 (8875)	9-12	Social Studies, 10-12	8	100	0
Radle Kayla	Grades PK-4 (2825) Special Education PK-8 (9226)	K - 12	Special Ed, Resource PreK-12	8	100	0
Ramos Laurel	Elementary K-6 (2810) Mid-Level English 6-9 (2850) Nursery/Kindergarten N-K (12833)	8	Middle Level English, 7-9	8	100	0
Raptosh Sarah	Social Studies 7-12 (8875)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Raymond Kirsten	Health PK-12 (4810) Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Family-Consumer Sci PK-12 (5600) Biology 7-12 (8405) Earth and Space Science 7-12 (8440)	10	Earth and Space Science, Intermediate	8	100	0
Read Christie	Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0
Redmon Jennifer	Master's Equivalency - (1185) Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Refice Lindsey	Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0
Reich Michelle	Biology 7-12 (8405)	9	Biology	8	100	0
Reid Kelli	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Middle Level Science, 7-9	8	100	0
Remai Stephen	Mathematics 7-12 (6800) Mathematics: Sec. Ed. 9-12 (16800)	9 - 12	Mathematics, 10-12	8	100	0
Rommel Lori	Master's Equivalency - (1185) Art PK-12 (1405) English as a Second Language (ESL) PK-12 (4499)	8	Art, Secondary (7-12)	8	100	0
Rhan Sarah	Music PK-12 (7205)	6	Music, Elementary, PreK-6	8	100	0
Rhoads Rachel	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Rice Kaitlyn	Health & Physical Educ PK-12 (4805)	6	Health and Physical Education, Elementary, PreK-6	8	100	0
Richards Sarah	Elementary K-6 (2810) Spanish PK-12 (4490)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Riggatire Melissa	Art PK-12 (1405)	2	Art, Elementary (PreK-6)	8	100	0
Rishcoff Bridget	Special Education PK-12 (9231)	9-12	Special Ed, Resource PreK-12	8	100	0
Ritchie Marisa	Grades PK-4 (2825) Special Education PK-8 (9226)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Ritter Joni	Elementary K-6 (2810) Special Education PK-12 (9225)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Rivera Moraes Diana	English as a Second Language (ESL) PK-12 (4499) English 7-12 (3230) Spanish PK-12 (4490)	6-8	English as Second Language, K-12 Resource (Take student out for language support)	8	100	0
Rivera Renee	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Rizzo Rebecca	Social Studies 7-12 (8875) Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	Middle Level Social Studies, 7-9	8	100	0
Robbins Corina	Health & Physical Educ PK-12 (4805)	7	Health and Physical Education, Secondary, 7-12	8	100	0
Roberts Jennifer	Elementary K-6 (2810)	4-5	Elementary, Primary Grades 1-3 1/	8	100	0
Roberts Michelle	Elementary K-6 (2810) Special Education PK-12 (9225) Principal PK-12 (1115)	K-5	Assistant or Vice Elementary Principal	8	100	0
Roberts Timothy	Mathematics 7-12 (6800)	8	Middle Level Mathematics, 7-9	8	100	0
Rodgers Kayla	English 7-12 (3230)	8	Middle Level English, 7-9	8	100	0
Rogers Marissa	Health & Physical Educ PK-12 (4805)	10	Health and Physical Education, Secondary, 7-12	8	100	0
Rogusky Kimberly	Secondary School Counselor 7-12 (1837)	9-12	Secondary School Counselor	8	100	0
Rolland Nicole	Biology 7-12 (8405) Health PK-12 (4810)	9	Biology	8	100	0
Romano Jacqueline	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0

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Romberger Amy	Reading Specialist PK-12 (7650) Elementary K-6 (2810) Special Education PK-12 (9225) Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
Ropars Katlyn	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) Elementary K-6 (2810) Special Education PK-12 (9225)	8	Middle Level English, 7-9	8	100	0
Ross Angelia	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Rossino Anthony	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Rosti Leah	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Rottet Boaz	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Middle Level Science, 7-9	8	100	0
Rottet Thomas	Biology 7-12 (8405) General Science 7-12 (8450)	7	Middle Level Science, 7-9	8	100	0
Rowlands Stacey	Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Roy Amanda	Supvr Special Education PK-12 (9215) Early Childhood N-3 (2840) Elementary K-6 (2810) Mid-Level English 6-9 (2850) Special Education PK-12 (9225) Principal PK-12 (1115)	9-12	Special Ed, Resource PreK-12	8	100	0
Royal Marena	Health K-12 (14810) Physical Education K-12 (14803) Health & Physical Educ PK-12 (4805)	9	Health and Physical Education, Secondary, 7-12	8	100	0
Rozelle Danielle	English 7-12 (3230) Social Studies 7-12 (8875) Elementary K-6 (2810) Special Education PK-12 (9225) Master's Equivalency - (1185)	9-12	Special Ed, Resource PreK-12	8	100	0
Rudy Michael	Mathematics 7-12 (6800)	9 - 12	Mathematics, 10-12	8	100	0
Rudy Shawn	Elementary K-6 (2810) German PK-12 (4420) Mathematics 7-12 (6800)	7	Middle Level Mathematics, 7-9	8	100	0
Rullo Lauren	Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Rundall Rebecca	Elementary K-6 (2810) Environmental Educ PK-12 (4820) Mid-Level Science 6-9 (2880)	9-12	Environmental Education	8	100	0
Ruscak Catherine	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Rushe Rochelle	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) Communications 7-12 (3200)	8	Middle Level English, 7-9	8	100	0
Ruslavage Charles	Bus-Computer-Info Tech PK-12 (1603) Chemistry 7-12 (8420) Earth and Space Science 7-12 (8440) Mathematics 7-12 (6800) Physics 7-12 (8470)	9-12	Chemistry	8	100	0
Russell Nicolette	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Russo Typhani	Elementary K-6 (2810) Library Science PK-12 (6420)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Rutkowski Alyssa	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Ruvo Brandi	Family-Consumer Sci PK-12 (5600) Special Education 7-12 (9227) Elementary K-6 (2810) Special Education PK-8 (9226)	9-12	Special Ed, Resource PreK-12	8	100	0
Ruyevcan Rebecca	Early Childhood N-3 (2840) Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Sallmen Danielle	Grades 5-6 (2826) Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Salmon Kelly	Speech & Language Impaired PK-12 (9265)	K-12	Speech Correction, Secondary, 7-12	8	100	0
Salsavage Kelsey	Early Childhood N-3 (2840) Elementary K-6 (2810) Reading Specialist PK-12 (7650)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Samuelson Samantha	Social Studies 7-12 (8875) Inst Technology Specialist PK-12 (1825)	7	Middle Level Social Studies, 7-9	8	100	0
Sanders Bridget	Grades PK-4 (2825) Special Education PK-8 (9226)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Sangram Veena	English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
Santos Allison	English as a Second Language (ESL) PK-12 (4499) Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Sartori Margaret	Biology 7-12 (8405)	8	Middle Level Science, 7-9	8	100	0
Sassaman Cody	Elementary K-6 (2810) Mid-Level Citiz. Ed 6-9 (2870) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860)	K-5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Saul Abigail	English 7-12 (3230)	8	Middle Level English, 7-9	8	100	0
Savage Nicole	English 7-12 (3230) Supvr Curriculum & Inst PK-12 (2915) Elementary K-6 (2810) Special Education PK-12 (9225) English as a Second Language (ESL) PK-12 (4499) Principal PK-12 (1115)	9 - 12	English as Second Language, K-12 Resource (Take student out for language support)	8	100	0

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Sawyer Emma	Health & Physical Educ PK-12 (4805) Special Education 7-12 (9227)	6	Health and Physical Education, Elementary, PreK-6	8	100	0
Sayre Joshua	Citizenship 7-12 (8825)	9 - 12	History, 10-12	8	100	0
Scaggs Sierra	Early Childhood N-3 (2840) Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Scanlon Kathleen	English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Scavo Jessica	Grades PK-4 (2825) Special Education PK-8 (9226)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Scenna Gabriella	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Schaeffer Danielle	Grades PK-4 (2825) Reading Specialist PK-12 (7650)	6	Special Ed, Elementary Subjects, PreK-6	8	100	0
Schatz Angela	French PK-12 (4410) English as a Second Language (ESL) PK-12 (4499)	K - 5	Elementary, Primary Grades 1-3 1/	8	100	0
Scherer Laurie	Supvr School Guidance Serv PK-12 (1815) Elementary School Counselor K-6 (1836) Secondary School Counselor 7-12 (1837)	6-8	Secondary School Counselor	8	100	0
Schiavoni Danielle	English as a Second Language (ESL) PK-12 (4499) English 7-12 (3230) German PK-12 (4420) Social Studies 7-12 (8875)	7	English as Second Language, Middle Level English, 7-9	8	100	0
Schillinger Charles	Social Studies 7-12 (8875) General Science 7-12 (8450) Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) English as a Second Language (ESL) PK-12 (4499)	8	Middle Level English, 7-9	8	100	0
Schimelfenig Catherine	English 7-12 (3230)	8	Special Ed, Middle Level English, 7-9	8	100	0
Schirnhofer Lindsay	Biology 7-12 (8405)	10	Biology	8	100	0
Schleicher William	Principal PK-12 (1115) Autism PK-12 (1180) Elementary K-6 (2810) Special Education PK-12 (9225)	6-8	Assistant or Vice Middle School Principal	8	100	0
Schloff Jessica	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Schlude Julie	Bus-Computer-Info Tech PK-12 (1603) English 7-12 (3230) Reading Specialist PK-12 (7650)	9-12	Business Education, Secondary	8	100	0
Schmidt Andrew	Social Studies 7-12 (8875) Mid-Level Mathematics 6-9 (2860)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Schmidt Valerie	Mathematics Coach PK-12 (1183) Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Schmitt Erin	Library Science PK-12 (6420) Bus-Computer-Info Tech PK-12 (1603) Family-Consumer Sci PK-12 (5600)	11	Business Education, Secondary	8	100	0
Schneider-Sable Helena	Supvr Special Education PK-12 (9215) Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Supervisor, Special Education	8	100	0
Schofield David	Biology 7-12 (8405) General Science 7-12 (8450)	9-12	Biology	8	100	0
Schon Crystal	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	Middle Level Mathematics, 7-9	8	100	0
Schreiber Bradley	Social Studies 7-12 (8875)	11	Government, 10-12	8	100	0
Schwartz Sara	Speech & Language Impaired PK-12 (9265)	K-12	Speech Correction, Secondary, 7-12	8	100	0
Schweinsburg Julianna	Biology 7-12 (8405) Earth and Space Science 7-12 (8440) General Science 7-12 (8450) Mid- Level Mathematics 6-9 (2860)	9 - 12	Biology	8	100	0
Scialpi Tracey	English 7-12 (3230) Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Scott Nicole	All Instructional Areas PK-12 (-96) Mathematics 7-12 (6800)	9-12	Mathematics, 10-12	8	100	0
Scott Samantha	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Seaux Sandy	Elementary School Counselor K-6 (1836) Secondary School Counselor 7-12 (1837)	9-12	Secondary School Counselor	8	100	0
Selby Marianne	English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Selekman Zachary	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Selige Ashley	Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Sepela Tanya	English as a Second Language (ESL) PK-12 (4499) English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
Serkosky Jennifer	Early Childhood N-3 (2840) Elementary K-6 (2810) Reading Specialist PK-12 (7650) Elementary Education K-8 (12810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Serniak Matthew	Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Serrano Caitlin	English as a Second Language (ESL) PK-12 (4499) Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Seymore Debra	Elementary K-6 (2810) English as a Second Language (ESL) PK-12 (4499)	3	Elementary, Primary Grades 1-3 1/	8	100	0

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Seymour Jamie	Earth and Space Science 7-12 (8440) Biology 7-12 (8405) General Science 7-12 (8450)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Shaffer Brittany	Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Shaffer Susan	Data Processing 7-12 (1625) Elementary K-6 (2810) Office Technologies 7-12 (1658) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Shaffer Whittni	Grades PK-4 (2825) Grades 5-6 (2826)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Shanahan Paul	Earth and Space Science 7-12 (8440)	8	Middle Level Science, 7-9	8	100	0
Shane Cindy	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Secondary School Counselor	8	100	0
Sharp Heather	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Shaud Emily	Early Childhood N-3 (2840) Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Shelley Joanna	Early Childhood N-3 (2840) Elementary K-6 (2810) Reading Specialist PK-12 (7650) Principal PK-12 (1115)	K-12	Supervisor, Curriculum and Instruction	8	100	0
Shemeluk Michael	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Sheridan Stephanie	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6-8	Special Ed, Resource PreK-12	8	100	0
Sheriff Lori	Principal PK-12 (1115) Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860)	6-8	Assistant or Vice Secondary Principal	8	100	0
Sherlock Adam	Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Shissler Alyssa	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Shoemaker Lynn	Early Childhood N-3 (2840) Elementary K-6 (2810)	K - 5	Special Ed, Resource PreK-12	8	100	0
Sholley Jennifer	Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Shulde Brianna	Social Studies 7-12 (8875)	9-12	History, 10-12	8	100	0
Shuma Karen	Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Shumbres Erin	Biology 7-12 (8405) Earth and Space Science 7-12 (8440) General Science 7-12 (8450)	9 - 12	Biology	8	100	0
Shuttlesworth Sonny	English as a Second Language (ESL) PK-12 (4499) Elementary K-6 (2810)	K - 5	English as Second Language, Elementary, PreK-6	8	100	0
Simcox Jesse	Health & Physical Educ PK-12 (4805) Safety Ed/Driver Ed 7-12 (5215)	10	Health and Physical Education, Secondary, 7-12	8	100	0
Simcox Nichole	Health & Physical Educ PK-12 (4805) Safety Ed/Driver Ed 7-12 (5215)	9	Health and Physical Education, Secondary, 7-12	8	100	0
Simek Janine	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Special Education PK-12 (9225) Principal PK-12 (1115)	8	Middle Level Mathematics, 7-9	8	100	0
Simon Sarah	Early Childhood N-3 (2840) Elementary K-6 (2810) Reading Specialist PK-12 (7650)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Simpson Caitlin	Mathematics 7-12 (6800)	9-12	Mathematics, 10-12	8	100	0
Simyan Kaitlyn	Grades PK-4 (2825) Special Education PK-8 (9226) Soc and Emotionally Dist K-12 (19260)	6-8	Special Ed, Resource PreK-12	8	100	0
Slacker Matthew	Elementary K-6 (2810) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
Sledzinski Elizabeth	Health & Physical Educ PK-12 (4805)	8	Health and Physical Education, Secondary, 7-12	8	100	0
Slomer Susan	Elementary K-6 (2810) Reading Specialist PK-12 (7650)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Small Angela	Early Childhood N-3 (2840) Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Smith Jillette	Master's Equivalency - (1185) Art PK-12 (1405)	6	Art, Elementary (PreK-6)	8	100	0
Smith Kayla	Elementary K-6 (2810) Special Education PK-8 (9226) Principal PK-12 (1115)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Smith Lauren	English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Smith Scott	Social Studies 7-12 (8875) Special Education 7-12 (9227)	9-12	Special Ed, Resource PreK-12	8	100	0
Smith Shane	Elementary K-6 (2810) Ment and/or Phys Handicapped K-12 (9235)	9-12	Special Ed, Resource PreK-12	8	100	0
Smith Shantara	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Smolens Rebecca	Inst Technology Specialist PK-12 (1825) Elementary K-6 (2810)	K-6	Other, Staff Coach (Not Math, Literacy, Science, or Special Education)	8	100	0
Snively Jennifer	Spanish PK-12 (4490) English as a Second Language (ESL) PK-12 (4499)	K - 5	Spanish, Elementary, PreK-6	8	100	0
Snyder David	Citizenship 7-12 (8825) Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0

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Snyder Hannah	Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Solt Heather	English 7-12 (3230) Special Education 7-12 (9227)	7-12	Special Ed, Staff Coach	8	100	0
Sommer Krista	Biology 7-12 (8405)	7	Middle Level Science, 7-9	8	100	0
Sonnie Barton Kathryn	Elementary K-6 (2810)	6	Middle Level Social Studies, 7-9	8	100	0
Sorce Kelly	Art PK-12 (1405)	9-12	Art, Secondary (7-12)	8	100	0
Spager Frank	Social Studies 7-12 (8875) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Spager Sarah	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Secondary School Counselor	8	100	0
Spagnola Louis	Music PK-12 (7205)	9-12	Music, Secondary, 7-12	8	100	0
Spangler James	General Science 7-12 (8450) Biology 7-12 (8405)	9	General Science, Intermediate, 10-12	8	100	0
Spearman-Kannel Alexandria	English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
Spindler Jacob	Social Studies 7-12 (8875)	9 - 12	History, 10-12	8	100	0
St Hilaire Robyn	Elementary K-6 (2810) English 7-12 (3230) Mid-Level English 6-9 (2850)	9-12	English/Communication, 10-12	8	100	0
Stackhouse Diane	Elementary K-6 (2810) Special Education PK-12 (9225)	K	Kindergarten, age 5 (K5)	8	100	0
Stafford Rebecca	Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0
Stahl Jamie	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Stamm Lauren	Music PK-12 (7205) English as a Second Language (ESL) PK-12 (4499) Inst Technology Specialist PK-12 (1825) Grades PK-4 (2825)	8	Music, Secondary, 7-12	8	100	0
Stanvitch Bridget	English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Stauffer Amy	Grades PK-4 (2825) Special Education Expansion 7-12 (9229) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Steele Amber	Social Studies 7-12 (8875)	11	Government, 10-12	8	100	0
Steele Amy	Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Steele Samantha	Early Childhood N-3 (2840) Elementary K-6 (2810) English as a Second Language (ESL) PK-12 (4499)	K-5	English as Second Language, Elementary, PreK-6	8	100	0
Steis Emily	Citizenship 7-12 (8825) Social Studies 7-12 (8875) Family-Consumer Sci PK-12 (5600)	7	Middle Level Social Studies, 7-9	8	100	0
Stetar Erica	Special Education PK-8 (9226) Elementary K-6 (2810) Grades PK-4 (2825)	9-12	Special Ed, Resource PreK-12	8	100	0
Stevenson Lindsey	Elementary K-6 (2810) Special Education PK-12 (9225)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Stevenson-Dunn Carey	Library Science PK-12 (6420) English 7-12 (3230) Mid-Level English 6-9 (2850) Mid-Level Mathematics 6-9 (2860) Reading Specialist PK-12 (7650)	8	Middle Level English, 7-9	8	100	0
Steward Carol	Special Education PK-12 (9225) General Science 7-12 (8450) Social Studies 7-12 (8875) English 7-12 (3230)	6-8	Special Ed, Resource PreK-12	8	100	0
Stewart Nicole	Elementary K-6 (2810) English as a Second Language (ESL) PK-12 (4499)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Stokes Allison	Health & Physical Educ PK-12 (4805) Family-Consumer Sci PK-12 (5600)	10	Health and Physical Education, Secondary, 7-12	8	100	0
Stopyra Rosanna	Early Childhood N-3 (2840) Nursery/Kindergarten N-K (12833)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Storch Ronald	Elementary K-6 (2810) Social Studies 7-12 (8875) Art PK-12 (1405) Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
Striefsky Alessandra	Supvr Special Education PK-12 (9215) Special Education PK-12 (9225)	6-8	Special Ed, Resource PreK-12	8	100	0
Strunk Danielle	Mathematics 7-12 (6800)	9-12	Mathematics, 10-12	8	100	0
Stuckey Elizabeth	Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Style Lisa	Supvr Special Education PK-12 (9215) Hearing Impaired PK-12 (9205) Special Education PK-12 (9225)	K - 12	Supervisor, Special Education	8	100	0
Summerson Christine	Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Swaha Dominic	Social Studies 7-12 (8875) Principal PK-12 (1115)	9-12	Assistant or Vice Secondary Principal	8	100	0
Swanger Kristy	Mid-Level English 6-9 (2850) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Swarner Lecanna	Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0

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Swartz Carla	Early Childhood N-3 (2840) Elementary K-6 (2810) Special Education PK-12 (9225) Supvr Special Education PK-12 (9215)	k-12	Supervisor, Special Education	8	100	0
Swartz Lisa	Master's Equivalency - (1185) Art PK-12 (1405)	9-12	Art, Secondary (7-12)	8	100	0
Swartzendruber Meredith	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Elementary K-6 (2810)	5	Gifted Classes, Elementary. PreK-6	8	100	0
Sweeney Kelly	Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Sweeney Marc	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Secondary School Counselor	8	100	0
Swencki Kelly	Elementary K-6 (2810) Reading Specialist PK-12 (7650)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Swenson Tammy	Mid-Level Mathematics 6-9 (2860) Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Swinger Michael	Mathematics 7-12 (6800)	8	Middle Level Mathematics, 7-9	8	100	0
Taicher Corinne	Social Studies 7-12 (8875)	11	Government, 10-12	8	100	0
Taveras Karina	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Taylor Jordon	Art PK-12 (1405)	10	Art, Secondary (7-12)	8	100	0
Taylor Michelle	Music PK-12 (7205) Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	3 - 5	Music, Elementary, PreK-6	8	100	0
Taylor-Good Laura	Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0
Tayoune Meryem	French PK-12 (4410)	9 - 12	French, 6-12	8	100	0
Teats Mariah	Grades PK-4 (2825) Special Education PK-8 (9226)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Teson Beth	Master's Equivalency - (1185) Art PK-12 (1405)	9-12	Art, Secondary (7-12)	8	100	0
Texter Catherine	Mathematics 7-12 (6800)	9 - 12	Mathematics, 10-12	8	100	0
Thomas Chelsie	Principal PK-12 (1115) Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) Grades PK-4 (2825) Inst Technology Specialist PK-12 (1825)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Thomas Nicole	Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0
Thomas Victoria	Social Studies 7-12 (8875)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Thompson Cathleen	Elementary K-6 (2810) Inst Technology Specialist PK-12 (1825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
Tibbs Claire	Mathematics 7-12 (6800) Inst Technology Specialist PK-12 (1825)	10	Mathematics, 10-12	8	100	0
Tielman Julia	Grades PK-4 (2825) Special Education PK-8 (9226)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Tighe Anna	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Timko Michelle	Special Education PK-12 (9225) English 7-12 (3230) General Science 7-12 (8450) Social Studies 7-12 (8875)	9-12	Special Ed, Resource PreK-12	8	100	0
Tomazic Heather	Elementary K-6 (2810) English 7-12 (3230) Mid-Level Mathematics 6-9 (2860) Special Education 7-12 (9227)	6-8	Special Ed, Middle Level Math, 7-9	8	100	0
Topper Caroline	Ment and/or Phys Handicapped K-12 (9235)	6-8	Special Ed, Resource PreK-12	8	100	0
Torpey Krista	Master's Equivalency - (1185) English 7-12 (3230) Special Education PK-12 (9225) Social Studies 7-12 (8875)	9-12	Special Ed, Resource PreK-12	8	100	0
Toth Duane	General Science 7-12 (8450) Principal PK-12 (1115)	K - 5	Assistant or Vice Elementary Principal	8	100	0
Toth Tara	Elementary K-6 (2810) Special Education PK-12 (9225)	6-8	Special Ed, Resource PreK-12	8	100	0
Toye Molly	Early Childhood N-3 (2840)	K-5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Trabert Melissa	Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Traub Christina	Social Studies 7-12 (8875) Special Education 7-12 (9227)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Travan Suzanne	Art PK-12 (1405) Art PK-12 (1405)	K	Art, Elementary (PreK-6)	8	100	0
Treese Matthew	English 7-12 (3230) Assistant Superintendent PK-12 (1155) English as a Second Language (ESL) PK-12 (4499) Principal PK-12 (1115) Inst Technology Specialist PK-12 (1825) Superintendent PK-12 (1150)	6-8	Supervisor, Secondary Education	8	100	0
Treslar Theadora	Biology 7-12 (8405)	9	Biology	8	100	0
Tribbet Jason	Health & Physical Educ PK-12 (4805) Principal PK-12 (1115)	6-8	Assistant or Vice Middle School Principal	8	100	0
Troxell Elizabeth	Elementary K-6 (2810) Mid-Level Science 6-9 (2880)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0

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Tufaro Lisa Ann	Elementary K-6 (2810) Ment and/or Phys Handicapped K-12 (9235)	6-8	Special Ed, Resource PreK-12	8	100	0
Tunis Jessica	Elementary K-6 (2810) Special Education PK-8 (9226)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Turnsek Christina	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Tyler Emily	Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
Tyler Jennifer	Special Education PK-12 (9225)	6-8	Special Ed, Resource PreK-12	8	100	0
Tyler Richard	Elementary Education K-8 (12810) Learning Disabled K-12 (19245) Soc and Emotionally Dist K-12 (19260) Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Tyson Christina	Elementary K-6 (2810) Reading Specialist PK-12 (7650)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Uhrich Traci	Elementary K-6 (2810) Reading Specialist PK-12 (7650)	K-12	Other, Staff Coach (Not Math, Literacy, Science, or Special Education)	8	100	0
Umberger Matthew	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Uttecht Monique	Supvr Special Education PK-12 (9215) English 7-12 (3230) Social Studies 7-12 (8875) Mathematics 7-12 (6800) General Science 7-12 (8450) Elementary K-6 (2810) Special Education PK-12 (9225)	K-12	Supervisor, Special Education	8	100	0
Valenti Adam	Social Studies 7-12 (8875) Special Education 7-12 (9227)	9-12	Special Ed, Resource PreK-12	8	100	0
Valentine Katherine	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Van Winkle Stephanie	Early Childhood N-3 (2840)	K-5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Vanfleet Alanna	Inst Technology Specialist PK-12 (1825) Elementary K-6 (2810) Library Science PK-12 (6420) Special Education PK-12 (9225)	5	Gifted Classes, Elementary. PreK-6	8	100	0
Vardoulis Teryn	Elementary K-6 (2810) Mid-Level Citiz. Ed 6-9 (2870) Mid-Level English 6-9 (2850)	8	Middle Level English, 7-9	8	100	0
Vasinko Allison	Early Childhood N-3 (2840) Elementary K-6 (2810) English 7-12 (3230)	K-12	Special Ed, Resource PreK-12	8	100	0
Vida John	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
Vieira Alysa	Elementary & Secondary School Counselor PK-12 (1839) All Instructional Areas PK-12 (-96)	K-5	Elementary School Counselor	8	100	0
Visaya-Loub Mara	Elementary K-6 (2810) Special Education PK-12 (9225)	9-12	Special Ed, Resource PreK-12	8	100	0
Vogt Jennifer	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Voit Amanda	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Resource PreK-12	8	100	0
Voitek Cayce	Chemistry 7-12 (8420) Earth and Space Science 7-12 (8440) Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	9 - 12	Chemistry	8	100	0
Vought Brandon	Physics 7-12 (8470)	7	Middle Level Science, 7-9	8	100	0
Wagner Beth	Library Science PK-12 (6420) Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Nursery/Kindergarten N-K (12833)	9-12	Assistant or Vice Secondary Principal	8	100	0
Wagner Kimberly	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Principal PK-12 (1115) Social Studies 7-12 (8875)	9-12	Special Ed, Resource PreK-12	8	100	0
Wagner Lauren	Grades PK-4 (2825) English 7-12 (3230) Special Education 7-12 (9227)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Wagner Sabrina	Elementary K-6 (2810) Reading Specialist PK-12 (7650)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Wagstaff Suzann	Mathematics 7-12 (6800) Mathematics 7-12 (6800)	7-12	Mathematics, 10-12	8	100	0
Waine Michael	Biology 7-12 (8405)	8	Biology	8	100	0
Waldman Julie	Special Education PK-12 (9231)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Walker-Footman Rhonda	Elementary K-6 (2810) English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Wallace Marissa	Special Education PK-12 (9225)	6-8	Special Ed, Resource PreK-12	8	100	0
Walter Julie	Elementary K-6 (2810)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Walter Melinda	Ment and/or Phys Handicapped K-12 (9235)	K-12	Special Ed, Resource PreK-12	8	100	0
Waltz Amanda	English 7-12 (3230)	10	English/Communication, 10-12	8	100	0

Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Wang Hayley	Soc and Emotionally Dist K-12 (19260) Grades PK-4 (2825) Elementary K-6 (2810) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Ware Julie	Mathematics 7-12 (6800)	10	Mathematics, 10-12	8	100	0
Wargula Lisa	Mathematics 7-12 (6800)	7	Middle Level Mathematics, 7-9	8	100	0
Warren Amanda	Grades PK-4 (2825)	K	Kindergarten, age 5 (K5)	8	100	0
Waters Nola	Secondary School Counselor 7-12 (1837)	9-12	Secondary School Counselor	8	100	0
Watkins Ryan	Health & Physical Educ PK-12 (4805) Safety Ed/Driver Ed 7-12 (5215)	9-12	Health and Physical Education, Secondary, 7-12	8	100	0
Watson Erica	English as a Second Language (ESL) PK-12 (4499) English 7-12 (3230) Spanish PK-12 (4490)	9 - 12	English as Second Language, Secondary English, 10-12	8	100	0
Watson-Fisher Sherri	Biology 7-12 (8405)	9	Biology	8	100	0
Watts Rachel	Art PK-12 (1405)	8	Art, Secondary (7-12)	8	100	0
Webb Elizabeth	Social Studies 7-12 (8875) English as a Second Language (ESL) PK-12 (4499)	8	Middle Level Social Studies, 7-9	8	100	0
Wechsler Alyssia	Home Economics K-12 (5605) Master's Equivalency - (1185) Special Education 7-12 (9227) Special Education PK-8 (9226) Principal PK-12 (1115)	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Weidman Gail	Accounting 7-12 (1610) Data Processing 7-12 (1625) Marketing 7-12 (1640) Office Technologies 7-12 (1658) Secretarial 7-12 (1655)	9-12	Business Education, Secondary	8	100	0
Weigel Autumn	Social Studies 7-12 (8875)	11	Government, 10-12	8	100	0
Weigel Stephen	Principal PK-12 (1115) Social Studies 7-12 (8875)	9-12	Assistant or Vice Secondary Principal	8	100	0
Weise Kimberly	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Weiss Sarah	Grades PK-4 (2825) Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) English as a Second Language (ESL) PK-12 (4499)	K	Kindergarten, age 5 (K5)	8	100	0
Welsford Youngblood Abigail	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Welsh Jennifer	Elementary & Secondary School Counselor PK-12 (1839) Elementary School Counselor K-6 (1836)	9-12	Secondary School Counselor	8	100	0
Welsh Tara	Mid-Level Science 6-9 (2880) Early Childhood N-3 (2840) Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Welter Zachary	Social Studies 7-12 (8875)	9	History, 10-12	8	100	0
Werner Kalyn	Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
Werner Lydia	Health & Physical Educ PK-12 (4805)	8	Health and Physical Education, Secondary, 7-12	8	100	0
Wertz Jessica	Hearing Impaired PK-12 (9205) English 7-12 (3230) Special Education 7-12 (9227)	9-12	Special Ed, Resource PreK-12	8	100	0
Westbrook Pamela	Grades PK-4 (2825) Special Education PK-8 (9226)	6-8	Special Ed, Resource PreK-12	8	100	0
Westrick Vanessa	Spanish PK-12 (4490)	9	Spanish, 7-12	8	100	0
Westwood-Denenberg Susan	Spanish PK-12 (4490) English as a Second Language (ESL) PK-12 (4499)	9	Spanish, 7-12	8	100	0
Wetzel Amy	Elementary K-6 (2810) Special Education PK-12 (9225)	6-8	Special Ed, Resource PreK-12	8	100	0
Wheeland Charity	Elementary K-6 (2810) Reading Specialist PK-12 (7650)	5	Elementary, Intermediate Grades 4-6 1/	8	100	0
White Jennifer	Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
White Kelly	Mid-Level Mathematics 6-9 (2860) Elementary K-6 (2810) Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
White Melissa	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Wible Jacob	English 7-12 (3230) English as a Second Language (ESL) PK-12 (4499)	8	Middle Level English, 7-9	8	100	0
Wiegand Jennifer	Principal PK-12 (1115) Elementary K-6 (2810)	2-3	Assistant or Vice Elementary Principal	8	100	0
Wielebinski Jenifer	Early Childhood N-3 (2840)	K	Kindergarten, age 5 (K5)	8	100	0
Wieseman Tracy	Music PK-12 (7205)	9-12	Music, Secondary, 7-12	8	100	0
Wiest Kerry	Special Education PK-12 (9225) Principal PK-12 (1115)	9-12	Assistant or Vice Secondary Principal	8	100	0
Wilhide Kimberly	Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Wilk Madeline	Art PK-12 (1405)	4-5	Art, Elementary (PreK-6)	8	100	0
Wilkie Alexis	English as a Second Language (ESL) PK-12 (4499) Biology 7-12 (8405)	7	Middle Level Science, 7-9	8	100	0
Williams Dana	Special Education PK-8 (9226) Special Education Expansion 7-12 (9229) Grades PK-4 (2825)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Williams Natalie	School Psychologist PK-12 (1875)	K - 12	School Psychologist	8	100	0

Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
Williams Ryan	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Wilson Kayla	Music PK-12 (7205)	K - 5	Music, Elementary, PreK-6	8	100	0
Wilt Kendra	Grades 5-6 (2826) Grades PK-4 (2825) Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	K	Kindergarten, age 5 (K5)	8	100	0
Wise Jaclyn	English as a Second Language (ESL) PK-12 (4499) English 7-12 (3230) Social Studies 7-12 (8875)	K-12	English as Second Language, K-12 Resource (Take student out for language support)	8	100	0
Wittle Sarah	Grades PK-4 (2825) Special Education PK-8 (9226)	K - 12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	8	100	0
Wolfe Chad	Principal PK-12 (1115) Mid-Level Mathematics 6-9 (2860) Safety Ed/Driver Ed 7-12 (5215) Special Education PK-12 (9225)	8	Middle Level Mathematics, 7-9	8	100	0
Wolfe Heidi	English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Wolfe Kara	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Wolfson Lindsay	Chemistry 7-12 (8420) Earth and Space Science 7-12 (8440)	10	Earth and Space Science, Intermediate	8	100	0
Wood Heather	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Wotring Holly	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Wright Amanda	Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
Wychulis Laura	English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
Wyland Annamarie	Elementary K-6 (2810) Special Education PK-12 (9225) General Science 7-12 (8450)	9-12	Special Ed, Resource PreK-12	8	100	0
Wyllie Bryan	Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Wynn Kearyn	Elementary K-6 (2810) Reading Specialist PK-12 (7650)	6	Elementary, Intermediate Grades 4-6 1/	8	100	0
Yasembousky Kyle	English 7-12 (3230)	9 - 12	English/Communication, 10-12	8	100	0
Yekel Megan	Early Childhood N-3 (2840) Elementary K-6 (2810) Special Education PK-12 (9225)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Yerkes Christopher	Elementary K-6 (2810) Mid-Level Mathematics 6-9 (2860) Mid-Level Science 6-9 (2880) Principal PK-12 (1115)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Yohe Catherine	Social Studies 7-12 (8875)	9	History, 10-12	8	100	0
Yoke Mary	Mathematics 7-12 (6800)	9 - 12	Mathematics, 10-12	8	100	0
Yom Gabrielle	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
Yost Lauren	Health & Physical Educ PK-12 (4805)	K - 5	Health and Physical Education, Elementary, PreK-6	8	100	0
Young Casie	Principal PK-12 (1115)	9-12	Supervisor, Special Education	8	100	0
Young Lauren	Elementary K-6 (2810) Special Education PK-12 (9225) Reading Specialist PK-12 (7650)	9-12	Special Ed, Resource PreK-12	8	100	0
Young Samantha	Biology 7-12 (8405)	9 - 12	Biology	8	100	0
Yowell Meredith	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
Zack Joanna	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Zadzura Stacy	Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
Zagursky Zachary	Physics 7-12 (8470)	9 - 12	Physical Science, Intermediate, 10-12	8	100	0
Zangaro Jodie	Elementary School Counselor K-6 (1836) Secondary School Counselor 7-12 (1837)	K-5	Elementary School Counselor	8	100	0
Zavada Tara	Elementary Education K-8 (12810) Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6 1/	8	100	0
Zuvich Lindsey	Grades PK-4 (2825) Special Education PK-8 (9226)	K-5	Special Ed, Elementary Subjects, PreK-6	8	100	0
Zvolensky Kayla	Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2022

Name of School COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
 Address of School ONE INNOVATION WAY, HARRISBURG, PA 17110

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	107,085,977.90
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	41,600,583.00
1300	VOCATIONAL EDUCATION	2,146,025.12
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	535,652.85
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	104,896.52
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
2110	Supervision of Pupil Personnel Services	353,305.85
2120	Guidance Services	21,402,290.43
2130	Attendance Services	97,630.88
2140	Psychological Services	3,528,922.56
2150	Speech Pathology and Audiology Services	421,618.04
2160	Social Work Services	37,426.21
2170	Student Accounting Services	307,101.04
2190	Other Pupil Personnel Services	273,649.31
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
2210	Supervision of Educational Media Services	359,155.88
2220	Technology Support Services	
2230	Educational Television Services	
2240	Computer-Assisted Instruction Support Services	
2250	School Library Services	83,165.32
2260	Instruction and Curriculum Development Services	25,901,210.93
2270	Instructional Staff Professional Development Services	382,256.15
2280	Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
2310	Board Services	22,920.20
2320	Board Treasurer Services	
2340	Staff Relations and Negotiations Services	
2350	Legal Services	447,045.09
2360	Office of the Superintendent (Executive Director) Services	2,530,515.84
2370	Community Relations Services	11,700,161.34
2380	Office of the Principal Services	6,819,714.06
2390	Other Administration Services	689,813.26

2400		SUPPORT SERVICES - PUPIL HEALTH	243,750.69
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	1,578,830.86
	2520	Purchasing Services	1,528,714.34
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	667,912.18
	2620	Operation of Buildings Services	4,702,518.53
	2630	Care and Upkeep of Grounds Services	208,566.97
	2640	Care and Upkeep of Equipment Services	1,108.46
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	744,529.11
	2660	Security Services	420.00
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	205,997.22
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	3,932,369.64
	2820	Information Services	176.71
	2830	Staff Services	1,245,844.37
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	327,285.21
	2860	Management Services	1,134.19
	2890	Other Support Services Central	7,022,410.54
2900		OTHER SUPPORT SERVICES - CENTRAL	2,321,666.22
	2990	Pass-Thru Funds	
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	414,405.00
	3210	School Sponsored Student Activities	71,059.80
	3250	School Sponsored Athletics	13,655.11
3300		COMMUNITY SERVICES	3,622,793.40
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	1,526.45
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	

4000	FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100	SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	6,722,117.25
4200	EXISTING SITE IMPROVEMENT SERVICES	
4300	ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	1,409,414.29
4400	ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	22,224,290.83
4600	EXISTING BUILDING IMPROVEMENT SERVICES	6,009,383.01
5000	OTHER EXPENDITURES AND FINANCING USES	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200	FUND TRANSFERS	150,300,250.00
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
TOTAL EXPENDITURES		\$ 442,353,168.18

TOTAL REVENUES MINUS TOTAL EXPENDITURES = PRELIMINARY CURRENT FUND BALANCE AS OF JUNE 30, 2022 103,927,772.96

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2022

Name of School COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
 Address of School ONE INNOVATION WAY, HARRISBURG, PA 17110

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	130,084.00
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	68,725.80
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	2,321.65
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	3,920,719.52
	6890	Other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	1,316,499.59
	6920	Contributions & Donations from Private Sources / Capital Contributions	300.73
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	341,267,489.22
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure	
	6947	Receipts from Members of Intermediate Units for Education by	

	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	145,026.38
	6999	Other Revenues Not Specified Above	28,575.48
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	156,390.53
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	278,975.42
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	

8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	8,450,986.40
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8700		ESSER FUNDING	39,780,808.25
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	364,374.64
9000		OTHER FINANCING SOURCES	19,163.53
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	150,300,250.00

	9320	Special Revenue Fund Transfers	
	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	50,250.00
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			\$ 546,280,941.14



**COMMONWEALTH CHARTER ACADEMY
CHARTER SCHOOL**

FINANCIAL AND COMPLIANCE REPORT

Year Ended June 30, 2021

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INDEPENDENT AUDITOR'S REPORT

**To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Commonwealth Charter Academy Charter School, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Charter 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 respective financial position of the governmental activities and each major fund of Commonwealth Charter Academy Charter School, as of June 30, 2021, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison schedule for the general fund, and pension and other postemployment benefit information on pages 48 through 51, 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.

Supplementary Information

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 28, 2022, on our consideration of the Commonwealth Charter Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control over financial reporting and compliance.

Herbein + Company, Inc.

**Reading, Pennsylvania
January 28, 2022**



**Commonwealth Charter Academy Charter School
Management's Discussion and Analysis
June 30, 2021**

The Management of Commonwealth Charter Academy Charter School (CCA or the School) has prepared this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2021. The information presented here should be read and considered in conjunction with the School's financial statements.

Financial Highlights

Government-wide net position increased by \$111.6 million in the current year, bringing the ending net position to \$182.6 million.

For fiscal year 2020-21, CCA adopted a balanced general fund budget in the amount of \$153.9 million. Actual general fund revenues and other financing sources were \$317.5 million. Actual general fund expenditures were \$185.2 million and transfers to the capital projects fund were \$128.8 million. This resulted in a fund balance surplus in the general fund of \$3.6 million.

General fund revenues in 2020-21 increased approximately \$153.5 million over the prior year due to a variety of economic factors such as increased student enrollments as a direct result of the COVID-19 global pandemic. Another known factor continuing to contribute to the increase in general fund revenues is due to the 2017-18 court decision which required school districts to use budgeted expenditures instead of actual expenditures for tuition payment calculations.

The School's general fund cash balance at June 30, 2021 was \$22.2 million which is a decrease of approximately \$15 million. The decrease was due to CCA's investment in Capital Projects to increase efforts of growing its presence in the state of Pennsylvania and to further develop its technology infrastructure. School receivables have increased by \$23.6 million due in large part to an increase in school district tuition receivables at year-end as a result of student growth. All other receivables remain consistent with the prior year due to routine year-end reconciliations.

Total general fund payables increased by \$13.9 million due primarily to an increase in interfund payables of \$5.3 million related to transfers to the capital projects fund for future building and technology development investments.

The School adopted GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, and Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date*, beginning in 2014-15, and is accordingly reporting its share of the June 30, 2021 total Public School Employees Retirement System (PSERS) pension liability calculated to be \$124.7 million.

Effective July 1, 2017, the School adopted Governmental Accounting Standards Board (GASB) Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, to be in conformity with generally accepted accounting principles. Statement No. 75 establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferring inflows of resources, and expenditures in order to improve accounting and financial reporting by governments for postemployment benefits other than pensions (OPEB). The OPEB liability reflected on the government-wide statements relates to the Public School Employees Retirement System (PSERS) Health Insurance Premium Assistance Program. At June 30, 2021, the School's share of this OPEB liability was \$5.5 million, which is reflected on the government-wide statements.

Overview of Financial Statements

This annual report consists of three parts: (1) management's discussion and analysis, (2) the basic financial statements, and (3) required supplementary information. The basic financial statements include two kinds of statements that present different views of the School. This report also contains supplementary information related to single audit reporting requirements.

This Management's Discussion and Analysis is intended to serve as an introduction to the School's basic financial statements. Government-Wide Financial Statements include a Statement of Net Position and Statement of Activities which are designed to provide readers with a short-term and long-term overview of the School's finances. The remaining Fund Financial Statements focus on a more detailed presentation of operations in the short-term. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The Notes to the Financial Statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Figure 1 shows how the various parts of this annual report are arranged and related to one another.

Figure 1

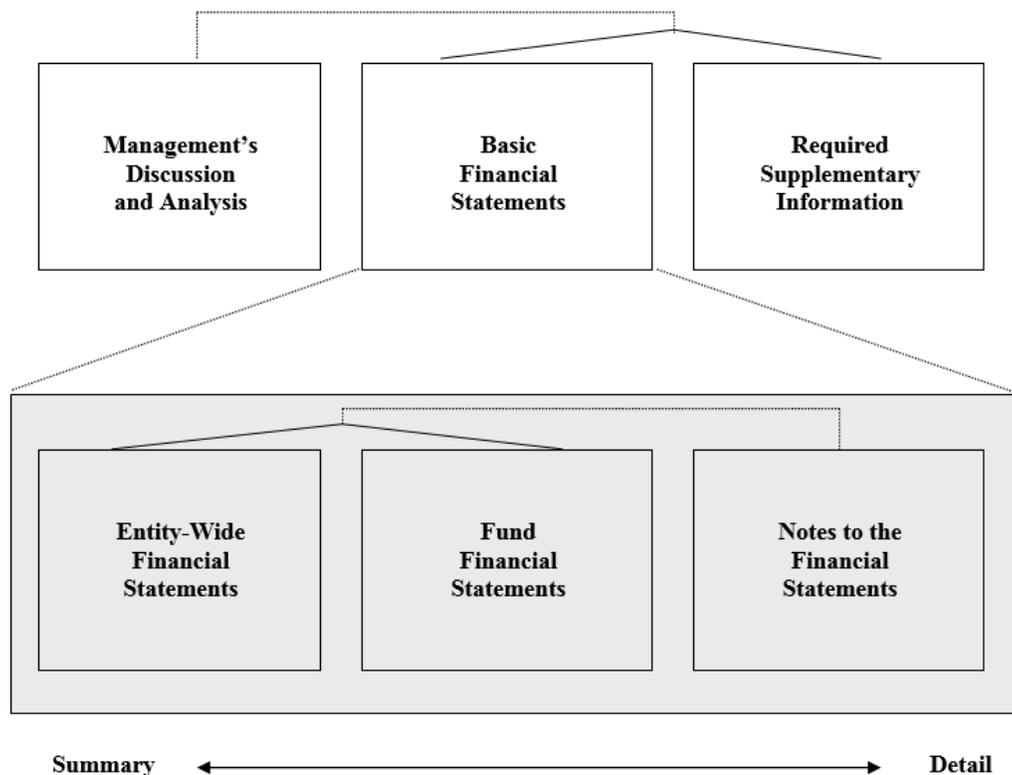


Figure 2 summarizes the major features of the School’s financial statements, including the portion of School activity they cover and the types of information they contain. The remainder of this overview section of management’s discussion and analysis highlights the structure and contents of each of the statements.

Figure 2

<u>Major Features of the Government-Wide and Fund Financial Statements</u>		
	District-Wide Statements	Fund Financial Statements
		Governmental Funds
Scope	Entire School (except fiduciary funds)	Activities of the School that are not proprietary or fiduciary, such as general operating and capital projects
Required financial statements	<ul style="list-style-type: none"> • Statement of net position • Statement of activities 	<ul style="list-style-type: none"> • Balance sheet • Statement of revenues, expenditures, and changes in fund balances
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial focus
Type of asset/liability information	All assets and liabilities, both financial and capital, current and noncurrent, and deferred inflows and outflows of resources	Generally, assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets or noncurrent liabilities included
Type of inflow/outflow information	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and the related liability is due and payable

Government-Wide Statements

The government-wide statements report information about the School as a whole using accounting methods similar to those used by private-sector companies, referred to as the accrual basis of accounting.

The Statement of Net Position presents all of the School’s assets and liabilities, deferred inflows and outflows of resources with the difference reported as “net position.” Over time, increases and decreases in net position measure whether the School’s financial condition is improving or deteriorating.

The Statement of Activities presents information showing how the School’s net position changed during the year. All changes in net position are reported as soon as the underlying events giving rise to the change occur, regardless of the timing of related cash flows. Therefore, revenues and expenses are reported in these statements for some events that will result in cash flows in future periods.

The School currently only has governmental activities reported on these statements.

- Governmental activities - contain the basic services of the School, such as regular and special education and operation and maintenance of plant services, as well as the tuition revenue and federal and state grants which generally finance these programs.

Fund Financial Statements

The fund financial statements provide more detailed information about the major individual funds of the School. A fund is a fiscal and accounting entity with a self-balancing set of accounts used to keep track of specific sources of funding and spending for particular programs. The School currently has only governmental funds.

- Governmental Funds - Most of the School’s basic services are included in governmental funds that focus on how money flows into and out of these funds and the balances left at the year-end for future spending. The governmental fund financial statements provide a detailed short-term view of the general operations and the basic services provided and provide some direction as to whether there will be more or fewer resources that can be spent in the near future to finance the School’s programs.

Government-Wide Financial Analysis

The Statement of Net Position contains information about the School’s assets, liabilities, deferred inflows and outflows of resources, and net position. Management has adopted Governmental Accounting Standards Board (GASB) Statement No. 34 which requires a comparative analysis of current and prior periods. Figure 3 shows a comparative summary of the School’s net position for the years ended June 30, 2021 and 2020.

Figure 3	<u>2021</u>	<u>2020</u>
Comparative Statement of Net Position Summary		
Current assets	\$ 166,515,045	\$ 110,505,149
Capital assets, net	<u>129,649,302</u>	<u>64,500,148</u>
Total assets	296,164,347	175,005,297
Deferred outflows of resources	<u>42,853,493</u>	<u>28,824,308</u>
Total assets and deferred outflows	<u>\$ 339,017,840</u>	<u>\$ 203,829,605</u>
Current liabilities	\$ 23,011,832	\$ 15,204,071
Net pension liability & other post-employment benefits	<u>130,142,000</u>	<u>113,275,000</u>
Total liabilities	153,153,832	128,479,071
Deferred pension and other post-employment benefit inflows	3,289,000	4,398,000
Net invested in capital assets	129,649,302	64,500,148
Restricted for Capital	120,101,670	75,488,457
Unrestricted	<u>(67,175,964)</u>	<u>(69,036,071)</u>
Total net position	<u>182,575,008</u>	<u>70,952,534</u>
Total liabilities, deferred inflows, and net position	<u>\$ 339,017,840</u>	<u>\$ 203,829,605</u>

The increase in total assets, besides excess revenues over expenses in operations, is due in part to additions to capital assets from continued investments in our physical sites at strategic locations throughout the state. The increase in assets is also from continued investments in edio, the School’s relationship management system. Finally, the increase is also due to additional reserves in the Capital Projects fund for planned purchases of buildings, building improvements, and software development.

The increase in liabilities is a result of higher payroll liabilities related to an increase in staff during the school year from increased enrollments. It is also a result of higher payables at year end related to operations as well as a slightly higher pension and other postemployment benefit liability at year end. The higher pension and other postemployment benefit amounts are provided by PSERS. Deferred inflows and outflows relate to both the pension and other postemployment benefit plans offered through PSERS. These amounts fluctuate from year-to-year based on plan experiences.

The School's revenues remain predominately local school district tuition funds based on student enrollment. For the year ended June 30, 2021, the School's total revenues of \$315.5 million exceeded expenditures of \$203.8 million by \$111.6 million, positively impacting the net position at the end of the school year.

The results of operations for the fiscal year ended June 30, 2021 as a whole are reported in the Statement of Activities. Figure 4 is a comparative summary of changes in net position for the years ended June 30, 2021 and 2020.

Revenues are defined as either program or general revenues. Program revenues are generated by the services themselves or provided externally for use in a particular function and are categorized as charges for services, operating grants and contributions, or capital grants and contributions. General revenues include investment earnings and other revenue that does not meet the criteria for program revenue. Expenses are categorized by function - instruction, support services, and non-instructional services.

Figure 4	<u>2021</u>	<u>2020</u>
Comparative Statement of Activities Summary		
Revenues		
Program revenues:		
Local educational agency assistance	\$ 285,843,312	\$ 156,292,592
Operating grants & contributions	28,832,885	7,156,224
General revenues	<u>785,292</u>	<u>1,027,629</u>
Total revenues	315,461,489	164,476,445
Expenditures		
Instruction	113,035,470	59,652,259
Support services	74,969,731	57,380,350
Non-instructional services	3,132,414	2,581,078
Unallocated depreciation	<u>12,701,400</u>	<u>5,994,638</u>
Total expenditures	<u>203,839,015</u>	<u>125,608,325</u>
Change in net position	111,622,474	38,868,120
Net position, beginning	<u>70,952,534</u>	<u>32,084,414</u>
Net position, ending	<u>\$ 182,575,008</u>	<u>\$ 70,952,534</u>

Governmental Funds Financial Analysis

The focus of the School's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental funds reported an ending fund balance of \$143.5 million. Of the ending fund balance, \$19.0 million is non-spendable, \$119.9 million is restricted for capital projects and technology investments, and \$4.0 million is assigned for various purposes. The remaining unassigned fund balance is \$.6 million.

Budget Variations - General Fund

The actual revenues exceeded budgeted amounts by \$161.8 million, largely due to increased tuition from sending school districts related to their per student expenditure calculations, increased student enrollments during the school year, and an increase in federal funding.

Actual expenditures, excluding other financing uses, exceeded budgeted expenditures by \$53.9 million due to increased personnel for various instructional and support positions needed as a result of the increased enrollments from COVID-19.

Capital Assets

As of June 30, 2021, the School's investment in capital assets for its governmental activities totaled \$129,649,302 (net of accumulated depreciation). This investment in capital assets includes equipment, furniture, technology, software, buildings and building improvements.

The School continued to invest in buildings and improvements, software development, and furniture and equipment during 2020-21. Capital additions were \$82,421,087.

Fixed assets costing \$8,139,498 with accumulated depreciation of \$3,568,965 were disposed of during the year ended June 30, 2021.

Additional information on the School's capital assets can be found in Note 6 of this report.

Economic Factors and Next Year's Budget and Activities

The School's primary source of revenue, tuitions received from local school districts, are anticipated to keep pace with the growth in student enrollments during the 2021-22 school year. Economic factors affecting the budgets will include the current COVID-19 global pandemic, the costs of staffing to our enrollment levels, the continual increase of PSERS contribution rates, the cost of health insurance premiums, and potential State budget cuts. Additional future events that could impact the School financially include fluctuations in the student enrollments related to the pandemic and corresponding staffing changes to meet the demand.

During 2021-22 school year and going forward, the School will maintain its investment strategy to finance curriculum and learning management system enhancements. It is anticipated that the School will also continue with its investment strategy of capital purchases and improvements. These projects will require additional resources over the next several years.

During the 2021-22 school year, CCA acquired buildings in Cranberry Township, State College, and Wyomissing as part of a continued effort to grow presence in the state.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the CEO, Commonwealth Charter Academy Charter School, One Innovation Way, Harrisburg, PA 17110.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATEMENT OF NET POSITION

June 30, 2021

	Governmental Activities
ASSETS	
Cash	\$ 108,611,956
Intergovernmental receivables	38,382,622
Other receivables	514,240
Prepaid expenses	19,006,227
Capital assets not being depreciated	19,042,626
Capital assets, net of accumulated depreciation	110,606,676
TOTAL ASSETS	296,164,347
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows of resources for pension	41,098,633
Deferred outflows of resources for other postemployment benefits	1,754,860
TOTAL DEFERRED OUTFLOWS OF RESOURCES	42,853,493
LIABILITIES	
Accounts payable	6,886,286
Other liabilities	34,230
Accrued salaries and benefits	7,188,348
Payroll deductions and withholdings	8,902,968
Noncurrent liabilities:	
Net pension liability	124,673,000
Net other postemployment benefit liability	5,469,000
TOTAL LIABILITIES	153,153,832
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows of resources for pension	3,152,000
Deferred inflows of resources for other postemployment benefits	137,000
TOTAL DEFERRED INFLOWS OF RESOURCES	3,289,000
NET POSITION	
Investment in capital assets	129,649,302
Restricted for capital projects	120,101,670
Unrestricted (deficit)	(67,175,964)
TOTAL NET POSITION	\$ 182,575,008

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2021

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenue</u>		<u>Net (Expense) Revenue and Changes in Net Position Governmental Activities</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	
Governmental Activities				
Instruction	\$ 113,035,470	\$ 175,350,614	\$ 25,968,626	\$ 88,283,770
Instructional student support	42,792,057	53,137,222	668,068	11,013,233
Administrative and financial support services	24,303,612	44,379,636	74,714	20,150,738
Operation and maintenance of plant services	7,781,792	8,273,274	7,894	499,376
Pupil transportation	92,270	142,185	-	49,915
Student activities	210,537	325,182	2,280	116,925
Community services	2,921,877	4,235,199	2,111,303	3,424,625
Unallocated depreciation/ amortization expense	12,701,400	-	-	(12,701,400)
Total Governmental Activities	<u>\$ 203,839,015</u>	<u>\$ 285,843,312</u>	<u>\$ 28,832,885</u>	110,837,182
General Revenues				
Investment earnings				171,975
Miscellaneous revenue				613,317
Total General Revenues				<u>785,292</u>
Change in Net Position				111,622,474
Net Position - Beginning of Year				<u>70,952,534</u>
Net Position - End of Year				<u>\$ 182,575,008</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

BALANCE SHEET - GOVERNMENTAL FUNDS

June 30, 2021

	<u>General</u>	<u>Capital Projects</u>	<u>Total Governmental Funds</u>
ASSETS			
Cash	\$ 22,161,411	\$ 86,450,545	\$ 108,611,956
Interfund receivable	-	35,255,500	35,255,500
Intergovernmental receivables	38,382,622	-	38,382,622
Other receivables	514,126	114	514,240
Prepaid expenditures	<u>18,793,379</u>	<u>212,848</u>	<u>19,006,227</u>
TOTAL ASSETS	<u><u>\$ 79,851,538</u></u>	<u><u>\$ 121,919,007</u></u>	<u><u>\$ 201,770,545</u></u>
LIABILITIES AND FUND BALANCES			
LIABILITIES			
Interfund payable	\$ 35,255,500	\$ -	\$ 35,255,500
Accounts payable	5,068,949	1,817,337	6,886,286
Other liabilities	34,230	-	34,230
Accrued salaries and benefits	7,188,348	-	7,188,348
Payroll deductions and withholdings	<u>8,902,968</u>	<u>-</u>	<u>8,902,968</u>
TOTAL LIABILITIES	56,449,995	1,817,337	58,267,332
FUND BALANCES			
Nonspendable:			
Prepaid expenditures	18,793,379	212,848	19,006,227
Restricted	-	119,888,822	119,888,822
Assigned:			
Technology investments	2,000,000	-	2,000,000
Learning Management System and curriculum development	1,000,000	-	1,000,000
Future health insurance claims	1,000,000	-	1,000,000
Unassigned	<u>608,164</u>	<u>-</u>	<u>608,164</u>
TOTAL FUND BALANCES	<u>23,401,543</u>	<u>120,101,670</u>	<u>143,503,213</u>
TOTAL LIABILITIES AND FUND BALANCES	<u><u>\$ 79,851,538</u></u>	<u><u>\$ 121,919,007</u></u>	<u><u>\$ 201,770,545</u></u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

RECONCILIATION OF GOVERNMENTAL FUNDS BALANCE SHEET TO THE
GOVERNMENT-WIDE STATEMENT OF NET POSITION

June 30, 2021

Amounts reported for governmental activities on the statement of net position are different because:

TOTAL FUND BALANCES - GOVERNMENTAL FUND	\$ 143,503,213
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$154,946,147 and the accumulated depreciation/amortization is \$25,296,845.	129,649,302
The net pension liability and related deferred outflows and inflows of resources for pensions are not reflected on the fund financial statements.	(86,726,367)
The net other postemployment benefit liability and related deferred outflows and inflows of resources for other postemployment benefits are not reflected on the fund financial statements.	<u>(3,851,140)</u>
TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES	<u><u>\$ 182,575,008</u></u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -
GOVERNMENTAL FUNDS**

For the Year Ended June 30, 2021

	General	Capital Projects	Total Governmental Funds
REVENUES			
Local sources	\$ 289,417,947	\$ 76,109	\$ 289,494,056
State sources	445,663	-	445,663
Federal sources	25,775,871	-	25,775,871
TOTAL REVENUES	315,639,481	76,109	315,715,590
EXPENDITURES			
Current:			
Instructional services	113,792,885	214,400	114,007,285
Support services	68,416,979	32,460,152	100,877,131
Operation of noninstructional services	2,959,436	-	2,959,436
Capital outlay	-	51,543,844	51,543,844
Refund of prior year revenue	759	-	759
TOTAL EXPENDITURES	185,170,059	84,218,396	269,388,455
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	130,469,422	(84,142,287)	46,327,135
OTHER FINANCING SOURCES (USES)			
Sale of capital assets	1,875,000	-	1,875,000
Transfers in	-	128,755,500	128,755,500
Transfers out	(128,755,500)	-	(128,755,500)
TOTAL OTHER FINANCING SOURCES (USES)	(126,880,500)	128,755,500	1,875,000
NET CHANGE IN FUND BALANCES	3,588,922	44,613,213	48,202,135
FUND BALANCES - BEGINNING OF YEAR	19,812,621	75,488,457	95,301,078
FUND BALANCES - END OF YEAR	\$ 23,401,543	\$ 120,101,670	\$ 143,503,213

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE
GOVERNMENT-WIDE STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2021

Amounts reported for governmental activities in the statement of activities are different because:

NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS \$ 48,202,135

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.

Capital outlays	\$ 82,421,087	
Less: Depreciation/amortization expense	(12,701,400)	
Less: Loss on disposal of capital assets	<u>(4,570,533)</u>	65,149,154

Some expenses reported in the statement of activities do not require the use of current financial resources and are not reported as expenditures in governmental funds. The difference in the amount incurred and amount paid of these activities is:

Net pension liability and related deferred outflows and inflows	(1,740,718)	
Net OPEB liability and related deferred outflows and inflows	<u>11,903</u>	<u>(1,728,815)</u>

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES \$ 111,622,474

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

Commonwealth Charter Academy Charter School (the “Charter School” or “School”) is a nonprofit corporation established pursuant to the Pennsylvania Nonprofit Corporation Law of 1988. The Charter School is chartered directly through the Pennsylvania Department of Education. The current charter expired June 30, 2016; the renewal is currently being processed by the Pennsylvania Department of Education.

The Charter School is located in Harrisburg, Pennsylvania, and was established to leverage technology on behalf of students who need a more personalized approach to education to maximize their potential and meet the highest performance standards. The Charter School is a provider of high-quality, highly accountable virtual schooling for learners in grades K-12. The Charter School gives learners the flexibility to learn at home with a curriculum that meets rigorous State education standards. Through individualized service, instruction, and dedication to achievement, the Charter School provides an opportunity for all learners to competently meet personal and community goals, overcome challenges, and share their passion for success with future generations.

The Charter School is governed by a board of trustees. The number of trustees shall be determined by the Board from time to time. At least three trustees shall be chosen from and shall represent one of the following constituencies: (1) the parent of one or more student(s) who is/are enrolled in the School; (2) a generally recognized community leader in the area served by the School, as determined at the discretion of the Board; and (3) an individual currently employed as either a teacher, college instructor in the area of education, or an individual who has served in those capacities or who otherwise has expertise in education, as determined at the discretion of the Board.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Commonwealth Charter Academy Charter School have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the authoritative standard-setting body for the establishment of governmental accounting and financial reporting principles. The more significant of these accounting principles are as follows:

A. Reporting Entity

As required by generally accepted accounting principles, the financial statements of the reporting entity include those of the Charter School and its component units.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

A. Reporting Entity - continued

The Charter School used guidance contained in generally accepted accounting principles to evaluate the possible inclusion of related entities (authorities, boards, councils, fiduciary activities, etc.) within its reporting entity. Accounting principles generally accepted in the United States of America require that the reporting entity consists of the primary government and legally separate entities for which the primary government is financially accountable. In addition, the primary government may determine, through the exercise of management's professional judgment, that the inclusion of a legally separate entity that does not meet the financial accountability criteria is necessary in order to prevent the reporting entity's financial statements from being misleading. In such instances, that a legally separate entity should be included as a component unit if the nature and significance of their relationship with the primary government or other component units are such that the exclusion from the financial reporting entity would render the financial reporting entity's financial statements incomplete or misleading. In evaluating how to define the reporting entity, management has considered all potential component units.

Based on the foregoing criteria, Commonwealth Charter Academy Charter School has determined it has no component units.

B. Basis of Presentation - Government-Wide Financial Statements

Government-wide financial statements (i.e., the statement of net position and the statement of activities) display information about the reporting entity, except for its fiduciary activities. All fiduciary activities are reported only in the fund financial statements. The government-wide statements include separate columns for the governmental and business-type activities of the primary government, as well as any discretely presented component units. Governmental activities, which normally are supported by intergovernmental revenues and other nonexchange transactions, are reported separately from business-type activities which rely to a significant extent on fees and charges for support. Likewise, the primary government is reported separately from the legally separate component units for which the primary government is financially accountable. The Charter School presently only has governmental activities.

The statement of activities demonstrates the degree to which the direct expenses of a given function to the Charter School are offset by the program revenues related to that function. Direct expenses are those that are directly related to and clearly identified with a function. Program revenues include 1) charges to customers or others who purchase, use or directly benefit from services or goods provided by a given function, or 2) grants and contributions that are restricted to meet the operational or capital requirements of a function. Other items properly not included in program revenues are reported as general revenues.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

C. Basis of Presentation - Fund Financial Statements

The fund financial statements provide information about the government's funds, including its fiduciary funds. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds.

The Charter School Reports the Following Major Governmental Funds:

General Fund: The general fund is the general operating fund of the Charter School. This fund is charged with all costs of operating the Charter School for which a separate fund has not been established.

Capital Projects Fund: The capital projects fund accounts for expenditures related to facilities acquisitions and improvements as well as office furniture and equipment costs located within School facilities, and proprietary software development and enhancements.

The Charter School does not currently have any enterprise or fiduciary funds.

During the course of operations, the government has activity between funds for various purposes. Any residual balances outstanding at year end are reported as interfund receivables and payables. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

Further, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements, these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

D. Measurement Focus and Basis of Accounting

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

D. Measurement Focus and Basis of Accounting - continued

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

The governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Charter School considers revenues to be available if they are collected by October 31, 2021. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met. If time eligibility requirements are not met, deferred inflows of resources would be recorded. All other revenue items are considered to be measurable and available only when cash is received by the Charter School.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, and claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under capital leases are reported as other financing sources.

E. Budgetary Information

Budgetary Basis of Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for the general fund. All annual appropriations, except unexpended grant appropriations and encumbrances, lapse at fiscal year end. The Charter School's 2020-2021 budget was prepared and approved by the board of trustees prior to submitting the budget to the Pennsylvania Department of Education.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position

1. Cash and Cash Equivalents

The Charter School's reporting entity considers all highly-liquid investments with a maturity of three months or less when purchased to be cash equivalents.

2. Investments

Investments are valued at fair value in accordance with Governmental Accounting Standards Board Statement No. 72, *Fair Value Measurement and Application*, except for investments in external investment pools, which are valued at amortized costs if required criteria are met as outlined in Governmental Accounting Standards Board Statement No. 79, *Certain External Investment Pools and Pool Participants*.

The Charter School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

3. Interfund Transactions

Activity between funds that is representative of lending/borrowing arrangements outstanding at the end of the year are referred to as "interfund receivables/payables."

4. Receivables

The intergovernmental receivables are amounts due from local school districts, the Pennsylvania Department of Education (PDE), and other governmental entities.

5. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The costs of prepaid items are recorded as expenditures/expenses when consumed rather than when purchased. At June 30, 2021, prepaid expenditures/expenses consist of the following:

	General Fund	Capital Fund
Curriculum	\$ 10,095,473	\$ -
Rent and utilities	121,135	-
Security and property purchase deposits	87,258	150,000
Other	8,489,513	62,848
	<u>8,616,346</u>	<u>212,848</u>
Total	<u>\$ 18,793,379</u>	<u>\$ 212,848</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

6. Capital Assets, Depreciation, and Amortization

The Charter School's capital assets with useful lives of more than one year are stated at historical cost and comprehensively reported in the government-wide financial statements. The reported value excludes normal maintenance and repairs, which are essentially amounts spent in relation to capital assets that do not increase the capacity or efficiency of the item or extend its useful life beyond the original estimate. Donated capital assets are recorded at the acquisition value of the item at the date of donation.

The Charter School generally capitalizes assets with a cost of \$10,000 or more as purchase and construction outlays occur, with the exception of laptops. Assets purchased or constructed with long-term debt may be capitalized regardless of the threshold established. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Construction in progress is stated at cost and consists primarily of costs incurred on construction projects. No provision for depreciation is made on construction in progress until the assets are complete and placed into service. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

Estimated useful lives for depreciable assets are as follows:

<u>Assets</u>	<u>Years</u>
Building and improvements	6 - 27.5
Software	10
Furniture and equipment	3 - 7

7. Valuation of Long-Lived Assets

Long-lived assets to be held and used are required to be reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. In general, any long-lived assets to be disposed of are reported at the lower of carrying amount or fair value less cost to sell. The Charter School periodically evaluates the recoverability of its long-lived assets, including real estate and improvements and deferred costs, using objective methodologies. Such methodologies include evaluations based on cash flows generated by the underlying assets or other determinants of fair value. None of the Charter School's long-lived assets were considered to be impaired as of June 30, 2021.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

8. Pension

The Charter School contributes to the Public School Employees Retirement System (PSERS), a cost-sharing multiple-employer defined benefit pension plan. The Charter School accounts for the plan under the provisions of GASB Statement No. 68, which establishes standards for the measurement, recognition, and display of pension expense and related liabilities, deferred outflows and deferred inflows of resources related to pension, certain required supplementary information, and note disclosures.

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

9. Other Postemployment Benefits (OPEB)

The Charter School's other postemployment benefit plan is accounted for under the provisions of GASB Statement No. 75, which establishes standards for the measurement, recognition, and display of other postemployment benefit expense and related liabilities, deferred outflows and deferred inflows of resources related to other postemployment benefits, certain required supplementary information, and note disclosures. The Charter School provides OPEB under the following plan:

PSERS OPEB Plan

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

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

10. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expenses) until then. The Charter School has two items that qualify for reporting in this category:

Deferred outflows of resources for pension relate to the Charter School's net pension liability and pension expense and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the pension plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred outflow. Also included are contributions made to the pension plan subsequent to the measurement date and prior to the Charter School's year end. The contributions will be recognized as a reduction in net pension liability in the following year.

Deferred outflows of resources for other postemployment benefit liabilities relate to the Charter School's liability for postemployment benefits other than pensions and related expenses and arise from the changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred outflow. Also included are contributions or benefit payments made subsequent to the measurement date and prior to the Charter School's year end. These payments will be recognized as a reduction to the net other postemployment benefit liability in the following year.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

10. Deferred Outflows/Inflows of Resources - continued

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The Charter School has three types of items that qualify for reporting in this category:

Unavailable revenue arises only under a modified accrual basis of accounting and is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues from tuition. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. There was no unavailable revenue as of June 30, 2021.

Deferred inflows of resources for pensions relate to the Charter School's net pension liability and pension expense and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the pension plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred inflow.

Deferred inflows of resources for other postemployment benefit liabilities relate to the Charter School's liability for postemployment benefits other than pensions and related expenses and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred inflow.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

11. Net Position

Net position represents the difference between assets and deferred outflows of resources less liabilities and deferred inflows of resources. Net investment in the capital assets component of net position is comprised of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. In addition, any deferred outflows of resources and/or deferred inflows of resources related to such capital assets or liabilities associated with the capital assets should also be added to or deducted from the overall net investment in capital assets. The restricted component of net position is used when there are limitations imposed on their use either through the enabling legislation adopted by a higher governmental authority or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The remaining component of net position is unrestricted.

The Charter School applies restricted resources first when an expense is incurred for purposes for which both the restricted and unrestricted components of net position are available.

12. Fund Balance Policies and Flow Assumptions

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The Charter School itself can establish limitations on the use of resources through either a commitment (committed fund balance) or an assignment (assigned fund balance).

The restricted fund balance classification represents funds that are limited in use due to constraints for a specific purpose through restrictions by external parties, grant agreements, or enabling legislation.

The committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the Charter School's highest level of decision-making authority. The board of trustees is the highest level of decision-making authority for the Charter School that can, by adoption of a resolution prior to the end of the fiscal year, commit fund balance. Once adopted, the limitation imposed by the resolution remains in place until a similar action is taken (the adoption of another resolution) to remove or revise the limitation.

Amounts in the assigned fund balance classification are intended to be used by the government for specific purposes but do not meet the criteria to be classified as committed. The board has delegated authority to assign fund balance to the Chief Operating Officer and Executive Vice President of Finance and Administration. Unlike commitments, assignments generally only exist temporarily. In other words, an additional action does not normally have to be taken for the removal of an assignment. Conversely, as discussed above, an additional action is essential to either remove or revise a commitment.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

12. Fund Balance Policies and Flow Assumptions - continued

Sometimes the government will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. The Charter School's policy states in circumstances where an expenditure is made for a purpose for which amounts are available in multiple fund balance classifications, the order in which resources will be expensed is as follows: restricted fund balance, followed by committed fund balance, assigned fund balance and unassigned fund balance.

The Charter School does not have a minimum fund balance policy.

G. Use of Estimates

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

NOTE 2 - STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

A. Compliance with Finance Related Legal and Contractual Provisions

The Charter School had no material violations of finance related legal and contractual provisions.

B. Deficit Fund Balance or Net Position of Individual Funds

For the year ended June 30, 2021, no individual fund had a deficit fund balance or net position.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 3 - CASH

The deposit and investment policy of the Charter School adheres to state statutes. There were no deposits or investment transactions during the year that were in violation of either the state statutes or the policy of the Charter School.

Deposits

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Charter School does not have a policy for custodial credit risk. As of June 30, 2021, the carrying amount of the Charter School's deposits was \$108,611,956 and the bank balance was \$135,870,877. The School participates in an insured cash sweep savings account which spreads savings funds through a variety of banks with allocated funds at each bank being under the FDIC limit. Therefore, \$135,478,525 of the bank balance was covered by federal depository insurance and \$392,352 was exposed to custodial credit risk but covered by collateralization requirements in accordance with Act 72 of the 1971 Session of the Pennsylvania General Assembly.

NOTE 4 - INTERGOVERNMENTAL RECEIVABLES AND UNAVAILABLE REVENUE

The intergovernmental receivables are due from local school districts, the Pennsylvania Department of Education (PDE), and other governmental agencies. Deferred inflows of resources are reported for all receivables not collected within the period of availability (by October 31, 2021). Thus, no allowance has been deemed necessary or recorded in the accompanying financial statements. The intergovernmental receivables balance consists of the following as of June 30, 2021:

Local Education Agencies	\$ 19,935,358
Pennsylvania Department of Education:	
Title I Grants to Local Educational Agencies	2,373,236
Supporting Effective Instruction State Grant	539,209
COVID-19 Education Stabilization Fund	15,418,685
COVID-19 Special Education - Grants to States	19,553
Pennsylvania Department of Human Services	93,221
Capital Area Intermediate Unit	<u>3,360</u>
Total Intergovernmental Receivables	<u>\$ 38,382,622</u>

All receivables were collected before October 31, 2021, and therefore no unavailable revenue is reported at June 30, 2021.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 5 - INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS

The following is a summary of interfund receivables and payables at June 30, 2021:

	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
General Fund	\$ -	\$ 32,255,500
Capital Projects Fund	<u>32,255,500</u>	<u>-</u>
	<u>\$ 32,255,500</u>	<u>\$ 32,255,500</u>

Interfund receivables and payables exist as a result of a time lag between dates when payments between funds are made to fund current and future capital purchases. All will be paid within one year.

Interfund transfers are summarized as follows at June 30, 2021:

	<u>Transfers In</u>	<u>Transfers Out</u>
General Fund	\$ -	\$ 128,755,500
Capital Projects Fund	<u>128,755,500</u>	<u>-</u>
	<u>\$ 128,755,500</u>	<u>\$ 128,755,500</u>

Transfers are made to fund current and future capital purchases.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 6 - CHANGES IN CAPITAL ASSETS

Capital assets balances and activity for the year ended June 30, 2021, were as follows:

	Beginning Balance	Increase	Decrease/ Transfers	Ending Balance
Governmental Activities				
Capital assets not being depreciated:				
Land	\$ 171,105	\$ -	\$ -	\$ 171,105
Construction in progress	8,489,499	18,329,113	(7,947,091)	18,871,521
Total assets not being depreciated	<u>8,660,604</u>	<u>18,329,113</u>	<u>(7,947,091)</u>	<u>19,042,626</u>
Capital assets being depreciated:				
Building and improvements	36,186,545	33,995,772	6,943,523	77,125,840
Software	16,924,000	6,929,177	-	23,853,177
Furniture and equipment	18,893,409	23,167,025	(7,135,930)	34,924,504
Total assets being depreciated	<u>72,003,954</u>	<u>64,091,974</u>	<u>(192,407)</u>	<u>135,903,521</u>
Less accumulated depreciation/ amortization for:				
Building and improvements	3,953,171	3,030,454	-	6,983,625
Software	2,326,194	2,385,318	-	4,711,512
Furniture and equipment	9,885,045	7,285,628	(3,568,965)	13,601,708
Total accumulated depreciation/ amortization	<u>16,164,410</u>	<u>12,701,400</u>	<u>(3,568,965)</u>	<u>25,296,845</u>
TOTAL CAPITAL ASSETS BEING DEPRECIATED/AMORTIZED, NET	<u>55,839,544</u>	<u>51,390,574</u>	<u>3,376,558</u>	<u>110,606,676</u>
GOVERNMENTAL ACTIVITIES, CAPITAL ASSETS, NET	<u>\$ 64,500,148</u>	<u>\$ 69,719,687</u>	<u>\$ (4,570,533)</u>	<u>\$ 129,649,302</u>

Depreciation and amortization expense of \$12,701,400 in governmental activities was unallocated for the year ended June 30, 2021.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 7 - LINE OF CREDIT

On June 27, 2014, the Charter School obtained a \$5,000,000 line of credit to fund short-term asset purchases and fund accounts receivable. Interest on the line is payable at LIBOR plus 2.85%. The line is subject to certain financial covenants and all assets of the Charter School are pledged as collateral. There was no balance on the line and no activity for the year ended June 30, 2021.

NOTE 8 - EMPLOYEE RETIREMENT PLANS

Employee Defined Benefit Pension Plan

General Information About the Pension Plan

Plan Description

PSERS is a governmental, cost-sharing, multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania under Title 24, Part IV of the Pennsylvania General Assembly. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.pa.gov.

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2.0% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of 5 years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after 10 years of service.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 8 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

General Information About the Pension Plan - continued

Benefits Provided - continued

Participants are eligible for disability retirement benefits after completion of 5 years of credited service. Such benefits are generally equal to 2.0% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

Death benefits are payable upon the death of an active member who has reached age 62 with at least 1 year of credited service (age 65 with at least 3 years of credited service for Class T-E and Class T-F members) or who has at least 5 years of credited service (10 years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Contributions

The contribution policy is set by state statute and requires contributions by active members and employers.

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%.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 8 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

General Information About the Pension Plan - continued

Contributions - continued

Employer Contributions:

The Charter School's contractually required contribution rate for the fiscal year ended June 30, 2021, was 33.51% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the Charter School were \$19,895,925 for the year ended June 30, 2021.

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

At June 30, 2021, the Charter School reported a liability of \$124,673,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, 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, 2019 to June 30, 2020. The Charter School's proportion of the net pension liability was calculated utilizing the employer's one-year reported contributions as it relates to the total one-year reported contributions. At June 30, 2021, the Charter School's proportion was 0.2532%, which was an increase of 0.0216% from its proportion measured as of June 30, 2020.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 8 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

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

For the year ended June 30, 2021, the Charter School recognized pension expense of \$21,636,643. At June 30, 2021, the Charter School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ 5,479,000	\$ -
Difference between expected and actual experience	326,000	2,988,000
Changes in proportions - plan level	15,176,000	164,000
Difference between employer contributions and proportionate share of total contributions	221,708	-
Contributions subsequent to the measurement date	19,895,925	-
	<u>\$ 41,098,633</u>	<u>\$ 3,152,000</u>

The \$19,895,925 reported as deferred outflows of resources resulting from the Charter School pension contributions made subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows for the years ending June 30:

2022	\$ 7,101,490
2023	5,067,970
2024	4,245,247
2025	1,636,001
	<u>\$ 18,050,708</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 8 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

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

Actuarial Assumptions

The total pension liability at June 30, 2020, was determined by rolling forward the System's total pension liability at June 30, 2019 to June 30, 2020, 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, 2020 valuation were based on the results of an actuarial experience study that was performed for the five year period ended June 30, 2015.

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

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

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 8 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

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

Actuarial Assumptions - continued

The PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2020, is:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global public equity	15.0%	5.2%
Private equity	15.0%	7.2%
Fixed income	36.0%	1.1%
Commodities	8.0%	1.8%
Absolute return	10.0%	2.5%
Infrastructure/MLPs	6.0%	5.7%
Real estate	10.0%	5.5%
Risk parity	8.0%	3.3%
Cash	6.0%	(1.0%)
Financing (LIBOR)	(14.0%)	(0.7%)
	<u>100.0%</u>	

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.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 8 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

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

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

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

	1% Decrease 6.25%	Current Discount Rate 7.25%	1% Increase 8.25%
Charter School's proportionate share of the net pension liability	\$ 154,247,000	\$ 124,673,000	\$ 99,620,000

Pension Plan Fiduciary Net Position

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

Payables to the Pension Plan

At June 30, 2021, the Charter School had an accrued balance due to PSERS, including contributions related to pension and OPEB, of \$5,604,970. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2021 through June 2021.

Hybrid Defined Benefit/Defined Contribution Retirement Plan

On June 12, 2017, Commonwealth of Pennsylvania Act 5 of 2017 was signed into law. This legislation establishes a new hybrid defined benefit/defined contribution (DC) retirement benefit plan applicable to all school employees who become new members of PSERS on July 1, 2019 and thereafter. The three new plan design options under Act 5 include two hybrid plans consisting of defined benefit and defined contribution components and a stand-alone defined contribution plan. A stand-alone defined benefit plan is no longer available to new members after June 30, 2019. Contributions to the defined contribution pension plan from the Charter School were \$106,872 for the year ended June 30, 2021.

403(b) Tax Shelter Plan

The Charter School has established a 403(b) tax shelter plan permitting the establishment of accounts for school employees to voluntarily set aside monies to supplement their retirement income. All school employees are eligible, but not required to participate from their initial date of employment. All contributions to the Plan by the employee are discretionary through elective salary reduction.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS PLAN

Employee Defined Benefit Other Postemployment Benefits Plan

The Charter School has other postemployment benefits (OPEB) under a cost-sharing, multiple employer, employee defined benefit other postemployment benefits plan administered through PSERS (PSERS OPEB Plan).

PSERS OPEB Plan

General Information About the PSERS OPEB Plan

Health Insurance Premium Assistance Program

PSERS provides Premium Assistance which is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002, under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program (HOP). As of June 30, 2020 there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

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

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

Pension Plan Description

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

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

General Information About the PSERS OPEB Plan - continued

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2020, there were no assumed future benefit increases to participating eligible retirees.

Contributions

The contribution policy is set by state statute. A portion of each employer's contribution is set aside for premium assistance. The Charter School's contractually required contribution rate for the fiscal year ended June 30, 2021, was 0.82% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the Charter School were \$486,860 for the year ended June 30, 2021.

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB

At June 30, 2021, the Charter School reported a liability of \$5,469,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2020, 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, 2019 to June 30, 2020. The Charter School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2021, the Charter School's proportion was 0.2531%, which was an increase of 0.0215% from its proportion measured as of June 30, 2020.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

For the year ended June 30, 2021, the Charter School recognized OPEB expense of \$474,957. At June 30, 2021, the Charter 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>
Net difference between projected and actual investment earnings	\$ 9,000	\$ -
Difference between expected and actual experience	50,000	-
Changes of assumptions	223,000	120,000
Changes in proportion	986,000	17,000
Contributions made subsequent to the measurement date	<u>486,860</u>	<u>-</u>
	<u>\$ 1,754,860</u>	<u>\$ 137,000</u>

The \$486,860 reported as deferred outflows of resources related to OPEB resulting from Charter School contributions made subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows for the years ending June 30:

2022	\$ 214,000
2023	213,000
2024	211,000
2025	256,000
2026	157,000
Thereafter	<u>80,000</u>
	<u>\$ 1,131,000</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Actuarial Assumptions

The total OPEB liability as of June 30, 2020, was determined by rolling forward the System's total OPEB liability as of June 30, 2019 to June 30, 2020 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 2.66% - 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, 2019 valuation were based on the results of an actuarial experience study that was performed for the five year period ended June 30, 2015.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2018 determined the employer contribution rate for fiscal year 2020.
- 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 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.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Actuarial Assumptions - continued

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

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

The PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2020, is:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Cash	50.3%	(1.0%)
U.S. Core Fixed Income	46.5%	(0.1%)
Non-U.S. Developed Fixed	3.2%	(0.1%)
	<u>100.0%</u>	

Discount Rate

The discount rate used to measure the total OPEB liability was 2.66%. 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 2.66% which represents the S&P 20-year Municipal Bond Rate at June 30, 2020, was applied to all projected benefit payments to measure the total OPEB liability. The discount rate decreased from 2.79% as of June 30, 2019.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Sensitivity of the Charter School's Proportionate Share of the Net OPEB Liability to Changes in Healthcare Cost Trend Rates

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2020, 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, 2020, 93,693 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2020, 688 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

The following presents the Charter School's proportionate share of the net OPEB liability for the June 30, 2020 measurement date, calculated using current Healthcare cost trends as well as what the Charter School's proportionate share of the net OPEB liability would be if the health cost trends were one-percentage point lower or one-percentage point higher than the current rate:

	1% Decrease (Between 4% to 6.50%)	Healthcare Cost Trend (Between 5% to 7.50%)	1% Increase (Between 6% to 8.50%)
Charter School's proportionate share of the net OPEB liability	\$ 5,468,000	\$ 5,469,000	\$ 5,469,000

Sensitivity of the Charter School's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 2.66%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one-percentage point lower (1.66%) or one-percentage-point higher (3.66%) than the current rate:

	1% Decrease 1.66%	Current Discount Rate 2.66%	1% Increase 3.66%
Charter School's proportionate share of the net OPEB liability	\$ 6,235,000	\$ 5,469,000	\$ 4,834,000

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

OPEB Plan Fiduciary Net Position

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

Payables Related to the Plan

At June 30, 2021, the Charter School had an accrued balance due to PSERS of \$5,604,970, including balances related to pension and OPEB. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2021 through June 2021.

NOTE 10 - RISK MANAGEMENT

The Charter School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; error and omissions; injuries to employees; and natural disasters. Significant losses are covered by commercial insurance for all major programs except for health and vision, for which the Charter School retains risk of loss, as described below. For insured programs, there were no significant reductions in insurance coverages for the 2020/2021 school year. Settlement amounts have not exceeded insurance coverage for the current year or the three prior fiscal years.

Currently, the Charter School is self-insured for medical, dental, drug and vision insurance for current employees and their dependents. No retired individuals are participating in the plan. The Charter School uses a third party administrator to provide consulting and administrative services to process claims. During the year ended June 30, 2021, the Charter School had stop-loss coverage for individual claims exceeding \$150,000 per year per participant with exceptions. The Charter School will also receive a stop loss reimbursement of 100% for all medical claims which exceed \$9,818,528 in the aggregate for the year.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 10 - RISK MANAGEMENT - CONTINUED

The following table presents the components of the plan's benefit liability and the related changes in the plan's benefit liabilities. Claims payable are reported within payroll deductions and withholdings.

Benefit liabilities at June 30:

	<u>2021</u>	<u>2020</u>
Claims payable	<u>\$ 1,906,126</u>	<u>\$ 650,933</u>

Changes in benefit liabilities are as follows for the years ended June 30:

	<u>2021</u>	<u>2020</u>
Claims payable, beginning of year	\$ 650,933	\$ 446,999
Benefits earned	12,931,969	5,676,777
Claims paid	<u>(11,676,776)</u>	<u>(5,472,843)</u>
Claims payable, end of year	<u>\$ 1,906,126</u>	<u>\$ 650,933</u>

NOTE 11 - CONTINGENT LIABILITIES

The Charter School receives federal, state, and local funding through a number of programs. Payments made by these sources under contractual agreements are provisional and subject to redetermination based on filing reports and audits of those reports. Final settlements due from or to these sources are recorded in the year in which the related services are performed. Any adjustments resulting from subsequent examinations are recognized in the year in which the results of such examinations become known. Charter School officials do not expect any significant adjustments as a result of these examinations.

The Charter School is involved in various lawsuits that arise in the normal course of business. Although the outcome of these lawsuits is not presently determinable, in the opinion of the Charter School's legal counsel, the resolution of these matters will not have a material adverse effect on the financial condition of the Charter School.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 12 - COMMITMENTS

The Charter School leases multiple facilities in Pennsylvania under various operating leases expiring through June 30, 2031. The following is a schedule of future lease rentals for the years ending June 30:

2022	\$ 1,086,521
2023	444,547
2024	319,811
2025	<u>327,806</u>
	<u>\$ 2,178,685</u>

Subsequent to year-end, the Charter School purchased a property in Cranberry Township for \$5,000,000, including a \$150,000 deposit made prior to June 30, 2021. The Charter School has also made deposits totaling \$150,000 subsequent to year-end related to the purchase of two additional properties. Bids for renovations awarded subsequent to year-end total \$13,448,500 and will be satisfied through available capital project funds.

NOTE 13 - FUND BALANCES

Details of the Charter School's governmental fund balance reporting and policy can be found in Note 1, *Summary of Significant Accounting Policies*. Fund balance classifications for the year ended June 30, 2021, were as follows:

General Fund

The general fund has nonspendable funds of \$18,793,379 related to prepaid expenditures; assigned funds of \$2,000,000 for technology investments, \$1,000,000 for learning management software and curriculum development, and \$1,000,000 for future health insurance claims; and unassigned funds totaling \$608,164.

Capital Projects Fund

The capital projects fund has restricted funds of \$120,101,670 comprised of surplus monies transferred from the general fund for the acquisition or construction of capital facilities and qualifying capital assets.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2021

NOTE 14 - NEW ACCOUNTING PRONOUNCEMENTS

The Governmental Accounting Standards Board (GASB) has issued the following standards which have not yet been implemented:

- Statement No. 87, *Leases* - This statement requires recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. This statement is effective for the Charter School's fiscal year ending June 30, 2022.
- Statement No. 89, *Accounting for Interest Cost Incurred before the End of a Construction Period* - This statement establishes accounting requirements for interest cost incurred before the end of a construction period. Under this statement, interest cost incurred before the end of a construction period must be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. This statement is effective for the Charter School's fiscal year ending June 30, 2022.
- Statement No. 96, *Subscription-Based IT Arrangements* - This statement establishes guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users. This statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset - an intangible asset - and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. This statement is effective for the Charter School's fiscal year ending June 30, 2023.

The Charter School has not yet completed the analysis necessary to determine the actual financial statement impact of these new pronouncements.

REQUIRED SUPPLEMENTARY INFORMATION

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**BUDGETARY COMPARISON SCHEDULE FOR THE
GENERAL FUND**

For the Year Ended June 30, 2021

	Original Budget	Final Budget	Actual	Variance
REVENUES				
Local sources	\$ 149,236,331	\$ 149,236,331	\$ 289,417,947	\$ 140,181,616
State sources	771,071	771,071	445,663	(325,408)
Federal sources	3,811,033	3,811,033	25,775,871	21,964,838
TOTAL REVENUES	153,818,435	153,818,435	315,639,481	161,821,046
EXPENDITURES				
INSTRUCTIONAL SERVICES:				
Regular programs - elementary/secondary	39,290,406	39,290,406	76,871,763	(37,581,357)
Special programs - elementary/secondary	23,871,696	23,871,696	34,949,036	(11,077,340)
Vocational education programs	1,970,383	1,970,383	1,530,550	439,833
Other instructional programs - elementary/secondary	435,972	435,972	418,710	17,262
Higher education programs for secondary students	-	-	22,826	(22,826)
TOTAL INSTRUCTIONAL SERVICES	65,568,457	65,568,457	113,792,885	(48,224,428)
SUPPORT SERVICES:				
Students	13,686,534	13,686,534	21,625,064	(7,938,530)
Instructional staff	14,934,444	14,934,444	12,747,287	2,187,157
Administration	18,932,230	18,932,230	21,518,883	(2,586,653)
Pupil health	82,737	82,737	110,778	(28,041)
Business	1,424,162	1,424,162	1,419,223	4,939
Operation and maintenance of plant	6,487,682	6,487,682	5,041,642	1,446,040
Student transportation	434,910	434,910	92,270	342,640
Central	6,737,529	6,737,529	5,363,147	1,374,382
Other	100,861	100,861	498,685	(397,824)
TOTAL SUPPORT SERVICES	62,821,089	62,821,089	68,416,979	(5,595,890)
OPERATION OF NONINSTRUCTIONAL SERVICES:				
Student activities	359,688	359,688	211,025	148,663
Community services	2,551,855	2,551,855	2,748,411	(196,556)
TOTAL OPERATION OF NONINSTRUCTIONAL SERVICES	2,911,543	2,911,543	2,959,436	(47,893)
REFUND OF PRIOR YEAR REVENUE	-	-	759	(759)
TOTAL EXPENDITURES	131,301,089	131,301,089	185,170,059	(53,868,970)
EXCESS OF REVENUES OVER EXPENDITURES	22,517,346	22,517,346	130,469,422	107,952,076
OTHER FINANCING SOURCES (USES)				
Other revenues	51,000	51,000	-	(51,000)
Sale of capital assets	-	-	1,875,000	1,875,000
Transfers out	(21,568,346)	(21,568,346)	(128,755,500)	(107,187,154)
Budgetary reserve	(1,000,000)	(1,000,000)	-	1,000,000
TOTAL OTHER FINANCING SOURCES (USES)	(22,517,346)	(22,517,346)	(126,880,500)	(104,363,154)
REVENUES AND OTHER FINANCING SOURCES OVER EXPENDITURES AND OTHER FINANCING USES	\$ -	\$ -	3,588,922	\$ 3,588,922
FUND BALANCE - BEGINNING OF YEAR			19,812,621	
FUND BALANCE - END OF YEAR			\$ 23,401,543	

See note to required supplementary information.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTE TO REQUIRED SUPPLEMENTARY INFORMATION

June 30, 2021

BUDGETARY DATA

The budget for the general fund is adopted on the modified accrual basis of accounting which is consistent with generally accepted accounting principles.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts in the PDE 2028 when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all 2020/2021 budget transfers. There were no budget transfers for the year ended June 30, 2021.

Excess of Expenditures Over Appropriations in Individual Funds

For the year ended June 30, 2021, the General Fund had an excess of expenditures over appropriations of \$53,868,970. The Charter School used revenue in excess of budget to satisfy the excess expenditures.

Budgetary Compliance

The Charter School's only legally adopted budget is for the general fund. All budgetary transfers, if applicable, were made within the last nine months of the fiscal year. The Charter School cancels all purchase orders open at year end; therefore, it does not have any outstanding encumbrances at June 30, 2021. In addition, the Charter School includes a portion of the prior year's fund balance represented by unappropriated liquid assets remaining in the fund as budgeted revenue in the succeeding year. The results of operations on a GAAP basis do not recognize the fund balance allocation as revenue as it represents prior period's excess of revenues over expenditures.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**SCHEDULE OF THE CHARTER SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
AND RELATED RATIOS - PENSION PLAN**

LAST TEN FISCAL YEARS

	2021	2020	2019	2018	2017	2016	2015	2014
Charter School's proportion of the collective net pension liability	0.2532%	0.2316%	0.2130%	0.1869%	0.1887%	0.1759%	0.1646%	0.1322%
Charter School's proportionate share of the collective net pension liability	\$ 124,673,000	\$ 108,349,000	\$ 102,251,000	\$ 92,307,000	\$ 93,514,000	\$ 76,192,000	\$ 65,150,000	\$ 54,177,000
Charter School's covered payroll	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497	\$ 21,008,594	\$ 16,966,671
Charter School's proportionate share of the net pension liability as a percentage of its covered payroll	351.01%	339.25%	356.51%	370.89%	382.62%	336.62%	310.11%	319.31%
Plan fiduciary net position as a percentage of the total pension liability	54.32%	55.66%	54.00%	51.84%	50.14%	54.36%	57.24%	54.50%

The Charter School's covered payroll noted above is as of the measurement date of the net pension liability, which is one year prior to the fiscal year end.

NOTES TO SCHEDULE

Changes of Benefit Terms for the fiscal year ended June 30, 2021
None.

Changes of Assumptions for the fiscal year ended June 30, 2021
None.

Note: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PENSION PLAN

LAST TEN FISCAL YEARS

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contribution	\$ 19,895,925	\$ 11,871,686	\$ 10,548,230	\$ 9,171,607	\$ 7,281,614	\$ 6,090,359	\$ 4,559,412
Contributions in relation to the contractually required contribution	<u>19,895,925</u>	<u>11,871,686</u>	<u>10,548,230</u>	<u>9,171,607</u>	<u>7,281,614</u>	<u>6,090,359</u>	<u>4,559,412</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Charter School's covered payroll	\$ 56,917,825	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497
Contributions as a percentage of covered payroll	34.96%	33.42%	33.03%	31.98%	29.26%	24.92%	20.14%

NOTE: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**SCHEDULE OF THE CHARTER SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY AND
RELATED RATIOS - PSERS OPEB PLAN**

LAST TEN FISCAL YEARS

	2021	2020	2019	2018	2017
Charter School's proportion of the collective net PSERS OPEB liability	0.2531%	0.2316%	0.2130%	0.1869%	0.1887%
Charter School's proportionate share of the collective net PSERS OPEB liability	\$ 5,469,000	\$ 4,926,000	\$ 4,441,000	\$ 3,808,000	\$ 4,065,000
Charter School's covered payroll	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167
Charter School's proportionate share of the net PSERS OPEB liability as a percentage of its covered payroll	15.40%	15.42%	15.48%	15.30%	16.63%
Plan fiduciary net position as a percentage of the total PSERS OPEB liability	5.69%	5.56%	5.56%	5.73%	5.47%

The Charter School's covered payroll noted above is as of the measurement date of the net PSERS OPEB liability, which is one year prior to the fiscal year end.

NOTES TO SCHEDULE

Changes of Benefit Terms for the fiscal year ended June 30, 2021

None.

Changes of Assumptions for the fiscal year ended June 30, 2021

Significant changes of assumptions for the June 30, 2020 measurement date are as follows:

- The discount rate changed from 2.79% to 2.66%.

Note: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PSERS OPEB PLAN

LAST TEN FISCAL YEARS

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contribution	\$ 486,860	\$ 298,957	\$ 268,559	\$ 239,837	\$ 206,977	\$ 204,636	\$ 200,169
Contributions in relation to the contractually required contribution	<u>486,860</u>	<u>298,957</u>	<u>268,559</u>	<u>239,837</u>	<u>206,977</u>	<u>204,636</u>	<u>200,169</u>
Contribution deficiency (excess)	<u>\$ -</u>						
Charter School's covered payroll	\$ 56,917,825	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497
Contributions as a percentage of covered payroll	0.86%	0.84%	0.84%	0.84%	0.83%	0.84%	0.88%

NOTE: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

SUPPLEMENTARY INFORMATION

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

June 30, 2021

Federal Grantor/Pass-Through Grantor/Program Title	Source Code	Assistance Listing Number (ALN)	Pass-Through Grantor's Number	Grant Period Beginning/Ending Dates	Program or Award Amount	Receipts for the Year	Accrued/ (Unearned) Revenue at June 30, 2020	Revenue Recognized/ Expenditures	Accrued/ (Unearned) Revenue at June 30, 2021
U.S. DEPARTMENT OF EDUCATION									
Passed through the Commonwealth of Pennsylvania Department of Education:									
Title I - Grants to Local Educational Agencies	I	84.010	013-21-1037	07/01/20-09/30/21	\$ 5,512,411	\$ 3,534,815	\$ -	\$ 5,512,411	\$ 1,977,596
Title I - Program Improvement Set Aside	I	84.010	042-20-1037	03/19/21 -09/30/21	395,640	-	-	395,640	395,640
Subtotal - ALN 84.010						3,534,815	-	5,908,051	2,373,236
Supporting Effective Instruction State Grant	I	84.367	020-21-1037	07/01/20-09/30/21	640,209	101,000	-	640,209	539,209
Supporting Effective Instruction State Grant	I	84.367	020-20-1037	07/01/19-09/30/20	371,531	208,286	208,286	-	-
Subtotal - ALN 84.367						309,286	208,286	640,209	539,209
Student Support and Academic Enrichment Program	I	84.424	144-21-1037	07/01/20-09/30/21	232,566	232,566	-	232,566	-
COVID-19 Education Stabilization Fund	I	84.425D	200-20-1037	03/13/20-09/30/21	2,518,711	2,518,711	1,375	2,517,336	-
COVID-19 Education Stabilization Fund	I	84.425D	200-21-1037	03/13/20-09/30/23	20,355,618	606,268	-	16,024,953	15,418,685
Subtotal - ALN 84.425						3,124,979	1,375	18,542,289	15,418,685
Special Education Cluster (IDEA)									
COVID-19 - Special Education - Grants to States	I	84.027	252-20-1037	07/01/20-09/30/21	29,330	9,777	-	29,330	19,553
Passed through Intermediate Unit 1:									
Special Education - Grants to States	I	84.027	062-21-00032	07/01/20-06/30/21	10,000	10,000	-	10,000	-
Passed through the Capital Area Intermediate Unit:									
Special Education - Grants to States	I	84.027	H027A200093	07/01/20-09/30/21	2,598,711	2,598,711	-	2,598,711	-
Special Education - Grants to States	I	84.027	H027A190093	07/01/19-09/30/20	2,206,579	2,206,579	2,206,579	-	-
Subtotal - ALN 84.027						4,825,067	2,206,579	2,638,041	19,553
Special Education - Preschool Grants	I	84.173	H173A200090	07/01/20-06/30/21	3,360	-	-	3,360	3,360
Special Education - Preschool Grants	I	84.173	H173A190090	07/01/19-06/30/20	1,750	1,750	1,750	-	-
Subtotal - ALN 84.173						1,750	1,750	3,360	3,360
Total Special Education Cluster (IDEA)						4,826,817	2,208,329	2,641,401	22,913
TOTAL U.S. DEPARTMENT OF EDUCATION						12,028,463	2,417,990	27,964,516	18,354,043
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES									
Medicaid Cluster									
Passed through the Pennsylvania Department of Human Services:									
Medical Assistance Program	I	93.778	N/A	07/01/20-06/30/21	106,350	13,129	-	106,350	93,221
Medical Assistance Program	I	93.778	N/A	07/01/19-06/30/20	50,734	42,949	42,949	-	-
TOTAL MEDICAID CLUSTER AND U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES						56,078	42,949	106,350	93,221
U.S. DEPARTMENT OF TREASURY									
Passed through the Pennsylvania Commission on Crime and Delinquency:									
COVID-19 Coronavirus Relief Fund	I	21.019	2020-CS-01-33984	03/01/20-10/30/20	90,000	90,000	47,216	42,784	-
TOTAL FEDERAL AWARDS						\$ 12,174,541	\$ 2,508,155	\$ 28,113,650	\$ 18,447,264

Source Code: I = Indirect source of funding

NOTE: No funds were passed through to subrecipients in the year ended June 30, 2021.

See notes to schedule of expenditures of federal awards.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2021

NOTE 1 - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal awards activity of Commonwealth Charter Academy Charter School under programs of the federal government for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Commonwealth Charter Academy Charter School, it is not intended to and does not present the financial position, changes in net position, or cash flows of Commonwealth Charter Academy Charter School.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING PRINCIPLES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to the reimbursement. Negative amounts shown on the Schedule represent adjustment or credits made in the normal course of business to amounts reported as expenditures in prior years.

NOTE 3 - DE MINIMIS RATE FOR INDIRECT COSTS

The Charter School did not elect to use the De Minimis rate for indirect costs.

NOTE 4 - ACCESS PROGRAM

The Charter School participates in the ACCESS Program which is a medical assistance program that reimburses local educational agencies for direct eligible health-related services provided to enrolled special needs students. Reimbursements are federal source revenues but are classified as fee-for-service and are not considered federal financial assistance. The amount of ACCESS funding classified as fee-for-service and recognized for the year ended June 30, 2021 was \$274,292.



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

**To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Commonwealth Charter Academy Charter School, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Commonwealth Charter Academy Charter School's basic financial statements and have issued our report thereon dated January 28, 2022.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Herbein + Company, Inc.

Reading, Pennsylvania
January 28, 2022



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

**To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

Report on Compliance for Each Major Federal Program

We have audited Commonwealth Charter Academy Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Commonwealth Charter Academy Charter School's major federal programs for the year ended June 30, 2021. Commonwealth Charter Academy Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Commonwealth Charter Academy Charter School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Commonwealth Charter Academy Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

Opinion on Each Major Federal Program

In our opinion, Commonwealth Charter Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of Commonwealth Charter Academy Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Commonwealth Charter Academy Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on a major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Commonwealth Charter Academy Charter School's internal control over compliance.

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

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

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

Herbein + Company, Inc.

Reading, Pennsylvania
January 28, 2022

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2021

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? yes X no

Significant deficiency(ies) identified not considered to be material weaknesses? yes X none reported

Noncompliance material to financial statements noted? yes X no

Federal Awards

Internal control over major programs:

Material weakness(es) identified? yes X no

Significant deficiency(ies) identified not considered to be material weaknesses? yes X none reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a)? yes X no

Identification of major programs:

<u>Assistance Listing Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.425	COVID-19 - Education Stabilization Fund

Dollar threshold used to distinguish between Type A and Type B programs: \$843,410

Auditee qualified as low-risk auditee? X yes no

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2021

Section II - Financial Statement Findings

There were no financial statement findings.

Section III - Federal Awards Findings and Questioned Costs

There were no federal awards findings or questioned costs reported.



COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2021

Section II - Financial Statement Findings

There were no financial statement findings for the year ended June 30, 2020.

Section III - Federal Awards Findings and Questioned Costs

There were no federal awards findings or questioned costs reported for the year ended June 30, 2020.

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

Division of Federal Programs
Consolidated Program Review

2019-2020 School Year

Commonwealth Charter Academy CS
One Innovation Way
Harrisburg, PA 17110

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Thomas Longenecker	717-710-3300 x11239	<input checked="" type="checkbox"/>
Business Manager:	Christine Hakes	717-710-3300 x11150	<input checked="" type="checkbox"/>
Federal Program Coordinator:	Sara Bingaman	717-710-3300 x11126	<input checked="" type="checkbox"/>
Parent/Family Member:	_____	_____	<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer(s): Cathy Andrews

Program Review Date: 03/17/2021

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. Teachers and paraprofessionals working in a Title I program are appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of staff working in the Title IA program and their certifications. <input 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 type="checkbox"/> Report by the LEA data system on staff qualifications	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> 3/12/2021 2:23:12 PM Federal Programs Manager Sara Bingaman CCA staff is appropriately state certified. </td> </tr> </tbody> </table>	District Comments	3/12/2021 2:23:12 PM Federal Programs Manager Sara Bingaman CCA staff is appropriately state certified.
District Comments							
3/12/2021 2:23:12 PM Federal Programs Manager Sara Bingaman CCA staff is appropriately state certified.							
Desk monitoring only: Upload list of staff working in the Title IA program and their certifications.				19-20 TEP - Teacher Certification List.xlsx Paraprofessional Qualifications 2019-20.xls			
If you have additional comments to make about this section, enter them here:							

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 dated agenda and sign in sheets <input 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 type="checkbox"/> Sample class schedules with applicable staff and student percentages 	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1686 378 2049 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1686 431 2049 643"> <p>3/12/2021 2:25:55 PM Federal Programs Manager Sara Bingaman CCA's Equity Plan is on file for review.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/12/2021 2:25:55 PM Federal Programs Manager Sara Bingaman CCA's Equity Plan is on file for review.</p>
District Comments							
<p>3/12/2021 2:25:55 PM Federal Programs Manager Sara Bingaman CCA's Equity Plan is on file for review.</p>							
<p>Desk monitoring only: Upload Equity Plan and agendas and sign-in sheets for Equity Plan meetings.</p>				<p>1920 Equity Plan Work session.pdf 2019-20 Teacher Equity Plan.docx</p>			
<p>If you have additional comments to make about this section, enter them here:</p>							

Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA developed and signed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures with signatures	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1287 375 2060 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1287 431 2060 651"> <p>3/5/2020 12:41:39 PM Federal Programs Manager Sara Bingaman CCA is an online school of choice and does not provide transportation. CCA students complete their school work at home.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/5/2020 12:41:39 PM Federal Programs Manager Sara Bingaman CCA is an online school of choice and does not provide transportation. CCA students complete their school work at home.</p>
District Comments							
<p>3/5/2020 12:41:39 PM Federal Programs Manager Sara Bingaman CCA is an online school of choice and does not provide transportation. CCA students complete their school work at home.</p>							
Desk monitoring only: Upload written Foster Care Transportation procedures.							
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. Please note: If the LEA uploaded the MOU to eGrants, additional copies are not required. The monitor will view the MOU prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Signed MOU/written agreement between LEA and Head Start agency(ies)</p>	<table border="1"> <thead> <tr> <th data-bbox="1621 381 2045 431">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1621 431 2045 709"> <p>2/3/2020 1:38:44 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is a cyber charter school and is exempt from this requirement.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/3/2020 1:38:44 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is a cyber charter school and is exempt from this requirement.</p>
District Comments							
<p>2/3/2020 1:38:44 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is a cyber charter school and is exempt from this requirement.</p>							
<p>Desk monitoring only: Upload signed MOU.</p>							
<p>If you have additional comments to make about this section, enter them here:</p>							

Component V: Transition

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

Section 1112(b)(8)

Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students. Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Transition and Coordination section	
If you have additional comments to make about this section, enter them here:					

Component VI: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) 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 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA Parent and Family Engagement policy with review/revision date. Dated parent meeting agenda and sign in sheet and evidence of distribution, examples website posting, handbook, mailing, etc.</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1255 410 2062 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1255 467 2062 1469"> <p>2/3/2020 2:06:08 PM Federal Programs Manager Sara Bingaman CCA Parent and Family Engagement Policy was approved by the board on 1/17/18. Parent Advisory Council met on 8/14/2019 to go over the policy. The policy is posted in the CCA help center, in the Community/School News section of edio, and on the https://ccaeducate.me/about-cca/title-i-compliance website.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/3/2020 2:06:08 PM Federal Programs Manager Sara Bingaman CCA Parent and Family Engagement Policy was approved by the board on 1/17/18. Parent Advisory Council met on 8/14/2019 to go over the policy. The policy is posted in the CCA help center, in the Community/School News section of edio, and on the https://ccaeducate.me/about-cca/title-i-compliance website.</p>
District Comments							
<p>2/3/2020 2:06:08 PM Federal Programs Manager Sara Bingaman CCA Parent and Family Engagement Policy was approved by the board on 1/17/18. Parent Advisory Council met on 8/14/2019 to go over the policy. The policy is posted in the CCA help center, in the Community/School News section of edio, and on the https://ccaeducate.me/about-cca/title-i-compliance website.</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • 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 • 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. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<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.) Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds	<div style="text-align: center;">District Comments</div> <p>3/5/2020 12:45:37 PM Federal Programs Manager Sara Bingaman CCA reserved greater than 1% for parent and family engagement activities.</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"/> Dated agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside	<div style="text-align: center;">District Comments</div> <p>2/3/2020 2:07:55 PM Federal Programs Manager Sara Bingaman This was discussed at our annual PAC meeting on 8/14/2019. Parents are also part of our School Improvement team where various federal programs initiatives are discussed.</p> <div style="text-align: center;">Monitor Comments</div> <p>3/18/2021 10:28:52 AM N & D Monitor Cathy Andrews Dated agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside were available for review.</p>
<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>	<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	<div style="text-align: center;">District Comments</div> <p>2/3/2020 2:10:39 PM Federal Programs Manager Sara Bingaman CCA offers LCOS (Learning Coach Outreach Sessions) in the Summer and Fall to train the parents on ways to help their student succeed at cyber school. Other initiatives can be found in the school level Family Engagement plan.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<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.) 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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.	☑	☐	☐	<input checked="" type="checkbox"/> Dated agenda and sign in sheets from meeting with parents to discuss the evaluation <input type="checkbox"/> Surveys and collated results to demonstrate evaluation process	<div style="text-align: center; border: 1px solid black; padding: 2px;">District Comments</div> <p>2/3/2020 2:12:32 PM Federal Programs Manager Sara Bingaman The effectiveness of the Title I program is discussed at the annual PAC meeting. After each LCOS, parents are given a survey to evaluate the effectiveness of the session and to provide input on future sessions.</p>
Desk Monitoring only: <ul style="list-style-type: none"> • Upload LEA Parent and Family Engagement Policy, parent meeting agendas and sign in sheets, method of distribution • Upload agendas and sign in sheets that demonstrate a discussion with parents and family members, and/or the survey and results. 					PAC 2019 Agenda and sign in sheet.pdf Parent and Family Engagement Plan.pdf Parent and Family Engagement Policy.pdf
If you have additional comments to make about this section, enter them here:					

Component VII: 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, not coordinating, 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="1455 410 2062 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1455 467 2062 651"> 2/3/2020 2:13:27 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy does not consolidate funds in our Title I program. </td> </tr> </tbody> </table>	District Comments	2/3/2020 2:13:27 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy does not consolidate funds in our Title I program.
District Comments							
2/3/2020 2:13:27 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy does not consolidate funds in our Title I program.							
Desk monitoring only: Upload Approval letter from PDE stating LEA can consolidate funds.							
If you have additional comments to make about this section, enter them here:							

Component VIII: 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 schools. Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<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 SEA's 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"/> Emails, Return Receipt mail card, and/or Certified Letter postage receipt are required ONLY if the LEA does not have/nonpublic official fails to sign the affirmation.	
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"/> Visitation log <input type="checkbox"/> Evaluation data <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. Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants <input type="checkbox"/> Announcements/sign-in sheets for Parent & Family Engagement opportunities for nonpublic teachers and parents as applicable	
7. LEA's budget documents appropriate set-asides. Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I budget/Budget Summary section of eGrants	
8. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Carryover section of eGrants and copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials	
9. 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	
10. 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, administrative costs for nonpublic schools and multi-year contracts DO NOT exceed three years and contain an exit clause.	
11. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Informal quotes or RFPs	
12. 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	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>13. Transferability Sec. 5103(b)</p> <p>Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. (Complete only if transfer) Evidence of Nonpublic school consultation to discuss transferred amounts</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect nonpublic consultation occurred prior to the transfer of funds.	
<p>Desk monitoring only:</p> <ul style="list-style-type: none"> • Upload Copies of letters, e-mails, consultation forms, or meeting sign-in sheets between LEA and nonpublic officials to demonstrate services have been discussed • Upload sign in sheets or visitation logs to demonstrate LEA monitored Nonpublic school • Upload evaluation data, assessment data, or the needs assessment survey to demonstrate LEA evaluated Nonpublic Title I program. • Upload third party contracts • Upload complaint procedures 					
If you have additional comments to make about this section, enter them here:					

Component IX: Targeted Support and Improvement (TSI) Plans

Schools are encouraged to create a multiyear plan. The deadline for TSI schools to have their plan complete is the end of their school year. Plans must be board approved, but not approved by PDE. If the LEA is in recovery or receivership the Chief Recovery Officer or Receiver must sign off.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. Each TSI school must have either a completed plan or can demonstrate progress towards completing the plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written plan <input type="checkbox"/> evidence of progress such as stakeholder and/or planning meetings, agendas and/or sign in sheets		<table border="1"> <thead> <tr> <th data-bbox="1598 302 2062 358">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1598 358 2062 613"> 2/3/2020 1:44:24 PM Federal Programs Manager Sara Bingaman CCA is a CSI school and has our School Improvement plan on file. </td> </tr> </tbody> </table>	District Comments	2/3/2020 1:44:24 PM Federal Programs Manager Sara Bingaman CCA is a CSI school and has our School Improvement plan on file.
District Comments								
2/3/2020 1:44:24 PM Federal Programs Manager Sara Bingaman CCA is a CSI school and has our School Improvement plan on file.								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
If you have additional comments to make about this section, enter them here:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

Title II A: 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.	<p style="text-align: center;">District Comments</p> <p>2/10/2020 10:14:47 AM Federal Programs Manager Sara Bingaman Title IIA funds are used for PD. CCA conducted a needs assessment to determine areas of focus. PD is completed as a joint effort with the CCA Learning Department and school leadership.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/18/2021 10:30:10 AM N & D Monitor Cathy Andrews Evidence of professional development activities offered were reviewed.</p>
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities (including transfer discussions) e.g. parents, community members, schools staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for meetings that took place prior to the writing of the grant	<p style="text-align: center;">District Comments</p> <p>2/10/2020 10:16:56 AM Federal Programs Manager Sara Bingaman CCA discusses Federal Program initiatives at the monthly School Improvement team meetings. The stakeholders include CCA staff, parents, students, community member, and government official so we meet the ESSA requirements for stakeholder groups.</p>

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 	☑	☐	☐	<p>☑ Expenditure printouts indicating detailed Title II activities</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1310 126 2055 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1310 180 2055 321"> <p>2/10/2020 10:31:35 AM Federal Programs Manager Sara Bingaman All Title IIA expenditures are supplemental in nature.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/10/2020 10:31:35 AM Federal Programs Manager Sara Bingaman All Title IIA expenditures are supplemental in nature.</p>
District Comments							
<p>2/10/2020 10:31:35 AM Federal Programs Manager Sara Bingaman All Title IIA expenditures are supplemental in nature.</p>							

Desk monitoring only:

- Upload data
- Upload meeting notices, agenda and sign-in sheets for any meetings at which stakeholders were involved in the planning of Title II activities.
- Upload list of CSR staff and their certifications or copies of teacher certificates (blackout social security numbers)

[Commonwealth Charter Educator Survey_Cyber \(Responses\).xlsx](#)
[Fall 2018 LCOS Survey \(Responses\).xlsx](#)
[1819 School Improvement Team Meeting Minutes.docx](#)
[Title II 020 Expenses 1920SY - FINAL.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> Upload data reports/summaries 					
<p>If you have additional comments to make about this section, enter them here:</p>					

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 (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for meetings that took place prior to writing the grant.	<p style="text-align: center;">District Comments</p> <p>2/10/2020 10:34:31 AM Federal Programs Manager Sara Bingaman CCA uses the School Improvement team stakeholder group to discuss all areas of Federal Programs initiatives. On the team there are CCA staff, parents, students, community member, and government official.</p>
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. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page	<p style="text-align: center;">District Comments</p> <p>2/10/2020 10:35:53 AM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is one school.</p> <p style="text-align: center;">Monitor Comments</p> <p>3/18/2021 10:30:43 AM N & D Monitor Cathy Andrews Commonwealth Charter Academy is one school.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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"/> Dated agendas and sign-in sheets	<p style="text-align: center;">District Comments</p> <p>2/10/2020 10:37:03 AM Federal Programs Manager Sara Bingaman The CCA School Improvement Team discusses Title IVA initiatives during the monthly meetings. The meeting minutes are available to view.</p>
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). Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	<p style="text-align: center;">District Comments</p> <p>2/10/2020 10:43:23 AM Federal Programs Manager Sara Bingaman CCA did not budget any money for infrastructure in Title IVA.</p>
5. If LEA receives more than \$30,000, the activities supported by Title IV are aligned with the needs of the district/schools. (Evidence: Needs Assessment Data that is less than 3 years old)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated needs Assessment	<p style="text-align: center;">District Comments</p> <p>2/10/2020 10:44:48 AM Federal Programs Manager Sara Bingaman In addition to the Needs Assessment, Title IV is discussed at with the School Improvement Team stakeholder group.</p>
6. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Well-Rounded narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section	<p style="text-align: center;">District Comments</p> <p>2/10/2020 10:51:29 AM Federal Programs Manager Sara Bingaman 20% of the grant is budgeted in this section.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</p>	☑	☐	☐	<p>☐ Consolidated application Safe and Healthy narrative completed.</p> <p>☑ Consolidated application showing funds in the Safe and Healthy expenditure section</p>	<p style="text-align: center;">District Comments</p> <p>2/10/2020 10:51:49 AM Federal Programs Manager Sara Bingaman 20% of the grant is budgeted in this section.</p>
<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. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</p>	☑	☐	☐	<p>☐ Consolidated application Effective Use of Technology narrative completed.</p> <p>☑ Consolidated application showing funds in the Effective Use of Technology expenditure section</p>	<p style="text-align: center;">District Comments</p> <p>2/10/2020 10:54:09 AM Federal Programs Manager Sara Bingaman CCA added \$1000 in this section to be used for technology PD.</p>
<p>Desk monitoring only:</p> <ul style="list-style-type: none"> • Upload meeting notices, agenda and sign-in sheets for any meetings at which stakeholders were involved in the planning of Title IV activities. • For those LEAs that receive more than \$30,000, upload Needs Assessment with date <p style="text-align: right;"> 1819 School Improvement Team Meeting Minutes.docx 19_20 School Improvement Team Meeting Minutes.docx Commonwealth Charter Student Survey_Cyber (Responses).xlsx Commonwealth Charter Parent Survey_Cyber (Responses).xlsx </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
2019-2020 School Year
Commonwealth Charter Academy CS**

Commonwealth Charter Academy

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Cathy Andrews Visit Date: 3/17/2021

School Level Monitoring

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. All instructional paraprofessionals working in a Title I program are appropriately certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	District Comments 3/12/2021 2:27:43 PM Federal Programs Manager Sara Bingaman Paraprofessionals are appropriately certified.
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date	District Comments 2/11/2020 2:06:15 PM Federal Programs Manager Sara Bingaman The Right-To-Know Letter was distributed on 9/18/2019.
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know - Four Consecutive Week letter <input type="checkbox"/> Evidence of distribution date with signature, if applicable	District Comments 2/11/2020 2:08:17 PM Federal Programs Manager Sara Bingaman CCA has a letter on file if it is ever needed to be sent to parents.
Desk Monitoring Only: <ul style="list-style-type: none"> • Upload list of paraprofessionals working in Title I programs with their qualifications. • Upload dated copy of Right-to-Know Teacher Qualification letter 					Parent Right To Know email.pdf Parent Right to Know Letter 1920.pdf Parent Right to Know edio posting.png Being Taught by noncertified teacher letter to parents.docx Paraprofessional Qualifications 2019-20.xls

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> Upload a copy of Right-to-Know Four Consecutive Week letter 					
<p>If you have additional comments to make about this section, enter them here:</p>					

Component II: Parent and Family Engagement

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

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>All the following are Required components:</p> <ul style="list-style-type: none"> • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement • Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents <ul style="list-style-type: none"> ◦ Timely information about Title I programs 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School Parent and Family Engagement policy, (that includes all required components), with review/revision date, dated parent meeting, dated agenda & sign-in sheets, and method of distribution	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1495 417 2043 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1495 467 2043 849"> <p>2/11/2020 2:42:30 PM Federal Programs Manager Sara Bingaman The School Parent and Family Engagement plan is discussed at the annual PAC meeting. The school level plan includes more in-depth activities for families. The School plan is posted in the news section of edio where families may access the plan at any time.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/11/2020 2:42:30 PM Federal Programs Manager Sara Bingaman The School Parent and Family Engagement plan is discussed at the annual PAC meeting. The school level plan includes more in-depth activities for families. The School plan is posted in the news section of edio where families may access the plan at any time.</p>
District Comments							
<p>2/11/2020 2:42:30 PM Federal Programs Manager Sara Bingaman The School Parent and Family Engagement plan is discussed at the annual PAC meeting. The school level plan includes more in-depth activities for families. The School plan is posted in the news section of edio where families may access the plan at any time.</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards ○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. ○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). ○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. ○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. ○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. ○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	☑	☐	☐	<p>☑ Dated Title I meeting agenda & sign-in sheets</p>	<p style="text-align: center;">District Comments</p> <p>2/11/2020 2:55:23 PM Federal Programs Manager Sara Bingaman The Parent Advisory Council meeting was held on 8/14/2019.</p>
<p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall</p> <ul style="list-style-type: none"> • describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and • address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand. 	☑	☐	☐	<p>☑ School-parent compact with review/revision date, dated agenda, sign-in sheets and method of distribution</p>	<p style="text-align: center;">District Comments</p> <p>2/11/2020 2:55:51 PM Federal Programs Manager Sara Bingaman The School Parent Compact was updated at the PAC meeting on 8/14/2019.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated Title I meeting agenda & sign-in sheets that indicate topics of discussion <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<div style="text-align: center;">District Comments</div> <p>2/11/2020 2:57:53 PM Federal Programs Manager Sara Bingaman These topics are covered at our Learning Coach Outreach Sessions that occur each Fall.</p>
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 type="checkbox"/> Workshops with copies of dated agendas and sign-in sheets.	<div style="text-align: center;">District Comments</div> <p>2/25/2020 10:05:28 AM Federal Programs Manager Sara Bingaman These topics are covered at our Learning Coach Outreach Sessions that occur each Fall. Each participant goes home with a paper copy of all presentations. We also offer weekly Family Mentor live drop-in sessions to our families.</p>
6. ALL schools teachers and staff shall annually be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated staff meeting agendas and sign-in sheets <input type="checkbox"/> SPAC skits and staff agendas and sign in sheets <input type="checkbox"/> Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	<div style="text-align: center;">District Comments</div> <p>2/25/2020 10:09:11 AM Federal Programs Manager Sara Bingaman This topic was discussed during the School Improvement team meetings where parents are stakeholders. CCA had this training as a session during our Back To School professional development series in August 2019. The special ed department trained their staff on Family engagement in December 2019.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<p style="text-align: center;">District Comments</p> <p>2/25/2020 10:22:10 AM Federal Programs Manager Sara Bingaman CCA covers the entire state and is considered a school of choice rather than having a regular attendance area so it isn't feasible to invest the time and effort into coordinating this on a statewide scale.</p>
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings <input type="checkbox"/> Translated Schoolwide Plan	<p style="text-align: center;">District Comments</p> <p>2/25/2020 10:22:46 AM Federal Programs Manager Sara Bingaman CCA has several people on staff who are able to translate documents. There is an online storage drive available to staff where the translated documents are housed. CCA also has a TransAct account if needed.</p>

Desk Monitoring Only:

- Upload School-Level Parent and Family Engagement Policy for each Title I school, parent meeting agenda and sign in sheet, and method of distribution.
- Upload agenda for annual Title I meeting and sign-in sheets.
- Upload School-Parent Compact for each Title I school and agenda and sign in sheet from parent meeting.
- Upload Staff/Parent meeting agendas, back-to-school nights or parent training meetings.
- Upload Staff/Parent meeting agendas, back-to-school nights or parent training meetings.
- Upload agenda of staff meeting(s) where discussion of effective means to communicate with parents is discussed, along with sign-in sheets. Include documentation of parent involvement in the process.
- Upload a sample translated document.

- [Parent and Family Engagement Plan.pdf](#)
- [Parent and Family Engagement Policy.pdf](#)
- [PAC 2019 Agenda and sign in sheet.pdf](#)
- [Parent and Family Engagement CCA website posting.png](#)
- [Parent and Family Engagement edio posting.png](#)
- [Fall LCOS 2019 Details.xlsx](#)
- [LCOS postcard 2019 Final.pdf](#)
- [Final Dick and Jane \(1\).pdf](#)
- [Math in Everyday Life.pdf](#)
- [Motivation.pdf](#)
- [Were Here To Help.docx](#)
- [Spec Ed Working with parents attendance list.xlsx](#)
- [Training Educators to work with Parents Special Ed.pdf](#)
- [CCA 1920 Transition Plan.docx](#)
- [Spanish Edio PP.pdf](#)
- [SPANISH PHILLY RESOURCES.docx](#)
- [Spanish Were Here To Help.docx](#)

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 III: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. 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"/>	<input checked="" type="checkbox"/> Copy of the School Plan Template OR the Schoolwide Plan Must also provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1642 474 2053 522" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 522 2053 906"> <p>2/25/2020 10:26:26 AM Federal Programs Manager Sara Bingaman The plan is discussed on a monthly basis with the School Improvement Team stakeholders. CCA is currently creating updating the 1920 plan to be ready for the 2021 SY.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/25/2020 10:26:26 AM Federal Programs Manager Sara Bingaman The plan is discussed on a monthly basis with the School Improvement Team stakeholders. CCA is currently creating updating the 1920 plan to be ready for the 2021 SY.</p>
District Comments							
<p>2/25/2020 10:26:26 AM Federal Programs Manager Sara Bingaman The plan is discussed on a monthly basis with the School Improvement Team stakeholders. CCA is currently creating updating the 1920 plan to be ready for the 2021 SY.</p>							
<p>Desk Monitoring Only: Upload a copy of the School Plan Template or the Schoolwide Plan and sign-in sheets and agendas demonstrating plan was updated within a year of the monitoring visit.</p>				<p style="text-align: right;"> 1920 SI Plan Approved with signature page FINAL.docx Comp Plan.SI Plan Report FINAL SIGNED.pdf 19_20 School Improvement Team Meeting Minutes.docx </p>			
<p>Note: If the school does not have an approved Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</p>							
<p>If you have additional comments to make about this section, enter them here:</p>							

Component IV: Targeted Assistance Programs

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Sec. 1113

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria and student roster with test scores that includes rank order listing.	
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of programs, activities, and academic courses provided to eligible children	
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of instructional strategies including activities that strengthen the academic program provided to eligible children	
4. The Title I school coordinates with and supports the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of regular team meetings, dated agenda, sign-in sheets, and minutes	
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities, dated agendas, and sign in sheets	
Desk Monitoring Only:					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • Upload selection criteria and student roster with test scores that includes rank order listing • Upload a list of instructional strategies including activities that strengthen the academic program provided to eligible children • Upload a list of professional development activities, agendas, and sign in sheets 					
<p>If you have additional comments to make about this section, enter them here:</p>					



Monday, May 24, 2021

Sara Bingaman
Federal Programs Manager
One Innovation Way
Harrisburg, PA 17110

Dear Sara Bingaman,

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2019-20 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Commonwealth Charter Academy CS compliance. Based on the areas Division of Federal Program reviewed during its monitoring, we have uncovered no instances of non-compliance for the 2019-20 school year.

You may print off a copy of your completed Monitoring Instrument at <https://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 2019-20

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: Commonwealth Charter Academy CS

Chief Executive Officer: Dr. Maurice Flurie

Special Education Director/Coordinator: Paulie Zozos

BSE Special Education Adviser: Jessica Keener-Haas

Date of Report: January 13, 2019

Date Final Report Sent to LEA: January 23, 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: February 09, 2018

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
	N					4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.	The LEA will update their confidentiality policy to include all required components to meet regulatory requirements. Evidence of Change: The LEA will provide the BSE adviser with a copy of the procedure and a copy of the training agenda/handouts and training sign-in sheet as verification of corrective action.	01/23/2019 IU, PaTTAN and BSE Staff	01/04/2019
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						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.			
	N					11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.	The LEA will create an improvement plan that focuses on the review of continuum of services. Evidence of Change: The LEA will submit the Improvement Plan to the BSE adviser no later than May 1, 2018.	01/23/2019 IU staff, PaTTAN Staff and BSE Staff	04/27/2018
	N					12. FSA-EXTENDED SCHOOL YEAR SERVICES	The LEA will update their procedure for ESY to include all of the regulatory requirements for determining eligibility under Chapter 14. Evidence of Change: The BSE adviser will review the updated procedure and review all training agendas and sign in sheet to ensure the LEA has trained staff on the update.	01/23/2019 IU Staff, PaTTAN Staff, BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
					5 0 0 1 2 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. Always Sometimes Rarely Never Don't Know Does not Apply			
					0 1 0 3 4 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. 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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
6	3	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
6	3	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
4	5	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?			
4	5	0				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	2	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						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. The BSE Adviser will conduct a review of additional files to verify compliance regarding transition.	01/23/2019 IU Staff, PaTTAN Staff, BSE Staff	01/04/2019
						Topical Area 2: Delivery of Service			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
	N					17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.	The LEA will update their enrollment procedure to ensure the timely provision of FAPE. Evidence of Change: The BSE adviser will review the updated procedure. The Adviser will also review training agendas to ensure those staff members who need to be trained in the updates have been trained.	01/23/2019 IU Staff, PaTTAN Staff, BSE Staff	01/04/2019
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.			
	N					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.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	02/22/2018	02/16/2018
						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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
					1 2 0 2 3 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 1 1 0 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					1 1 1 4 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			
					3 1 1 0 3 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			
9	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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
8	1	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?			
9	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
9	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?			
6	3	0				GE 80. Is the student making progress within the general education curriculum?			
7	2	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	2				GE 80b. If yes, in what ways? Highly energized with this program and doing well. Good grades. Socially from interaction of classmates and confidence building, independence. Live lessons, discussions with other students. Live lessons increase participation. Asks questions. Understands and likes the abstract approach.			
0	0	7				GE 80c. If no, what does this student need that he/she is not receiving in your class? More contact and more engaging web-mail. Not making progress.			
8	1	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
9	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				GE 85b. If no, what training or support would assist you?			
7	1	1				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				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?			
1	5	4				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				SE 95c. If yes, what reasons were discussed for recommending removal? Based on testing scores, teacher input, reports.			
0	0	9				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Needs			
6	0	4				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
6	0	4				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
8	1	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
6	4	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	1	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?			
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
	N					7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	The LEA will submit an improvement plan to address meeting the SPP target for dropout rates. Evidence of Change: The LEA will submit the Improvement Plan to the BSE adviser no later than May 1, 2018.	01/23/2019 IU staff, PaTTAN Staff, BSE Staff	04/27/2018
Y						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			
		X				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)			
7	1	2			13%	FR 194. PTRE-Consent Form is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
7	0	3				FR 195. Demographic data			
7	0	3				FR 196. Reason for reevaluation			
7	0	3				FR 197. Types of assessment tools, tests and procedures to be used			
7	0	3				FR 198. Contact person's name and contact information			
4	3	3			43%	FR 199. Parent has selected a consent option	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	3	3			43%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
1	0	9				FR 201. Agreement to Waive Reevaluation is present in the student file			
1	0	9				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)			
1	0	9				FR 203. Reason reevaluation is not necessary at this time is included			
1	0	9				FR 204. Contact person's name and contact information			
1	0	9				FR 205. Parent has selected a consent option			
1	0	9				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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
9	0	1				FR 207. RR is present in the student file			
6	3	1			33%	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)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	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)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	0	1				FR 210. Demographic data			
9	0	1				FR 211. Date IEP team reviewed existing evaluation data			
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
8	1	1			11%	FR 214. Aptitude and achievement tests	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			
9	0	1				FR 219. Lack of appropriate instruction in math			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 220. Limited English proficiency			
9	0	1				FR 221. Conclusion regarding need for additional data is indicated			
3	0	7				FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
9	0	1				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
9	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
6	0	4				FR 228. Interpretation of additional data			
2	0	8				FR 229. Documentation that the student does not achieve adequately for age, etc.			
2	0	8				FR 230. Indication of process(es) used to determine eligibility			
2	0	8				FR 231. Instructional strategies used and student-centered data collected			
2	0	8				FR 232. Educationally relevant medical findings, if any			
2	0	8				FR 233. Effects of the student's environment, culture, or economic background			
2	0	8				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	8				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	8				FR 236. Observation in the student's learning environment			
2	0	8				FR 237. Other data if needed			
2	0	8				FR 238. Statement for all 6 items			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 239. Documentation of Evaluation Team Participants			
0	2	8			100%	FR 240. Documentation that team members Agree/Disagree	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
6	1	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
6	0	2	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
6	0	2	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	4	2			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	7	0	1			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	1	7	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	1	7	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	1	6				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 241. Invitation is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	0	1				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
4	2	4			33%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
1	0	9				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
4	2	4			33%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
4	5	1			56%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						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			
						FR 256. The team members excused: 0 a. General Education Teacher 0 b. Special Education Teacher 0 c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 258. IEP was completed within timelines	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
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			
6	1	3			14%	FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
7	3	0			30%	FR 263. Parents	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	3	3			43%	FR 264. Student	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	1	0			10%	FR 265. General Education Teacher	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	1	0			10%	FR 266. Special Education Teacher	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
9	1	0			10%	FR 267. Local Education Agency Representative	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				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)			
0	1	9			100%	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	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
5	0	5				FR 276. If the student has communication needs, needs must be addressed in the IEP			
3	0	7				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	2	6			50%	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	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
6	0	4				FR 280. If the student has other special considerations, these are addressed in the IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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			
7	0	3				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
9	1	0			10%	FR 287. Academic, developmental, and functional needs related to student's disability	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						TRANSITION SERVICES (File Reviews)			
5	2	3			29%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
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	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
6	1	3			14%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
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)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
6	1	3			14%	FR 292c. Annual goals are related to the student's transition services	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						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)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
2	0	8				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
2	0	8				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
7	1	2			13%	FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 306. Short Term Objectives	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
8	2	0			20%	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	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	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	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
10	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
6	1	3			14%	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	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
9	1	0			10%	FR 316. A conclusion regarding student eligibility for ESY	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
1	1	8			50%	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	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
2	0	8				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						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)			
6	0	4				FR 326. If child will not be attending his/her neighborhood school, reason why not			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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)			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
7	0	1	0			P 30. Was the meeting held at a time and location that was convenient for you?			
3	0	5	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?			
7	0	0	1			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	2	0	2			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you? Understanding of rights, understanding of the law. Educating us on the laws and children's rights.			
8	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
8	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
8	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	8	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	8	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		7	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Parent lost her mother.			
7	1	1				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
2	5	2				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
2	0	7				GE 76. Were those recommendations considered by the IEP team?			
9	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?			
8	1	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)			
7	0	0	1			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?			
4	2	1	1			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.			
9	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
8	1	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?			
9	0	1				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				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?			
8	1	1				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?			
9	0	1				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?			
7	3	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
8	2	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	2				SE 117b. If yes, in what ways? Socialization opportunities. It is the right program. Good progress. Opportunity to interact with all students and can participate in the discussion. Misses little class time. Grades, SDIs, accommodations. Exposure and benefiting from interaction and learning with others. Developing coping skills.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8				SE 117c. If no, what does this student need that he/she is not receiving? Participating in going to class, answering phone calls, responding back to the teacher. Needs modified curriculum program.			
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)			
6	2	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?			
8	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					6 2 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 2 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			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
9	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?			
4	2	3				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	5	3				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	8				GE 79c. If yes, what reasons were discussed for recommending removal? Modified curriculum for specific subjects.			
0	0	8				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on needs and teams' decision.			
4	1	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?			
3	1	5				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
4	0	5				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	1	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				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)			
1	0	7	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?			
6	1	0	1			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?			
6	1	0	1			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
6	0	0	2			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	8	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
4	0	3	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?			
9	1	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
4	1	5				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?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
5	0	3	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
5	2	0	1			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?			
3	5	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	5	0			P 50c. If yes, what reasons were discussed for recommending removal? Related services. Based on specific needs. Functioning level.			
0	0	5	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Did not determine. Based on needs. By amount of time of the class.			
5	2	1	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	1	2	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	3	0			P 50g. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Support for communication, support for academics. Provided support to be successful. Transition services. Picking up on skills. Appropriate accommodations; have tools to use with the programs.			
0	0	7	0			P 50h. If no, what does your child need that he/she is not receiving in the class? Emotional needs.			
					4 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 1 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
7	0	3				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
5	3	2				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)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 328. NOREP/PWN is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
7	0	3				FR 329. Demographic data			
7	0	3				FR 330. Type of action taken			
7	0	3				FR 331. A description of the action proposed or refused by the LEA			
7	0	3				FR 332. An explanation of why the LEA proposed or refused to take the action			
7	0	3				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
7	0	3				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
7	0	3				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
7	0	3				FR 336. Educational placement recommended (including amount and type)			
7	0	3				FR 337. Signature of school district superintendent or charter school CEO or designee			
3	4	3			57%	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.)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	4	3			57%	FR 339. Parent has selected a consent option	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
5	2	3			29%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	01/04/2019
						INTERVIEW RESULTS (Parent)			
1	1	5	1			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?			
					5 3 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						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.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 2 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		4 4 4 3 4 6 5 6 4 4 1 1 2	P 66. Tell me anything you really like about your child's special education program. a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude l. more inclusion m. services provided outside neighborhood school n. other Don't need to fight to get needs addressed. Can take breaks when needed.			
		2	0		1 1 2 1 1 1 1 2	P 67. Tell me anything you would like to change about the program. a. modifications b. progress reports d. staff's knowledge, training f. less inclusion h. follow the IEP j. student ratios k. staff's understanding and attitude n. other More training on law and children's rights. Better awareness between regular and special education teachers of programs being offered to students. Look more at child's needs and not just programs available when recommending a program.			
		1	0		1 1 4 1	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 d. Disagree			
						P 69. Additional comments about your child's program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Message board is helpful..like the lessons. Would like them to plan more for future resources. A very good program overall.			
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			
						FSA 15A Parent Survey Results	Based on the results of the parent survey, the LEA will submit an improvement plan to address parent training. LEA will submit their improvement plan by 5/1/2018.	05/01/2018 IU Staff, PaTTAN Staff, BSE Staff	04/27/2018
						FSA 19A Teacher Survey Results	Based on the results of the teacher survey, the LEA will submit an improvement plan to address training staff on modifications/accommodations for students with disabilities, as well as out line a structure for collaboration among staff. The LEA will submit their improvement plan by 5/1/2018.	05/01/2018 IU Staff, PaTTAN Staff, BSE Staff	04/27/2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						15A Parent Training	Corrective Action Plan Parent Survey * Overview on special education laws/procedures <input type="checkbox"/> Done once a year <input type="checkbox"/> Computer based <input type="checkbox"/> Completed with every new enrollment * Overview of special education and cyber school delivery <input type="checkbox"/> Done once a year <input type="checkbox"/> Computer based <input type="checkbox"/> Completed with every new enrollment * Supplementary Aids and Services overview * Informational vlogs on different topics available to parents in a parent library <input type="checkbox"/> Identification process <input type="checkbox"/> Transition <input type="checkbox"/> ESY <input type="checkbox"/> SDIs <input type="checkbox"/> Summer Slide <input type="checkbox"/> Extra Curricular Activities and the IEP <input type="checkbox"/> Disability categories <input type="checkbox"/> Inclusion <input type="checkbox"/> Assistive Technology	05/01/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							<ul style="list-style-type: none"> o Behavior Supports o Parental Rights * Offer PATTAN trainings to parents <p>Evidence of Change: The LEA will submit training agendas and sign in sheets and submit them to the BSE adviser.</p>		

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						19A Personnel Training	<p>Corrective Action Plan</p> <p>Staff Survey</p> <p>* Training on the following educational practices:</p> <ul style="list-style-type: none"> o Multi-Level Curriculum o Over-Lapping Curriculum o Peer Support o Augmentative Communication o Assistive Technology o Differentiated Instruction <p>* SDI Training</p> <ul style="list-style-type: none"> o Special Education Staff <p>* How to write them</p> <ul style="list-style-type: none"> o General Education Staff <p>* How to implement them</p> <p>* Special Education Overview Training</p> <ul style="list-style-type: none"> o General Education Staff o Special Education Staff o Completed yearly <p>* Time for general education and special education staff to meet about students</p> <p>Evidence of Change: The BSE adviser will review training agendas and sign in sheets to ensure that trainings have occurred.</p>	<p>05/01/2019</p> <p>IU Staff, PaTTAN Staff and/or BSE Staff</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						7- Drop Out Improvement Plan	Dropout Rate Plan * Establish a CCA leadership team and an Early Warning System (EWS) * Analyze attendance, behavior and course performance (grades) * Identify target areas for intervention for students who are off track * Develop an improvement plan * Implement, monitor and evaluate * Parent trainings on preventing school dropout Evidence of Change: The BSE adviser will review the early warning system data, updated improvement plan from CCA and the review of CCA's data and determinations after implementation. The BSE adviser will also review any trainings associated with the Drop Out Improvement Plan.	05/01/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						11A Improvement of LRE/Contium	<p>Develop a continuum of services document</p> <ul style="list-style-type: none"> * Train staff on continuum of services <ul style="list-style-type: none"> o Starting with the review of general education first with supplementary aids and services. * Train special education staff on IEP procedures <ul style="list-style-type: none"> o Emphasis how the IEP flows to determine placement and LRE o Look at general education first with supplementary aids and services * Train regular education staff on the IEP process <ul style="list-style-type: none"> o Emphasis how the IEP team looks at general education first with supplementary aids and services. * Train all staff on SDIs <ul style="list-style-type: none"> o Review individual student strengths and needs to determine appropriate SDIs. * Report on continuum of current services at CCA to look at where the plan needs to be focused <p>Evidence of Change: The BSE Adviser will review the training regarding the continuum and supplementary aids and services for staff in order to improve programs at Commonwealth Charter Academy.</p>	<p>05/01/2019</p> <p>IU Staff, PaTTAN Staff and/or BSE Staff</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Drop-Out Rate Improvement Plan	<p>The LEA will complete the following trainings to support the goal of reducing dropout rate for students with disabilities.</p> <ul style="list-style-type: none"> o Positive Behavior training for all staff o Executive Functioning training provided teachers o Emotional Support Program/ counseling services (social worker services) <p>Evidence of Change: The BSE adviser will review training materials, agendas and sign-in sheets. The BSE adviser will review data reported for drop out and determine if the LEA has meet the requirements to meet SPP Targets. Lastly, the adviser will review the expansion of Emotional support programs in both the middle and elementary school levels.</p>	<p>10/30/2020</p> <p>IU Staff, PaTTAN Staff, and BSE Staff</p>	

Special Education Timeline Procedure

Friday, June 26, 2020 2:24 PM

Scope:

All federal timelines for Child Find, Oral Request for an Evaluation, Evaluation, Individual Education Plan, Oral Request for Reevaluation by Parent, Reevaluation, NOREP, Mediation, and Due Process must be following by all school administrators and staff.

Responsibilities:

The Associate Vice President of Special Education should ensure the public notice for Child Find is posted annually. The Psychologists should ensure all Oral Requests for Evaluation and Oral Requests for Reevaluation are responded within the timeline with a request form.

The Psychologists should ensure that all Evaluations and Reevaluations are completed with the specific timelines. Special Education Case Managers should ensure that Individual Education Plans and NOREPs are completed within the specific timeline.

Procedure:

1. Child Find
 - a. Public notice describing special education programs and how to request an evaluation should be completed on an annual basis.

2. Oral Request for an Evaluation
 - a. When an oral request is made to any school administrator or professional, the school entity must provide the Permission to Evaluate- Evaluation Request to the parents within **10 calendar days**.

3. Written Request for an Evaluation
 - a. When a written request (signed letter or detailed email listing the parent's concerns is received by a school administrator or school professional, the school entity must provide the Permission to Evaluate-Consent Form or NOREP to the parent within a reasonable amount of time (**10 calendar days**).

4. Evaluation
 - a. After the LEA receives written parental consent, the initial evaluation must be completed and a copy of the Evaluation Report presented to the parent within 60 calendar days (excluding the summer break).
 - b. There are several exceptions to the 60 calendar day timeline requirement. This timeline does not apply if:
 - i. The parent repeatedly fails or refuses to produce the child for evaluation.
 - ii. A child enrolls in a school of another public agency after the evaluation has begun, but prior to a determination of the child's eligibility by the previous public agency. This exception applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed.
 - iii. A request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures. In this case, the evaluation must be conducted in an expedited manner.
 - iv. When evaluating a child for specific learning disability only, the child's parents and a group of qualified professionals can mutually agree in writing to an extended time frame if, prior to a referral, the

child has not made adequate progress after an appropriate period of time when provided appropriate instruction in reading or math, and whenever referred for an evaluation.

c. The Evaluation Report must be provided to the parent at least **10 school days** prior an IEP meeting. This can be waived if the parent agrees and signs the 10 day waiver located on the IEP.

5. Individual Education Plan (IEP)

a. The local educational agency (LEA) must provide advance notice to the parent when scheduling an Individualized Education Program (IEP) meeting.

b. The LEA must convene the IEP meeting within **30 calendar days** after the completion of an Evaluation Report (ER) or Reevaluation Report (RR).

c. An initial IEP for a student will be implemented as soon as possible (no later than **10 school days**) after receiving parental consent for initial services.

d. For any IEP completed after an initial IEP, the IEP must be implemented no later than **10 school days**.

e. The IEP should be reviewed annually at a minimum. If the LEA knows or should know that a child has an inappropriate IEP, then it must be corrected immediately.

6. Oral Request for Reevaluation by a Parent

a. When an oral request is made to any school professional or administrator, the school entity must provide the Permission to Reevaluate-Reevaluation Request Form to the parent within **10 calendar days**.

7. Written Request for Reevaluation by a Parent

a. When a written request (signed letter or detailed email listing parent's concerns) is received by a school professional or administrator, the school entity must provide the Permission to Reevaluate-Consent Form or NOREP to the parent within a reasonable amount of time (10 calendar days).

8. Reevaluation

a. All students except those identified with an Intellectual Disability must be reevaluated at least once every 3 years. This can be waived if the LEA and parent agree in writing.

b. Students identified with an Intellectual Disability must be reevaluated at least once every 2 years. There is not an option to waive this requirement.

c. As a result of the review of data, if additional data are required to determine continued eligibility and need for special education services, the LEA must issue the Permission to Reevaluate-Consent form.

d. After the LEA receives written parental consent, the reevaluation must be completed and a copy of the Reevaluation Report presented to the parent within **60 calendar days**.

e. The parent must receive a copy of the Reevaluation Report at least **10 school days** prior to the Individualized Education Program (IEP) Meeting (unless a waiver is signed).

9. Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)

a. An LEA must await a parent's written approval on the NOREP/PWN before proceeding with the initial provision of services (newly identified students).

b. The "10 day rule" applies for all other special education students in regards to the NOREP (not newly identified students).

- o If the parent does not sign and return the NOREP/PWN within 10 calendar days of the date of issue, the NOREP/PWN takes effect on the 11th calendar day regardless of the receipt of the NOREP.

- o If the parent does not indicate their intentions on a a NOREP/PWN which has been returned to the LEA, then the NOREP/PWN takes effect on the 11th calendar day.

- If the parent does return the NOREP/PWN and indicates their intention to seek mediation or a due process hearing but does not contact the Office of Dispute Resolution (ODR), the NOREP/PWN takes effect on the 11th calendar day.

10. Due Process or Mediation

- a. Parents have the right to seek Mediation or Due Process within **10 calendar days** of receipts of the NOREP/PWN recommending a change in the student's placement. The student must then remain in the current educational program unless the parent and LEA agree otherwise. Pending placement takes effect (stay put status).
- b. Parents can seek Mediation or Due Process after the **10 calendar days** of receipt of the NOREP/PWN recommending a change in the student's placement but the LEA is under no obligation to implement the previous program and placement while Mediation and/or Due Process proceedings take place.
- c. The resolution session must be available to parents after the local educational agency (LEA) receives the parents' notice of due process complaint and prior to the initiation of a due process hearing within **15 calendar days**.

11. Student Discipline

- a. When the LEA makes a determination to change the placement of a student with a disability for disciplinary purposes, a manifestation determination review must be completed within **10 school days** from the date of the decision to change the placement.
- b. After a student with a disability has been removed from the student's current placement for 10 school days, and for any subsequent days of removal during the current year, the LEA must provide services.
- c. The maximum length of placement in an interim alternative educational setting for special circumstances (weapon, drugs, serious bodily injury) is **45 school days**.

(See section on Timeline Checklist under resources)

Updated April 6, 2021

Parent Participation In IEP Meetings and Revisions

Friday, June 26, 2020 2:28 PM

Scope:

The law places great emphasis on parents' participation in the IEP Team meeting. The school must take steps to get one or both of the student's parents to attend the IEP meeting. That means the school must notify both parents of the meeting early enough so that they can attend, and schedule the meeting at a time and place that is convenient.

Responsibilities:

Special Education Case Managers and the LEA should ensure parents are afforded the opportunity to participate in the IEP meeting. The IEP team must meet at least once every year to review and revise the IEP based on: the student's progress on his/her annual goals, the student's progress in the general education curriculum, any reevaluations that may have been completed and parent/teacher concerns.

Procedure:

1. Annual IEP Meeting

- a. The *Invitation to Participate in the Individualized Education Program (IEP) Team Meeting* should be sent with detail of the meeting. The Invite should be sent to the family 30 calendar days prior to the meeting date.
- b. If the family does not return the Invite within 5 calendar days, then a second attempt to schedule the meeting will be sent to the family with a notation of the second attempt.
- c. If the family does not return the Invite after the second attempt, the third and final attempt will be sent to the family via certified mail. The invitation will note the third attempt.

2. IEP Revision Meeting

- a. Although it is legally permissible to revise any IEP outside of an IEP meeting, the revision can only be done in writing and with mutual consent of the parents and the LEA. In making changes to a student's IEP after the annual IEP team meeting, the parent and the LEA may agree not to convene an IEP team meeting for the purposes of making those changes. Members of the IEP revision team who are in agreement of the revision must include, the parent, special education teacher and LEA. The special education teacher must ensure an LEA (manager or regional director) are part of the revisions process.
- b. If the IEP team feels strongly that a revision is needed and the LEA cannot make contact with the parent, the IEP team should follow the procedures in setting up an IEP revision meeting. An *Invitation to Participate in the Individualized Education Program (IEP) Team Meeting* should be sent to the family with details of the meeting. The invite should be sent to the family XX calendar days prior to the meeting date.
- c. If the family does not return the Invite within XX calendar days, then a second attempt to schedule the meeting will be sent to the family with a notation of the second attempt.
- d. If the family does not return the Invite after the second attempt, the third and final attempt will be sent to the family via certified mail. The invitation will note the third attempt.
- e. After the third attempt to contact the parent with no response, the revision to the Annual IEP can be made. The attempts to contact the parent (including dates and methods of contact) should be included in the present education levels.

Providing Supports to Learners in al Disability Categories including Autism

Special Education Department Meeting Agenda

1.20.2022

<https://ccaeducate.zoom.us/j/98659730379?pwd=Y1hVd0t2cDFDSnBnRExQcFVXYVFZdz09>

1. Unpacking the Disability Categories and Supports
2. Announcements and Updates
 - a. IEP Responsibilities
 - b. Withdrawing student and related services
 - c. IEP Writing Guide
 - d. Phone Calls and Logging
 - e. IEP Reviews
 - f. ESY Data Collection

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Special Education Department Meeting Agenda

10.21.21

<https://ccaeducate.zoom.us/j/98659730379?pwd=Y1hVd0t2cDFDSnBnRExQcFVXYVFZdz09>

1. Functional Behavior Assessment and Positive Behavior Support
2. Announcements and Updates
 - a. Tab Hub
 - b. Faculty Meeting Updates
 - c. Data Chats
 - d. IEP Responsibilities
 - e. Withdrawing student and related services
 - f. December 1 Child Count
 - g. IEP Writing Guide
 - h. Phone Calls and Logging
 - i. IEP Reviews
 - j. Special Education Advisory Panel
 - k. ESY Data Collection

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Amanda Bennett	abennett@ccaeducate.me	30	No		No
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Amy Stauffer	astauffer@ccaeducate.me	1	No		Yes
Amy Stauffer	astauffer@ccaeducate.me	3	No		Yes
Amy Stauffer	astauffer@ccaeducate.me	30	No		No
Alessandra Striefsky	astriefsky@ccaeducate.me	1	No		Yes
Alessandra Striefsky	astriefsky@ccaeducate.me	30	No		No
Allison Vasinko	avasinko@ccaeducate.me	3	No		Yes
Allison Vasinko	avasinko@ccaeducate.me	30	No		No
Alyssia Wechsler	awechsler@ccaeducate.me	3	No		Yes
Alyssia Wechsler	awechsler@ccaeducate.me	30	No		No
Mrs. Abby Youngblood	awelsfordyoungblood@ccaeducate.me	30	No		No
Mrs. Abby Youngblood	awelsfordyoungblood@ccaeducate.me	2	No		Yes
Amy Wetzel	awetzel@ccaeducate.me	5	No		Yes
Amy Wetzel	awetzel@ccaeducate.me	30	No		No
Brooke Crytzer	bcrytzer@ccaeducate.me	4	No		Yes
Brooke Crytzer	bcrytzer@ccaeducate.me	30	No		No
Brittany Dzuka	bdzuka@ccaeducate.me	29	No		No
Brittany Dzuka	bdzuka@ccaeducate.me	1	No		Yes
Brittany Haywood	bhaywood@ccaeducate.me	3	No		Yes
Brittany Haywood	bhaywood@ccaeducate.me	30	No		No
Brittany Hollister	bhollister@ccaeducate.me	2	No		Yes
Brittany Hollister	bhollister@ccaeducate.me	30	No		No

Name (Original Name)	User Email	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Ms. Keiser	bkeiser@ccaeducate.me	1	No		Yes
Ms. Keiser	bkeiser@ccaeducate.me	1	No		Yes
Ms. Keiser	bkeiser@ccaeducate.me	29	No		No
Brittany Maurizi	bmaurizi@ccaeducate.me	3	No		Yes
Brittany Maurizi	bmaurizi@ccaeducate.me	30	No		No
Brooke Pawlowski	bpawlowski@ccaeducate.me	6	No		Yes
Brooke Pawlowski	bpawlowski@ccaeducate.me	30	No		No
Brandi Ruvo	bruvo@ccaeducate.me	30	No		No
Brandi Ruvo	bruvo@ccaeducate.me	1	No		Yes
Brandi Ruvo	bruvo@ccaeducate.me	1	No		Yes
Courtney Barnhart	cbarnhart@ccaeducate.me	30	No		No
Courtney Barnhart	cbarnhart@ccaeducate.me	1	No		Yes
Chrystal Bixler	cbixler@ccaeducate.me	1	No		Yes
Chrystal Bixler	cbixler@ccaeducate.me	30	No		No
Courtney Blaney	cblaney@ccaeducate.me	30	No		No
Courtney Blaney	cblaney@ccaeducate.me	2	No		Yes
Mrs. Christine Bozart	cbozart@ccaeducate.me	30	No		No
Mrs. Christine Bozart	cbozart@ccaeducate.me	1	No		Yes
Cassie Colosimo	ccolosimo@ccaeducate.me	1	No		Yes
Cassie Colosimo	ccolosimo@ccaeducate.me	25	No		No
Cassie Colosimo	ccolosimo@ccaeducate.me	1	No		Yes
Cassie Colosimo	ccolosimo@ccaeducate.me	2	No		No
Courtney Egal	cegal@ccaeducate.me	1	No		Yes
Courtney Egal	cegal@ccaeducate.me	29	No		No
Colleen Hoffman	choffman@ccaeducate.me	1	No		Yes
Colleen Hoffman	choffman@ccaeducate.me	27	No		No
Christine Hosler-Patton	choslerpatton@ccaeducate.me	1	No		Yes
Christine Hosler-Patton	choslerpatton@ccaeducate.me	13	No		No
Christy Nau	cnau@ccaeducate.me	30	No		No
Christy Nau	cnau@ccaeducate.me	2	No		Yes
Christa Oister	coister@ccaeducate.me	1	No		Yes
Christa Oister	coister@ccaeducate.me	27	No		No

Name (Original Name)	User Email	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Colleen Pauley	cpauley@ccaeducate.me	1	No		Yes
Colleen Pauley	cpauley@ccaeducate.me	30	No		No
Carol Steward	csteward@ccaeducate.me	1	No		Yes
Carol Steward	csteward@ccaeducate.me	27	No		No
Christine Summerson	csummerson@ccaeducate.me	9	No		Yes
Christine Summerson	csummerson@ccaeducate.me	30	No		No
Caroline Topper	ctopper@ccaeducate.me	3	No		Yes
Caroline Topper	ctopper@ccaeducate.me	30	No		No
Christina Vento	cvento@ccaeducate.me	2	No		Yes
Christina Vento	cvento@ccaeducate.me	30	No		No
Casie Young	cyoung@ccaeducate.me	3	No		Yes
Casie Young	cyoung@ccaeducate.me	35	No		No
Dana Barry	dbarry@ccaeducate.me	6	No		Yes
Dana Barry	dbarry@ccaeducate.me	32	No		No
Deborah Besten	dbesten@ccaeducate.me	4	No		Yes
Deborah Besten	dbesten@ccaeducate.me	30	No		No
David Borosky	dborosky@ccaeducate.me	34	No		No
David Borosky	dborosky@ccaeducate.me	1	No		Yes
Danielle Kessell	dkessell@ccaeducate.me	3	No		Yes
Danielle Kessell	dkessell@ccaeducate.me	30	No		No
Debbie Perez	dperez@ccaeducate.me	2	No		Yes
Debbie Perez	dperez@ccaeducate.me	30	No		No
Danielle Rozelle	drozelle@ccaeducate.me	2	No		Yes
Danielle Rozelle	drozelle@ccaeducate.me	30	No		No
Danielle Sallmen	dsallmen@ccaeducate.me	30	No		No
Danielle Sallmen	dsallmen@ccaeducate.me	2	No		Yes
Danielle Spagnuolo	dspagnuolo@ccaeducate.me	4	No		Yes
Danielle Spagnuolo	dspagnuolo@ccaeducate.me	30	No		No
Dana Wenger	dwegner@ccaeducate.me	29	No		No
Dana Wenger	dwegner@ccaeducate.me	1	No		Yes
Dana Williams	dwilliams@ccaeducate.me	1	No		Yes
Dana Williams	dwilliams@ccaeducate.me	29	No		No

Name (Original Name)	User Email	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Erica Cook	ecook@ccaeducate.me	1	No		Yes
Erica Cook	ecook@ccaeducate.me	17	No		No
Emily Gottesman	egottesman@ccaeducate.me	2	No		Yes
Emily Gottesman	egottesman@ccaeducate.me	30	No		No
Elizabeth Gross	egross@ccaeducate.me	4	No		Yes
Elizabeth Gross	egross@ccaeducate.me	30	No		No
Erin Madison	emadison@ccaeducate.me	1	No		Yes
Erin Madison	emadison@ccaeducate.me	30	No		No
Elizabeth Henry (Rosner)	erosner@ccaeducate.me	1	No		Yes
Elizabeth Henry (Rosner)	erosner@ccaeducate.me	30	No		No
Frank Spager	fspager@ccaeducate.me	5	No		Yes
Frank Spager	fspager@ccaeducate.me	30	No		No
Gabrielle Clark	gclark@ccaeducate.me	3	No		Yes
Gabrielle Clark	gclark@ccaeducate.me	30	No		No
Heather Hiller	hhiller@ccaeducate.me	5	No		Yes
Heather Hiller	hhiller@ccaeducate.me	30	No		No
Helena Schneider-Sable	hschneidersable@ccaeducate.me	1	No		Yes
Helena Schneider-Sable	hschneidersable@ccaeducate.me	27	No		No
Heather Solt	hsolt@ccaeducate.me	3	No		Yes
Heather Solt	hsolt@ccaeducate.me	30	No		No
Hayley Wang	hwang@ccaeducate.me	1	No		Yes
Hayley Wang	hwang@ccaeducate.me	30	No		No
Mrs. Heather Wood	hwood@ccaeducate.me	2	No		Yes
Mrs. Heather Wood	hwood@ccaeducate.me	30	No		No
Jenn Adams	jadams@ccaeducate.me	3	No		Yes
Jenn Adams	jadams@ccaeducate.me	30	No		No
Julianna Borosky	jborosky@ccaeducate.me	4	No		Yes
Julianna Borosky	jborosky@ccaeducate.me	30	No		No
Javier Borrás-Yanez	jborrasyanez@ccaeducate.me	5	No		Yes
Javier Borrás-Yanez	jborrasyanez@ccaeducate.me	30	No		No
Julie Cordier	jcordier@ccaeducate.me	4	No		Yes
Julie Cordier	jcordier@ccaeducate.me	30	No		No

Name (Original Name)	User Email	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Jennifer Dalton	jdalton@ccaeducate.me	6	No		Yes
Jennifer Dalton	jdalton@ccaeducate.me	30	No		No
Julie Duffy	jduffy@ccaeducate.me	5	No		Yes
Julie Duffy	jduffy@ccaeducate.me	30	No		No
Jason Friedman	jfriedman@ccaeducate.me	1	No		Yes
Jason Friedman	jfriedman@ccaeducate.me	1	No		No
Joy Gintz	jpgintz@ccaeducate.me	1	No		Yes
Joy Gintz	jpgintz@ccaeducate.me	30	No		No
Jill Gleason	jgleason@ccaeducate.me	5	No		Yes
Jill Gleason	jgleason@ccaeducate.me	30	No		No
Jared Gliem	jgliem@ccaeducate.me	4	No		Yes
Jared Gliem	jgliem@ccaeducate.me	30	No		No
June Grasso	jgrasso@ccaeducate.me	5	No		Yes
June Grasso	jgrasso@ccaeducate.me	30	No		No
Jason Haskins	jhaskins@ccaeducate.me	1	No		Yes
Jason Haskins	jhaskins@ccaeducate.me	5	No		Yes
Jason Haskins	jhaskins@ccaeducate.me	30	No		No
Jessica Putnam	jputnam@ccaeducate.me	5	No		Yes
Jessica Putnam	jputnam@ccaeducate.me	30	No		No
Julia Tielman	jtielman@ccaeducate.me	1	No		Yes
Julia Tielman	jtielman@ccaeducate.me	30	No		No
Jessica Tunis	jtunis@ccaeducate.me	30	No		No
Jessica Tunis	jtunis@ccaeducate.me	1	No		Yes
Jessica Tunis	jtunis@ccaeducate.me	1	No		Yes
Julie Walter	juwalter@ccaeducate.me	9	No		Yes
Julie Walter	juwalter@ccaeducate.me	30	No		No
Jessica Wertz	jwertz@ccaeducate.me	30	No		No
Jessica Wertz	jwertz@ccaeducate.me	1	No		Yes
Jessica Windeknecht	jwindeknecht@ccaeducate.me	5	No		Yes
Jessica Windeknecht	jwindeknecht@ccaeducate.me	30	No		No
Kaleena Berchtold	kberchtold@ccaeducate.me	2	No		Yes
Kaleena Berchtold	kberchtold@ccaeducate.me	30	No		No

Name (Original Name)	User Email	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Mrs. Caffrey	kcaffrey@ccaeducate.me	30	No		No
Mrs. Caffrey	kcaffrey@ccaeducate.me	2	No		Yes
Kimberly Campbell	kcampbell@ccaeducate.me	3	No		Yes
Kimberly Campbell	kcampbell@ccaeducate.me	30	No		No
Kelley Clark	kclark@ccaeducate.me	30	No		No
Kelley Clark	kclark@ccaeducate.me	2	No		Yes
Kelsey Floyd	kfloyd@ccaeducate.me	1	No		Yes
Kelsey Floyd	kfloyd@ccaeducate.me	5	No		Yes
Kelsey Floyd	kfloyd@ccaeducate.me	25	No		No
Kristin Hoffman	khoffman@ccaeducate.me	3	No		Yes
Kristin Hoffman	khoffman@ccaeducate.me	30	No		No
Kim Hunter	khunter@ccaeducate.me	30	No		No
Kim Hunter	khunter@ccaeducate.me	1	No		Yes
Kenesta Mack	kmack@ccaeducate.me	36	No		No
Kenesta Mack	kmack@ccaeducate.me	2	No		Yes
Kimberly Marchesini	kmarchesini@ccaeducate.me	1	No		Yes
Kimberly Marchesini	kmarchesini@ccaeducate.me	30	No		No
Kristen Mullins	kmullins@ccaeducate.me	30	No		No
Kristen Mullins	kmullins@ccaeducate.me	2	No		Yes
Kristin Perez	kperez@ccaeducate.me	1	No		Yes
Kristin Perez	kperez@ccaeducate.me	26	No		No
Katherine Valentine	kvalentine@ccaeducate.me	30	No		No
Katherine Valentine	kvalentine@ccaeducate.me	2	No		Yes
Lauren Balogh	lbalogh@ccaeducate.me	30	No		No
Lauren Balogh	lbalogh@ccaeducate.me	2	No		Yes
Lauren Balogh	lbalogh@ccaeducate.me	1	No		Yes
Lindsay Cordisco	lcordisco@ccaeducate.me	3	No		Yes
Lindsay Cordisco	lcordisco@ccaeducate.me	30	No		No
Lisa Crowe	lcrowe@ccaeducate.me	30	No		No
Lisa Crowe	lcrowe@ccaeducate.me	2	No		Yes
Lonnie Fletcher	lfletcher@ccaeducate.me	1	No		Yes
Lonnie Fletcher	lfletcher@ccaeducate.me	43	No		No

Name (Original Name)	User Email	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Lauren Ford	lford@ccaeducate.me	3	No		Yes
Lauren Ford	lford@ccaeducate.me	30	No		No
Mrs. Lauren James	ljames@ccaeducate.me	30	No		No
Mrs. Lauren James	ljames@ccaeducate.me	2	No		Yes
Lindsay Mistretta	lmistretta@ccaeducate.me	30	No		No
Lindsay Mistretta	lmistretta@ccaeducate.me	2	No		Yes
Lindsay Phillips	lphillips@ccaeducate.me	30	No		No
Lindsay Phillips	lphillips@ccaeducate.me	2	No		Yes
Mrs. Lauren Rullo	lrullo@ccaeducate.me	5	No		Yes
Mrs. Lauren Rullo	lrullo@ccaeducate.me	30	No		No
Lynn Shoemaker	lshoemaker@ccaeducate.me	4	No		Yes
Lynn Shoemaker	lshoemaker@ccaeducate.me	30	No		No
Lindsey Stevenson	lstevenson@ccaeducate.me	6	No		Yes
Lindsey Stevenson	lstevenson@ccaeducate.me	30	No		No
Lisa Ann Tufaro	ltufaro@ccaeducate.me	5	No		Yes
Lisa Ann Tufaro	ltufaro@ccaeducate.me	30	No		No
Lauren Wagner	lwagner@ccaeducate.me	5	No		Yes
Lauren Wagner	lwagner@ccaeducate.me	30	No		No
Lindsey Zuvich (she/her)	lzuvich@ccaeducate.me	30	No		No
Lindsey Zuvich (she/her)	lzuvich@ccaeducate.me	1	No		Yes
Mariah Banks	mbanks@ccaeducate.me	5	No		Yes
Mariah Banks	mbanks@ccaeducate.me	30	No		No
Michelle Bosco	mbosco@ccaeducate.me	2	No		Yes
Michelle Bosco	mbosco@ccaeducate.me	30	No		No
Megan Brainard	mbrainard@ccaeducate.me	29	No		No
Megan Brainard	mbrainard@ccaeducate.me	1	No		Yes
Melissa Cass	mcass@ccaeducate.me	1	No		Yes
Melissa Cass	mcass@ccaeducate.me	29	No		No
Megan Cribari	mcribari@ccaeducate.me	5	No		Yes
Megan Cribari	mcribari@ccaeducate.me	30	No		No
Mitchell Dameshek	mdameshek@ccaeducate.me	1	No		Yes
Mitchell Dameshek	mdameshek@ccaeducate.me	29	No		No

Name (Original Name)	User Email	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Molly Flynn	mflynn@ccaeducate.me	2	No		Yes
Molly Flynn	mflynn@ccaeducate.me	30	No		No
Morgan Goldinger	mgoldinger@ccaeducate.me	3	No		Yes
Morgan Goldinger	mgoldinger@ccaeducate.me	30	No		No
Molly Hedden	mhedden@ccaeducate.me	3	No		Yes
Molly Hedden	mhedden@ccaeducate.me	30	No		No
Maria Laurenzi	m Laurenzi@ccaeducate.me	30	No		No
Maria Laurenzi	m Laurenzi@ccaeducate.me	2	No		Yes
Monika Loefflad	mloefflad@ccaeducate.me	4	No		Yes
Monika Loefflad	mloefflad@ccaeducate.me	30	No		No
Matthew Nordenhold	mnordenhold@ccaeducate.me	3	No		Yes
Matthew Nordenhold	mnordenhold@ccaeducate.me	30	No		No
Michelle Orcutt	morcutt@ccaeducate.me	1	No		Yes
Michelle Orcutt	morcutt@ccaeducate.me	42	No		No
Michael Perkins	mperkins@ccaeducate.me	1	No		Yes
Michael Perkins	mperkins@ccaeducate.me	30	No		No
Miyah Pliska	mpliska@ccaeducate.me	10	No		Yes
Miyah Pliska	mpliska@ccaeducate.me	30	No		No
Marisa Ritchie	mritchie@ccaeducate.me	3	No		Yes
Marisa Ritchie	mritchie@ccaeducate.me	30	No		No
Meghan Schneider	mschneider@ccaeducate.me	3	No		Yes
Meghan Schneider	mschneider@ccaeducate.me	30	No		No
Mara Visaya-Loub	mvisayaloub@ccaeducate.me	8	No		Yes
Mara Visaya-Loub	mvisayaloub@ccaeducate.me	1	No		Yes
Mara Visaya-Loub	mvisayaloub@ccaeducate.me	30	No		No
Marissa Wallace	mwallace@ccaeducate.me	2	No		Yes
Marissa Wallace	mwallace@ccaeducate.me	30	No		No
Melissa White	mwhite@ccaeducate.me	3	No		Yes
Melissa White	mwhite@ccaeducate.me	30	No		No
Nicole Bell	nbell@ccaeducate.me	4	No		Yes
Nicole Bell	nbell@ccaeducate.me	30	No		No
Nicole Bell	nbell@ccaeducate.me	1	No		Yes

Name (Original Name)	User Email	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Nick Mulholland	nmulholland@ccaeducate.me	30	No		No
Nick Mulholland	nmulholland@ccaeducate.me	2	No		Yes
Nicole Pero	npero@ccaeducate.me	30	No		No
Nicole Pero	npero@ccaeducate.me	2	No		Yes
Olivia Jackson	ojackson@ccaeducate.me	1	No		Yes
Olivia Jackson	ojackson@ccaeducate.me	1	No		No
Phillip Fassl	pfassl@ccaeducate.me	3	No		Yes
Phillip Fassl	pfassl@ccaeducate.me	30	No		No
Patrick Gaughan	pgaughan@ccaeducate.me	4	No		Yes
Patrick Gaughan	pgaughan@ccaeducate.me	30	No		No
Miss Brandel	rbrandel@ccaeducate.me	5	No		Yes
Renee Brandel	rbrandel@ccaeducate.me	1	No		Yes
Renee Brandel	rbrandel@ccaeducate.me	26	No		No
Miss Brandel	rbrandel@ccaeducate.me	4	No		No
Ruth Craigle	rcraigle@ccaeducate.me	5	No		Yes
Ruth Craigle	rcraigle@ccaeducate.me	30	No		No
Rachel Lucas	rlucas@ccaeducate.me	3	No		Yes
Rachel Lucas	rlucas@ccaeducate.me	30	No		No
Rachel Muzika	rmuzika@ccaeducate.me	1	No		Yes
Rachel Muzika	rmuzika@ccaeducate.me	30	No		No
Rita Romero	rromero@ccaeducate.me	5	No		Yes
Rita Romero	rromero@ccaeducate.me	19	No		No
Stephanie Anuszewski	sanuszewski@ccaeducate.me	45	No		No
Suzanne Bachrach	sbachrach@ccaeducate.me	3	No		Yes
Suzanne Bachrach	sbachrach@ccaeducate.me	30	No		No
Scott Dadowski	sdadowski@ccaeducate.me	3	No		Yes
Scott Dadowski	sdadowski@ccaeducate.me	30	No		No
Sarah Harry	sharry@ccaeducate.me	5	No		Yes
Sarah Harry	sharry@ccaeducate.me	30	No		No
Shea Hodder	shodder@ccaeducate.me	3	No		Yes
Shea Hodder	shodder@ccaeducate.me	30	No		No
Shane Smith	shsmith@ccaeducate.me	31	No		No

Name (Original Name)	User Email	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Shane Smith	shsmith@ccaeducate.me	1	No		Yes
Shari Musto	smusto@ccaeducate.me	2	No		Yes
Shari Musto	smusto@ccaeducate.me	30	No		No
Sarah Neidig	sneidig@ccaeducate.me	1	No		Yes
Sarah Neidig	sneidig@ccaeducate.me	5	No		Yes
Sarah Neidig	sneidig@ccaeducate.me	30	No		No
Shannon Plyler	splyler@ccaeducate.me	2	No		Yes
Shannon Plyler	splyler@ccaeducate.me	30	No		No
Sara Pressley	spressley@ccaeducate.me	3	No		Yes
Sara Pressley	spressley@ccaeducate.me	30	No		No
Samantha Scott	sscott@ccaeducate.me	30	No		No
Samantha Scott	sscott@ccaeducate.me	2	No		Yes
Ms. Susan Shaffer	sshaffer@ccaeducate.me	4	No		Yes
Ms. Susan Shaffer	sshaffer@ccaeducate.me	30	No		No
Sarah Wittle	swittle@ccaeducate.me	3	No		Yes
Sarah Wittle	swittle@ccaeducate.me	30	No		No
Tiffany Adams	tadams@ccaeducate.me	3	No		Yes
Tiffany Adams	tadams@ccaeducate.me	30	No		No
Tricia Hammill	thammill@ccaeducate.me	1	No		Yes
Tricia Hammill	thammill@ccaeducate.me	30	No		No
Troy Lambert	tlambert@ccaeducate.me	4	No		Yes
Troy Lambert	tlambert@ccaeducate.me	30	No		No
Tracey Scialpi	tscialpi@ccaeducate.me	3	No		Yes
Tracey Scialpi	tscialpi@ccaeducate.me	30	No		No
Valerie Swartz	vswartz@ccaeducate.me	3	No		Yes
Valerie Swartz	vswartz@ccaeducate.me	30	No		No
Waynette Kemble	wkemble@ccaeducate.me	1	No		Yes
Waynette Kemble	wkemble@ccaeducate.me	5	No		Yes
Waynette Kemble	wkemble@ccaeducate.me	30	No		No
Dave Herring		10	Yes		Yes
mtimko		1	Yes		Yes
mtimko		6	Yes		Yes

Name (Original Name)	User Email	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
tchrin		6	Yes		Yes
Lynnea Burr		6	Yes		Yes
Amanda Shellenberger		5	Yes		Yes
CCA teacher - Lauren Young		5	Yes		Yes
Stephanie Sheridan		5	Yes		Yes
Amy Buck		5	Yes		Yes
Christina Traub		5	Yes		Yes
Vanessa Fernandez		4	Yes		Yes
jmooney		3	Yes		Yes
Jessica Korba		3	Yes		Yes
Christine Hosler-Patton		3	Yes		Yes
Noah Melchior		3	Yes		Yes
Christina Traub		30	Yes	Y	No
Stephanie Sheridan		30	Yes	Y	No
Christine Hosler-Patton		16	No	Y	No
Amanda Shellenberger		30	Yes	Y	No
mpresutti		30	Yes	Y	No
mtimko		30	Yes	Y	No
Brittany Matechak		30	Yes	Y	No
Karen Osborne		1	Yes		Yes
Karen Osborne		27	Yes	Y	No
kgreen		1	Yes		Yes
kgreen		25	Yes	Y	No
Carla Swartz		1	Yes		Yes
Carla Swartz		25	Yes	Y	No
Leah Stoffel		1	Yes		Yes
Leah Stoffel		4	Yes	Y	No
Leah Stoffel		1	Yes		Yes
Leah Stoffel		21	Yes	Y	No
Rita Romero		1	Yes		Yes
Rita Romero		11	Yes	Y	No
mpresutti		2	Yes		Yes

Name (Original Name)	User Email	Duration (Minutes)	Guest	Recording Consent	In Waiting Room
Brittany Matechak		1	Yes		Yes
Joanna Zack		1	Yes		Yes
mtimko		1	Yes		Yes
Lynnea Burr		30	Yes	Y	No
Amy Buck		30	Yes	Y	No
CCA teacher - Lauren Young		30	Yes	Y	No
Dave Herring		30	Yes	Y	No
tchrin		30	Yes	Y	No
Vanessa Fernandez		30	Yes	Y	No
Noah Melchior		30	Yes	Y	No
Jessica Korba		30	Yes	Y	No
jmooney		30	Yes	Y	No
Joanna Zack		30	Yes	Y	No
kelsey		1	Yes		Yes
kelsey		4	Yes	Y	No

Success Coach Training During the 21. 22 School Year

Functional Behavior Assessment and Behavior Supports 1 hour

Transition Mapping and Transition Supports- 2 hours

IEP Supports 3 hours

Related Services 1 hour

Communication 1 hour

Extended School Year 1 hour

Progress Monitoring 3 hours

Student Engagement 1 hour

Legal Issues in Educational Technology 1 hour

Cyber Security 1 hour

Universal Design for Learning 4 hours

Family Engagement 1 hour

Helping Students Become Independent Learners 1 hour

Science of Literacy .75 hours

Androski	Lisa
Rosentel	Matia
Bixler	Jacki
Hazel	Jason
Hash	Dave
Very	Crystal
Spangler	Peggy
Moser	Ashley
Giamber	Brittany
Petrilak	Courtney
Griffin	Wendy
Mallas	Devan
Stoffel	Tonya
Lingel	Carrie
Rabender	Jackie
Darling	Jenny
Grundy	Jazmine
Bixler	Chrystal
Clark	Kelley
Craigle	Ruth
Helman	Ashley
nessey-Caf	Kellyann
Keiser	Breanna
Kemble	Waynette
lukaszewsk	Alex
Madison	Erin
Melchoir	Noah
Neidig	Sarah
Perez	Kristin
Pressley	Sara
hellenberge	Amanda
Shoemaker	Lynn
Swartz	Valeria
Wenger	Dana
Wertz	Amanda
Vindeknecht	Jessica

Special Education Department Meeting Agenda

12.16.21

<https://ccaeducate.zoom.us/j/98659730379?pwd=Y1hVd0t2cDFDSnBnRExQcFVXYVFZdz09>

1. Transition Planning
2. Announcements and Updates
 - a. Tab Hub
 - b. Faculty Meeting Updates
 - c. Data Chats
 - d. IEP Responsibilities
 - e. Withdrawing student and related services
 - f. December 1 Child Count
 - g. IEP Writing Guide
 - h. Phone Calls and Logging
 - i. IEP Reviews
 - j. Special Education Advisory Panel
 - k. ESY Data Collection
3. PD Interpreting Testing Results

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Special Education Department Meeting Agenda

November 18, 2021

<https://ccaeducate.zoom.us/j/98659730379?pwd=Y1hVd0t2cDFDSnBnRExQcFVXYVZdz09>

1. Wilson Reading - Kathy Lee
2. Announcements and Updates
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The Special Education Department is excited to host a parent

training series for the Spring 2022. All sessions will be held in Zoom and are open to all who are interested in learning more about the topics listed.

To attend any of the session, please register for the session you would like to attend.

Understanding Special

Education Eligibility and the 13 Categories under IDEA

[Tuesday,](#)

[March 29, 2022 at 12:00 p.m. to 1:30 p.m.](#)

[Tuesday,](#)

[March 29, 2022 at 6:00 p.m. to 7:30 p.m.](#)

Deeper Dive into

Related Services through the IEP

[Wednesday,](#)

[April 27, 2022 at 12:00 p.m. to 1:30 p.m.](#)

[Wednesday,](#)

[April 27, 2022 at 6:00 p.m. to 7:30 p.m.](#)

How to Support Your

Learner During the Summer

[Tuesday,](#)

[May 24, 2022 at 12:00 p.m. to 1:30 p.m.](#)

[Tuesday,](#)

[May 24, 2022 at 6:00 p.m. to 7:30 p.m.](#)

Please direct any questions to Michelle Orcutt, Vice Provost
of Special Education, at morcutt@ccaeducate.me

Special Education Department Meeting Agenda

November 18, 2021

<https://ccaeducate.zoom.us/j/98659730379?pwd=Y1hVd0t2cDFDSnBnRExQcFVXYVZdz09>

1. Writing Individualized and Legally Defensible IEP's and
2. Announcements and Updates
 - a. Tab Hub
 - b. Faculty Meeting Updates
 - c. Data Chats
 - d. IEP Responsibilities
 - e. Withdrawing student and related services
 - f. December 1 Child Count
 - g. IEP Writing Guide
 - h. Phone Calls and Logging
 - i. IEP Reviews
 - j. Special Education Advisory Panel
 - k. ESY Data Collection

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Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Allentown Police Department

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

1/24/2022

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

Allentown Police Department
425 Hamilton Street
Allentown, PA 18101

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Commonwealth Charter Academy
1501 Lehigh Street Suite 103
Allentown, PA 18103

- B.** This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*

ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.

b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.

iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
- iv. Section 2702 (relating to aggravated assault).
- v. Section 2709.1 (relating to stalking).
- vi. Section 2901 (relating to kidnapping).
- vii. Section 2902 (relating to unlawful restraint).
- viii. Section 3121 (relating to rape).
- ix. Section 3122.1 (relating to statutory sexual assault).
- x. Section 3123 (relating to involuntary deviate sexual intercourse).
- xi. Section 3124.1 (relating to sexual assault).
- xii. Section 3124.2 (relating to institutional sexual assault).
- xiii. Section 3125 (relating to aggravated indecent assault).
- xiv. Section 3126 (relating to indecent assault).
- xv. Section 3301 (relating to arson and related offenses)
- xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
- xvii. Section 3502 (relating to burglary).
- xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
- xix. Section 5501 (relating to riot).
- xx. Section 6110.1 (relating to possession of firearm by minor).

- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
- c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
- d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault)
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure)
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
 - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



Chief School Administrator

Commonwealth Charter Academy

School Entity



Chief Law Enforcement Authority

ALLENTOWN POLICE DEPARTMENT

Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Allentown

School Building

Updated, February 1, 2019



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

West Penn Township Police Department

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

02/25/2022

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

**West Penn Township Police Department
27 Municipal Rd.
New Ringgold, PA 17960**

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

**Commonwealth Charter Academy
195 Cold Spring Rd
Andreas, PA 18211**

- B.** This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*

ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.

b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.

iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 908 (relating to prohibited offensive weapons).
 - a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).
 - b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.
 - ii. Section 912 (relating to possession of weapon on school property).
 - a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
 - b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
 - iv. Section 2702 (relating to aggravated assault).
 - v. Section 2709.1 (relating to stalking).
 - vi. Section 2901 (relating to kidnapping).
 - vii. Section 2902 (relating to unlawful restraint).
 - viii. Section 3121 (relating to rape).
 - ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
- c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
- d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault)
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure)
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
 - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



Chief School Administrator

Commonwealth Charter Academy

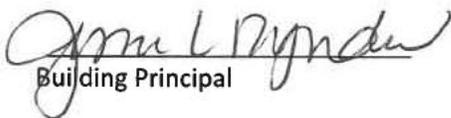
School Entity



Chief Law Enforcement Authority

West Penn Township

Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Andreas

School Building

Updated, February 1, 2019



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Harrisburg Bureau of Police

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

1/26/2022

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

Harrisburg Bureau of Police
123 Walnut Street
Harrisburg, PA 17101

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Commonwealth Charter Academy
One Innovation Way
Harrisburg, PA 17110

- B.** This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

environment.

- C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information from Student Records
 - a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*
 - ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.
 - b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
 - i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
- c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
- iv. Section 2702 (relating to aggravated assault).
- v. Section 2709.1 (relating to stalking).
- vi. Section 2901 (relating to kidnapping).
- vii. Section 2902 (relating to unlawful restraint).
- viii. Section 3121 (relating to rape).
- ix. Section 3122.1 (relating to statutory sexual assault).
- x. Section 3123 (relating to involuntary deviate sexual intercourse).
- xi. Section 3124.1 (relating to sexual assault).
- xii. Section 3124.2 (relating to institutional sexual assault).
- xiii. Section 3125 (relating to aggravated indecent assault).
- xiv. Section 3126 (relating to indecent assault).
- xv. Section 3301 (relating to arson and related offenses)
- xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
- xvii. Section 3502 (relating to burglary).
- xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
- xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearm by minor).

- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
- c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
- d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault)
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure)
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
 - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



Chief School Administrator

Commonwealth Charter Academy

School Entity



Chief Law Enforcement Authority



Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Capital Campus

School Building

Updated, February 1, 2019



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Homestead Borough Police Department

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

06/13/2022

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

Homestead Borough Police Department
221 East 7th Avenue
Homestead, PA 15120

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Commonwealth Charter Academy
162 East Bridge Street
Homestead, PA 15120

- B.** This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

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- C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information from Student Records
 - a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*
 - ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.
 - b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
 - i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
 - c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

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3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

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1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
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5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

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A. Mandatory Notification

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a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
 - iv. Section 2702 (relating to aggravated assault).
 - v. Section 2709.1 (relating to stalking).
 - vi. Section 2901 (relating to kidnapping).
 - vii. Section 2902 (relating to unlawful restraint).
 - viii. Section 3121 (relating to rape).
 - ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
-
- xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
 - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
 - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault)
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure)
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
 - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

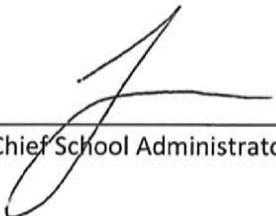
- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



Chief School Administrator

Commonwealth Charter Academy

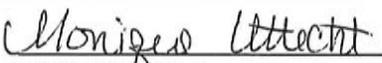
School Entity



Chief Law Enforcement Authority
ACTING CHIEF / SERGEANT
JOHN KACHUBEK



Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Homestead

School Building

Updated, February 1, 2019



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Wilkes-Barre Township Police Department

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

1/31/2022

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

Wilkes-Barre Township Police Department
150 Watson Street
Wilkes-Barre Township, PA 18702

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Commonwealth Charter Academy
Arena Commons
264 Highland Park Blvd
Wilkes-Barre, PA 18702

- B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*

ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.

b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.

iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
 - iv. Section 2702 (relating to aggravated assault).
 - v. Section 2709.1 (relating to stalking).
 - vi. Section 2901 (relating to kidnapping).
 - vii. Section 2902 (relating to unlawful restraint).
 - viii. Section 3121 (relating to rape).
 - ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
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- xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
 - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
 - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault)
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure)
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
 - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. ~~Names and ages of the individuals involved.~~
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

-
1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
 2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.

- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



Chief School Administrator



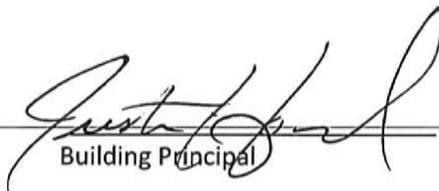
Chief Law Enforcement Authority

Commonwealth Charter Academy

School Entity

**Wilkes-Barre Township
Police Department
150 Watson Street
Wilkes-Barre PA 18702**

Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Wilkes-Barre

School Building

Updated, February 1, 2019

Board Affirmation Statement

LEA Name

Address 123 Street, City Town, PA 12345

The purpose of this document is for the President of the governing board to affirm that the annual report information is accurate.

Steps to Complete this Section:

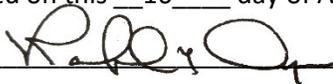
Note: Individual signatures required for each section.

1. Signature of President of the governing board and date signed for each section.
2. Upload Board Affirmation document which includes the Board President's signature and date signed.

Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

Affirmed on this 16 day of August, 2022

By:  (Signature of Board President)

Ralph I. Dyer (Print Name)

Commonwealth Charter Academy Board of Trustees

Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 16 day of August, 2022 _____

By:  (Signature of Board President)

____Ralph I. Dyer_____ (Print Name)

Commonwealth Charter Academy Board of Trustees

Ethics Act Affirmation

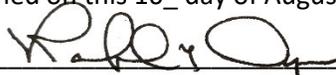
Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

Affirmed on this 16_ day of August_, 2022____

By:  (Signature of Board President)

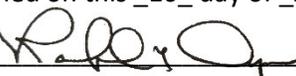
____ Ralph I. Dyer _____ (Print Name)

____ Commonwealth Charter Academy Board of Trustees

Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this _16_ day of _August_, 2022____

By:  (Signature of Board President)

____ Ralph I. Dyer _____ (Print Name)

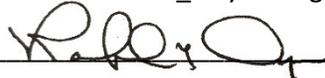
____ Commonwealth Charter Academy _____ Board of Trustees

Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the “principal” of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed on this 16_ day of August_, 2022_____

By: _____ (Signature of Board President)

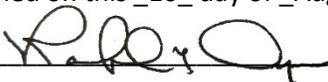
_Ralph I. Dyer_____ (Print Name)

Commonwealth Charter Academy Board of Trustees

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

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 16 day of August, 2022

By:  (Signature of Board President)

Ralph I. Dyer (Print Name)

Commonwealth Charter Academy _____ Board of Trustees

Note: Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.