

ACHIEVEMENT HOUSE CS

Charter School Annual Report | 2024 - 2025

School Profile

LEA Name

Achievement House CS

AUN

125230001

Address 1

102 Pickering Way

Address 2**City**

Exton

State

PA

Zip Code

19341

Chief Administrator Name

Mr Donald Asplen

Chief Administrator Email

dasplen@achievementcharter.com

Chief Administrator Phone

(484) 615-6200 - 227

Extension

Charter School Principal

Principal Name

Angela Alderfer

Principal Email

aalderfer@achievementcharter.com

Principal Phone

4846156245

Extension**Authorizing District(s)**

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

Upload a summary of the Wellness Check Data collected from the previous school year (pdf only)

Wellness Check 24-25 SY.pdf

Upload Current Charter (PDF only)

Achievement House 2012 Renewal Decision.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Marilou Strangarity		
Robert Worn		
Kristin Chettle		
Donald Fraatz		
Robert Maranto		
Lisabeth Sweeney		

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

Upload the Act 55 training certificates for all Board Members (pdf only)

2025 09 26 Ltr to PDE re AHCCS.pdf

Board of Trustees Meeting Schedule

Location	Date	Time
102 Pickering Way, 2nd Floor, Exton, PA 19341	2024-07-16	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2024-08-20	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2024-09-17	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2024-10-15	7:00 PM

102 Pickering Way, 2nd Floor, Exton, PA 19341	2025-01-21	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2025-02-18	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2025-03-18	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2025-06-17	7:00 PM

Upload Board Minutes

Board-Meeting-Minutes-031825.pdf

Board-Meeting-Minutes-071624.pdf

Board-Meeting-Minutes-082024.pdf

Board-Meeting-Minutes-101524.pdf

Board-Meeting-Minutes-012125.pdf

Board Meeting Minutes (061725) 2.pdf

Board-Meeting-Minutes-091724.pdf

Board-Meeting-Minutes-02.18.25.pdf

Leadership Team

Name	Title/Position	Check if New Member
Mr. Don Asplen	Other	
Mrs. Angela Alderfer	Principal	

Mrs. Trina Knauff	Director of Special Education	
Mrs. Stefani Frank	Human Resource Officer	
Mr. Ryan Schumm	Fiscal Management Officer	
Christina Swiontek	Assistant Principal	

Explanation of Leadership Changes

Effective 1/3/2025, the board made the decision to reorganize the C-level positions and eliminate all C-Level positions except for the CEO. The positions that Dr. Gerri Light and Mr. Neal Thomas held were eliminated.

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

NEW PDE-414 Form 2024-2025.pdf

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	1	1	1
Chief Administrative Officer	1	1	0	0	1	0

Principal	1	1	0	0	0	1
Assistant Principal	1	1	0	0	0	1
Classroom Teacher (including Master Teachers)	46	46	0	0	3	46
Specialty Teacher (including Master Teachers)	9	9	0	0	0	9
Special Education Teacher (including Master Teachers)	24	23	1	1	2	23
Special Education Coordinator	3	0	0	0	3	3
Counselor	6	7	0	0	2	5
Psychologist	0	0	0	0	0	0
School Nurse	1	1	0	0	0	1
IT Director	1	1	1	0	1	1
Business Administrator	0	0	0	0	0	0
ISD, Curriculum Developers, Tech Support	6	2	1	0	1	6
HR Manager	1	1	0	0	0	1
Student Support	2	0	0	0	0	2

Manager, Facilities Manager						
Business Office, Administrative Support Staff, Teaching Assistants	23	5	2	1	4	20
Other	35	4	1	0	2	33
Totals	161	103	6	3	20	153

There were no substantial differences. (CHECKED)

Fiscal Matters

Major Fundraising Activities

There were no major fund-raising activities during this year and none are planned for the upcoming year.

Fiscal Solvency Policies

The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity on a monthly basis as related to the budget. Monthly reviews capture all balance sheet items, including accounts receivable and accounts payable, as well as all disbursement and deposit activity.

Accounting System

Achievement House Cyber Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. The accounting firm that works with the school is revising the school's chart of accounts to further align the account codes with the state chart of accounts. Sage Intacct Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Attached

Upload Statements of Revenues, Expenditures & Fund Balances

PDE Annual Report Work Paper FY24-25.pdf

Financial Audit Basics

Audit Firm

Barbacane Thornton & Company

Date of Last Audit

2024-06-30

Fiscal Year Last Audited

2024

Explanation of the Report

No findings.

Upload Financial Audit Document(s)

Achievement House Cyber CS FS 063024.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
No findings or citations.	N/A

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

ESSA Fiscal Monitoring.pdf

ESSA Program Monitoring.pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2024-04-24

School Years Reviewed

2023-2024

Federal Programs Consolidated Review Report

Consolidated Review/Annual Report

Attached

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
No findings or citations.	N/A

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
School Psychologist - Special Education	Achievement House Cyber Charter School	43	12	21
School Psychologist - Gifted Education/Special Education	Achievement House Cyber Charter School	10	12	21
Social Worker	Achievement House Cyber Charter School	53	12	21
Director of Special Education	Achievement House Cyber Charter School	405	12	21
Special Education Coordinator	Achievement House Cyber Charter School	405	12	21
Special Education Coordinator	Achievement House Cyber Charter School	405	12	21
Transition Coordinator	Achievement House Cyber Charter School	405	12	21
Intervention Specialist	Achievement House Cyber Charter School	405	12	21
Special Education Compliance Specialist	Achievement House Cyber Charter School	405	12	21
Gifted Education Curriculum Specialist	Achievement House Cyber Charter School	4	12	21
Gifted Education Coordinator	Achievement House Cyber	4	12	21

	Charter School			
Gifted Education Resource Teacher	Achievement House Cyber Charter School	4	12	21
Gifted Education Compliance Specialist	Achievement House Cyber Charter School	4	12	21
Tutor	Achievement House Cyber Charter School	2	16	17
Tutor	Achievement House Cyber Charter School	2	15	18
Tutor	Achievement House Cyber Charter School	3	15	20
Tutor	Achievement House Cyber Charter School	4	13	19

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Abington Speech	5 Days	Outside Contractor	10 or fewer
ACS Consultants	5 Days	Outside Contractor	11
Chester County Intermediate Unit	5 Days	Outside Contractor	10 or fewer
Connecting the Pieces	5 Days	Outside	22

		Contractor	
Enspire	5 Days	Outside Contractor	10 or fewer
Garnet Educational Services LLC	5 Days	Outside Contractor	10 or fewer
Huntington Learning Center	5 Days	Outside Contractor	10 or fewer
Humanus	5 Days	Outside Contractor	10 or fewer
John Howard	5 Days	Outside Contractor	10 or fewer
Maureen Howard	5 Days	Outside Contractor	10 or fewer
Amanda Kerner Washington	5 Days	Outside Contractor	10 or fewer
Tavizjhae Johnson	5 Days	Outside Contractor	10 or fewer
Liberty Educational Solutions	5 Days	Outside Contractor	22
Team Tutor	5 Days	Outside Contractor	10 or fewer
Therapy Source	5 Days	Outside Contractor	72

USHS	5 Days	Outside Contractor	41
Remarkable Minds	5 Days	Outside Contractor	10 or fewer
Delta T	5 Days	Outside Contractor	10 or fewer
Creative Therapy Solutions	5 Days	Outside Contractor	10 or fewer
Bowersox & Associates	5 Days	Outside Contractor	10 or fewer
Therapy Bridges	5 Days	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2023-03-27

Upload Executive Summary (pdf only)

Achievement_House_Cyber_CS_Executive_Summary_CS.pdf

FSA 03-27-23.pdf

Administrative Procedures for Internal Controls of IEP Development- upload policies and procedures surrounding IEP development (pdf only)

Gifted Education Procedures 24-25.pdf

Special Education Procedures 2024-2025.pdf

Special Education Policies.pdf

Did you receive a corrective action report?

Yes

Upload Corrective Action report (pdf only)

Corrective Action Verification Compliance and Improvement Plan 1.30.24.pdf

Special Education Personnel Development

Autism

Description of Training			
2024 PA Community of Practice Transition Conference			
Lead Person/Position		Year of Training	
PA Community of Transition Organization/Multiple Presenters		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
14	14	PA Community of Transition Organization	Zach Carroll, Christopher Luckey, Mike Kass (from AHCCS)

Training Date Complete

2024-08-04

2024 PA Community of Practice Transition Conference 7.31.24 - 8.4.24 Agenda & Attendance Sheet.pdf

2024 PA Community of Practice Transition Conference 7.31.24 - 8.4.24 Agenda & Attendance Sheet.pdf

Training Date Complete

2024-12-02

APR Learning Institute for Transition Coordinators - Part 1- AT Knowledge -11-12-24 - 12.2.24 Agenda & Attendance Sheet.pdf

APR Learning Institute for Transition Coordinators - Part 1- AT Knowledge -11-12-24 - 12.2.24 Agenda & Attendance Sheet.pdf

Training Date Complete

2024-08-27

BehaviorSupport

Description of Training			
Safety Care Training			
Lead Person/Position		Year of Training	
Chris Luckey Gabby Udayan, Safety Care Training Specialist – QPR Institute		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
3 hours	1	AHCCS/QPR Certified	10 and 12 Month Staff Members

Training Date Complete

2024-08-27

Safety Care Training 8.27.24 Agenda & Attendance Sheet.pdf

Safety Care Training 8.27.24 Agenda & Attendance Sheet.pdf

Training Date Complete

2024-08-27

Safe to Say 8.27.24 Agenda & Attendance Sheet.pdf

Safe to Say 8.27.24 Agenda & Attendance Sheet.pdf

Training Date Complete

2024-08-28

Student Care Team Roles & Procedures 8.28.24 Agenda & Attendance Sheet.pdf

Student Care Team Roles & Procedures 8.28.24 Agenda & Attendance Sheet.pdf

Paraprofessional

Description of Training			
Safety Care Training			
Lead Person/Position		Year of Training	
Chris Luckey Gabby Udayan, Safety Care Training Specialist – QPR Institute		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
3	1	AHCCS/QPR Certified	10 and 12 Month Staff Members

Training Date Complete

2024-08-27

Safety Care Training 8.27.24 Agenda & Attendance Sheet_7aa183f0.pdf

Safety Care Training 8.27.24 Agenda & Attendance Sheet_c6b0d00f.pdf

Transition

Description of Training			
2024 PA Community of Practice Transition Conference			
Lead Person/Position		Year of Training	
Varied based on selection -PEAL Center, Hiram G. Andrews, Stephen Luciano (Carnegie Science Center), PA Family Network, Lehigh Carbon Community College, Self-Advocates United as 1, Young Leaders Academy, PACCT, Office of Developmental Programs, OVR, Intermediate Unit 20, Berks County IU, PATTAN, The ARC of PA, Temple University, Devereux Education, Transition Discoveries		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	14	Various Providers, PATTAN, PDE, PEAL, Hiram G. Andrews, Stephen Luciano (Carnegie Science Center), PA Family Network, Lehigh Carbon Community College, Self-Advocates United as 1, Young Leaders Academy, PACCT, Office of Developmental Programs, OVR, Intermediate Unit 20, Berks County IU, PATTAN, The ARC of PA, Temple University, Devereux Education, Transition Discoveries	Zach Carroll Christopher Luckey Mike Kass

Training Date Complete

2024-08-04

2024 PA Community of Practice Transition Conference 7.31.24 - 8.4.24 Agenda & Attendance Sheet_0b35c858.pdf

2024 PA Community of Practice Transition Conference 7.31.24 - 8.4.24 Agenda & Attendance

ScienceofLiteracy

Description of Training			
Pete & C Conference			
Lead Person/Position		Year of Training	
Jean-Claude Brizard, Carl Hooker, William Martinez		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
Varies	Varies, dependent on selected sessions	Pete & C Organization	Select 10 and 12 Month Staff Members from each department

Training Date Complete

2025-02-12

Pete & C 2025 2.10.25 to 2.12.25 Agenda & Attendance Sheet.pdf

Pete & C 2025 2.10.25 to 2.12.25 Agenda & Attendance Sheet.pdf

Training Date Complete

2025-02-26

NAGC Teacher's Summit 2025 2.25.25 - 2.26.25 Agenda & Attendance Sheet.pdf

NAGC Teacher's Summit 2025 2.25.25 - 2.26.25 Agenda & Attendance Sheet.pdf

Training Date Complete

2024-08-29

Microsoft Education Transformation Reading Coach 8.29.24 Agenda & Attendance Sheet.pdf

Microsoft Education Transformation Reading Coach 8.29.24 Agenda & Attendance Sheet.pdf

Training Date Complete

2024-08-23

Curriculum & Ed Design Student Centered Learning in Cyber 8.23.24 Agenda & Attendance Sheet.pdf

Curriculum & Ed Design Student Centered Learning in Cyber 8.23.24 Agenda & Attendance Sheet.pdf

Training Date Complete

2024-08-30

Structured Literacy Training 8.30.24 Agenda & Attendance Sheet.pdf

Structured Literacy Training 8.30.24 Agenda & Attendance Sheet.pdf

Training Date Complete

2024-10-22

CDT Training and SetUp Part 1 and 2 Agenda and Attendance.pdf

CDT Training and SetUp Part 1 and 2 Agenda and Attendance.pdf

Training Date Complete

2025-04-15

EL Strategies Training 4.15.2025 Agenda and Attendance.pdf

EL Strategies Training 4.15.2025 Agenda and Attendance.pdf

Parent Training

Description of Training			
September Lunch & Learn – Understanding Your Child’s IEP			
Lead Person/Position		Year of Training	
Trina Knauff, Director of Special Education Sherri Emrich, SE Compliance Specialist Zach Carroll, Transition Coordinator		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
.5	1	Trina Knauff, Director of Special Education Sherri Emrich, SE Compliance Specialist Zach Carroll, Transition Coordinator	SE Department Staff Members All AHCCS Parent(s)/Guardian(s) & Students currently enrolled, with an IEP, were invited.

Training Date Complete

2024-09-18

September Lunch & Learn 9-18-24 Agenda & Attendance Sheet.pdf

September Lunch & Learn 9-18-24 Agenda & Attendance Sheet.pdf

Training Date Complete

2024-10-16

October Lunch & Learn 10.16.24 Agenda & Attendance Sheet.pdf

October Lunch & Learn 10.16.24 Agenda & Attendance Sheet.pdf

Training Date Complete

2024-11-13

November Lunch and Learn 11.13.24 Agenda & Attendance.pdf

November Lunch and Learn 11.13.24 Agenda & Attendance.pdf

Training Date Complete

2024-12-11

December Lunch & Learn 12-11-24 Agenda & Attendance.pdf

December Lunch & Learn 12-11-24 Agenda & Attendance.pdf

Training Date Complete

2025-01-15

January Lunch & Learn 1.15.25 Agenda & Attendance.pdf

January Lunch & Learn 1.15.25 Agenda & Attendance.pdf

Training Date Complete

2025-02-12

February Lunch & Learn 2.12.25 Agenda & Attendance.pdf

February Lunch & Learn 2.12.25 Agenda & Attendance.pdf

Training Date Complete

2025-03-19

March Lunch & Learn 3.19.25 Agenda & Attendance.pdf

March Lunch & Learn 3.19.25 Agenda & Attendance.pdf

Training Date Complete

2025-04-09

April Lunch & Learn 4.9.25 Agenda & Attendance.pdf

April Lunch & Learn 4.9.25 Agenda & Attendance.pdf

Training Date Complete

2025-05-21

May Lunch & Learn 5.21.25 Agenda & Attendance.pdf

May Lunch & Learn 5.21.25 Agenda & Attendance.pdf

IEPDevelopment

Description of Training			
Simplifying IEP Paperwork: Tools and Tips for Educators			
Lead Person/Position		Year of Training	
PATTAN Panel of Special Educators		2025	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1.5	1	PATTAN	SE Compliance Teachers

Training Date Complete

2025-03-25

Simplifying IEP Paperwork Tools and Tips for Educators 3.25.25 Agenda & Attendance.pdf

Simplifying IEP Paperwork Tools and Tips for Educators 3.25.25 Agenda & Attendance.pdf

Training Date Complete

2024-09-12

AHCCS Gifted Education Bootcamp CCIU 9.10.25 - 9.12.25 Agenda & Attendance.pdf

AHCCS Gifted Education Bootcamp CCIU 9.10.25 - 9.12.25 Agenda & Attendance.pdf

Training Date Complete

2024-11-27

Gifted and Talented Education Internal Program Overview 11.27.24 Agenda and Attendance.pdf

Gifted and Talented Education Internal Program Overview 11.27.24 Agenda and Attendance.pdf

Training Date Complete

2025-02-06

Gifted and Talented - Enrichment and Acceleration 2.6.25 Agenda and Attendance.pdf

Gifted and Talented - Enrichment and Acceleration 2.6.25 Agenda and Attendance.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 22	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 21	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 20	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 19	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 18	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 17	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %

	0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 16	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 15	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 14	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 13	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 12	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 11	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 10	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 9	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 8	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		

Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 7	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 6	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name	
Achievement House CS	
Support Type	
Life Skills Support	

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 5	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 4	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 3	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 2	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17

Age Range Justification	FTE %
	0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 1	Secondary	Full-time (1.0)	09/30/2025 10:05 AM

Building Name		
Achievement House CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.75

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Computers	Single Building LEA	1036285

Facility Plans and Other Capital Needs

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

Charter School has no current plans for facility development

Memorandum of Understanding

Organization	Purpose
Uwchlan Township Police Department	Signed Model Memorandum of Understanding/Mutual Aid Agreement

**Upload of Memorandum of Understanding Document(s)
Do not include MOUs already reported in the Safe Schools Reports.**

exton MOU 2024.pdf

Articulation Agreements

We do not have any articulation agreements (CHECKED)

Management Survey

Charter School Management Survey

Charter School Name

Achievement House CS

Point of Contact Name

Donald Asplen

Point of Contact Telephone Number

484-615-6227

Extension**Point of Contact Email**

dasplen@achievementcharter.com

Management Organization Information

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

No

Does the charter school plan to add a management organization in the Future?

No

Signatures and Affirmations

Upload Board Affirmation Statement

Signed Affirmation Statement.pdf

Date of Approval

2025-07-24

Charter School Annual Report Affirmation

Board President

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

Chief Administrator

Donald Asplen

Charter School Law Affirmation

Board President

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

Chief Administrator

Donald Asplen

Ethics Act Affirmation

Board President

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

Chief Administrator

Donald Asplen

Charter School Annual Background Check Affirmation

Board President

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

Chief Administrator

Donald Asplen

Charter Annual Administrative Certification Affirmation

Board President

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

Chief Administrator

Donald Asplen

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

Board President

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

Chief Administrator

Donald Asplen



July 30, 2025

To Whom It May Concern,

During the 2024-2025 school year, Achievement House Cyber Charter School made two (2) CYS referrals because of wellness checks.

The first case involved a student with a pattern of habitual truancy, limited parental communication, and a lack of engagement in school-related matters. Additionally, a sibling disclosed ongoing concerns regarding the parent's substance use within the home environment.

The second case involved a student with habitual truancy, minimal parental communication, and lack of engagement in school concerns. Future complicating factors included instances of the student running away and the parent's incarceration.

For any questions, please do not hesitate to reach out.

Thank You,
Achievement House Cyber Charter School

DEPARTMENT OF EDUCATION

**In Re: Achievement House Charter School :
Cyber Charter School Renewal : 2012
Application :**

Background

Amendments to the Charter School Law (“CSL”), 24 P.S. §§ 17-1701-A – 17-1751-A, that became effective July 1, 2002, include new Subchapter (c), which sets forth new provisions for the establishment and oversight of cyber charter schools. *See*, Act of June 29, 2002, No. 88, §14, adding 24 P.S. §§ 17-1741-A to 17-1751-A (“Act 88”).

Pursuant to Act 88, the Department of Education (the “Department”) has the authority and responsibility to renew or not renew the charter of a cyber charter school. 24 P.S. § 1741-A(a)(2). The Department shall revoke or deny renewal of a charter under the provisions of section 1729-A. 24 P.S. § 17-1741-A(a)(3). If the Department sends a notice of nonrenewal to the cyber charter school, it must hold a public hearing concerning the nonrenewal. 24 P.S. § 17-1729-A(c).

Achievement House Charter School (“AHCS”) submitted a renewal application to continue operating as a cyber charter school. AHCS also asked that it be permitted to expand from grades 7 - 12 to include grades K - 6. Based on its review of AHCS’s renewal application, the Department is renewing AHCS’s charter to operate a charter school for grades 7 - 12. However, the Department has identified some notable deficiencies that require further review by the Department. Please be advised that these deficiencies have not been fully considered in the decision of whether or not to renew AHCS’s charter due to timing of the discovery of the deficiencies and the Department’s desire to act on AHCS’s renewal application without further delay. As provided below, the Department has identified

deficiencies that AHCS must address and correct within the stated time periods, or the Department will begin revocation proceedings. The Department also reserves the right to continue to assess and review AHCS and take action to revoke AHCS's charter based on any information discovered during future or ongoing assessments or reviews.

In addition, for the reasons set forth below, the Department is not considering AHCS's request to expand its school to include grades K – 6 at this time.

DEFICIENCIES TO BE ADDRESSED

1. Curriculum for grades 7-12.

An educational program clearly describing content in all content areas was not submitted in all disciplines. There has been a significant improvement from the 2010 Annual Report. The scope and sequence was provided for K - 12 education in many curricular areas; however, only partial curriculum for Grades 7 - 12 was provided. The Department has noted that a consistent format was not used across all disciplines and grades.

Specific curriculum concerns by discipline are as follows:

- **Fine Arts:** Complete curriculum was not provided. Only Grade 7 art and music was provided.
- **Technology Education:** Curriculum was not provided in Technology and Engineering, only computer course work. If Technology Education is incorporated into other classes then an explanation on how it will be incorporated needs to be provided.
- **Health and Physical Education:** The curriculum provided must mirror the templates of the other curriculum areas that were submitted.

- **English Language Learners:** The content of the ESL program is not identified. There was no curriculum, scope and sequence, or course description included to provide evidence of alignment to standards. The ESL/Bilingual Program demonstrates awareness of requirements in the BEC entitled *Education Students with Limited English Proficiency (LEP) and English Language Learners (ELL)*. However, the identification/placement criteria, parental notification time frame and exit criteria are not consistent with PA requirements. The AHCS program states SIOP and SEI approaches, but does not explain how these will be used in courses and subject areas. If AHCS accepts Title I federal funding, the supplemental program must be described and an explanation of how Title I supplements the core ESL Program must be provided.
- **Social Studies:** The K - 12 outline lists standards, content and enduring understandings but does not include essential questions, instructional timelines and assessment strategies. There is not a clear understanding how the Economic Standards will be implemented (stand alone or imbedded). There are no explanations of cooperative learning opportunities, meetings with students and parents, field trips or study sessions provided. AHCS must provide the manner in which teachers will deliver instruction, assess academic progress and communicate with students to provide assistance.
- **Language Arts:** As per the PA State Board, the 1999 version of the Academic Standards for Reading, Writing and Speaking and Listening must be used for alignment of AHCS curriculum as all public schools move toward the approved Common Core State Standards for English Language Arts with full

implementation by July 1, 2013.

- **Science:** The science curriculum was found to be adequate in all reporting categories with the exception of detailed explanations of any cooperative learning opportunities, meetings with students and parents, field trips or study sessions which were limited.
- **Environment and Ecology:** The curriculum was not provided; however, some elements of environment and ecology were evident in the science curriculum.
- **World Languages:** Elements of world language curriculum was found to be minimal or limited. A research basis was minimal or not evident. Teaching methods were not addressed; how assessments will be designed to enhance student performance was limited. It is not clear if the *Rosetta Stone* supplements or supplants coursework. The curriculum does not address how verbal proficiency is assessed.
- **Mathematics:** The 2011-2012 mathematics provides maps for the first nine weeks of the school year. Curricular maps must be provided for the full year. Elements of the mathematics curriculum were found to be absent or limited. AHCS did not provide an educational program clearly describing content and outlined as regulated by Chapter 4, including alignment to Pennsylvania Mathematics Standards. A research basis was not evident, required courses were not well delineated, teaching methods, or the manner in which teachers will deliver instruction, was not addressed. In addition, how assessments will be designed and administrated to enhance student performance was not addressed.

AHCS must address the following curriculum requirements by October 31, 2012:

- A consistent format must be used when submitting curriculum.
- A curriculum map for each discipline delineating the curriculum to be offered and how it meets the requirements of 22 Pa. Code Chapter 4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Chapter 4.
- Revise all curricula that was submitted and found to be limited or minimal in the reporting categories meeting the following criteria of 22 Pa. Code Chapter 4:
 - Complete description of educational program that clearly describes content in all subject areas.
 - Evidence that AHCS educational program is aligned to the Pennsylvania Academic Standards.
 - All curriculum must be outlined according to 22 Pa. Code Chapter 4
 - A research basis must be provided for educational program.
 - An accounting of the number of courses required for students Grade 7 - 12 and amount of time required for each group.
 - Evidence of teaching methods and assessments that will enhance student performance.
 - Detailed explanations of any cooperative learning opportunities, meetings with students and parents, field trips or study sessions.
 - Description of the manner in which teachers will deliver instruction, assess academic progress and communicate with students to provide assistance.

2. Professional Development, Teacher Induction, Teacher Evaluation.

The approved Professional Development Plan lists several activities for teachers at AHCS. However, the Professional Education Records Management System (PERMS) reviewed from September 2, 2009, through March 3, 2011, only listed one activity called “Understanding by Design” that matches the activities in the Professional Development Plan. In addition, Act 48 continuing educational hours are not uploaded into PERMS to reflect the activities in the Plan.

The review of the Teacher Induction Plan included several PDE-426 forms that are unsigned by the CEO. In addition, many sections such as classroom observations, teacher conference interviews and resources/materials/technology within Categories I-IV were left blank. It can only be concluded that these activities did not take place.

AHCS must address the following by October 31, 2012:

- PERMS must be updated and completed with all current information from 2009-2012.
- A copy of all PDE-426 forms for the 2011-2012 school year must be submitted.

3. Technology.

An Acceptable Use Policy (AUP) that addresses cyber-bullying, internet safety and all other state and federal mandates for acceptable technology use must be adopted by all public schools. AHCS did not include an AUP in its Renewal Application.

AHCS states in its Renewal Application that training will be provided to teachers and administrators regarding the integration of technology at the classroom level and using technology as a productivity tool. However, only limited details were provided in

the Renewal Application as to how this would be accomplished. In addition, there are opportunities to link goals in order that the role of technology is addressed relative to assessments and the analysis of data obtained to enhance instruction.

In the Renewal Application, AHCS references approaches to explore the incorporation of cooperative learning, acknowledgement of differences in learning styles and the utilization of the inquiry methods within instruction. The Department encourages the integration of national education technology standards. The National Education Technology Standards for Students (NETS*S) has become a foundation for schools in addressing 21st Century teaching and learning.

The Renewal Application does not address the equipment, infrastructure and connectively required for deployment of the technology which drives the delivery of instruction. In addition, there was only brief mention of the technology tools that would be used to deliver instruction.

AHCS must address the following by October 31, 2012:

- An Acceptable Use Policy, which is to be followed by staff and administrators, must be forwarded to the Department.
- Information on technology equipment, infrastructure and connectively required for deployment of AHCS virtual school must be addressed.

4. Financial Plan, Finances and Budget.

The 2010 Annual Report contained the FY 2008-2009 audit and a statement that FY 2009-2010 audit was to be completed in October 2010. This is confusing since the date of submission of the 2010 Annual Report was August 1, 2011. Final FY 2009-2010, FY 2010-2011 and 2011-2012 audits must be submitted.

The 2010 Annual Report “Preliminary Statement of Revenues, Expenditures, and Fund Balance” for FY 2010-2011 appears to only show revenues, not expenditures or “fund balances.” The complete statement of revenues, expenditures and fund balances using specific line items and not general categories must be submitted for FY 2010-2011 and FY 2011-2012.

AHCS reports a fund balance of approximately \$1.3 million as of June 30, 2011. That is consistent with the “draft” audit from 2009-2010 and the preliminary statement of revenue/expenditures for 2010-2011.

AHCS must address the following by October 31, 2012:

- AHCS must provide audits for the following fiscal years: 2009-10, 2010-2011.
- AHCS must provide Statement of Revenues, Expenditures and Fund Balance for FY 2010-11 and 2011-12.

5. Special Education.

AHCS received a full comprehensive three day onsite compliance monitoring review of their special education program (CMCI-Review) in February 2011. This review consisted of the following: (1) Administrative Interview; (2) Anonymous online Teacher and Parent Survey; (3) Special Education and General Education onsite interview; (4) Educational Benefit Review/Analysis, consisting of a review of the last three years of a student’s IEP to determine if the student received a benefit from the program and services provided; (5) Student Interview (Grades 9 - 12); (6) Parent Interviews; (7) Federal Child Count Verification; (8) Facilitated Self-Assessment; and (9) Comprehensive file and record review with over 200 individual check-point items.

AHCS was found to have systemic citations within various components named above. One of the more serious citations was individual student specific and required a 30-day

corrective action. The school successfully addressed the issue and the item is closed.

The Department in conjunction with AHCS developed a corrective action plan to address the remaining items by February 2012. AHCS completed all of the required corrective actions and was cleared on December 14, 2011. A remaining issue is for AHCS to develop and offer training for parents of students with IEPs by 2015.

6. Accountability.

As part of the review of AHCS's 2012 renewal application, an analysis of AHCS's mathematics and reading performance for the 2007-2008 through 2010-2011 school years was conducted by the Department's Bureau of Assessment and Accountability . Grade 11 was the only grade consistently assessed over the review period and is therefore the only grade included in this analysis. An equal number of years of data would be required in order to include grades seven and eight.

In the 2007-2008 school year, 10.6% of the students in the "all students" group scored proficient or better on the statewide standardized mathematics assessment. In that year, grade 11 was the only grade at AHCS that was included in the testing; grades 7 and 8 not having been added until the 2009-2010 school year. While the percentage more than doubled to 23.9% the following year, it dropped back to 13.2% in 2009-2010 and increased only 2.8 percentage points in 2010-2011 to 16%.

The gap, which is defined as 100% minus the percentage proficient or better, in 2008-2009 was 89.4%. The gap remaining in the 2010-2011 academic year is 84%. AHCS has closed the math achievement gap an average of 1.8% age points per year. Continuing at that rate, it would take about 22 years for the school to close half of the gap. Even at that, only about 57 % of the students would be proficient in math in 2033.

In the 2007-2008 school year, 36.2% of the students in the “all students” group scored proficient or better on the statewide standardized reading assessment. In that year, as noted above, grade 11 was the only grade at AHCS that was included in the testing. The percentage increased to 43.5% the following year, dropped back to 34.6% in 2009-2010 and finally increased to 48% in 2010-2011. Reading performance has been inconsistent, at best.

The gap in 2008-2009 was 63.8%. The gap remaining in the 2010-2011 school year is 52%. AHCS has closed the reading achievement gap an average of 3.9% points per year. Continuing at that rate, it would take about 6 years for AHCS to close half of the gap. While inconsistent, the reading performance shows an upward trend.

The first two years that an AYP status was applicable to AHCS (2004-2005 and 2006-2007), AHCS received a status of “Warning”. In 2007-2008, AHCS moved down the scale to “School Improvement 1,” followed by “Making Progress” for the school year ending 2008. “Making Progress” means the school is still in “School Improvement” overall, as it takes two consecutive years of “met AYP” to get out of the cycle. In 2008-2009, the school’s rating moved down to “School Improvement 2” followed by “Corrective Action 1” in 2009-2010, then “Corrective Action 2 (first year)” in 2010-2011.

The “School AYP Performance Report” indicates a failure to meet the thresholds for the “Students Overall” group in both reading and mathematics for the 2009-2010 school year. The report also indicates the failure of the “White non-Hispanic” subgroup to meet the threshold for mathematics for the 2009-2010 school year.

In the 2010-2011 school year, the academic indicators thresholds were met with “Special Provision” in both reading and mathematics in both the “Students Overall” group and the “White non-Hispanic” subgroup. The target for reading and mathematics is 72% and 67%

respectively, which reveals that the “Students Overall” group is 17.5% and 36.3% *below* the target in reading and mathematics respectively for the 2010-2011 school year. Furthermore, the “White non-Hispanic” subgroup is 14% and 31.1% *below* the target in reading and mathematics respectively for the 2010-2011 school year.

In the Department’s “School AYP Data Table”, AHCS’s graduation rate for the last two years is far below the 85% target. The method of calculation for overall graduation rate has recently changed. Beginning in the 2009-2010 school year, Pennsylvania moved to a “cohort” calculation from a previously utilized “leaver” rate calculation. In 2009-2010, AHCS had a calculated *cohort* graduation rate of 21.20% overall. The 2010-2011 school year revealed a *cohort* graduation rate of 24.47%. That represents a 63.8% and 60.53% gap between the target (85%) and the achieved results.

In summary, in 2010-2011, AHCS failed to meet both the *participation* threshold and the *performance* threshold in mathematics and reading for all students. AHCS failed to make AYP for seven consecutive years (2004-2005 to 2010-2011). In each year from 2005-2006 to 2010-2011, AHCS failed to meet the *graduation* target. AHCS’s current AYP status is Corrective Action 2 (first year). A preliminary review of information relating to the 2011-2012 school year demonstrates that academic results for AHCS students have not improved.

AHCS must address the following by October 31, 2012:

- AHCS must provide the Department with a plan of action for increasing performance and participation rates on the PSSA assessments and increasing its graduation rate.

7. Lease with New Life Expressive Arts and Enrichment Academy.

A lease was executed on March 28, 2012, between AHCS and New Life Expressive Arts

and Enrichment Academy located at New Life Christian Fellowship Church (New Life Center), Chester, Pennsylvania. The lease designated the students as enrolled in AHCS for 2011-2012 and two following years. This lease between AHCS and New Life Center raises questions about the relationship between AHCS and New Life Center and the educational program at New Life Center.

AHCS must provide the Department with explanations about the following observations regarding the lease and New Life Center by October 31, 2012:

- AHCS per-student payments to New Life Center.
- New Life Center's oversight and supervision of students from 8-4:30 every school day, advertising school in a safe tuition-free public school. There is no evidence that the personnel at the New Life Center have educational certification and required clearances to oversee and supervise an educational program.
- There is no evidence that the program offered at New Life Center is non-secular and that the environment is devoid of religious symbols.
- New Life Center is responsible for conducting a marketing campaign for AHCS. It is unclear how the marketing campaign will be presented; as a religious school environment or as a public school.
- According to the lease, New Life Center is to permit students use of all services offered at the center; the services as to secular or non-secular are not defined.

8. Other Lease Agreements and Equitable Services.

The Pennsylvania On-site Cyber Charter School Review documents (page 9) state that several properties are leased by AHCS. They include facilities/properties in the following locations: facility located in Bolivar, PA; one property leased in New Florence, PA; one

property owned in New Florence, PA; and three leased properties in Exton, PA. In addition, the AHCS website identifies a Pittsburgh Educational Center in Oakmont, PA, and the aforementioned New Life Center in Chester, PA, which are not listed as operating in FY 2011-2012.

The Pennsylvania On-site Cyber Charter School Review documents (page 9) also state that a facility leased by AHCS in Bolivar, PA, and a facility owned by AHCS in New Florence, PA, are used for testing and tutoring services. Throughout the 2010 Annual Report and Renewal Application there is no mention of the services made available to students in these limited geographical areas, which are unavailable to students in other areas of Pennsylvania; thus, evidencing an inequality of services to AHCS students. The extent of services offered to students in the two aforementioned facilities is not disclosed. The 2010 Annual Report only references “virtual instructional chats in each course.”

AHCS must provide the following by October 31, 2012:

- Copies of all leases and ownership documents from 2010 to the present for property leased or owned by AHCS.
- A detailed description of the services offered to students at these facilities.
- Copies of all 3rd party agreements, from FY 2009-2010 to FY 2012-2013, with private or public entities to which AHCS provides funding, including when funding is provided on a per pupil basis or for services provided.

EXPANSION REQUEST

As stated previously, the Department is not considering AHCS’s request to expand its school to include grades K-6. Although the cyber charter school renewal application requests that a cyber charter school describe what it anticipates for its future, the renewal application is

not the appropriate procedure for a cyber charter school to request a substantial and material amendment to a charter, and the Department is not required to agree to any amendments to the charter during the renewal process. A request to change a secondary (grades 7-12) cyber charter school into a comprehensive (grades K-12) cyber charter school is a substantial and material amendment to a charter.¹

The renewal process is intended to determine whether a cyber charter school should be permitted to continue to operate under its existing charter. During the renewal process, the Department reviews a cyber charter school's total operation, including the academic progress of its students, its governance structure and its fiscal management, to determine whether the cyber charter school, as it currently exists, should be authorized to continue its operations.

Thus, the Department has reviewed AHCS's operations in order to determine whether AHCS should be permitted to continue operating as it currently exists – a cyber charter school for students in grades 7-12. Although, as stated in the sections above, AHCS has notable

¹ The Department's Basic Education Circular provides the following about amendments to a charter: "If a cyber charter school wants to amend its charter, it must provide PDE's Division of Nonpublic, Private and Charter School Services with a written proposal outlining the amendment, at least 60 days prior to submission of the amendment, explaining the requested amendment and its purpose. PDE will notify the cyber charter school, in writing, that it approves or disapproves the proposed amendment and its effective date. Please note: The cyber charter school may not unilaterally amend material provisions of its charter, including but not limited to: changing its curriculum, changing its location, or changing its mission and focus."

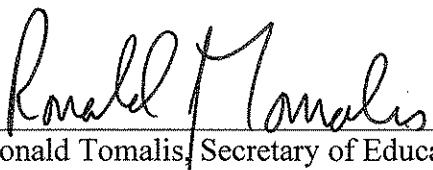
As permitted under the General Rules of Administrative Practice and Procedure, a decision of a subordinate office is appealable to the agency head. 1 Pa. Code § 35.20. A decision of an agency head is appealable to the Commonwealth Court. 2 Pa.C.S. § 702.

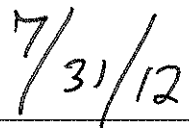
If, pursuant to the process identified above, AHCS decides to request an amendment to its renewed charter to include grades K-6, AHCS should carefully consider how the deficiencies in the operation of its school for grades 7-12 may impact on such a request.

deficiencies that must be corrected, the Department is renewing AHCS's charter for grades 7-12. The renewal should allow AHCS to promptly correct these identified deficiencies and to prove that the changes it states it made at the charter school will significantly increase the academic success of its students enrolled in grades 7-12.

In addition, since January 2012, the AHCS website states that "Achievement House Cyber Charter School is a PA cyber school serving grades K - 12 and chartered by the Pennsylvania Department of Education." The statement on the website indicates that AHCS offers services to grades K-12 under the auspices of its charter. Since the Department is renewing AHCS's charter to continue providing educational services to only students in grades 7-12, AHCS immediately must stop advertising that it operates, or will operate, grades other than 7 - 12.

Therefore, based on the above, the charter renewal application for the Achievement House Charter School is renewed for grades 7-12 for a period of five years. However, the Achievement House Charter School must make the corrections identified by the Department in this decision by the stated dates or the Department will begin revocation proceedings.


Ronald Tomalis, Secretary of Education


Date



**MacMain
Leinhauser**

Brian H. Leinhauser

Partner

bleinhauser@macmainlaw.com

433 W. Market Street, Suite 200
West Chester, PA 19382

September 26, 2025

Via E-Mail

Randy Seely
Division Chief
Bureau of School Support
Office of Elementary and Secondary Education
PA Department of Education
rseely@pa.gov

**Re: Achievement House Cyber Charter School
Act 55**

Dear Mr. Seely:

Our firm represents Achievement House Cyber Charter School and has done so for many years. I write to confirm for you that each of the Board Members listed below have served on the Board long enough that they are not required to receive Act 55 training. Additionally, please note that our firm has served as a trainer for the Pennsylvania Coalition of Public Charter Schools for purposes of providing Act 55 training to school board members elected to the board. While the members of the Board identified below are exempt from having to attend the training because of their service, I can confirm for you that we have in the past provided this training to these Board Members as part of our ongoing education for our Board.

In my capacity as school solicitor, I can confirm for you that these Board Members are not required to take this training, but I also can certify that they have participated in or received this training as part of our ongoing board education and I am confident that they satisfy the requirements of the statute.

Board Members: Marilou Strangarity, Kristin Chettle, Robert Maranto, Lisabeth Sweenty, Don Fraatz, and Bob Worn.

If you have any questions, please feel free to contact me.

Very truly yours,

Brian H. Leinhauser

BHL/ejd



Achievement House Cyber Charter School Board of Trustees
Public Meeting Minutes
Tuesday, July 16, 2024

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:00 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Dr. Lisabeth Sweeney (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Not Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Present
 - Mr. Bob Worn – Present
- III. Notification of Recording
 - A. Donald Asplen announced that the Public Session would be recorded on an audio device.
- IV. Officer Elections
 - A. D. Asplen passed the meeting over to the Solicitor of Achievement House Cyber Charter School, Brian Leinhauser, who will be overseeing the reorganization meeting for the school this evening. He called for a roll call of the Board members which is noted above. He opened up the floor to announce that we are seeking nominations for Board members to serve or to return to service on the Board of Trustees of Achievement House Cyber Charter School.
 - B. B. Leinhauser made a call for nominations for the **President** of the Board of Trustees for the coming term.
 1. Lisabeth Sweeney nominated Marilou Strangarity. Bob Maranto seconded the motion.
 2. B. Leinhauser asked if there was any discussion or other nominations that needed to be considered.
 3. Hearing none, B. Leinhauser then called for a vote for the appointment of Marilou Strangarity to the position of President of the Board of Trustees. All ayes with no abstentions.
 - C. B. Leinhauser made a call for nominations for **Vice President** of the Board of Trustees for the coming term.
 1. Don Fraatz nominated Bob Worn as Vice President of the Board of Trustees. Lisabeth Sweeney seconded the motion. All ayes. Unanimous.
 2. B. Leinhauser asked if there was any discussion or other nominations that needed to be considered.
 3. Hearing none, B. Leinhauser then called for a vote on the appointment of Bob Worn to the position of Vice President of the Board of Trustees. All ayes with no abstentions.
 - D. B. Leinhauser made a call for nominations for **Treasurer** of the Board of Trustees for the coming term.
 1. Lisabeth Sweeney nominated Kristin Chettle. Don Fraatz seconded the motion.
 2. B. Leinhauser asked if there was any discussion or other nominations that needed to be considered.
 3. Hearing none, B. Leinhauser called for a vote on the appointment of Kristin Chettle to the position of Treasurer of the Board of Trustees. All ayes with no abstentions.
 - E. B. Leinhauser made a call for nominations for **Secretary** of the Board of Trustees for the coming term.
 1. Lisabeth Sweeney nominated Don Fraatz. Marilou Strangarity seconded the motion.
 2. B. Leinhauser asked if there was any discussion or other nominations that needed to be considered.
 3. Hearing none, B. Leinhauser called for a vote on the appointment of Don Fraatz to the position of Secretary of the Board of Trustees. All ayes with no abstentions.

- F. B. Leinhauser was happy to report to M. Strangarity that the Board is reconstituted and prepared to enact business on behalf of Achievement House Cyber Charter School and he returned the meeting over to her control.
- G. M. Strangarity called for a motion for the committee assignments to remain the same.
 - 1. Motion for the committee assignments to remain the same by B. Maranto. Seconded by D. Fraatz. All ayes. Unanimous.
- V. Governance
 - A. Updated Board Meeting Schedule
 - 1. D. Asplen noted the board meeting schedule will remain the same.
 - B. CEO Bonus
 - 1. M. Strangarity called for a motion to approve the CEO's annual bonus as detailed in the Executive Session.
 - a. Motion to approve the CEO's annual bonus as detailed in the Executive Session by L. Sweeney. Seconded B. Maranto. All ayes. Unanimous.
 - C. B. Maranto left the meeting at this time.
- VI. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel, financial, and legal matters.
- VII. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the June 18, 2024 Board meeting.
 - 1. Motion to approve the minutes from the June 18, 2024 Board meeting by D. Fraatz. Seconded by B. Worn. All ayes. Unanimous.
- VIII. Guests at the Meeting
 - A. B. Leinhauser introduced three Scouts who attended tonight's meeting: Kiarra Miller, Rebecca Leinhauser, and Zoe West. They are completing some requirements for their merit badges including attending a public meeting.
- IX. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic Video Report.
 - B. Angela Alderfer did not have any updates for the Board.
 - C. B. Worn inquired about any feedback from the Welcome Back letter sent to teachers, as this was the first year we implemented it. A. Alderfer reported that the feedback has been positive. Teachers appreciated receiving less information at a time, rather than all at once. Some discussion followed.
- X. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff was unable to attend tonight's meeting, and D. Asplen offered to answer any questions that might have arisen, but there were none.
- XI. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne updated the Board and shared that our School Improvement Plan and Comprehensive Plan are ready for review and she is now in the process of planning pre-service.
- XII. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Becky Aller did not have any updates for the Board but noted that our leads have increased to 145 students.
- XIII. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
 - B. Stefani Frank updated the Board to let them know that we are also looking to hire an English teacher and noted that Joyce Rule has been a huge asset in helping with all the interviews and new hires.
 - C. M. Strangarity left the meeting at this time because she was having technical difficulties due to a storm, so there is no longer a quorum. B. Worn will now lead the meeting.
- XIV. Discussion of Guidance Video Report
 - A. B. Worn asked if there were any questions or comments about the Guidance Video Report.
- XV. B. Angela Galie did not have any updates for the Board but shared about a compassionate graduation that we held for one of our former students who was in the hospital due to a medical condition.

Approximately 35 family members, friends, and educators attended this mini-graduation ceremony where she received an honorary diploma. Afterward, the members of CHOP's educational team told A. Galie and J. McGinn how much they appreciated our school and how easy we are to work with. We hope to continue working with CHOP to educate other students.

XVI. Finance/Business Report

- A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of the items in the report.
- B. B. Worn did not call for a motion to approve the report since there was no longer a quorum.

XVII. Discussion CEO Video Report

- A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
- B. D. Asplen did not have any updates but shared that the budget cuts were discussed in the Executive Session, and noted he will reserve formal comments until we have fully assessed their impact.

XVIII. Special Report: Global Explorers Presentation

- A. Dr. Katie Bonesteel shared a presentation to give an update on our collaboration with the school in Tanzania.
 - 1. In January, AHCCS students connected with students from Tanzania on a Zoom call. Both groups had submitted questions and prepared their answers in advance. The Tanzanian students made a great effort to answer in English to improve their language skills. The students were highly engaged, continuously asking each other questions, and the call extended 30 minutes beyond the scheduled time.
 - 2. She shared some photos recently received from the Tanzanian students.
 - 3. We sent some AHCCS swag to Tanzania, and she showed pictures of the students wearing it.
 - 4. She shared feedback from our students about the Zoom call with the Tanzanian students. They noted that seeing how other people live made a great impression on them.
 - 5. Staff and students from AHCCS and Tanzania worked together to create a cross-cultural recipe book. Each received a copy of the published book as well as a spice tin as a gift for participating. The Board was also sent a copy of the book and tin as well.
 - 6. K. Bonesteel said she has learned so much from working with Gerri Light and this has been a great experience for her. It was awesome to watch our students blossom and make a connection with the Tanzanian students.

XIX. Personnel

A. New Hires:

- 1. Vanessa Werring - Special Education Coordinator – 7/17/24
- 2. Rachel Jones - Science Teacher – 8/19/24
- 3. Anthony Colon - Math Teacher – 8/19/24

B. Changes:

- 1. Tara Veasey - Act 158 Administer – 8/19/24 (12 to 10 month)
- 2. Shelby Miller - English Teacher – 8/19/24
- 3. Michelle Christie - PT Nurse 8/19/24 (12 to 10 month plus 15 summer days)
- 4. Leah Throckmorton - Science Teacher (Fulltime) – 8/19/24

C. Separations:

- 1. Kathy Barbour - 6/30/24
- 2. Jennifer Clement - 6/30/24
- 3. Alane Butler - 6/30/24

D. Open Positions

- 1. Student Mentor (2)
- 2. Guidance Assistant
- 3. Enrollment and Orientation Assistant
- 4. Auxiliary Teacher

- E. B. Worn did not call for a vote to approve the new hires, changes, and separations since there was no longer a quorum.

XX. New Business

- A. D. Asplen asked the Scouts to share what they thought they learned or thought was interesting about the meeting tonight.
 - 1. They liked hearing about the Tanzanian project and the collaboration between our schools.
 - 2. B. Leinhauser thanked the Board for letting them join the meeting tonight.

XXI. B. Worn recognized a new face at the meeting, Susan McCarter, and invited her to introduce herself. S. McCarter explained that she is the Art teacher at Achievement House, contributed to the cookbook project, and is attending the meeting to support K. Bonesteel. She also mentioned that she enjoys attending Board meetings.

XXII. Public Comment

A. B. Worn asked if there were any public comments and there were none.

XXIII. Adjournment

A. B. Worn called for a motion to adjourn the public Board meeting. Our next meeting will be Tuesday, August 20, 2024 at 7:00 p.m.

1. Motion to adjourn the public meeting by D. Fraatz. Seconded by L. Sweeney.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes Tuesday, August 20, 2024

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:10 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mr. Bob Worn (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Not Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto (Member) – Present
 - Dr. Lisabeth Sweeney (Member) – Present at 7:24 pm
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio/video device.
- IV. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters, and legal issues.
- V. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the July 16, 2024 Board meeting.
 1. Motion to approve the minutes from the July 16, 2024 Board meeting by Bob Maranto.

Seconded by Don Fraatz. Unanimous.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic Video Report, and there were none.
 - B. Angela Alderfer did not have any updates for the Board.
 - C. Bob Worn commented that he noticed there was a scholarship fund for children of color listed in the employee manual and asked to be refreshed on that scholarship. Some discussion followed, and
 - D. Asplen explained that the scholarship is meant to encourage more students of color to go into teaching.
- VII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff did not have any updates for the Board, but there was some discussion regarding some of the special education students who are not engaging and we are looking for more supports to help them. Trina also noted she was happy with our dropout rate.
- VIII. Lisabeth Sweeney joined the meeting at 7:24 pm.
- IX. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne shared with the Board that pre-service started on Monday, August 19th. Amanda Reighard and Andrew Guy will be holding mini lessons on how to personalize learning, and she was thankful to all the staff for all their ideas. M. Strangarity noted that she loves that we are diving in and helping each other.
- X. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Becky Aller shared they are busy enrolling students, and orientations have begun.
 - C. B. Worn congratulated B. Aller on her promotion to this new position.

- D. M. Strangarity asked how the students were assigned their proper placements. B. Aller noted it is part of their enrollment process, orientation, and Launch Pad sessions. If they come in with an IEP, there is an established protocol. We will also now be checking for gifted students.
- XI. Discussion HR Video Report
- A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
- B. Stefani Frank updated the Board and noted that we have seven new hires starting at the beginning of the school year. They are a great group of people and they told S. Frank that they felt a warm welcome from us.
- XII. Discussion of Guidance Video Report
- A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
- B. Angela Galie shared we had one summer graduate. She also highlighted a person who had been in danger of aging out, but with our support, he was able to graduate.
- XIII. Finance/Business Report
- A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of its items.
- B. M. Strangarity called for a motion to approve the written Treasurer's Report.
1. Motion to approve the written Treasurer's Report by B. Maranto. Seconded by L. Sweeney. Unanimous.
- C. D. Asplen thanked Ryan Schumm, Abby Dubinchik, Stefani Frank, and Gerri Light for the outstanding job they did on the ESSER pilot audit.
- XIV. Discussion CEO Video Report
- A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
- B. G. Light did not have any updates for the Board.
- C. D. Asplen thanked and congratulated G. Light on what a great job she is doing.
- D. M. Strangarity asked Neal Thomas to give an update on our QUEST program. Some discussion followed. He thanked Kris Botes for her efforts in recruiting students.
- XV. Personnel
- A. New Hires:
1. Kristin Kessler – Guidance Assistant
2. Faith Bull – Auxiliary Teacher
3. Katie Kollars – Mentor
4. Daniel Puentes – Mentor
5. Anne Daughton – Enrollment & Orientation Assistant
- B. Separations:
1. Emily Forrest – Special Education Teacher
2. Alyssa Wright – Summer School Teacher
3. John Hulik – Summer School Teacher
- C. Open Positions:
1. English Teacher
2. Special Education Teacher
3. School Counselor
- D. M. Strangarity called for a motion to approve the new hires and separations listed above with salaries as discussed in the Executive Session.
1. Motion to approve the new hires and separations as listed above with salaries as discussed in the Executive Session by Bob Worn. Seconded by D. Fraatz. Unanimous
- XVI. Governance
- A. Ratify the July New Hires
1. M. Strangarity called for a motion to ratify the July new hires.
2. Motion to ratify the July new hires by B. Maranto. Seconded by D. Fraatz. Unanimous.
- B. Adopt the Updated Employee Manual
1. M. Strangarity called for a motion to adopt the updated employee manual.
2. Motion to adopt the updated employee manual by B. Worn. Seconded by D. Fraatz. Unanimous.
- C. Approve the School Improvement Plan (SIP)

1. M. Strangarity called for a motion to add a line item to the agenda to add the approval of the School Improvement Plan (SIP).
2. Motion to add a line item to the agenda for the approval of the School Improvement Plan (SIP) by L. Sweeney. Seconded by B. Maranto. Unanimous.
3. M. Strangarity called for a motion to approve the School Improvement Plan (SIP).
4. Motion to approve the School Improvement Plan (SIP) by D. Fraatz. Seconded by B. Worn. Unanimous.

XVII. New Business

A. COO Discussion of Budget and School Code

1. D. Asplen noted that we are in agreement with the budget adjustment that the legislators made because it fixes a problem in which schools were legitimately not able to deduct some of their expenses, and it is not going to jeopardize the operations of this school. D. Asplen commented on House Bill 700 of the school code and said we are excited about some of the things that are in there, for example, the requirement for us to have a gifted program. This gives us more tools to raise our cohort graduation rate so that we can exit the School Improvement Plan. The legislation also said that when we do some advertising, we must let people know that taxpayers' money paid for it. We have long said we wish we had a closer relationship with the PDE since they are our authorizer. We are working on the Board requirements and visual check-ins. He feels we will be in great shape. G. Light also stated she is very confident that we have the strategies to fulfill the PDE requirements.
2. D. Asplen noted another change is that districts and intermediate units are now required by law to offer us, if available, and at the same rate they would charge local people, their facilities for testing purposes. School districts must also now, by law, file their 363 by November 1.

XVIII. Public Comment

A. M. Strangarity asked if there were any public comments.

1. D. Asplen thanked Kevin Smochko for coming to the Board meeting.

XIX. Adjournment

A. M. Strangarity called for a motion to adjourn the public Board meeting at 8:13 pm. Our next meeting will be Tuesday, September 17, 2024 at 7:00 p.m.

1. Motion to adjourn the public meeting by L. Sweeney. Seconded by B. Worn. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes

Tuesday, September 17, 2024

The Executive Session commenced at 6:15 p.m. and continued until approximately 7:15 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mr. Bob Worn (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Not Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto (Member) – Present
 - Dr. Lisabeth Sweeney (Member) – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio/video device.
- IV. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters, and legal issues.
- V. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the August 20, 2024 Board meeting.
 1. Motion to approve the minutes from the August 20, 2024 Board meeting by Don Fraatz.

Seconded by Bob Worn. All ayes, unanimous.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic Video Report.
 - B. Angela Alderfer did not have any updates for the Board.
 - C. B. Worn asked A. Alderfer to explain our safety training, which was noted in her report and some discussion followed. We have used the knowledge learned at training in the past.
- VII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff did not have any updates for the Board.
 - C. M. Strangarity asked about the differences between the two different types of special education teachers noted in her report. T. Knauff explained that the special education instructional teachers facilitate the live classes and the instruction for the asynchronous students, and the special education compliance teachers work on the back end facilitating IEP meetings and writing the annual IEPs. B. Worn and B. Maranto remarked on how much the team has grown and there was some discussion on the number of compliance teachers versus instructional teachers. T. Knauff stated we have more instructional teachers because of the number of classes we offer.
- VIII. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne was unable to attend the meeting this evening. In her absence, Gerri Light reported that we conducted two weeks of pre-service training, which proved to be very beneficial. We focused on training for the use of Teams in the classroom, a last-minute change. The feedback from teachers was excellent, and we have noticed increased engagement and participation from students since implementing Teams.
 - C. G. Light mentioned that we have posted our SIP plan in the FRCPP. We will need to revisit and include our plan for the gifted program, which is currently in progress.
 - D. G. Light explained that starting in October, we will use IXL and CDTs as our new assessment tools, replacing MAPs this year. IXL will be utilized for QUEST and special education students, while CDTs will be used for general education students at Achievement House.

- E. G. Light shared that J. Byrne has been developing our job-embedded professional learning for this year, building on the great success of last year.
- IX. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
- X. Becky Aller shared that our enrollment has increased since she sent in her Board report and we now have 936 students.
- XI. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
 - B. Stefani Frank did not have any updates for the Board.
- XII. Discussion of Guidance Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Angela Galie did not have any updates for the Board; however, she shared a picture of a student at our first field trip of the year to the Maple Grove Raceway.
- XIII. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of its items.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by D. Fraatz. Seconded by B. Maranto.
 - C. All Ayes, unanimous.
- XIV. Discussion CEO Video Report
 - A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. G. Light did not have any updates for the Board.
- XV. Personnel
 - A. New Hires:
 - 1. Amy Miller-Spavlik, School Counselor
 - B. Changes:
 - 1. Morgan Fountain, School Counselor
 - 2. Arthur Forwood, Health & PE Teacher (Part-Time)
 - C. Separations:
 - 1. Venessa Werring, Special Education Coordinator
 - D. Open Positions:
 - 1. Special Education Coordinator
 - 2. English Teacher
 - 3. Special Education Teacher
 - 4. ICA Teacher
 - E. M. Strangarity called for a motion to approve the new hires, changes and separations listed above with salaries as discussed in the Executive Session.
 - 1. Motion to approve the new hires, changes and separations as listed above with salaries as discussed in the Executive Session by Lisabeth Sweeney. Seconded by D. Fraatz. All Ayes, unanimous.
- XVI. Governance
 - A. Employee Manual – There was no discussion about the employee manual tonight.
 - B. FMLA – No changes are being made at this time.
 - 1. B. Worn asked about PTO and FMLA and S. Frank noted they are currently not allowed to use any PTO while on FMLA. Some discussion followed.
- XVII. New Business
 - A. M. Strangarity asked if there was any new business, and there was none.
- XVIII. Public Comment
 - A. M. Strangarity asked if there were any public comments and there were none.
- XIX. Adjournment
 - A. M. Strangarity called for a motion to adjourn the public Board meeting at 8:15 pm. Our next meeting will be Tuesday, October 15, 2024 at 7:00 p.m.
 - 1. Motion to adjourn the public meeting by R. Maranto. Seconded by B. Worn. All ayes, unanimous.

Achievement House Cyber Charter School Board of Trustees
Public Meeting Minutes
Tuesday, October 15, 2024

The Executive Session commenced at 6:15 p.m. and continued until approximately 7:15 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mr. Bob Worn (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto (Member) – Present
 - Dr. Lisabeth Sweeney (Member) – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio/video device.
- IV. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters, and legal issues.
- V. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the September 17, 2024 Board meeting.
 1. Motion to approve the minutes from the September 17, 2024 Board meeting by Bob Maranto.
Seconded by Don Fraatz. All ayes, unanimous.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic Video Report and there were none.
 - B. Angela Alderfer did not have any updates for the Board.
- VII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff did not have any updates for the Board.
 - C. Bob Worn asked T. Knauff if we have any personal care services, and she noted that we contract out for various services, including personal care assistants, and have some face-to-face time with our students.
- VIII. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne updated the Board and shared some information about our recent Classroom Diagnostic Tool that we provide for students. We have had 448 tests successfully completed by our students so far. Gerri Light thanked everyone involved for their incredible team effort to make this such a success.
- IX. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Becky Aller shared that our enrollment has increased since she sent in her Board report, and we now have 948 students. She also announced that our PTO will be having Halloween bingo on October 30th and they will be mailing them treats from our Trunk-or-Treat event.
- X. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
 - B. Stefani Frank noted one position change from her board report. Victoria Nesti will be hired as our Gifted Program Coordinator.
- XI. Discussion of Guidance Video Report

- A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
- B. Angela Galie did not have any updates for the Board.
- C. G. Light mentioned the hospital program that A. Galie had shared in her report and how it came about. There has been an uptick in the number of students being hospitalized and we are creating individualized programs for those students.
- XII. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of its items.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by L. Sweeney. Seconded by B. Maranto. All ayes, unanimous.
- XIII. Discussion CEO Video Report
 - A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. G. Light did not have any additional information for the Board.
- XIV. Personnel
 - A. New Hires:
 - 1. Erin Dealy, ICA Teacher
 - 2. Lisa Seik, SE Teacher
 - 3. Kyleah Tuller, SE Coordinator
 - 4. Victoria Nesti, Gifted Program Coordinator
 - B. Separations:
 - 1. Gabrielle Udayan, Behavior Specialist – 9/27/24
 - 2. Joyce Rule, HR Generalist – 10/9/24
 - C. Open Positions:
 - 1. Chief Operating Officer
 - D. M. Strangarity called for a motion to approve the new hires as listed above with salaries as discussed in the Executive Session.
 - E. Motion to approve the new hires as listed above with salaries as discussed in the Executive Session by D. Fraatz. Seconded by L. Sweeney. All ayes, unanimous.
 - F. M. Strangarity called for a motion to approve the separations as listed above.
 - 1. Motion to approve the separations as listed above by B. Worn. Seconded by L. Sweeney. All ayes, unanimous.
- XV. New Business
 - A. M. Strangarity asked if there was any new business, and there was none.
- XVI. Public Comment
 - A. M. Strangarity asked if there were any public comments.
 - B. Don Asplen & M. Strangarity welcomed and thanked the additional staff that attended the meeting for joining tonight.
 - C. Brian Leinhauser explained the board meeting to his two scouts who attended tonight's meeting. They are working on their communications merit badge and citizenship in a community merit badge both of which require them to attend a public meeting.
 - D. Neal Thomas introduced Nick Stagliano, who updated the Board on our new QUEST Program, which has been a huge success.
 - E. Erika Replogle thanked T. Knauff for the forethought of last year to break the roles of the compliance teachers and the teachers who teach. And she thanked the board for approving this change. This has had a positive impact on the teachers in their personal lives and at school. She feels they are much more effective in their roles because they can really hone in on their skills.
 - F. S. Frank noted that she heard some statistics about employee retention for special education at the PCPCS Conference she recently attended. They only had a short-term solution, but what we are doing is so much better because it is a long-term solution. She agreed that everyone here seems to be mentally happier.
- XVII. Adjournment
 - A. M. Strangarity asked the board for a vote to return to the Executive Session to discuss some personnel, policy matters, and legal issues.

1. Motion to return to the Executive Session by B. Maranto. Seconded by L. Sweeney. All ayes, unanimous.

XVIII. Governance

- A. An Executive Session was held after the October 15, 2024, public meeting from 7:52 PM to 8:15 PM, and then the board members returned to the public meeting.
- B. M. Strangarity called for a motion to return to the public meeting.
 1. Motion to return to the public meeting by K. Chettle. Seconded by B. Maranto. All ayes, unanimous.
- C. M. Strangarity called for a motion to amend the agenda indicating that Victoria Nesti will be the Gifted Program Coordinator instead of English Teacher and to combine the governance issues into one agenda item.
 1. Motion to amend the agenda indicating that Victoria Nesti will be the Gifted Program Coordinator instead of English Teacher and to combine the governance issues into one agenda item by K. Chettle. Seconded by D. Fraatz. All ayes, unanimous.
- D. M. Strangarity called for a motion to approve the changes to the FMLA policy and the Employee Handbook in accordance with the discussion in the Executive Session and directing the CEO to work with the solicitor to clarify the changes in the employee handbook and share with the staff to be implemented upon CEO and Solicitor approval.
 1. Motion to approve the changes to the FMLA policy and the Employee Handbook in accordance with the discussion in the Executive Session and directing the CEO to work with the solicitor to clarify the changes in the employee handbook and share with the staff to be implemented upon CEO and Solicitor approval by L. Sweeney. Seconded by K. Chettle. All ayes, unanimous.
- E. M. Strangarity called for a motion to adjourn the public meeting.
 1. Motion to adjourn the public meeting by K. Chettle. Seconded by B. Worn. All ayes, unanimous. The next meeting will be held on December 10, 2024.



Achievement House Cyber Charter School Board of Trustees
Public Meeting Minutes
Tuesday, January 21, 2025

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:00 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mr. Bob Worn (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto (Member) – Present
 - Dr. Lisabeth Sweeney (Member) – Not Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio/video device.
- IV. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters, and legal issues.
- V. Amendment to the Agenda
 - A. Brian Leinhauser called for a motion to amend the agenda to remove the discretionary spending item in the Governance section and to add the following motion to authorize the CEO to execute documents related to an employment matter discussed in the executive session.
 1. Motion to amend the agenda to remove the discretionary spending item in the Governance section and to add the following motion to authorize the CEO to execute documents related to an employment matter discussed in the executive session by Kristin Chettle. Seconded by Don Fraatz. All ayes, unanimous.
- VI. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the October 15, 2024 Board meeting.
 1. Motion to approve the minutes from the October 15, 2024 Board meeting by Bob Worn. Seconded by Bob Maranto. All ayes, unanimous.
- VII. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic Video Report.
 - B. Angela Alderfer did not have any updates for the Board.
 - C. B. Worn asked A. Alderfer about the showcase renewal, and she explained that now that we are a Microsoft Showcase School, this renewal process is done every year.
- VIII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff updated the Board and noted some positive news that the cyclical monitoring has been officially closed out.
- IX. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne did not have any updates to her report.
- X. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Becky Aller shared that our enrollment has increased since she sent in her Board report, and we now have 1,000 students. Some discussion followed about the new online enrollment process and the McKinney Vento Act students.
- XI. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.

- B. Stefani Frank did not have any updates for the Board.
 - C. M. Strangarity asked S. Frank about the School Counselor open position, and some discussion followed about the hiring process.
- XII. Discussion of Guidance Video Report
- A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Angela Galie did not have any updates for the Board. She will have an update on the seniors next month.
 - C. B. Worn inquired about the Coping With Loss Program mentioned in A. Galie's report. Hannah Sapko, one of our Social Workers, explained the program to the Board. Achievement House organizes its own support groups for students who have experienced a loss and are coping with grief.
- XIII. Finance/Business Report
- A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of its items.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by K. Chettle. Seconded by B. Maranto. All ayes, unanimous.
- XIV. Discussion CEO Video Report
- A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. Don Asplen shared his appreciation for seeing all the staff members in the Board meeting tonight and thanked everyone for attending.
 - C. D. Asplen asked J. Byrne to share a request we received from the PDE. They asked if they could feature us in an article about school improvement due to our extensive efforts in this area. We now have a team dedicated to building systems and creating a sustainable plan. They were also interested in our status as a Microsoft Certified Showcase School and how our professional development has supported these initiatives. We have prepared an article for them, with both an AI version and a story version to submit.
 - 1. D. Asplen acknowledged J. Byrne as a crucial part of the entire SIP process, which is a detailed and challenging endeavor. He commended her and her team for their outstanding work.
 - 2. The Board congratulated everyone for a job well done.
- XV. Personnel
- A. New Hires:
 - 1. Brock Bellinger, Auxiliary Teacher
 - 2. Andrew Houpt, Auxiliary Teacher
 - B. Promotions:
 - 1. Faith Bull, English Teacher
 - 2. Alyssa Kline, Social Studies Teacher
 - 3. David Knauff, Jr. Systems Administrator
 - C. Changes:
 - 1. Don Asplen, Interim CEO
 - 2. Jennifer Brittingham, Engagement & Design Coordinator
 - 3. Lisa Seik, SE Teacher, increase after 3 months
 - D. Separations:
 - 1. Michael Gergely, Special Education Teacher
 - 2. Arthur Forwood, Health & PE Teacher
 - 3. Amy Miller-Spavlik, School Counselor
 - 4. Neal Thomas, CAO
 - 5. Gerri Light, CEO
 - E. Open Positions:
 - 1. School Counselor
 - 2. Art Teacher
 - 3. Help Desk Technician
 - 4. Gifted Resource Teacher
 - F. M. Strangarity called for a motion to approve the new hires, promotions, and separations as listed above with salaries as discussed in the Executive Session.
 - 1. Motion to approve the new hires, promotions, and separations as listed above with salaries as discussed in the Executive Session by B. Maranto. Seconded by D. Fraatz. All ayes, unanimous.

- G. M. Strangarity called for a ratification of the Board's decision to make Don Asplen the Interim CEO effective January 3rd, 2025.
1. Motion to approve the ratification of the Board's decision to make Don Asplen the Interim CEO by B. Worn. Seconded by D. Fraatz. All ayes, unanimous.
- H. M. Strangarity called for a motion to transition Don Asplen from the Interim CEO to the CEO, effective January 21, 2025.
1. Motion to approve the transition of Don Asplen from the Interim CEO to the CEO, effective January 21, 2025, by B. Worn. Seconded by D. Fraatz. All ayes, unanimous.
- I. M. Strangarity called for a motion to approve the changes for Jennifer Brittingham and Lisa Seik, as listed above.
1. Motion to approve the changes for Jennifer Brittingham and Lisa Seik, as listed above by D. Fraatz. Seconded by K. Chettle. All ayes, unanimous.

XVI. Governance

- A. M. Strangarity called for a motion to authorize the CEO to execute the documents related to the employee matter discussed in the executive session.
1. Motion to authorize the CEO to execute the documents related to the employee matter discussed in the executive session by K. Chettle. Seconded by B. Worn. All ayes, unanimous.

XVII. New Business

- A. M. Strangarity asked if there was any new business.
- B. D. Asplen shared that one of the things he will focus on in regard to marketing efforts is the idea of an exceptional level of customer service when it comes to communication. He wants to be able to offer an unparalleled communication level of customer service from the time they make that first phone call till the time they graduate. He stressed the importance of doing whatever it takes to offer a unique student experience, highlighting the personal touch as our distinctive value proposition that other schools may not offer.

XVIII. Public Comment

- A. M. Strangarity asked if there were any public comments.
1. B. Worn was happy to see so many people at the meeting and asked them to share why they attended this evening.
 2. Erika Replogle, Special Education Teacher, expressed her gratitude to Angela Galie for devising a plan to support a student who had a baby in November and was struggling to keep up with her studies, ensuring she could succeed and be on the path to graduating this year. She also thanked Trina Knauff for all she does.
 3. DeAnne Eisenhut, Special Education Teacher, shared her enthusiasm for our VIP service, expressing how happy she is to work with amazing colleagues, staff, and friends and to watch them authentically provide service and support to our students and their parents. She attended tonight because she feels honored to work at Achievement House, carrying a deep sense of responsibility, respect, and appreciation for her role. She is glad to be a part of something that is the threadwork of something that is dynamic and magical.
 4. Eva Thierry, Launch Pad Instructor, shared that she and Amy Gazzillo developed an assignment for new students to learn how to download and complete a Microsoft Word worksheet. The worksheet's theme is VIP, and it includes sentence starters for students to finish. The responses can be quite revealing and heartfelt. D. Asplen noted he would love to get some of the responses to post as testimonials on our website.
 5. B. Worn noticed that Amanda Reighard, who has been an employee with us for 13 years, was in the meeting and asked for an update on what she is doing. A. Reighard shared that she is no longer a teacher but is working under J. Byrne as a Curriculum Coach and works more with the staff than with the students now. J. Byrne noted that A. Reighard, as the Curriculum Coach, brings such creativity and is such an asset to the teachers in working with them to develop amazing lessons that engage students. Her talent in building curriculum is really valued.

XIX. Adjournment

- A. M. Strangarity called for a motion to adjourn the public meeting at 8:21 pm.
1. Motion to adjourn the public meeting by K. Chettle. Seconded by D. Fraatz. All ayes, unanimous. The next meeting will be held on February 18, 2025.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes Tuesday, February 18, 2025

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:00 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mr. Bob Worn (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto (Member) – Present
 - Dr. Lisabeth Sweeney (Member) – Not Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio/video device.
- IV. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters, and legal issues.
- V. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes of the January 21, 2025, Board meeting.
 1. Motion to approve the minutes from January 21, 2025, Board meeting by Bob Worn. Seconded by Don Fraatz. All ayes, unanimous.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic Video Report and there were none.
 - B. Angela Alderfer did not have any updates for the Board.
- VII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff did not have any updates for the Board.
 - C. B. Worn inquired about the staff survey and whether there were any areas needing more attention or support. Some instructional and compliance teachers requested more collaboration between the two groups, and Trina Knauff plans to address this with some training.
 - D. Bob Maranto asked T. Knauff to explain the role of a compliance teacher. She explained that they are solely responsible for the annual IEPs and the review of records. They also complete the end-of-year transition reports for graduates and assist with the planning behind that as well.
 - E. M. Strangarity asked about the new PDE requirement for all cyber schools to include a gifted program. T. Knauff noted that they are much further ahead of other cyber schools in implementing this, crediting Victoria Nesti for doing a phenomenal job setting up our gifted program.
- VIII. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report and there were none.
 - B. Jodi Byrne did not have any updates to her report.
- IX. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Becky Aller shared that we now have 1,010 students enrolled.
 - C. Don Asplen asked B. Aller to update the Board on our new Social Media campaign.
 1. B. Aller shared that we are posting on Twitter, Instagram, and Facebook, with content customized for each platform. The posts follow a rotating schedule, covering topics such as gifted, enrollment, and general information. These informative posts are part of a structured

schedule. Additionally, the team is learning how to use AI to help with the platform and to build images into it. D. Asplen noted that the team running the campaign is very excited about it.

- X. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
 - B. Stefani Frank provided an update to the Board regarding issues with our payroll company, Paycor. She noted that while the system has worked well from an employee standpoint, it has been very time-consuming from a payroll retirement perspective. Additionally, the customer service to resolve these issues has been very poor. Some discussion followed about payroll companies.
- XI. Discussion of Guidance Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Angela Galie updated the Board and shared that two new counselors started and are currently in training.
 - C. B. Worn had a few questions. First, he inquired about the senior data percentages and whether they were consistent with last year. A. Galie explained that the percentages vary quarter to quarter, typically ranging from 50–65% until the end of Q3, when they have discussions with students to get them back on track.
 - D. B. Worn also asked about the number of social work referrals this year, which Shana Harris and Hanna Sapko are handling. The number was around 100, and he wondered if this was consistent with previous years. A. Galie wasn't sure offhand since she is not a social worker, but she mentioned that in the past, they were around 80 referrals by the holiday season. She also noted that Jill McGinn, their Resource Coordinator, has been wonderful and is dedicated to linking students to community resources across the state. Some discussion followed.
 - E. M. Strangarity thanked everyone for what we do for all our students and families.
- XII. Finance/Business Report
 - A. Ryan Schumm was not available this evening, so D. Asplen provided a summary of the monthly Treasurer's Report and highlighted some of its items.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by B. Maranto. Seconded by K. Chettle. All ayes, unanimous.
- XIII. Discussion CEO Video Report
 - A. M. Strangarity asked if there were any questions or comments about the CEO Video Report and there were none.
 - B. D. Asplen acknowledged and expressed his gratitude to the staff members who attended the meeting tonight. He praised the social studies department and specifically thanked Paul Dubin, one of our social studies teachers, for his presence. Don also recognized Collen Muhl, one of our three student success coaches, and highlighted the importance of their role in building relationships with students. Additionally, he spoke about Crystal Hitt, our reading specialist, emphasizing the critical role of reading in a cyber school and commending her exceptional work. Lastly, he extended his thanks to Kevin Smochko, Chris Luckey, and Dave Knauff for their attendance.
- XIV. Personnel
 - A. New Hires:
 - 1. Stacy Hurst, Art Teacher
 - 2. Paul Jones, Student Counselor
 - 3. Alexandra Bringhurst, School Counselor
 - B. Separations:
 - 1. Susan McCarter, Art Teacher
 - 2. Kyleah Tuller, Special Education Coordinator
 - C. Transfers:
 - 1. Mike Kass, Gifted Resource Teacher
 - D. Open Positions:
 - 1. Help Desk Technician
 - 2. Special Education Teachers
 - 3. Special Education Administrative Assistant
 - E. M. Strangarity called for a motion to approve all the personnel changes as identified by the HR Manager as listed above with salaries as discussed in the Executive Session.

1. Motion to approve all the personnel changes as identified by the HR Manager as listed above with salaries as discussed in the Executive Session by B. Maranto. Seconded by D. Fraatz. All ayes, unanimous.

XV. Governance

- A. M. Strangarity called for a motion to adopt the proposed 2025-2026 school year calendar that was shared with the Board prior to this meeting.
 1. Motion to adopt the proposed 2025-2026 school year calendar by D. Fraatz. Seconded by K. Chettle. All ayes, unanimous.
- B. M. Strangarity proposed a motion to be consistent with the PDE's elimination of a graduation project requirement that is substituted with the Act 158 pathways. The motion calls for the elimination of the graduation project requirement.
 1. Motion to eliminate the graduation project requirement by D. Fraatz. Seconded by K. Chettle. All ayes, unanimous.
- C. M. Strangarity proposed a motion to be consistent with the PDE's elimination of the requirement that Health & PE be offered every year of high school. The motion calls for us to comply with the new requirement of 1 earned credit per their high school career rather than earning 1 credit each year.
 1. Motion for us to comply with the PDE's requirement of 1 earned credit per their high school career rather than 1 credit each year by B. Worn. Seconded by D. Fraatz. All ayes, unanimous.

XVI. New Business

- A. M. Strangarity asked if there was any new business and there was none.

XVII. Public Comment

- A. M. Strangarity asked if there were any public comments and there were none.

XVIII. Adjournment

- A. M. Strangarity called for a motion to adjourn the public meeting at 7:55 pm.
 1. Motion to adjourn the public meeting by K. Chettle. Seconded by B. Maranto. All ayes, unanimous. The next meeting will be held on March 18, 2025.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes Tuesday, March 18, 2025

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:00 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mr. Bob Worn (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto (Member) – Present
 - Dr. Lisabeth Sweeney (Member) – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio device.
- IV. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters, and legal issues.
- V. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes of the February 18, 2025, Board meeting.
 1. Motion to approve the minutes from February 18, 2025, Board meeting by Bob Maranto.
Seconded by Don Fraatz. All ayes, unanimous.
- VI. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of its items. He noted that the President has recently proposed ending the U.S. Department of Education (DOE) as part of a broader vision to reduce federal government involvement in local affairs. So far it is good news for K-12 public schools since those cuts have largely targeted higher education and the Office of Civil Rights within the Department of Education, neither of which administer funds to K-12 public schools.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 1. Motion to approve the written Treasurer's Report by Kristin Chettle. Seconded by D. Fraatz. All ayes, unanimous.
- VII. Personnel
 - A. New Hires:
 1. Jami Romano, Special Education Teacher, 2/26/25
 2. Kateri Johnson, Help Desk Technician, 3/12/25
 3. Laura Giering, Special Education Teacher, 3/12/25
 4. Jane Wood, Special Education Coordinator, 3/26/25
 5. Kelly Barber, Special Education Teacher, 5/7/25
 - B. Position Changes:
 1. Morris Hendrics, IT Specialist
 - C. Open Positions:
 1. Special Education Coordinator
 - D. M. Strangarity called for a motion to approve all the personnel changes identified by the HR Manager listed above with salaries as discussed in the Executive Session.
 1. Motion to approve all the personnel changes as identified by the HR Manager as listed above with salaries as discussed in the Executive Session by B. Worn. Seconded by D. Fraatz. All ayes, unanimous.
- VIII. Governance
 - A. We are required to review our Title I District-Wide Parent Family Engagement Policy annually. It was reviewed, and no changes were made. M. Strangarity called for a motion to pass the current Title I District-Wide Parent Family Engagement Policy.

1. Motion to pass the current Title I District-Wide Parent Family Engagement Policy by D. Fraatz. Seconded by B. Maranto. All ayes, unanimous.
 - B. The Guidance Department created a Student Pregnancy and Parental Leave Policy which was reviewed by the Board and a few changes were made by Brian Leinhauser. M. Strangarity called for a motion to approve the new Student Pregnancy and Parental Leave Policy.
 1. Motion to approve the new Student Pregnancy and Parental Leave Policy by B. Maranto. Seconded by K. Chettle. All ayes, unanimous.
 - C. The Guidance Department created a Subpoena Records Request Policy which was reviewed by the Board. M. Strangarity called for a motion to approve the new Subpoena Records Request Policy.
 1. Motion to approve the new Subpoena Records Request Policy by K. Chettle. Seconded by Lisabeth Sweeney. All ayes, unanimous.
 - D. Statement of Financial Interest Form (SOFI) – All board members must annually provide a SOFI to AHCCS. The forms have been mailed to the board members for completion. B. Leinhauser noted the change in the law which requires us to keep them on file at the school.
 - E. Bob Maranto left the meeting at approximately 7:28 pm.
- IX. Discussion Academic Video Report
- A. M. Strangarity asked if there were any questions or comments about the Academic Video Report.
 - B. Angela Alderfer did not have any updates for the Board.
 - C. B. Worn noted he was glad to see more parent participation in the parent/student conferences.
 - D. Fraatz asked A. Alderfer to explain how the conferences work and she explained the process.
- X. Discussion Special Education Video Report
- A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report and there were none.
 - B. Trina Knauff did not have any updates for the Board.
- XI. Discussion Curriculum Video Report
- A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne did not have any updates to her report.
 - C. D. Asplen asked J. Byrne to share about the Microsoft training that recently took place in our office. She explained how the Microsoft Certified Coach Program is a certification for instructional coaches that aims to provide them with a strong foundation and strategies for navigating the modern teaching and learning landscape. It provides techniques for coaching and teaching people to be their best. We hosted it in our office and had 10 staff members participate. Katie Bonesteel attended the training and added that it was very hands on and informative with great PowerPoint to go with each lesson. It is built around the ISTE Standards for teachers and coaches. They now have 6 to 9 months to complete a portfolio and then get their certification.
- XII. Introduction of staff members attending the meeting and an update from the Global Studies AHOPE Team
- A. M. Strangarity noticed some staff members in the meeting and asked them to introduce themselves and let everyone know what they do at Achievement House and thanked them for joining tonight.
 1. Karen Leonard, 9th grade Mentor
 2. Kelly Kniha, Geometry Teacher and runs the AHOPE Data Team
 3. Michelle Riehl, Science Teacher
 - B. K. Bonesteel is part of our Global Studies AHOPE Team and shared about our friendship bracelet exchange project. Our students made friendship bracelets to send to schools in Rwanda, Tanzania and Latvia and in return we received bracelets from these schools. The Board members were sent a package with a friendship bracelet that was made by students at the Rwanda site. Our connections with the schools in Tanzania and Rwanda were facilitated by Dr. Gerri Light. Additionally, we established connections with schools in India and Kenya through our Microsoft Showcase School Facebook Group. The connection with Latvia was made possible by Anna Berzins, one of our Special Educations Teachers, who is Latvian and has family residing there. Approximately 40 students participated in the project, sending notes along with their bracelets and learning about different styles of beads and beading techniques from each country. The students were thrilled to receive their bracelets and expressed a strong interest in participating in this project again.
- XIII. Discussion Enrollment/Marketing Video Report
- A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.

- B. Becky Aller was not able to attend the meeting tonight so D. Asplen shared for her. We now have 1040 students enrolled.

XIV. Discussion HR Video Report

- A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
- B. Stefani Frank provided an update and noted that we now have 14 Special Education Teachers and 7 Compliance Teachers.

XV. Discussion Guidance Video Report

- A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
- B. Angela Galie shared that the two new counselors are settling in, and we are heading into graduation season which is very exciting.

XVI. Discussion CEO Video Report

- A. M. Strangarity asked if there were any questions or comments about the CEO Video Report and there were none.
- B. D. Asplen had no updates from his report for the Board but wanted to share that they held a successful cyber strategy meeting with 15 different organizations being represented. Every cyber school was represented except for Aspira. We have a plan in place and there is a strategic movement afoot to address the pending potential cyber cuts.

XVII. New Business

- A. M. Strangarity asked if there was any new business.
- B. D. Asplen noted that during the private session, the Board agreed with the tentative plan to establish a standalone marketing department. This new department will be centered around the social media team that has been assembled, along with a few additional hires and the implementation of new strategies and goals.

XVIII. Public Comment

- A. M. Strangarity asked if there were any public comments.
- B. S. Frank gave a shout out to Ryan Schumm's team, specifically Danielle, Michelle, and Andrea. She highly enjoys working with them and appreciates the partnership.

XIX. Adjournment

- A. M. Strangarity called for a motion to adjourn the public meeting at 7:56 pm.
 - 1. Motion to adjourn the public meeting by D. Fraatz. Seconded by B. Worn. All ayes, unanimous. The next meeting will be held on May 20, 2025.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes

Tuesday, June 17, 2025

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:00 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mr. Bob Worn (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Not Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto (Member) – Present
 - Dr. Lisabeth Sweeney (Member) – Not Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio device.
- IV. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters, and legal issues.
- V. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes of the March 18, 2025, board meeting.
 1. Motion to approve the minutes from March 18, 2025, board meeting by Don Fraatz. Seconded by Bob Maranto. All ayes; unanimous.
- VI. Discussion Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic Video Report.
 - B. Angela Alderfer did not have any updates for the Board.
 - C. Bob Worn remarked on how proud everyone feels when we reach the testing threshold and invited her to share any related stories. She responded with a few uplifting examples, highlighting the team's hard work in achieving 95% and 96% student participation.
 - D. M. Strangarity noted that she loved the video that A. Alderfer played during her portion of the graduation ceremony. A. Alderfer said she would email the board the link to the video as well as the information on who produced it once she had permission to share their names.
- VII. Discussion Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff did not have any updates for the Board.
 - C. B. Worn asked her about her plan for the percentage of special education students that did not graduate.
 - T. Knauff explained there are several options available for these students, and teams are actively working to determine the best paths forward. Some students have chosen to remain in school until age 21, others plan to return next year with a graduation plan in place, and some are pursuing credit recovery opportunities over the summer.
- VIII. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne did not have any updates to her report.
 - C. M. Strangarity asked how she planned to roll out the SIP plan at the start of the year. J. Byrne explained that she will meet with curriculum department heads over the summer for training, enabling them to lead their respective teams. The plan will also be introduced during pre-service, accompanied by a one-page infographic outlining the goals, action steps, and overall strategy. Don Asplen added that the district was called to a virtual meeting with the IU due to not exiting CSI within the required three-year timeframe. He explained that achieving the 67% benchmark is mathematically unfeasible, given that 33–35% of students enter out of cohort. Despite this, the IU has been highly complementary of the district's efforts and even highlighted it as a model during a PDE meeting, recognizing the school as one that is doing everything right. A. Alderfer also

added that we take our three initiatives from the SIP plan and align them with the evaluation processes for educators and everyone at AHCCS is a part of the process.

IX. Discussion Enrollment/Marketing Video Report

- A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report and there were none.
- B. Becky Aller was not able to attend the meeting tonight so D. Asplen asked if anyone had any questions, and there were none.

X. Discussion HR Video Report

- A. M. Strangarity asked if there were any questions or comments about the HR Video Report and there were none.
- B. Stefani Frank provided an update and noted that Amy Lidle's last day was June 13, 2025.

XI. Discussion Guidance Video Report

- A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
- B. Angela Galie shared that this year's graduating class is large, and the numbers are expected to increase over the summer. She and J. Byrne are collaborating with Michelle Hapich to gather more meaningful data on student cohorts, particularly as new students enter the school.

XII. Finance/Business Report

- A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of its items. He noted we will be updating our fund balance allocations this evening.
- B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by B. Maranto. Seconded by D. Fraatz. All ayes; unanimous.

XIII. Discussion CEO Video Report

- A. M. Strangarity asked if there were any questions or comments about the CEO Video Report and there were none.
- B. D. Asplen shared that we were honored to be invited to participate in a conversation with Senator Culver, the Majority Chair of the Senate Education Committee, regarding House Bill 1500. Our goal was to engage with the senator as a resource for learning more about cyber education, and the team expressed their interest in becoming a trusted advocate in this area. By the end of the meeting, Senator Culver expressed a desire to continue the dialogue and proposed meeting quarterly with the small group involved.

XIV. Personnel

A. New Hires:

- 1. Laurie Nugent, Special Education Coordinator, 4/09/25

B. Separations:

- 1. Latania Simons, Special Education Coordinator, 4/18/25
- 2. Elizabeth Swaim, Help Desk Technician, 5/23/25
- 3. Amy Lidle, Office Assistant, 6/13/2025

C. Promotions:

- 1. Andrew Guy, AI Champion, 3/31/25
- 2. Jacob Roache, Analytics Engineer, 4/07/25
- 3. Michelle Hapich, Data Analyst & Innovation Strategist, 4/21/25
- 4. Amanda Reighard, Gifted Curriculum Specialist, 4/21/25
- 5. Lisa Seik, Gifted Compliance Specialist, 7/01/25

D. Changes:

- 1. Amy Lidle - hours went from 24 hours per week to 24 hours every other week, 4/21/2025
- 2. Stefani Frank - salary increase, 4/21/25
- 3. Victoria Nesti, resigned as Gifted Program Coordinator but agreed to be a Gifted Program Contractor temporarily, 4/25/25

E. Open Positions:

- 1. Special Education Teacher
- 2. Motion Designer
- 3. Content Marketing Manager
- 4. Director of Partnerships

F. M. Strangarity called for a motion to approve all the new hires, separations and changes identified by the HR Manager listed above with salaries as discussed in the Executive Session.

1. Motion to approve all the new hires, separations and changes identified by the HR Manager listed above with salaries as discussed in the Executive Session by B. Worn. Seconded by D. Fraatz. All ayes; unanimous.

XV. Governance

A. Policy Review: Procurement Using Grant Funds Policy - The Board received a copy of this policy with the proposed changes.

1. M. Strangarity called for a motion to pass the Procurement Using Grant Funds Policy with the proposed changes.
 - a. Motion to pass the Procurement Using Grant Funds Policy with the proposed changes by D. Fraatz. Seconded by B. Worn. All ayes; unanimous.

B. AHCCS Async Learning Initiative Approval

1. The Board discussed making a change in the amount of asynchronous learning versus synchronous learning. Details of the proposed changes were outlined in a document that was shared with all members.
2. M. Strangarity called for a motion to pass the Async Learning Initiative.
 - a. Motion to pass the Async Learning Initiative by B. Worn. Seconded by D. Fraatz. All ayes; unanimous.

C. Ratify 2025-2026 Draft Budget – Last month the budget was posted on our website.

1. M. Strangarity called for a motion to ratify the 2025-2026 draft budget as posted.
 - a. Motion to ratify the 2025-2026 draft budget as posted by B. Worn. Seconded by D. Fraatz. All ayes; unanimous.

D. M. Strangarity called for a motion to amend the item under Governance, subsection D to the reinstatement of the terms and conditions of the CEO contract pending memorialization in writing and as approved by the Board.

1. Motion to amend the item under Governance, subsection D to the reinstatement of the terms and conditions of the CEO contract pending memorialization in writing and as approved by the Board.
 - a. Motion to amend the item under Governance, subsection D to the reinstatement of the terms and conditions of the CEO contract pending memorialization in writing and as approved by the Board by B. Worn. Seconded by D. Fraatz. All ayes; unanimous.
2. M. Strangarity called for a motion to approve the amended action item under Governance subsection D.
 - a. Motion to approve the amended action item under Governance subsection D by B. Worn. Seconded by D. Fraatz. All ayes; unanimous.

E. Vertex Education PA Contract

1. M. Strangarity called for a motion to renew the Vertex Education PA contract with the updated increase in terms.
 - a. Motion to renew the Vertex Education PA contract with the updated increase in terms by B. Worn. Seconded by D. Fraatz. All ayes; unanimous.

F. MacMain Leinhauser PC Billing Increase

1. Motion to increase the billing rate that has not increased in five years for MacMain Leinhauser PC. The change in rate will commence on July 1, 2025.
 - a. Motion to increase the billing rate to commence on July 1, 2025 by D. Fraatz. Seconded by B. Worn. All ayes; unanimous.

G. Reinstate CEO Contract – See subitem D above.

H. Fund Balance Allocations – We are updating our existing fund balance assignments, maintaining most of the current categories. The ESSER Fiscal Contingency will be retired, while several other existing categories will see increased allocations. Here are the fund balance allocations:

WHEREAS the Achievement House Cyber Charter School's audited fund balance on June 30, 2024 was \$36,143,051, of which \$33,000,000 is assigned, \$2,836,294 is unassigned, and \$306,757 is non-spendable;

WHEREAS the Achievement House Cyber Charter School previously adopted fund balance assignments totaling \$33,000,000, as reflected in the fiscal year 2024 audit;

- \$1,000,000 assigned for facility contingencies.
- \$1,000,000 assigned for technology investments
- \$2,000,000 assigned to curriculum and instructional program development
- \$2,000,000 assigned for employee retirement expenditures
- \$4,000,000 assigned for ESSER fiscal contingency
- \$7,000,000 assigned for regular education tuition reduction contingency
- \$13,000,000 assigned for special education tuition reduction contingency
- \$3,000,000 assigned for legal contingencies

WHEREAS the school anticipates that fiscal year 2023 will result in an increase in the total fund balance of no less than \$2,500,000;

NOW THEREFORE BE IT RESOLVED THAT the Achievement House Cyber Charter School hereby approves the preliminary 6/30/25 Assigned Fund Balances as follows:

- \$1,000,000 assigned for facility contingencies
- \$5,000,000 assigned for technology investments & software development
- \$2,000,000 assigned to curriculum and instructional program development
- \$1,000,000 assigned for employee retirement expenditures
- \$10,000,000 assigned for regular education tuition reduction contingency
- \$15,000,000 assigned for special education tuition reduction contingency
- \$3,000,000 assigned for legal contingencies

1. M. Strangarity called for a motion to accept the updated fund balance allocations as listed above.
 - a. Motion to accept the updated fund balance allocations by D. Fraatz. Seconded by B. Worn. All ayes; unanimous.

I. Primary Checking Account at WSFS

1. M. Strangarity called for a motion to make a change to the primary checking account at WSFS that the only signatories on the account should be the Treasurer, Kristin Chettle, the CEO, Don Asplen and the Principal, Angela Alderfer.
 - a. Motion to make a change on the primary checking account at WSFS that the only signatories on the account should be the Treasurer, Kristin Chettle, the CEO, Don Asplen and the Principal, Angela Alderfer by D. Fraatz. Seconded by B. Maranto. All ayes; unanimous.

XVI. New Business

- A. M. Strangarity asked if there was any new business.
- B. D. Asplen shared a few minutes of a QUEST testimonial video that Jason Heme, one of our QUEST teachers, made for the us. D. Asplen will share the link with the Board so that they can watch the full video when they have time.

XVII. Public Comment

- A. M. Strangarity asked if there were any public comments.
- B. Kris Botes shared about her son who attended AHCCS and recently graduated from college and was hired at his job because of the skills he learned at Achievement House -- specifically for his ability to use Excel to keep himself organized.
- C. Stefani Frank shared some memorable moments from graduation, where several parents and students were searching for specific staff members. When she was able to connect them, it was heartwarming to witness the genuine appreciation shown to our team.
- D. Eva Thierry shared a graduation story. She ran into a mother while working at the flower tent who happened to be the mother of a student that had been on her caseload who was struggling. It was so exciting for E. Thierry to see that he graduated and to meet his mom.

XVIII. Adjournment

A. M. Strangarity called for a motion to adjourn the public meeting at 8:15 pm.

1. Motion to adjourn the public meeting by B. Maranto. Seconded by D. Fraatz. All ayes; unanimous.
The next meeting will be held on July 15, 2025.

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in	Percentage of Time in Certified	Percentage of Time in Areas Not Certified
1	Alderfer, Angela	Administrative I Principal PK-12, Level II Mid-Level Science 7-9; Elementary K-6	7-12	Principal	2080	100%	0%
2	Antonucci, Suzanne	Level I English 7-12	7-12	English	1560	100%	0%
3	Barber, Kelly	Level II Special Education PK-12, Level II Reading Specialist PK-12, Level II Elementary K-6	7-12	Special Education	232	100%	0%
4	Barger, Angela	Level I Biology 7-12	7-12	Biology Remediation	1210	100%	0%
5	Bellinger, Brock	Level I English 7-12, Level I Citizenship 7-12	7-12	Auxiliary Teacher, SS History - not a lead teacher	1088	100%	0%
6	Berzins, Anna	Level II Special Ed PK-12, Elementary K-6	7-12	Special Education	1560	100%	0%
7	Bickle, Laura	Level I English 7-12	7-12	English	1680	100%	0%
8	Bonesteel, Katie	Level I Music PK-12	7-12	Music	1560	100%	0%
9	Botes, Kris	Licensed Professional Counselor / Certified Addictions Counselor	7-12	Student & Family Support/Guidance Counselor, MS Career Readiness	2080	100%	0%
10	Bringhurst, Alexandra	Elementary & Secondary School Counselor PK-12	7-12	School Counselor	784	100%	0%
11	Brown, Kim	Level II Special Ed PK-12	7-12	Special Ed - Supplemental - 21st Century Skills	1560	100%	0%
12	Bull, Faith	Level I English 7-12	7-12	English Teacher	1560	100%	0%
13	Burkhart, Jessica	Level I Social Studies 7-12	7-12	CP & Honors Civics, History	1560	100%	0%
14	Byrne, Jodi	Instructional II English 7-12	7-12	Curriculum Coordinator	2080	100%	0%
15	Carroll, Zachary	Level I Elementary K-6	7-12	Transition Coordinator	1680	100%	0%
16	Chovanes, John	Level II Physics 7-12, Level II Chemistry 7-12	7-12	Physics, Chemistry	1560	100%	0%
17	Chapman, Nicole	Level II Math 7-12	7-12	Math, Algebra, Geogebra	1560	100%	0%
18	Christie, Michelle	Educational Specialist I School Nurse PK-12	7-12	Part-time Nurse	1488	100%	0%
19	Clymer, Ann	Level I Biology 7-12, General Science 7-12	7-12	Auxiliary Teacher - not a lead teacher	1560	100%	0%
20	Colon, Anthony	Level I Mathematics 7-12	7-12	Calculus, pre-calculus	1560	100%	0%
21	Coia, Jennifer	Level II Special Education PK-12, Level II Elementary K-6	7-12	Special Education	1560	100%	0%
22	Conley-Vaverchak, Samual	Level I Mathemtics 7-12	7-12	Math	1560	100%	0%
23	Cordovano, Christianne	Level I Special Ed PK-8, Level I Grades PK-4	7-12	Special Education	1560	50%	50%

24	Cusick, Kayla	Level II Grades 5-6, Level II Grades PK-4	7-12	Auxiliary Teacher - not a lead teacher	1056	100%	0%
25	Dake, Aaron	Level I English 7-12	7-12	English, Literature	1560	100%	0%
26	Dealy, Erin	Level II Grades 4-8 (All subjects 4-6, Mathematics 7-8) Level II Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8), Certified MS Educator	7-12	Intro to Microsoft Products, Tech basics	1408	50%	50%
27	Dempsey, Stephanie	Level I English 7-12	7-12	English, Lit & Comp	1560	100%	0%
28	DeSimone, Doug	Level I Social Studies 7-12	7-12	Social Studies, Civics	1560	100%	0%
29	Donahugh, DeAnn	Level I Ment and/or Phys Handicapped K-12, I Elementary K-6	7-12	Special Education	1560	100%	0%
30	Dubin, Paul	Level II Social Studies 7-12, English 7-12	7-12	History, Geography & Culture	1560	100%	0%
31	Emrich, Sherri	Special Ed PK-12, Level II, Elementary Ed K-6	7-12	Special Education	1640	100%	0%
32	Emsurak, Janeen	Level II Elementary K-6	7-12	Math Specialist - not a lead teacher	1560	100%	0%
33	Flick, James	Level II Mathematics 7-12	7-12	Dean of Students	1584	100%	0%
34	Flynn, Callie	Level II Special Education PK-12, Instructional II Grades PK-4	7-12	Special Education	1560	100%	0%
35	Folk, Adam	Level II Social Studies 7-12	7-12	American History	1560	100%	0%
36	Fountain (Soika), Morgan	Educational Specialist I Elementary & Secondary School Counselor PK-12	7-12	School Counselor	2080	100%	0%
37	Fox, Annette	Level II Special Education PK-12, Level II Mid-Level Mathematics 6-9	7/12	Special Education	1560	100%	0%
38	Franks, Laura	Special Ed PK-12 Level II, Elementary K-6	7-12	Special Education - Itinerant	1560	100%	0%
39	Galie, Angela	Elementary & Secondary School Counselor PK-12	7-12	Supervisor of Guidance, School Counselor	2080	100%	0%
40	Giering, Laura	Level II Special Education PK-8, Level II Reading Specialist PK-12, Level II Grades PK-4	7-12	Special Education	560	100%	0%
41	Dublin (Gaugler), Abigail	Level I Special Education PK7-12, Instr I Grades PK-4,	7-12	Special Education	1560	100%	0%
42	Gottschalk, Shannon	Level I Biology 7-12	7-12	Tech Ed	1560	100%	0%
43	Guy, Andrew	Level I Social Studies 7-12	7-12	Educational Design Lead, AI Champion	1640	100%	0%
44	Hammar, Brittany	Level II Special Ed PK-12, Level II Social Student (7-12)	7-12	Special Education	1560	100%	0%
45	Harris, Shana	School Social Worker PK-12, Level I Elementary K-6	7-12	School Social Worker	1680	100%	0%
46	Heme, Jason	Level I Biology 7-12, Elementary K-6	7-12	Quest Science	1680	100%	0%
47	Hitt, Crystal	Level I Reading Specialist	7-12	Reading Specialist, English	1560	100%	0%
48	Hone, Michael	Level I Social Studies 7-12	7-12	History, Civics, Social Studies	1560	100%	0%
49	Hoynak, Chelsea	Level I Mathematics 7-12	7-12	Quest Math	1680	100%	0%
50	Houpt, Andrew	Level I English 7-12	7-12	Auxiliary Teacher - not a lead teacher	1088	100%	0%

51	Hurst, Stacy	Level I Art PK-12	7-12	Art Teacher	728	100%	0%
52	Jones, Paul	Educational Specialist I Elementary & Secondary School Counselor PK-12	7-12	School Counselor	808	100%	0%
53	Jones, Rachel	Level II Biology 7-12, Earth & Space Science 7-12, General Science 7-12	7-12	Science Teacher, Intro to MS	1560	100%	0%
54	Kaighn, Renee	Level II Special Education PK-12, Reading Specialist PK-12	7-12	Reading Specialist	1560	100%	0%
55	Kass, Mike	Level II Special Ed 7-12/Social Studies 7-12/English 7-12	7-12	Special Education - Transition Teacher, Gifted Resource Teacher	1560	100%	0%
56	Kline, Alyssa	Level I Social Studies 7-12	7-12	World History, Social Studies	1560	100%	0%
57	Knuaff, Trina	Level II Special Ed PK-12, Elementary K-6	7-12	Director of Special Education	2080	100%	0%
58	Kniha, Kelly	Level I Mathematics 7-12	7-12	Math, Algebra, Geometry	1560	100%	0%
59	Loftus, Traci	Level I English 7-12	7-12	English, Lit & Comp	1560	50%	50%
60	Longenecker, Nicole	Level II English 7-12	7-12	English	1560	100%	0%
61	MacDonald, Chase	Level I Mathematics 4-8, Social Studies 7-12	7-12	MS Math	1560	100%	0%
62	Maden, Faith	Level II Special Education PK-8, Grades PK-4, Special Education Exp 7-12	7-12	Special Education	1560	100%	0%
63	Maraz, Amanda	ESL PK-12, Level I, Level II ESL PK-12 - Level I Biology	7-12	Biology	1560	100%	0%
64	McCarter, Susan	Instructional I Grades PK-4	7-12	Art	408	0%	0%
65	McCarthy-Wesley, Susan	Level I Mathematics 7-12	7-12	Math	1560	100%	0%
66	Miller, Shelby	Level I English 7-12	7-12	English, Lit	1560	100%	0%
67	Miller-Spavlik, Amy	Elementary & Secondary School Counselor PK-12	7-12	School Counselor	688	100%	0%
68	Morganheira, Jennifer	Level II Special Education PK-12	7-12	Special Education	1560	100%	0%
69	Moritz, Lisa	Level I Math 7-12	7-12	Algebra	1560	100%	0%
70	Murphy, Joseph	English 7-12 Level 1, ESL PK-12	7-12	EL	1560	100%	0%
71	Nesti, Victoria	Level II English 7-12, Social Studies 7-12, Special Education 7-12	7-12	Gifted Education	1104	100%	0%
72	Piacentini, Deanna	Level II Elementary K-6, Early Childhood N-3, Program Specialist English as a Second Language (ESL) PK-12. Level II Technology Education	7-12	Ed Tech	1560	50%	50%
73	Polsin, Gina	Level I Earth & Space Science 7-12; General Science 7-12	7-12	Science	1560	100%	0%
74	Quintois, Mikaela	Level II Special Education PK-8 (9226), Grades PK-4	7-12	Special Education	1560	100%	0%
75	Reighard, Amanda	Level II English 7-12	7-12	Curriculum Coach	1640	100%	0%
76	Renner, Caitlin	Level I English 7-12	7-12	English	1560	100%	0%
77	Replogle, Erika	Level II Special Education PK-8, Elementary K-6	7-12	Special Education Teacher (not a lead teacher)	1560	100%	0%

78	Reynolds, Jessica	Level I Mathematics 7-12	7-12	Math, Algebra	1560	100%	0%
79	Riehl, Michelle	Level II Biology 7-12, General Science 7-12	7-12	Science, Tech Basics	1560	100%	0%
80	Romano, Jami	Level II Special Education PK-12, II Reading Specialist PK-12, II Mid-Level Mathematics 6-9	7-12	Special Educaiton	624	100%	0%
81	Sapko, Hannah	Educational Specialist I Social Worker PK-12, Home & School Visitor PK-12	7-12	School Based Counselor	1680	100%	0%
82	Schmick, Heather Paige	Ment/Phys Handicapped K-12, Mid-Level English, Level II	7-12	Special Ed - Itinerant	1560	100%	0%
83	Scott, Cullen	Level I Physics 7-12, I Earth and Space Science 7-12	7-12	Science	1560	100%	0%
84	Seik, Lisa	Level II Special Education PK-8, Level II Special Education Expansion 7-12, Level II Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8)	7-12	Special Educaiton Teacher	1392	100%	0%
85	Sichok, Michael	Level I English 7-12	7-12	Teaching Assistant, English	1560	100%	0%
86	Stagliano, Nicholas	Level I Social Studies 7-12	7-12	Quest Social Studies	1680	100%	0%
87	Staley, Brian	Level II Spanish PK-12 & English 7-12	7-12	Foreign Language Support	660	100%	0%
88	Steiger, Matthew	Level I Health & Physical Ed. PK-12	7-12	Health & PE	1560	100%	0%
89	Stine, Tara	Level II Special Education PK-12, Elementary K-6	7-12	Special Education	1560	100%	0%
90	Stirling, Kathleen	Program Specialist - English as a Second Language (ESL) PK-12	7-12	PT EL Support Specialist	1210	100%	0%
	Swiontek, Christina	Instructional II Elementary K-6, Administrative I Principal PK-12	7-12	Assistant Principal	2080	100%	0%
91	Sweder, Steve	Level I Social Studies 7-12/Citizenship 7-12	9-12	Social Studies, US History	1560	100%	0%
92	Thomas, Neal	Administrative Principal I PK-12, Health & PE Level II, Mid-Level Science 6-9 Level II, Technology Ed PK-12 Level II	7-12	CAO	1080	100%	0%
93	Throckmorton, Leah	Level II All: Biology 7-12; English 7-12; Mid-Level English 6-9; Mid-Level Science 6-9; Sp Ed PK-12	7-12	Science	1560	100%	0%
94	Wetzel, Lauren	Special Ed PK-12, Family-Consumer Sci PK-12, Mid-level English 6-9, Level I	7-12	Special Ed - Itinerant; Family and Cosumer Science	1560	100%	0%
95	Woods, Jennifer	Level I Special Ed PK-8, 7-12, Grades PK-4	7-12	Special Education - Not lead teacher	1560	100%	0%
96	Ziegler, Kayla	School Counselor PK-12	7-12	School Counselor	2080	100%	0%
97	Zimmerman, Melissa	Level I Special Ed PK-12, Mathematics 7-12	7-12	Special Ed - Supplemental; ELA Concepts, Math Concepts	1560	100%	0%
98	Zombek, Courtney	Level I Health & Physical Educ PK-12, Instr. I Family-Consumer Sci PK-12	7-12	Health & PE	1560	100%	0%

Total Number of Administrators (do not include CEO) 5

CEO (certified) 0

Total Number of Teachers ____81____ Counselors ____6____ School Nurses __1__ Others __5____
Total Number of Professional Staff _98__

PA Department of Education, 607 South Drive, Harrisburg, PA 17120

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2025

Name of School: Achievement House Cyber Charter School

Address of School 102 Pickering Way, Exton, PA 19380

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	-
			-
6500		EARNINGS ON INVESTMENTS	-
	6510	Interest on Investments and Interest-Bearing Checking Accounts	1,529,657
	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	-
	6720	Bookstore Sales	-
	6730	Student Organization Membership Dues and Fees	-
	6740	Fees	2,498
	6750	Student Activity - Special Events	-
	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	-
	6832	IDEA (611, 619, Transitions Discovery Grant)	-
	6839	Charter School Planning Grant	-

	6890	Other Revenues from Intermediary Sources	-
			-
6900		OTHER REVENUE FROM LOCAL SOURCES	-
	6910	Rentals	-
	6920	Contributions & Donations from Private Sources / Capital Contributions	-
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	-
	6940	Tuition from Patrons	-
	6941	Regular Day School Tuition	-
	6942	Summer School Tuition	-
	6943	Adult Education Tuition	-
	6944	Receipts From Other LEAs in Pennsylvania - Education	21,182,653
	6945	Receipts from Out-of-State LEAs	-
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	-
	6947	Receipts from Members of Intermediate Units for Education by	-
	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	33,156
	6991	Refunds of a Prior Year Expenditure	-
	6999	Other Revenues Not Specified Above	-
			-
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)	-
	7340		Unassigned	-
	7350		Sewage Treatment Operations / Environmental Subsidies	-
	7360		Safe Schools (PCCD security grants)	74,456
				-
				-
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	-
				-
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	-
		7502	Dual Enrollment Grants	14,173
		7503	Project 720/High School Reform	-
		7505	Ready to Learn Block Grant	-
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	-
				-
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	-
				-
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	-
	7810		State Share of Social Security and Medicare Taxes	-
	7820		State Share of Retirement Contributions	-
				-
7900			REVENUE FOR TECHNOLOGY	-
	7910		Educational Technology	-
	7990		Other Technology Grants	-
				-
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)	347,603
	8520	Vocational Education	-
	8530	Child Nutrition Program	-
	8540	Nutrition Education and Training	-
	8560	Federal Block Grants	716,949
	8570	Unassigned	-
	8580	Child Care and Development Block Grants	-
	8590	Unassigned	-
			-
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	-
	8610	Homeless Assistance Act	-
	8620	Adult Basic Education	-
	8640	Headstart	-
	8650	Unassigned	-
	8660	Workforce Investment Act (WIA)	-
	8670	Unassigned	-
	8680	Unassigned	-
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	-
			-
8700		FEDERAL STIMULUS FUNDING	-
	8740	CARES Act, CRRSA Act, and ARP Act Funding	12,130
			-
			-
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	-
			-
9000		OTHER FINANCING SOURCES	-
9100		SALE OF BONDS	-
	9110	Bond Issue Proceeds (Gross)	-
	9120	Proceeds from Refunding of Bonds	-
			-
9200		PROCEEDS FROM EXTENDED TERM FINANCING	-
			-

9300			INTERFUND TRANSFERS	-
	9310		General Fund Transfers	-
	9320		Special Revenue Fund Transfers	-
	9330		Capital Projects Funds Transfers	-
	9340		Debt Service Fund Transfers	-
	9350		Enterprise Fund Transfers	-
	9360		Internal Service Fund Transfers	-
	9370		Trust and Agency Fund	-
	9380		Activity Fund Transfers	-
	9390		Permanent Fund Transfers	-
				-
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	-
				-
9500			Unassigned	-
				-
9600			Unassigned	-
				-
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	-
	9710		Transfers from Component Units	-
	9720		Transfers from Primary Governments	-
				-
9800			INTRAFUND TRANSFERS IN	-
	9810		General Fund Intrafund Transfers	-
	9820		Special Revenue Intrafund Transfers	-
	9840		Debt Service Intrafund Transfers	-
	9850		Enterprise Intrafund Transfers	-
	9860		Internal Service Intrafund Transfers	-
	9870		Trust and Agency Intrafund Transfers	-
	9880		Activity Interfund Transfers	-
				-
				-
TOTAL REVENUES				23,913,273

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2025

Name of School: Achievement House Cyber Charter School

Address of School: 102 Pickering Way, Exton, PA 19380

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	6,628,973
		-
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	4,111,495
		-
1300	VOCATIONAL EDUCATION	-
		-
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	8,408
		-
1600	ADULT EDUCATION PROGRAMS	-
		-
1700	HIGHER EDUCATION PROGRAMS	-
		-
1800	PRE-KINDERGARTEN	-
		-
2000	SUPPORT SERVICES	-
2100	SUPPORT SERVICES - PUPIL PERSONNEL	-
	2110 Supervision of Pupil Personnel Services	-
	2120 Guidance Services	703,395
	2130 Attendance Services	-
	2140 Psychological Services	57,755
	2150 Speech Pathology and Audiology Services	-
	2160 Social Work Services	939,440
	2170 Student Accounting Services	-
	2190 Other Pupil Personnel Services	1,781,926
		-
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	-
	2210 Supervision of Educational Media Services	-

	2220	Technology Support Services	-
	2230	Educational Television Services	-
	2240	Computer-Assisted Instruction Support Services	-
	2250	School Library Services	-
	2260	Instruction and Curriculum Development Services	-
	2270	Instructional Staff Professional Development Services	883
	2280	Nonpublic Support Services	-
	2290	Other instructional staff services	446,603
			-
2300		SUPPORT SERVICES - ADMINISTRATION	-
	2310	Board Services	-
	2320	Board Treasurer Services	-
	2340	Staff Relations and Negotiations Services	-
	2350	Legal Services	118,720
	2360	Office of the Superintendent (Executive Director) Services	405,633
	2370	Community Relations Services	-
	2380	Office of the Principal Services	3,175,276
	2390	Other Administration Services	-
			-
2400		SUPPORT SERVICES - PUPIL HEALTH	84,075
			-
2500		SUPPORT SERVICES - BUSINESS	963,178
	2510	Fiscal Services	-
	2520	Purchasing Services	-
	2530	Warehousing and Distributing Services	-
	2540	Printing, Publishing and Duplicating Services	-
	2590	Other Support Services - Business	-
			-
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	1,264,357
	2610	Supervision of Operation and Maintenance of Plant Services	-
	2620	Operation of Buildings Services	-
	2630	Care and Upkeep of Grounds Services	-
	2640	Care and Upkeep of Equipment Services	-
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	-
	2660	Security Services	-
	2690	Other Operation and Maintenance of Plant Services	-
			-
2700		STUDENT TRANSPORTATION SERVICES	-
	2710	Supervision of Student Transportation Services	-
	2720	Vehicle Operation Services	-
	2730	Monitoring Services	-
	2740	Vehicle Servicing and Maintenance Services	-

	2750	Nonpublic Transportation	-
	2790	Other Student Transportation Services	-
			-
2800		SUPPORT SERVICES - CENTRAL	-
	2810	Planning, Research, Development and Evaluation Services	-
	2820	Information Services	-
	2830	Staff Services	-
	2840	Data Processing Services	-
	2850	State and Federal Agency Liaison Services	-
	2860	Management Services	-
	2890	Other Support Services Central	-
			-
2900		OTHER SUPPORT SERVICES - CENTRAL	-
	2990	Pass-Thru Funds	-
			-
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	-
3100		FOOD SERVICES	1,125
			-
3200		STUDENT ACTIVITIES	648,621
	3210	School Sponsored Student Activities	-
	3250	School Sponsored Athletics	-
			-
3300		COMMUNITY SERVICES	5,988
	3310	Community Recreation	-
	3320	Civic Services	-
	3330	Public Library Services	-
	3340	Custody and Child Care	-
	3350	Welfare Activities	-
	3390	Other Community Services	-
			-
3400		SCHOLARSHIPS AND AWARDS	-
			-
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	-
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	-
			-
4200		EXISTING SITE IMPROVEMENT SERVICES	-
			-
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	-
			-
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	-

			-
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	-
			-
4600		EXISTING BUILDING IMPROVEMENT SERVICES	-
			-
5000		OTHER EXPENDITURES AND FINANCING USES	-
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	-
			-
5200		FUND TRANSFERS	-
			-
5300		TRANSFERS INVOLVING COMPONENT UNITS	-
			-
5400		INTRAFUND TRANSFERS OUT	-
			-
5800		SUSPENSE ACCOUNT	-
			-
5900		BUDGETARY RESERVE	-
			-
			-
TOTAL EXPENDITURES			21,345,849

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2025**

2,567,425



FINANCIAL STATEMENTS

JUNE 30, 2024

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

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ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

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INDEPENDENT AUDITOR'S REPORT

December 18, 2024

To the Board of Trustees
Achievement House Cyber Charter School
Exton, Pennsylvania

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities and the major fund of the Achievement House Cyber Charter School ("the School"), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the Achievement House Cyber Charter School as of June 30, 2024, and the respective changes in financial position, and the respective budgetary comparison for the general fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

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

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

To the Board of Trustees
Achievement House Cyber Charter School

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 5 through 8, and the schedule of the School's proportionate share of the net pension liability - PSERS, schedule of School pension contributions - PSERS, schedule of the School's proportionate share of the net OPEB liability - PSERS, and schedule of School OPEB contributions - PSERS on pages 35 through 38 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 School's basic financial statements. The schedule of expenditures of federal awards on page 44 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.

The schedule of expenditures of federal awards 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. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 18, 2024, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other

To the Board of Trustees
Achievement House Cyber Charter School

matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

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

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED
JUNE 30, 2024**

The Board of Trustees of the Achievement House Cyber Charter School ("the School") offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2024. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

FINANCIAL HIGHLIGHTS

- Total revenues increased by \$3,490,348, to \$27,015,923 from \$23,525,575 due primarily to increases in per pupil revenue.
- At the close of the current fiscal year, the School reported an ending net position of \$33,534,169.
- The General Fund ended the year with a fund balance of \$36,143,051, an increase of \$7,725,592 from the previous year.
- The School's cash balance at June 30, 2024 was \$35,921,447, representing an increase of \$7,313,561 from June 30, 2023.

OVERVIEW OF THE FINANCIAL STATEMENTS

The management's discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: Management's Discussion and Analysis (this section), the basic financial statements, required supplementary information, and reporting required under *Government Auditing Standards* and the Uniform Guidance.

Government-wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances in a manner similar to a private-sector business.

The *statement of net position* presents information on the School's assets and deferred outflows of resources, and liabilities and deferred inflows of resources, with the difference between these items as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)
JUNE 30, 2024**

Fund Financial Statements

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like government-type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has one governmental fund – the General Fund.

Notes to the Financial Statements

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

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. As of June 30, 2024, the School's assets and deferred outflows of resources exceeded its liabilities and deferred inflows of resources by \$33,534,169.

	June 30	
	2024	2023
ASSETS		
Current and other assets	\$ 38,368,157	\$ 30,789,992
Capital assets	2,601,638	3,009,698
Total Assets	<u>40,969,795</u>	<u>33,799,690</u>
Deferred outflows of resources	<u>740,302</u>	<u>755,793</u>
LIABILITIES		
Long-term liabilities outstanding	5,352,983	5,814,702
Other liabilities	2,546,825	2,671,831
Total Liabilities	<u>7,899,808</u>	<u>8,486,533</u>
Deferred inflows of resources	<u>276,120</u>	<u>571,374</u>
NET POSITION		
Net investment in capital assets	1,369,936	1,478,698
Unrestricted position	32,164,233	24,018,878
Total Net Position	<u>\$ 33,534,169</u>	<u>\$ 25,497,576</u>

The School's net position increased by \$8,036,593 primarily to revenues coming in higher than expenses.

The School's revenues are predominantly from school districts throughout the state of Pennsylvania, based on the student enrollment.

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)
JUNE 30, 2024**

The total cost of all programs and services was \$18,979,330.

	Year Ended June 30	
	2024	2023
REVENUES		
Program revenues:		
Operating and capital grants	\$ 1,798,853	\$ 1,976,450
General:		
Local educational agency revenues	23,726,306	21,427,923
Other	1,490,764	121,202
Total Revenues	<u>27,015,923</u>	<u>23,525,575</u>
EXPENSES		
Instruction	9,898,072	7,644,902
Support services	7,736,662	7,108,285
Noninstructional services	133,211	58,241
Interest expense	62,970	75,753
Depreciation/amortization expense	1,148,415	987,609
Total Expenses	<u>18,979,330</u>	<u>15,874,790</u>
Changes in Net Position	8,036,593	7,650,785
Beginning Net Position	25,497,576	17,846,791
Ending Net Position	<u>\$ 33,534,169</u>	<u>\$ 25,497,576</u>

Governmental Funds

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 General Fund reported an ending fund balance of \$36,143,051, which was an increase of \$7,725,592 from the previous year. For the year ended June 30, 2024, the General Fund's revenue of \$27,015,923 exceeded expenditures of \$19,290,331 by \$7,725,592.

Governmental Funds Budgetary Highlights

Actual revenues were \$3,800,049 higher than the budget due to increases (decreases) as follows:

Local educational agency assistance	\$ 2,514,339
State sources	(120,463)
Federal sources	30,409
Other revenues	<u>1,375,764</u>
	<u>\$ 3,800,049</u>

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)
JUNE 30, 2024**

Actual expenditures were \$944,479 lower than the budget due to increases (decreases) as follows:

Instruction	\$ 1,040,671
Support services	(2,279,428)
Noninstructional services	27,339
Capital outlays	(21,590)
Debt service	288,529
	\$ (944,479)

CAPITAL ASSET AND DEBT ADMINISTRATION

As of June 30, 2024, the School's investment in capital assets for its governmental activities totaled \$2,601,638 (net of accumulated depreciation/amortization). This investment in capital assets includes leasehold improvements, furniture and fixtures, software, right-to-use lease assets, and machinery and equipment. Additional information on the School's capital assets can be found in Note 5.

The School had \$1,231,702 in lease liability as of June 30, 2024. Detailed information regarding long-term debt activity is included in Note 8 to the financial statements.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

The fiscal and operational stability of our Commonwealth's charter schools are directly linked to the State of Pennsylvania's budget and shifting political realities. This issue manifests itself most clearly in the way that the state determines each charter school's per pupil allotment which is calculated by the student's school district of residence and Form PDE-363. Form PDE 363 uses a "state-determined" formula to calculate per pupil allotments.

FUTURE EVENTS THAT WILL FINANCIALLY IMPACT THE SCHOOL

The School has been awarded a number of federal program funding as a result of COVID-19 that can be spent over a number of fiscal years and ends on September 30, 2024.

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 Chief Executive Officer, Achievement House Cyber Charter School, 102 Pickering Way, Exton, Pennsylvania 19341.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
STATEMENT OF NET POSITION
JUNE 30, 2024

ASSETS AND DEFERRED OUTFLOWS OF RESOURCES

CURRENT ASSETS:

Cash and cash equivalents	\$ 35,921,447
Federal receivables	411,891
State receivables	39,011
Other receivables	1,689,051
Prepaid expenses	256,756
Total Current Assets	<u>38,318,156</u>

NONCURRENT ASSETS:

Deposit	50,001
Property and equipment, net	1,390,938
Right-to-use lease asset, net	1,210,700
Total Noncurrent Assets	<u>2,651,639</u>

TOTAL ASSETS	<u><u>40,969,795</u></u>

DEFERRED OUTFLOWS OF RESOURCES

Deferred outflows related to pension	711,190
Deferred outflows related to OPEB	29,112
TOTAL DEFERRED OUTFLOWS OF RESOURCES	<u><u>740,302</u></u>

TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u><u>\$ 41,710,097</u></u>

LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION

CURRENT LIABILITIES:

Accounts payable	\$ 198,819
Accrued expenses	1,478,983
Compensated absences	116,530
Local education agency payable	423,681
Unearned revenue	7,093
Lease liability	321,719
Total Current Liabilities	<u>2,546,825</u>

NONCURRENT LIABILITIES:

Lease liability	909,983
Net pension liability	4,271,000
Net OPEB liability	172,000
Total Noncurrent Liabilities	<u>5,352,983</u>

TOTAL LIABILITIES	<u><u>7,899,808</u></u>

DEFERRED INFLOWS OF RESOURCES

Deferred inflows related to OPEB	94,120
Deferred inflows related to pension	182,000
TOTAL DEFERRED INFLOWS OF RESOURCES	<u><u>276,120</u></u>

NET POSITION

Net investment in capital assets	1,369,936
Unrestricted	32,164,233
TOTAL NET POSITION	<u><u>33,534,169</u></u>

TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION	<u><u>\$ 41,710,097</u></u>

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024

		Program Revenues		Net Revenue
				(Expense) and
				Change in Net
				Position
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions
GOVERNMENTAL ACTIVITIES				
Instructional services	\$ 9,898,072	\$ -	\$ 1,779,316	\$ -
Support services	7,736,662	-	19,537	-
Noninstructional services	133,211	-	-	-
Interest on long-term debt	62,970	-	-	-
Unallocated depreciation/amortization expense	1,148,415	-	-	-
TOTAL GOVERNMENTAL ACTIVITIES	<u>18,979,330</u>	<u>-</u>	<u>1,798,853</u>	<u>-</u>
TOTAL PRIMARY GOVERNMENT	<u>\$ 18,979,330</u>	<u>\$ -</u>	<u>\$ 1,798,853</u>	<u>\$ -</u>
GENERAL REVENUES:				
				23,726,306
				1,490,764
				<u>25,217,070</u>
				8,036,593
				<u>25,497,576</u>
				<u>\$ 33,534,169</u>

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

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
BALANCE SHEET - GOVERNMENTAL FUND
JUNE 30, 2024**

ASSETS	
Cash and cash equivalents	\$ 35,921,447
Federal receivable	411,891
State receivable	39,011
Other receivable	1,689,051
Security deposit	50,001
Prepaid expenditures	<u>256,756</u>
TOTAL ASSETS	<u>\$ 38,368,157</u>
 LIABILITIES AND FUND BALANCE	
LIABILITIES:	
Accounts payable	\$ 198,819
Local education agency payable	423,681
Accrued expenses	1,478,983
Compensated absences	116,530
Unearned revenue	<u>7,093</u>
Total Liabilities	<u>2,225,106</u>
 FUND BALANCE:	
Nonspendable:	
Security deposit	50,001
Prepaid expenditures	256,756
Assigned	33,000,000
Unassigned	<u>2,836,294</u>
Total Fund Balance	<u>36,143,051</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 38,368,157</u>

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

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUND
TO STATEMENT OF NET POSITION
JUNE 30, 2024**

FUND BALANCE FOR GOVERNMENTAL FUND	\$ 36,143,051

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the fund. These assets consist of:

Property and equipment	\$ 3,947,089	
Right-to-use lease asset	1,968,134	
Accumulated depreciation/amortization	<u>(3,313,585)</u>	2,601,638

Some liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:

Lease liability	(1,231,702)	
Net pension liability	(4,271,000)	
Net OPEB liability	<u>(172,000)</u>	(5,674,702)

Deferred inflows and outflows of resources related to the School's pension and OPEB liabilities do not represent current resources or uses of resources and, therefore, are not reported in the funds. Deferred inflows and outflows of resources consist of the following:

Deferred outflows related to pension	711,190	
Deferred outflows related to OPEB	29,112	
Deferred inflows related to pension	(182,000)	
Deferred inflows related to OPEB	<u>(94,120)</u>	<u>464,182</u>

TOTAL NET POSITION OF GOVERNMENTAL ACTIVITIES	<u><u>\$ 33,534,169</u></u>

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

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE - GOVERNMENTAL FUND
FOR THE YEAR ENDED JUNE 30, 2024**

REVENUES	
Local educational agencies assistance	\$ 23,726,306
State sources	33,710
Federal sources	1,765,143
Other sources	1,490,764
TOTAL REVENUES	<u>27,015,923</u>
EXPENDITURES	
Current:	
Instruction	10,131,913
Support services	7,919,438
Noninstructional services	136,357
Debt service	362,268
Capital outlays	740,355
TOTAL EXPENDITURES	<u>19,290,331</u>
NET CHANGE IN FUND BALANCE	7,725,592
FUND BALANCE, BEGINNING OF YEAR	<u>28,417,459</u>
FUND BALANCE, END OF YEAR	<u>\$ 36,143,051</u>

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

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - GOVERNMENTAL FUND TO STATEMENT OF ACTIVITIES
JUNE 30, 2024**

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND	\$ 7,725,592

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

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation/amortization expense. This is the amount by which depreciation/amortization expense (\$1,148,415) exceeded capital outlay (\$740,355).	(408,060)

The issuance of long-term debt (e.g. leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position.	299,298

Pension and OPEB expenses in the statement of activities differ from the amount reported in the governmental funds because pension and OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension and OPEB plans, whereas pension and OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plans exists.	419,763

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES	\$ 8,036,593

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

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
BUDGETARY COMPARISON STATEMENT - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2024**

	Budgeted Amounts		Actual	Variance with
	Original	Final	Revenues/ Expenditures	Final Budget Positive (Negative)
REVENUES				
Local educational agencies assistance	\$ 21,211,967	\$ 21,211,967	\$ 23,726,306	\$ 2,514,339
State sources	154,173	154,173	33,710	(120,463)
Federal sources	1,734,734	1,734,734	1,765,143	30,409
Other sources	115,000	115,000	1,490,764	1,375,764
TOTAL REVENUES	<u>23,215,874</u>	<u>23,215,874</u>	<u>27,015,923</u>	<u>3,800,049</u>
EXPENDITURES				
Instruction	9,091,242	9,091,242	10,131,913	(1,040,671)
Support services	10,198,866	10,198,866	7,919,438	2,279,428
Noninstructional services	109,018	109,018	136,357	(27,339)
Debt service	383,858	383,858	362,268	21,590
Capital outlays	451,826	451,826	740,355	(288,529)
TOTAL EXPENDITURES	<u>20,234,810</u>	<u>20,234,810</u>	<u>19,290,331</u>	<u>944,479</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	2,981,064	2,981,064	7,725,592	4,744,528
FUND BALANCE, BEGINNING OF YEAR	<u>28,417,459</u>	<u>28,417,459</u>	<u>28,417,459</u>	<u>-</u>
FUND BALANCE, END OF YEAR	<u>\$ 31,398,523</u>	<u>\$ 31,398,523</u>	<u>\$ 36,143,051</u>	<u>\$ 4,744,528</u>

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 DESCRIPTION OF THE SCHOOL AND REPORTING ENTITY

The Achievement House Cyber Charter School ("the School") is a cyber charter school with their office located in Exton, Pennsylvania. The School was established and operates under the provisions enacted by the General Assembly of the Commonwealth of Pennsylvania in 1997. The School is currently operating under the terms of a charter school contract that expired on June 30, 2017. The School is currently negotiating a new charter agreement and will continue to operate through the process.

The financial statements of the School are prepared in accordance with the accounting system and procedures prescribed for charter schools by the Commonwealth of Pennsylvania, Department of Education, which conforms to accounting principles generally accepted in the United States of America as applicable 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.

Reporting Entity

GASB's *Codification of Governmental Accounting and Financial Reporting Standards* ("GASB Codification") established the criteria for determining the activities, organizations, and functions of government to be included in the financial statements of the reporting entity. In evaluating the School as a reporting entity, management has addressed all potential component units which may or may not fall within the School's financial accountability. The criteria used to evaluate component units for possible inclusion as part of the School's reporting entity are financial accountability and the nature and significance of the relationship. On the basis of these criteria, the School does not have any component units.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

Entity-wide Financial Statements

The entity-wide financial statements (the statement of net position and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's functions are offset by the program revenues.

The statement of net position and the statement of activities are prepared 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 the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

Amounts reported as program revenues include a per-student subsidy from local schools as well as federal and state grants. Internally dedicated resources are reported as general revenues rather than as program revenues.

The entity-wide financial statements report net position in one of three components. Net investment in capital assets consists of capital assets, net of accumulated depreciation and net of debt. Net position is reported as restricted when constraints placed on the net position use are either externally imposed by creditors (such as through debt covenants), grantors or contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. Unrestricted net position consists of net position that does not meet the definition of "net investment in capital assets" or "restricted."

Fund Financial Statements

The fund financial statements (balance sheet - governmental fund and statement of revenues, expenditures, and changes in fund balance - governmental fund) report on the School's general fund.

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 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 School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, if measurable. The fund utilized by the School and a brief description of its accounting purpose is as follows:

Governmental Fund – The general fund is the only fund which accounts for all revenues and expenditures of the School.

Fund balance of the governmental fund is classified as applicable, as follows:

Nonspendable – amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed – amounts that can be used only for specific purposes determined by formal action of the Board of Trustees. The Board is the highest level of decision-making authority for the School. Commitments may be established, modified, or rescinded only through resolutions approved by the Board of Trustees.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

Assigned – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The Chief Executive Officer may assign amounts for specific purposes. The School assigned \$2,000,000 for future expenditures associated with rising state pension costs, \$2,000,000 for curriculum development, \$1,000,000 for technology hardware needs, \$1,000,000 for facility costs, \$9,000,000 for special education revenue reduction contingency, \$4,000,000 for ESSER fiscal contingency, and \$4,000,000 for regular education revenue reduction contingency.

Unassigned – all other spendable amounts.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balances are available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds and, finally, unassigned funds, as needed, unless the Board or Chief Executive Officer have provided otherwise in their commitment or assignment actions.

Income Tax Status

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

Prepaid Expenses/Expenditures

Prepaid expenses and expenditures include payments to vendors for services applicable to future accounting periods such as insurance premiums at cost and business services to be consumed in future accounting periods.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the general fund, and they lapse at the end of the year.

Cash and Cash Equivalents

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

Federal and State Subsidies Receivable

Accounts receivable primarily consist of amounts due from the Pennsylvania Department of Education for federal grants and state subsidy programs. Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management determines if an allowance for doubtful accounts is necessary based upon review of outstanding receivables, historical collection experience, and existing economic conditions. Accounts deemed uncollectable are charged off based on this review. As of June 30, 2024, no allowance for doubtful accounts was deemed necessary.

Other Receivables

Other receivables include school district receivables, grants, and other non-contract receivables. The School provides an allowance for doubtful accounts using the allowance method, which is based on management's judgment considering historical information. In addition, an allowance is provided for other accounts when a significant pattern of collectability has occurred. When all collection efforts have been exhausted, the accounts are written off against the related allowance. As of June 30, 2024, no allowance for doubtful accounts was deemed necessary.

Capital Assets

Capital assets, which include leasehold improvements, right-to-use lease assets, computer equipment, and furniture, are reported in the entity-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School maintains a \$2,000 threshold for capitalizing assets. Capital assets of the School are depreciated/amortized using the straight-line method over the estimated useful lives of the asset. The estimated useful life of leasehold improvements and furniture and equipment is three to ten years, right-to-use assets are depreciated/amortized over the term of the lease.

Deferred Outflows and Deferred Inflows of Resources

In addition to assets, the statement of net position includes 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 future periods and so will not be recognized as an outflow of resources (expense) until then. The School reports deferred pension and OPEB contributions resulting from contributions subsequent to the measurement date of the net pension and OPEB liabilities and certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. The School reports certain items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

Use of Estimates in the Preparation of Financial Statements

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

NOTE 3 CASH AND CASH EQUIVALENTS

Deposits

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned. The School does not have a policy for custodial credit risk. At June 30, 2024, the carrying amount of the School's deposits was \$35,921,447, and the bank balance was \$35,948,923. Of this amount, \$500,000 was insured by the Federal Deposit Insurance Corporation (FDIC), and \$11,392,355 was exposed to custodial credit risk because it was uninsured, and the collateral held by the depository's agent was not in the School's name. The remaining \$24,056,568 in cash deposits of the School are in the Pennsylvania School District Liquid Asset Fund ("PSDLAF"). Although not registered with the Securities and Exchange Commission and not subject to regulatory oversight, PSDLAF acts like a money market mutual fund in that its objective is to maintain a stable net asset value of \$1 per share, is rated by a nationally recognized statistical rating organization, and is subject to an independent annual audit. As of June 30, 2024, PSDLAF was rated AAAM by a nationally recognized statistical rating organization.

NOTE 4 RECEIVABLES

Receivables as of June 30, 2024 consist of subsidies from federal, state, and other receivables. A summary of receivables is as follows:

Federal	\$ 411,891
State	39,011
Other	<u>1,689,051</u>
TOTAL	<u>\$ 2,139,953</u>

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 5 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2024 was as follows:

	Balance 07/01/23	Additions	Deletions	Balance 06/30/24
Building improvements	\$ 70,849	\$ 46,054	\$ -	\$ 116,903
Machinery and equipment	84,229	-	-	84,229
Furniture and fixtures	83,659	-	-	83,659
Computers	2,967,997	694,301	-	3,662,298
Right-to-use asset - equipment	1,968,134	-	-	1,968,134
Total capital assets	<u>5,174,868</u>	<u>740,355</u>	<u>-</u>	<u>5,915,223</u>
Accumulated depreciation	(1,753,651)	(802,500)	-	(2,556,151)
Accumulated amortization	(411,519)	(345,915)	-	(757,434)
Total accumulated depreciation/amortization	<u>(2,165,170)</u>	<u>(1,148,415)</u>	<u>-</u>	<u>(3,313,585)</u>
TOTAL	<u>\$ 3,009,698</u>	<u>\$ (408,060)</u>	<u>\$ -</u>	<u>\$ 2,601,638</u>

Depreciation/amortization expense was charged to functions/programs of the School as follows:

Governmental Activities - unallocated \$ 1,148,415

NOTE 6 FUNDING

The School receives funding from various local school districts on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis. The School also receives state and federal funding.

NOTE 7 GOVERNMENT GRANTS AND REIMBURSEMENT PROGRAMS

The School participates in numerous state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs and reimbursement programs for facility lease costs and health services are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants and reimbursement programs, refunds of any money received may be required, and the collectability of any related receivable at June 30, 2024 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants. Therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 8 LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2024 is as follows:

	Balance July 1, 2023	Additions	Reductions	Balance June 30, 2024	Due Within One Year
Lease liability	\$ 1,531,000	\$ -	\$ 299,298	\$ 1,231,702	\$ 321,719
Net pension liability	4,401,000	-	130,000	4,271,000	-
Net OPEB liability	182,000	-	10,000	172,000	-
TOTALS	\$ 6,114,000	\$ -	\$ 439,298	\$ 5,674,702	\$ 321,719

NOTE 9 LEASING ARRANGEMENTS

The School leases a building under a lease agreement with an expiration date in fiscal 2028. At June 30, 2024, the minimum future rental payments under the leasing arrangement are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2025	\$ 321,719	\$ 48,877	\$ 370,596
2026	344,999	33,925	378,924
2027	369,350	17,902	387,252
2028	195,634	2,156	197,790
	<u>\$ 1,231,702</u>	<u>\$ 102,860</u>	<u>\$ 1,334,562</u>

NOTE 10 PENSION PLAN

Plan Description

The School contributes to the Public School Employees' Retirement System ("PSERS"), a governmental cost-sharing multiple-employer defined benefit pension plan 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 annual comprehensive financial report that includes the financial statements and required supplementary information for the plan. A copy of this report may be obtained by writing to the Public School Employees' Retirement System, P.O. Box 125, Harrisburg, Pennsylvania, 17108-0125, or by visiting the PSERS website at www.psers.state.pa.us.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62, with at least one 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 became 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 three years of service or attain a total combination and age and service that is equal to or greater than 92, with a minimum of 35 years of service. Benefits are generally equal to 2% or 2½%, depending upon the membership class, of the member's final average salary as defined in the Code, multiplied by the number of years of credited service.

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

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

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

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members), or who has at least five years of credited service (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.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

Member Contributions

The contribution rates based on qualified member compensation are presented below:

Member-ship Class	Continuous Employment Since:	Defined Benefit (DB) Contribution Rate	Defined Contribution (DC) Rate	Total Contribution Rate
T-C	Prior to July 22, 1983	5.25%	N/A	5.25%
	On or after July 22, 1983	6.25%	N/A	6.25%
T-D	Prior to July 22, 1983	6.50%	N/A	6.50%
	On or after July 22, 1983	7.50%	N/A	7.50%
T-E	On or after July 1, 2011	7.50% base rate with shared risk provision	N/A	Prior to July 1, 2021 – 7.50% After July 1, 2021 – 8.00%
T-F	On or after July 1, 2011	10.30% base rate with shared risk provision	N/A	Prior to July 1, 2021 – 10.30% After July 1, 2021 – 10.80%
T-G	On or after July 1, 2019	5.50% base rate with shared risk provision	2.75%	Prior to July 1, 2021 – 8.25% After July 1, 2021 – 9.00%
T-H	On or after July 1, 2019	4.50% base rate with shared risk provision	3.00%	Prior to July 1, 2021 – 7.50% After July 1, 2021 – 8.25%
DC	On or after July 1, 2019	N/A	7.50%	7.50%

A summary of the shared risk parameters by membership class is presented below:

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

Employer Contributions

The School's contractually required annual contribution is based on an actuarially determined amount that, when combined with the 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. For the year ended June 30, 2024, the rate of the employer contribution was 33.09% of covered payroll. The School's contribution to PSERS for pension contributions for the year ended June 30, 2024 was \$471,127.

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2024, the School reported a liability of \$4,271,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, 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 July 1, 2022 to June 30, 2023. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2023, the School's proportion was 0.0096%, which was a decrease of 0.0003% from its proportion measured as of June 30, 2022.

For the year ended June 30, 2024, the School recognized a pension expense of \$104,496. At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ 121,000	\$ -
Changes in assumptions	64,000	-
Difference between actual and expected experience	1,000	58,000
Changes in proportion of the School's amount of the total pension liability	46,000	124,000
Difference between the School's contributions and proportionate share of total contributions	8,063	-
Contributions subsequent to the date of measurement	471,127	-
	<u>\$ 711,190</u>	<u>\$ 182,000</u>

Deferred outflows of resources resulting from the School's contributions subsequent to the measurement date which will be recognized as a reduction of the net pension liability in the year

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

ended June 30, 2025 were \$471,127. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,

2025	\$ 10,758
2026	(91,242)
2027	97,547
2028	39,000
	<u>\$ 56,063</u>

Actuarial Assumptions

The total pension liability as of June 30, 2023 was determined by rolling forward the system's total pension liability as of the June 30, 2022 actuarial valuation to June 30, 2023 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method – entry-age normal, level percentage of pay
- Investment return – 7.00%, including inflation of 2.5%
- Salary growth – effective average of 4.50%, which reflects on allowance for inflation of 2.50% for real wage growth and 2.00% for merit or seniority increases
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- The discount rate used to measure the total pension liability was 7.00% as of June 30, 2022 and June 30, 2023.

The long-term expected rate of return on pension plan investments was determined using the 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 of Directors. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

A schedule of plan investments by asset class, target allocations, and long-term expected real rate of return is as follows:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-term Expected Real Rate of Return</u>
Global public equity	30.0%	5.2%
Private equity	12.0%	7.9%
Fixed income	33.0%	3.2%
Commodities	7.5%	2.7%
Absolute return	4.0%	4.0%
Infrastructure/MLPs	10.0%	5.4%
Real estate	11.0%	5.7%
Cash	3.0%	1.2%
Leverage	(10.5%)	1.2%
	<u>100.0%</u>	

The above was 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, 2023.

Discount Rate

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

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

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
School's proportionate share of the net pension liability	\$ 5,536,000	\$ 4,271,000	\$ 3,203,000

Pension Plan Fiduciary Net Position

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

NOTE 11 403(b) RETIREMENT PLAN

In addition to the PSERS plan, the School also provides a 403(b) retirement plan for full-time employees that do not participate in PSERS. Non-PSERS employees participate from the date of employment, with a mandatory minimum contribution of 5%. The School will match the employees' contributions dollar for dollar up to 5% of their compensation. School contributions to the plan for the year ended June 30, 2024 approximated \$484,240.

NOTE 12 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN

Health Insurance Premium Assistance Program

The School contributes to the Health Insurance Premium Assistance Program ("Premium Assistance"), which is a governmental cost sharing, multiple-employer other postemployment benefits ("OPEB") plan for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the health insurance account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive Premium Assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive Premium Assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2023, 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 24½ or more years of service, or
- Are a disability retiree, or

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 12 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

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

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

- Attain Medicare eligibility with 24½ or more eligibility points, or
- Have 15 or more eligibility points and terminated after age 67, and
- Have received all or part of their distributions.

OPEB Plan Description

The PSERS is a government 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. The PSERS issues a publicly available financial report that can be obtained at www.psers.pa.gov.

Benefits Provided

Participating eligible retirees are entitled to receive Premium Assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive Premium Assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. Benefit terms may be amended by passing bills in the Pennsylvania Senate and House of Representatives and sending them to the Governor for approval.

Employer Contributions

The School's contractually required annual contribution is based on an actuarially determined amount that, when combined with the 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. For the year ended June 30, 2024, the rate of the employer contributions was 0.64% of covered payroll. The School's health insurance assistance contribution to PSERS for the year ended June 30, 2024 was \$9,112.

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

At June 30, 2024, the School reported a liability of \$172,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2023, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the system's

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 12 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

total OPEB liability as of June 30, 2021 to June 30, 2023. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2023, the School's proportion was 0.0095%, which was decrease of 0.0004% from its proportion measured as of June 30, 2022.

For the year ended June 30, 2024, the School recognized an OPEB credit of \$44,020. At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in assumptions	\$ 15,000	\$ 33,000
Changes in proportions	4,000	59,000
Net difference between expected and actual experience	1,000	2,000
Difference between employer contributions and proportionate share of total contributions	-	120
Contributions subsequent to the measurement date	9,112	-
	<u>\$ 29,112</u>	<u>\$ 94,120</u>

Change in Assumptions: The discount rate used to measure the total OPEB liability increased to 4.13% as of June 30, 2023 from 4.09% as of June 30, 2022.

An amount of \$9,112 is reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2025. Other amounts reported as deferred inflows and deferred outflows of resources related to OPEB will be recognized in the OPEB expense as follows:

Year Ended June 30,

2025	\$ (33,021)
2026	(19,021)
2027	(13,021)
2028	(7,021)
2029	(2,036)
	<u>\$ (74,120)</u>

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 12 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Actuarial Assumptions

The total OPEB liability as of June 30, 2023 was determined by rolling forward the system's total OPEB liability as of the June 30, 2022 actuarial valuation to June 30, 2023 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method – entry age normal, level percentage of pay
- Investment return – 4.13%, S&P 20-year Municipal Bond Rate
- Salary growth – effective average of 4.50%, comprised of inflation of 2.50%, and 2.00% for real wage growth and for merit or seniority increases
- Premium Assistance reimbursement is capped at \$1,200 per year.
- Assumed healthcare cost trends were applied to retirees with less than \$1,200 in Premium Assistance per year.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Participation rate:
 - Eligible retirees will elect to participate pre-age 65 at 50%.
 - Eligible retirees will elect to participate post-page 65 at 70%.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2021 determined the employer contribution rate for fiscal year 2023.
- 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 Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Mortality Improvement Scale

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

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 12 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-term Expected Real of Return</u>
Cash	100.0%	1.2%
	<u>100.0%</u>	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2023.

Discount Rate

The discount rate used to measure the total OPEB liability was 4.13%. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments; therefore, the plan is considered a "pay-as-you-go" plan. A discount rate of 4.13%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2023, was applied to all projected benefit payments to measure the total OPEB liability.

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

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2023, 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, 2023, 92,677 retirees were receiving the maximum amount allowed of \$1,200 per year, and 522 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on healthcare cost trends as depicted below.

The following presents the system's net OPEB liability for June 30, 2023, calculated using current healthcare cost trends, as well as what the system's net OPEB liability would be if its healthcare cost trends were one percentage point lower or one percentage point higher than the current rate:

	<u>1% Decrease</u>	<u>Current Trend Rate</u>	<u>1% Increase</u>
School's proportionate share of the net OPEB liability	\$ 172,000	\$ 172,000	\$ 172,000

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 12 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

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

The following presents the net OPEB liability, calculated using the discount rate of 4.13%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (3.13%) or one percentage-point higher (5.13%) than the current rate:

	1% Decrease 3.13%	Current Discount Rate 4.13%	1% Increase 5.13%
School's proportionate share of the net OPEB liability	\$ 194,000	\$ 172,000	\$ 153,000

OPEB Plan Fiduciary Net Position

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

NOTE 13 RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There has been no significant reduction in insurance coverage of the School's policies. Settled claims resulting from these risks have not exceeded commercial insurance coverage in the past year.

NOTE 14 EXCESS OF EXPENDITURES OVER APPROPRIATIONS

The following general fund functions incurred expenditures in excess of appropriations in the following amounts for the year ended June 30, 2024:

Noninstructional services	\$ 27,339
Capital outlays	288,529
Instruction	1,040,671

The excess of expenditures over appropriations was financed in part by savings in other budgeted line items.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 15 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through December 18, 2024, the date the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY INFORMATION

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
Pennsylvania Public School Employees' Retirement System (PSERS)

	MEASUREMENT DATE									
	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
School's proportion of the net pension liability	0.0096%	0.0099%	0.0097%	0.0099%	0.0121%	0.0145%	0.0193%	0.0263%	0.0425%	0.0445%
School's proportion of the net pension liability - dollar value	\$ 4,271,000	\$ 4,401,000	\$ 3,982,000	\$ 4,875,000	\$ 5,661,000	\$ 6,961,000	\$ 9,532,000	\$ 13,033,000	\$ 18,409,000	\$ 17,614,000
School's covered employee payroll	\$ 1,497,896	\$ 1,433,086	\$ 1,393,104	\$ 1,310,546	\$ 1,678,163	\$ 1,918,393	\$ 2,357,832	\$ 3,397,584	\$ 5,174,424	\$ 5,672,312
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	285.13%	307.10%	285.84%	371.98%	337.33%	362.86%	404.27%	383.60%	355.77%	310.53%
Plan fiduciary net position as a percentage of the total pension liability	61.85%	61.34%	63.67%	54.32%	55.66%	54.00%	51.84%	50.14%	54.36%	57.24%

Note: The above information is presented as of the Plan's measurement date.

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS
Pennsylvania Public School Employees' Retirement System (PSERS)**

	<u>June 30, 2024</u>	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Contractually required contribution	\$ 471,127	\$ 513,928	\$ 487,106	\$ 466,829	\$ 437,198	\$ 547,081	\$ 608,898	\$ 688,487	\$ 849,396	\$ 1,060,757
Contributions in relation to the contractually required contribution	<u>471,127</u>	<u>513,928</u>	<u>487,106</u>	<u>466,829</u>	<u>437,198</u>	<u>547,081</u>	<u>608,898</u>	<u>688,487</u>	<u>849,396</u>	<u>1,060,757</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 1,423,775	\$ 1,497,896	\$ 1,433,086	\$ 1,393,104	\$ 1,310,546	\$ 1,678,163	\$ 1,918,393	\$ 2,357,832	\$ 3,397,584	\$ 5,174,424
Contributions as a percentage of covered employee payroll	33.09%	34.31%	33.99%	33.51%	33.36%	32.60%	31.74%	29.20%	25.00%	20.50%

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
Pennsylvania Public School Employees' Retirement System (PSERS)**

	MEASUREMENT DATE						
	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
School's proportion of the net OPEB liability	0.0095%	0.0099%	0.0097%	0.0099%	0.0121%	0.0145%	0.0193%
School's proportion of the net OPEB liability - dollar value	\$ 172,000	\$ 182,000	\$ 228,000	\$ 214,000	\$ 257,000	\$ 302,000	\$ 393,000
School's covered employee payroll	\$ 1,497,896	\$ 1,433,086	\$ 1,393,104	\$ 1,310,546	\$ 1,678,163	\$ 1,918,393	\$ 2,357,832
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	11.48%	12.70%	16.37%	16.33%	15.31%	15.74%	16.67%
Plan fiduciary net position as a percentage of the total OPEB liability	7.22%	6.86%	5.30%	5.69%	5.56%	5.56%	5.73%

Note: The above information is presented as of the Plan's measurement date.

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS
Pennsylvania Public School Employees' Retirement System (PSERS)**

	<u>June 30, 2024</u>	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Contractually required contribution	\$ 9,112	\$ 11,234	\$ 11,465	\$ 11,423	\$ 11,009	\$ 13,929	\$ 15,923
Contributions in relation to the contractually required contribution	<u>9,112</u>	<u>11,234</u>	<u>11,465</u>	<u>11,423</u>	<u>11,009</u>	<u>13,929</u>	<u>15,923</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 1,423,755	\$ 1,497,896	\$ 1,433,086	\$ 1,393,104	\$ 1,310,546	\$ 1,678,163	\$ 1,918,393
Contributions as a percentage of covered employee payroll	0.64%	0.75%	0.80%	0.82%	0.84%	0.83%	0.83%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

SINGLE AUDIT SUPPLEMENT



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

December 18, 2024

To the Board of Trustees
Achievement House Cyber Charter School
Exton, 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 the Achievement House Cyber Charter School ("the School"), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated December 18, 2024.

Report on Internal Control Over Financial Reporting

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

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

To the Board of Trustees
Achievement House Cyber Charter School

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

Report on Compliance and Other Matters

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

Purpose of This Report

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


BARBACANE, THORNTON & COMPANY LLP



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

December 18, 2024

To the Board of Trustees
Achievement House Cyber Charter School
Exton, Pennsylvania

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited the Achievement House Cyber Charter School's ("the School") compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on the School's major federal program for the year ended June 30, 2024. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2024.

Basis for Opinion on the Major Federal Program

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

To the Board of Trustees
Achievement House Cyber Charter School

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

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

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

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

To the Board of Trustees
Achievement House Cyber Charter School

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

Report on Internal Control Over Compliance

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

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

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

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

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

**ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2024**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Source Code	Federal ALN	Pass-Through Grantor's Number	Grant Period Beginning/ Ending Date	Total Received for the Year	Accrued (Unearned) Revenue at July 1, 2023	Recognized Revenue	Federal Expenditures	Accrued (Unearned) Revenue at June 30, 2024	Amount Passed Through to Subrecipient
U.S. Department of Education										
Passed through Pennsylvania Department of Education										
Title I - Improving Basic Programs	I	84.010	013-231050	8/28/23-9/30/24	\$ 464,855	\$ -	\$ 547,957	\$ 547,957	\$ 83,102	\$ -
School Improvement Grant	I	84.010	042-231050	8/28/23-9/30/24	75,000	-	75,000	75,000	-	-
Total ALN 84.010					539,855	-	622,957	622,957	83,102	-
Title II - Supporting Effective Instruction	I	84.367	020-221050	8/10/22-9/30/23	5,922	5,922	-	-	-	-
Title II - Supporting Effective Instruction	I	84.367	020-231050	8/28/23-9/30/24	33,876	-	41,654	41,654	7,778	-
Total ALN 84.367					39,798	5,922	41,654	41,654	7,778	-
Title IV, Part A - Student Support and Academic Enrichment	I	84.424	144-231050	8/10/22-9/30/23	4,606	4,606	-	-	-	-
Title IV, Part A - Student Support and Academic Enrichment	I	84.424	144-241050	8/28/23-9/30/24	27,114	-	31,633	31,633	4,519	-
Total ALN 84.424					31,720	4,606	31,633	31,633	4,519	-
American Rescue Plan - Elementary and Secondary School Emergency Relief	I	84.425U	223-211050	3/13/20-9/30/24	862,473	153,281	709,192	709,192	-	-
American Rescue Plan - ARP ESSER After School	I	84.425U	225-211050	3/13/20-9/30/24	41,896	27,843	9,889	9,889	(4,164)	-
American Rescue Plan - ARP ESSER Learning Loss	I	84.425U	225-211050	3/13/20-9/30/24	8,379	(13,167)	21,946	21,946	400	-
American Rescue Plan - ARP ESSER Summer School	I	84.425U	225-211050	3/13/20-9/30/24	8,379	(701)	9,480	9,480	400	-
American Rescue Plan - ARP ESSER Homeless Children and Youth	I	84.425U	181-212003	3/13/20-9/30/24	-	(5,629)	2,700	2,700	(2,929)	-
Total ALN 84.425					921,127	161,627	753,207	753,207	(6,293)	-
Passed through Chester County Intermediate Unit										
Title III - English Language Acquisition State Grants	I	84.365	N/A	7/1/22-9/30/23	4,917	4,917	-	-	-	-
Title III - English Language Acquisition State Grants	I	84.365	N/A	8/28/23-9/30/24	-	-	120	120	120	-
Total ALN 84.365					4,917	4,917	120	120	120	-
Special Education Cluster										
IDEA Part B - Special Education Grants to States	I	84.027	N/A	7/1/22-9/30/23	255,238	255,238	-	-	-	-
IDEA Part B - Special Education Grants to States	I	84.027	N/A	8/28/23-9/30/24	-	-	315,572	315,572	315,572	-
Total Special Education Cluster (ALN 84.027)					255,238	255,238	315,572	315,572	315,572	-
Total U.S. Department of Education					1,792,655	432,310	1,765,143	1,765,143	404,798	-
Total Expenditures of Federal Awards					\$ 1,792,655	\$ 432,310	\$ 1,765,143	\$ 1,765,143	\$ 404,798	\$ -

Source Code:

I = Indirect Funding

See accompanying notes to the schedule of expenditures of federal awards.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A BASIS OF PRESENTATION

The schedule of expenditures of federal awards reflects federal expenditures for all individual grants which were active during the fiscal year.

NOTE B BASIS OF ACCOUNTING

All expenditures included in the schedule of expenditures of federal awards are presented on the basis that expenditures are reported to the respective federal grantor agencies. Accordingly, certain expenditures are recorded when the federal obligation is determined.

NOTE C INDIRECT COST

The School has not elected to use the 10% de minimis indirect cost rate allowed under Uniform Guidance. For the year ended June 30, 2024, there were no indirect costs included in the schedule of expenditures of federal awards.

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PART A – SUMMARY OF AUDITOR’S RESULTS

Financial Statements

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

Unmodified

Internal control over financial reporting:

• Material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
• Significant deficiency(ies) identified?	<u> </u> Yes	<u> X </u> None reported
• Noncompliance material to financial statements noted?	<u> </u> Yes	<u> X </u> No

Federal Awards

Internal control over major program:

• Material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
• Significant deficiency(ies) identified?	<u> </u> Yes	<u> X </u> None reported

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

Unmodified

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

 Yes X No

Identification of major program:

Assistance Listing Number

Name of Federal Program or Cluster

84.425U

Elementary and Secondary School
Emergency Relief

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

\$ 750,000

Auditee qualified as low-risk auditee?

 Yes X No

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RECOMMENDATIONS (CONT'D)

PART B – FINDINGS RELATED TO FINANCIAL STATEMENTS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

PART C – FINDINGS RELATED TO FEDERAL AWARDS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

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

Division of Federal Programs
Consolidated Program Review

2023-2024 School Year

Achievement House CS
600 Eagleview Blvd
Exton, PA 19340

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Don Asplen		☐
Business Manager:	Charter Choices	215-481-9777	☐
Federal Program Coordinator:	Abby Dubinchik, Compliance Officer	215-481-9777	☒
Parent/Family Member:	Roxanne Tinari, Compliance		☒

School Level:

Program Reviewer: Mary Ellen Setlock

Visit Date(s): 04/25/2024

Component I: General Fiscal Requirements

Requirements

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Title IA Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with Title IA allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary.	☐	☐	☒	☐ Waiver request and Carryover Waiver Approval Letter, if over 15%.	<table><tr><th>District Comments</th></tr><tr><td>3/26/2024 5:37:46 PM Other Abby Dubinchik The LEA did not carry over funding.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 11:08:22 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/26/2024 5:37:46 PM Other Abby Dubinchik The LEA did not carry over funding.	Monitor Comments	4/6/2024 11:08:22 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments										
3/26/2024 5:37:46 PM Other Abby Dubinchik The LEA did not carry over funding.										
Monitor Comments										
4/6/2024 11:08:22 PM Monitor Mary Ellen Setlock Met 4/6/24.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area. Sec. 1113	1. LEA appropriately distributed funds to all Title I buildings.	☒	☐	☐	☒ Must include LEA budget with Title I allocation for each Title I building AND must also include a copy of the Title I application within the Consolidated Application to verify allocation by building	District Comments 3/26/2024 5:38:07 PM Other Abby Dubinchik The school is both its own LEA and School. No rank and distribution required. Monitor Comments 4/6/2024 11:15:09 PM Monitor Mary Ellen Setlock Met 5/9/24.
UpdatedfileAchievementRankOrderBldgLevel.pdf						
	2. Schools with more than 75% of students from low-income families must receive services and can only be exempted with a written permission from PDE. LEAs cannot mark this as not applicable for any school that meets this criterion.	☐	☐	☒	☐ List of schools served, building level budgets aligned with Consolidated Application	District Comments 3/26/2024 5:38:22 PM Other Abby Dubinchik The school is both its own LEA and School. No rank and distribution required. Monitor Comments 4/6/2024 11:18:56 PM Monitor Mary Ellen Setlock Met 4/6/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. Pre-kindergarten children are excluded from the poverty count of any school.	☒	☐	☐	☒ PIMS Report on Economically Disadvantaged ☐ Other printed documentation showing Pre-K excluded from enrollment counts	District Comments 4/2/2024 8:19:22 AM Director of Pupil Services Stefani Frank AHCCS does not serve pre-Kindergarten children. Monitor Comments 4/6/2024 11:17:26 PM Monitor Mary Ellen Setlock Met 4/6/24.
oct1acs23-24.pdf						
Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113(c)(3), 42 U.S.C. 11432, 1116(a)(3)	1A. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.	☒	☐	☐	☒ Must include statement of expenditures for the Homeless set aside AND must also include Consolidated Application Reservation of Funds page	Monitor Comments 4/6/2024 11:18:18 PM Monitor Mary Ellen Setlock Met 4/6/24. 4/6/2024 11:19:41 PM Monitor Mary Ellen Setlock Met 4/6/24.
AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx AHCCS_TitleIFA_FY23-24_ReservationOfFunds.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If the LEA has a Homeless Liaison paid with federal funds, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments 3/26/2024 6:14:09 PM Other Abby Dubinchik No funds reserved for homeless liaison. Monitor Comments 4/6/2024 11:19:55 PM Monitor Mary Ellen Setlock Met 4/6/24.
	2A. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	☐	☐	☒	☐ Must include statement of expenditures for the Foster set aside AND must also include Consolidated Application Reservation of Funds page	District Comments 3/26/2024 6:14:29 PM Other Abby Dubinchik No funds reserved for foster care students. Monitor Comments 4/6/2024 11:20:08 PM Monitor Mary Ellen Setlock Met 4/6/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2B. If the LEA has a Foster Care Liaison paid with federal funds, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments 3/26/2024 6:15:07 PM Other Abby Dubinchik No funds spent on Foster Care Liaison. Monitor Comments 4/6/2024 11:20:20 PM Monitor Mary Ellen Setlock Met 4/6/24.
	3. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)	☐	☐	☒	☐ Spreadsheet demonstrating calculations	District Comments 3/26/2024 6:15:33 PM Other Abby Dubinchik LEA does not use the Salary and Fringe Benefit set aside Monitor Comments 4/6/2024 11:20:30 PM Monitor Mary Ellen Setlock Met 4/6/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	4A. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set -aside Reservation of Funds worksheet.	☐	☐	☒	☐ Must include statement of expenditures for each set aside AND must also include LEA Title IA budget	District Comments 3/26/2024 6:16:03 PM Other Abby Dubinchik LEA does not use other optional set asides as described here. Monitor Comments 4/6/2024 11:20:37 PM Monitor Mary Ellen Setlock Met 4/6/24.
	4B. If the LEA reserved funds for State and Federal Liaison, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments 3/26/2024 6:16:19 PM Other Abby Dubinchik LEA does not reserve funds for State and Federal Liaison. Monitor Comments 4/6/2024 11:20:47 PM Monitor Mary Ellen Setlock Met 4/6/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	4C. If the LEA reserved funds for Pre-K Programs and uses federal funds for staff salaries and/or benefits, time documentation was completed. • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	<table><tr><th>District Comments</th></tr><tr><td>3/26/2024 6:16:44 PM Other Abby Dubinchik LEA does not reserve funds for Pre-K Programs.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 11:26:11 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/26/2024 6:16:44 PM Other Abby Dubinchik LEA does not reserve funds for Pre-K Programs.	Monitor Comments	4/6/2024 11:26:11 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments										
3/26/2024 6:16:44 PM Other Abby Dubinchik LEA does not reserve funds for Pre-K Programs.										
Monitor Comments										
4/6/2024 11:26:11 PM Monitor Mary Ellen Setlock Met 4/6/24.										
	5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	☐	☐	☒	☐ Statement of expenditures for Neglected Institution	<table><tr><th>District Comments</th></tr><tr><td>3/26/2024 6:16:59 PM Other Abby Dubinchik LEA does not reserve funds for Neglected Institution served.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 11:21:02 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/26/2024 6:16:59 PM Other Abby Dubinchik LEA does not reserve funds for Neglected Institution served.	Monitor Comments	4/6/2024 11:21:02 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments										
3/26/2024 6:16:59 PM Other Abby Dubinchik LEA does not reserve funds for Neglected Institution served.										
Monitor Comments										
4/6/2024 11:21:02 PM Monitor Mary Ellen Setlock Met 4/6/24.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IA Sec. 5103(b)	1A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IA, this can be marked NA.	☒	☐	☐	☒ Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	Monitor Comments 4/6/2024 11:21:53 PM Monitor Mary Ellen Setlock Met 4/6/24.
AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx AHCCS_TitleIFA_FY23-24_Transferability.pdf						
	1B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☒	☐	☐	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☒ Semi-annual time certifications for staff working on one cost objective	Monitor Comments 4/6/2024 11:22:23 PM Monitor Mary Ellen Setlock Met 4/6/24.
AHCCS_FY23-24_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IIA	2A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IIA, this can be marked NA.	☐	☐	☒	☐ Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	District Comments 3/26/2024 6:35:18 PM Other Abby Dubinchik No funds transferred into Title II. Monitor Comments 4/6/2024 11:22:49 PM Monitor Mary Ellen Setlock Met 4/6/24.
	2B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments 3/26/2024 6:35:24 PM Other Abby Dubinchik No funds transferred into Title II. Monitor Comments 4/6/2024 11:23:00 PM Monitor Mary Ellen Setlock Met 4/6/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IIIA	3A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IIIA, this can be marked NA.	☐	☐	☒	☐ Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	District Comments
						3/27/2024 11:01:10 AM Other Abby Dubinchik School does not run its own Title III program. Chester County IU 24 provides Title III services for students at the school.
						Monitor Comments
						4/6/2024 11:23:11 PM Monitor Mary Ellen Setlock Met 4/6/24.
	3B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments
						3/27/2024 10:54:53 AM Other Abby Dubinchik School does not run its own Title III program. Chester County IU 24 provides Title III services for students at the school.
						Monitor Comments
						4/6/2024 11:23:27 PM Monitor Mary Ellen Setlock Met 4/6/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IVA	4A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IVA, this can be marked NA.	☐	☐	☒	☐ Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	District Comments 3/26/2024 6:46:52 PM Other Abby Dubinchik No funds transferred into Title IV. Monitor Comments 4/6/2024 11:23:38 PM Monitor Mary Ellen Setlock Met 4/6/24.
	4B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments 3/26/2024 6:47:02 PM Other Abby Dubinchik No funds transferred into Title IV. Monitor Comments 4/6/2024 11:23:48 PM Monitor Mary Ellen Setlock Met 4/6/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Comparability The LEA complies with the comparability provisions of Title IA. Sec. 1118(c)	1. Title IA Comparability Report comparing Title IA. schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15.	☒	☐	☐	☐ Detailed Data Sheet and Assurance page ☒ Assurance page for those LEAs that are exempt.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 11:24:18 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	Monitor Comments	4/6/2024 11:24:18 PM Monitor Mary Ellen Setlock Met 4/6/24.		
Monitor Comments										
4/6/2024 11:24:18 PM Monitor Mary Ellen Setlock Met 4/6/24.										
AHCCSComparabilityAssurances23-24.pdf										
	2. For LEAs that are required to complete the Detailed Data Sheet, data must be uploaded to ensure information submitted in the Comparability site, Detailed Data Sheet matches.	☐	☐	☒	☐ Enrollment data used to complete Detailed Data Sheet	<table><tr><th>District Comments</th></tr><tr><td>3/26/2024 6:49:10 PM Other Abby Dubinchik LEA not required to upload detailed data sheet.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 11:24:30 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/26/2024 6:49:10 PM Other Abby Dubinchik LEA not required to upload detailed data sheet.	Monitor Comments	4/6/2024 11:24:30 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments										
3/26/2024 6:49:10 PM Other Abby Dubinchik LEA not required to upload detailed data sheet.										
Monitor Comments										
4/6/2024 11:24:30 PM Monitor Mary Ellen Setlock Met 4/6/24.										
Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	1. Title IIA the LEA approved budget and records of expenditures of Title IIA funds match.	☒	☐	☐	☒ Must include statement of Expenditures for Title IIA AND must also include LEA Title IIA budget.	<table><tr><th>District Comments</th></tr><tr><td>3/27/2024 10:56:44 AM Other Abby Dubinchik All of the Title IIA funds were transferred into Title I. (NO BUDGET for Title IIA).</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 11:25:19 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/27/2024 10:56:44 AM Other Abby Dubinchik All of the Title IIA funds were transferred into Title I. (NO BUDGET for Title IIA).	Monitor Comments	4/6/2024 11:25:19 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments										
3/27/2024 10:56:44 AM Other Abby Dubinchik All of the Title IIA funds were transferred into Title I. (NO BUDGET for Title IIA).										
Monitor Comments										
4/6/2024 11:25:19 PM Monitor Mary Ellen Setlock Met 4/6/24.										
AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	1. Title IIIA the LEA approved budget and records of expenditures of Title IIIA funds match.	☐	☐	☒	☐ Must include statement of Expenditures for Title IIIA AND must also include LEA Title IIIA budget.	<table><tr><th>District Comments</th></tr><tr><td>3/27/2024 11:02:01 AM Other Abby Dubinchik School does not run its own Title III program. Chester County IU 24 provides Title III services for students at the school.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 11:25:35 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/27/2024 11:02:01 AM Other Abby Dubinchik School does not run its own Title III program. Chester County IU 24 provides Title III services for students at the school.	Monitor Comments	4/6/2024 11:25:35 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments										
3/27/2024 11:02:01 AM Other Abby Dubinchik School does not run its own Title III program. Chester County IU 24 provides Title III services for students at the school.										
Monitor Comments										
4/6/2024 11:25:35 PM Monitor Mary Ellen Setlock Met 4/6/24.										
Supplement/Supplant Sec. 1118(b)	1. Title IVA - The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.	☐	☐	☒	☒ Must include statement of Expenditures for Title IVA AND must also include LEA Title IVA budget.	<table><tr><th>District Comments</th></tr><tr><td>3/27/2024 11:03:10 AM Other Abby Dubinchik All Title IV funds have been transferred into Title IA.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 11:25:45 PM Monitor Mary Ellen Setlock Met 4/6/24. Expenditure statements uploaded in prior items and discussed during monitoring.</td></tr></table>	District Comments	3/27/2024 11:03:10 AM Other Abby Dubinchik All Title IV funds have been transferred into Title IA.	Monitor Comments	4/6/2024 11:25:45 PM Monitor Mary Ellen Setlock Met 4/6/24. Expenditure statements uploaded in prior items and discussed during monitoring.
District Comments										
3/27/2024 11:03:10 AM Other Abby Dubinchik All Title IV funds have been transferred into Title IA.										
Monitor Comments										
4/6/2024 11:25:45 PM Monitor Mary Ellen Setlock Met 4/6/24. Expenditure statements uploaded in prior items and discussed during monitoring.										

Component II: Uniform Grant Guidance (UGG)

Requirements

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Audits The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months. UGG Sec 200.501	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	☒	☐	☐	☒ Two most recent audit reports	Monitor Comments 4/7/2024 8:44:22 AM Monitor Mary Ellen Setlock Met 4/7/24. There were no Federal findings on the two most recent audits.
AuditFY2022.pdf AuditFY2023.pdf						
Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved/submit date.	☒	☐	☐	☒ Title IA, Title IIA, Title IIIA and/or Title IVA expenditures, showing very 1st expense using current years funds.	Monitor Comments 4/7/2024 8:45:16 AM Monitor Mary Ellen Setlock Met 4/7/24. Approval date was 8/28/23, and obligation of funds begins on 9/1/24.
AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior).	☒	☐	☐	☐ Federal Program document(s) (i.e., invoices paid from federal funds) from up to 7 years ago. ☒ Record retention policy that includes how federal program records are maintained AND screenshot of federal files/records. ☐ Photo of files/records	<table><tr><th>Monitor Comments</th></tr><tr><td>4/7/2024 8:52:46 AM Monitor Mary Ellen Setlock Met 4/24/24.</td></tr></table>	Monitor Comments	4/7/2024 8:52:46 AM Monitor Mary Ellen Setlock Met 4/24/24.
Monitor Comments								
4/7/2024 8:52:46 AM Monitor Mary Ellen Setlock Met 4/24/24.								
RecordsRetentionPolicy-signed.pdf Snapshot17-18records.PNG								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Conflict of Interest Policy UGG Sec 200.112	1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes: - Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) - Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) - Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) - Mandatory Disclosure- (potential conflict disclosed in writing)	☒	☐	☐	☒ Board Approved policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest <i>The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.</i>	<table><tr><th>Monitor Comments</th></tr><tr><td>4/7/2024 8:54:18 AM Monitor Mary Ellen Setlock Met 4/7/24.</td></tr></table>	Monitor Comments	4/7/2024 8:54:18 AM Monitor Mary Ellen Setlock Met 4/7/24.
Monitor Comments								
4/7/2024 8:54:18 AM Monitor Mary Ellen Setlock Met 4/7/24.								

ConflictofInterestPolicy2023.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Allowability of Costs Procedures UGG Sec 200.403	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the LEA expends its funds the procedures must include the following cost principles: - Necessary, reasonable, and allocable - Conform with federal law and grant terms. - Consistent with state and local policies. - Adequately documented.	☒	☐	☐	☒ Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.	Monitor Comments 4/7/2024 8:55:24 AM Monitor Mary Ellen Setlock Met 4/7/24.
AllowabilityofCostPolicy2023.pdf						
Procurement Procedures UGG Sec 200.320, 200.88	1. Procurement the LEA maintains purchasing procedures. - Micro-purchases (purchase up to \$10,000) - Small Purchase (between \$10,000-\$250,000) - Sealed Bids (purchases over \$250,000 with formal advertising) - Competitive Proposals (more than one source submitting a proposal) - Non-competitive Proposals i.e., Sole Source (Solicitation of a proposal from only one source)	☒	☐	☐	☒ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels.	Monitor Comments 4/7/2024 8:56:34 AM Monitor Mary Ellen Setlock Met 4/7/24.
ProcurementUsingFederalFundsPolicy2023_Attachment1April2024.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Implementation of Procurement Procedures. Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	☐	☐	☒	☐ Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services	District Comments 3/27/2024 11:18:05 AM Other Abby Dubinchik Not effective until 24-25 Monitor Comments 4/7/2024 8:56:47 AM Monitor Mary Ellen Setlock Met 4/7/24.
Cash Management Procedures UGG Sec. 200.305	1. Cash Management the LEA must maintain written procedures to implement the following cash management requirements: - Reimbursements explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds. - Advances explain what happens if the LEA receives advance payments of federal grant funds. - Interest explain how the LEA will manage interest earned on federal grant awards.	☒	☐	☐	☒ Cash Management Procedures are available that address all three components.	Monitor Comments 4/7/2024 8:57:53 AM Monitor Mary Ellen Setlock Met 4/7/24.
CashManagementPolicy2023.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Travel Reimbursement Policy UGG Sec. 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable. - Types of travel (single day, overnight or out-of-state) - What expenses may be reimbursed (food, lodging, transportation, airfare) - What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)	☒	☐	☐	☒ Board approved policy - Policy does not have to be specific to federal funds.	Monitor Comments
						4/7/2024 9:00:50 AM Monitor Mary Ellen Setlock Met 5/9/24.
TravelReimbursementPolicy.pdf Updated-TravelReimbursementPolicy.pdf						
	2. Implementation of Travel Reimbursement Policy Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	☐	☐	☒	☐ Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.	District Comments
						3/27/2024 11:28:33 AM Other Abby Dubinchik Not effective until 24-25
						Monitor Comments
						4/7/2024 9:27:31 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454	1. LEA must obtain prior written approval for the following expenditures: - Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) - Out of State Travel for workshops/conferences (200.474) - Entertainment Costs (200.438) - Equipment (200.439) - Student Activity Costs - Memberships, subscriptions, and Professional Activities (200.454)	☐	☐	☒	☐ Items were included in approved consolidated application budgets and/or narratives. ☐ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.	District Comments 3/27/2024 11:29:21 AM Other Abby Dubinchik No expenditures requiring prior approval Monitor Comments 4/7/2024 9:01:05 AM Monitor Mary Ellen Setlock Met 4/7/24.
Time and Effort Procedures	1. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be established to ensure effective internal control over the federal awards.	☒	☐	☐	☒ Written Procedure for Time and Effort (do not need board approval). Please note: Federal Fiscal Compliance Policy 626 does not meet this requirement.	Monitor Comments 4/7/2024 9:02:07 AM Monitor Mary Ellen Setlock Met 4/7/24.
TimeandEffortProcedures_2-28-2021.docx						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☒	☐	☐	☒ Semi-annual time certifications	Monitor Comments 4/7/2024 9:02:52 AM Monitor Mary Ellen Setlock Met 4/7/24.
AHCCS_FY23-24_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf						
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Time logs ☐ Staff schedules	District Comments 3/27/2024 11:31:16 AM Other Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives.
						Monitor Comments 4/7/2024 9:03:07 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☒	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments 3/27/2024 11:31:37 AM Other Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives. Monitor Comments 4/7/2024 9:03:29 AM Monitor Mary Ellen Setlock Met 4/7/24.
	4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☒	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	District Comments 3/27/2024 11:32:33 AM Other Abby Dubinchik All personnel funded are employees of the LEA. Monitor Comments 4/7/2024 9:03:49 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☒	☐	☐	☒ Semi-annual time certifications	Monitor Comments 4/7/2024 9:04:18 AM Monitor Mary Ellen Setlock Met 4/7/24.
AHCCS_FY23-24_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf						
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☒	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments 3/27/2024 11:34:03 AM Other Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives.
						Monitor Comments 4/7/2024 9:04:31 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Time logs ☐ Staff schedules	District Comments 3/27/2024 11:34:12 AM Other Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives. Monitor Comments 4/7/2024 9:04:42 AM Monitor Mary Ellen Setlock Met 4/7/24.
	4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☒	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	District Comments 3/27/2024 11:34:23 AM Other Abby Dubinchik All personnel funded are employees of the LEA. Monitor Comments 4/7/2024 9:05:00 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIIA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☒	☐ Semi-annual time certifications	District Comments 3/27/2024 11:35:55 AM Other Abby Dubinchik LEA does not run their own Title III program.
						Monitor Comments 4/7/2024 9:05:16 AM Monitor Mary Ellen Setlock Met 4/7/24.
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☒	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments 3/27/2024 11:36:10 AM Other Abby Dubinchik LEA does not run their own Title III program.
						Monitor Comments 4/7/2024 9:05:35 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Time logs ☐ Staff schedules	District Comments 3/27/2024 11:36:22 AM Other Abby Dubinchik LEA does not run their own Title III program. Monitor Comments 4/7/2024 9:05:49 AM Monitor Mary Ellen Setlock Met 4/7/24.
	4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☒	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	District Comments 3/27/2024 11:36:42 AM Other Abby Dubinchik LEA does not run their own Title III program. Monitor Comments 4/7/2024 9:06:04 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IVA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☒	☐	☐	☒ Semi-annual time certifications	Monitor Comments
						4/7/2024 9:06:27 AM Monitor Mary Ellen Setlock Met 4/7/24.
AHCCS_FY23-24_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf						
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☒	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments
						3/27/2024 11:52:23 AM Other Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives.
						Monitor Comments
						4/7/2024 9:06:42 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Time logs ☐ Staff schedules	District Comments 3/27/2024 11:53:27 AM Other Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives. Monitor Comments 4/7/2024 9:07:10 AM Monitor Mary Ellen Setlock Met 4/7/24.
	4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☒	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	District Comments 3/27/2024 11:53:42 AM Other Abby Dubinchik All personnel funded are employees of the LEA. Monitor Comments 4/7/2024 9:07:28 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	☐	☐	☒	☐ UGG compliant inventory log of items purchased with Title I A.	District Comments 3/27/2024 11:54:07 AM Other Abby Dubinchik LEA does not purchase equipment with Title I funds.
						Monitor Comments 4/7/2024 9:07:49 AM Monitor Mary Ellen Setlock Met 4/7/24.
	2. LEA conducts a physical inventory of all items every two years.	☐	☐	☒	☐ UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	District Comments 3/27/2024 11:54:17 AM Other Abby Dubinchik LEA does not purchase equipment with Title I funds.
						Monitor Comments 4/7/2024 9:08:09 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	☐	☐	☒	☐ UGG compliant inventory log of items purchased with Title IIA.	District Comments 3/27/2024 11:54:37 AM Other Abby Dubinchik LEA does not purchase equipment with Title II funds.
						Monitor Comments 4/7/2024 9:08:32 AM Monitor Mary Ellen Setlock Met 4/7/24.
	2. LEA conducts a physical inventory of all items every two years.	☐	☐	☒	☐ UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	District Comments 3/27/2024 11:54:54 AM Other Abby Dubinchik LEA does not purchase equipment with Title II funds.
						Monitor Comments 4/7/2024 9:09:21 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIIA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	☐	☐	☒	☐ UGG compliant inventory log of items purchased with Title IIIA.	District Comments 3/27/2024 11:55:08 AM Other Abby Dubinchik LEA does not run their own Title III program.
						Monitor Comments 4/7/2024 9:09:35 AM Monitor Mary Ellen Setlock Met 4/7/24.
	2. LEA conducts a physical inventory of all items every two years.	☐	☐	☒	☐ UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	District Comments 3/27/2024 11:55:14 AM Other Abby Dubinchik LEA does not run their own Title III program.
						Monitor Comments 4/7/2024 9:09:46 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IVA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	☐	☐	☒	☐ UGG compliant inventory log of items purchased with Title IVA.	District Comments 3/27/2024 11:55:32 AM Other Abby Dubinchik LEA does not purchase equipment with Title IV funds.
						Monitor Comments 4/7/2024 9:09:56 AM Monitor Mary Ellen Setlock Met 4/7/24.
	2. LEA conducts a physical inventory of all items every two years.	☐	☐	☒	☐ UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	District Comments 3/27/2024 11:55:37 AM Other Abby Dubinchik LEA does not purchase equipment with Title IV funds.
						Monitor Comments 4/7/2024 9:10:09 AM Monitor Mary Ellen Setlock Met 4/7/24.
Title IA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IA.	☒	☐	☐	☒ Title IA Program Performance Report submitted by the due date of January 5, 2024.	Monitor Comments 4/7/2024 9:12:09 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
22-23TitleIPGReport_EGrants.pdf						
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	☒	☐	☐	☒ Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	Monitor Comments 4/7/2024 9:13:18 AM Monitor Mary Ellen Setlock Met 4/7/24.
BackupSummary_TitleIPerformanceGoalsData22-23SY.docx						
Title IIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IIA.	☒	☐	☐	☒ Title IIA Program Performance Report submitted by the due date of January 5, 2024.	Monitor Comments 4/7/2024 9:14:37 AM Monitor Mary Ellen Setlock Met 4/7/24. These funds were transferred to Title I.
22-23TitleIPGReport_EGrants.pdf						
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	☐	☐	☒	☐ Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	District Comments 3/27/2024 12:12:16 PM Other Abby Dubinchik Transferred Title II to Title I Monitor Comments 4/7/2024 9:14:53 AM Monitor Mary Ellen Setlock Met 4/7/24. These funds were transferred to Title I.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IIIA.	☐	☐	☒	☐ Title IIIA Program Performance Report submitted by the due date of January 5, 2024.	District Comments 3/27/2024 12:12:53 PM Other Abby Dubinchik LEA does not run own Title III program so not required to submit performance goal report.
						Monitor Comments 4/7/2024 9:16:43 AM Monitor Mary Ellen Setlock Met. 4/7/24. LEA does not run their own Title III program so not required to submit performance goal report.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	☐	☐	☒	☐ Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	District Comments 3/27/2024 12:13:16 PM Other Abby Dubinchik LEA does not run own Title III program so not required to submit performance goal report. Monitor Comments 4/7/2024 9:17:13 AM Monitor Mary Ellen Setlock Met. 4/7/24. LEA does not run their own Title III program so not required to submit performance goal report.
Title IVA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IVA.	☒	☐	☐	☒ Title IVA Program Performance Report submitted by the due date of January 5, 2024.	Monitor Comments 4/7/2024 9:15:19 AM Monitor Mary Ellen Setlock Met 4/7/24. These funds were transferred to Title I.
22-23TitleIVPGReport_EGrants.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	☐	☐	☒	☐ Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<table><tr><th>District Comments</th></tr><tr><td>3/27/2024 12:14:20 PM Other Abby Dubinchik Transferred Title IV to Title I</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/7/2024 9:15:42 AM Monitor Mary Ellen Setlock Met 4/7/24. These funds were transferred to Title I.</td></tr></table>	District Comments	3/27/2024 12:14:20 PM Other Abby Dubinchik Transferred Title IV to Title I	Monitor Comments	4/7/2024 9:15:42 AM Monitor Mary Ellen Setlock Met 4/7/24. These funds were transferred to Title I.
District Comments										
3/27/2024 12:14:20 PM Other Abby Dubinchik Transferred Title IV to Title I										
Monitor Comments										
4/7/2024 9:15:42 AM Monitor Mary Ellen Setlock Met 4/7/24. These funds were transferred to Title I.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IA application.	☒	☐	☐	☒ LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	<table><tr><th>Monitor Comments</th></tr><tr><td>4/7/2024 9:23:48 AM Monitor Mary Ellen Setlock Met 5/9/24. Updated evidence provides the questioned lack of listed expenditures. Question? Why don't three of the employees have expenditures listed on the budget document?</td></tr><tr><th>District Comments</th></tr><tr><td>4/29/2024 11:54:37 AM Other Abby Dubinchik Updated file attached.</td></tr></table>	Monitor Comments	4/7/2024 9:23:48 AM Monitor Mary Ellen Setlock Met 5/9/24. Updated evidence provides the questioned lack of listed expenditures. Question? Why don't three of the employees have expenditures listed on the budget document?	District Comments	4/29/2024 11:54:37 AM Other Abby Dubinchik Updated file attached.
Monitor Comments										
4/7/2024 9:23:48 AM Monitor Mary Ellen Setlock Met 5/9/24. Updated evidence provides the questioned lack of listed expenditures. Question? Why don't three of the employees have expenditures listed on the budget document?										
District Comments										
4/29/2024 11:54:37 AM Other Abby Dubinchik Updated file attached.										
AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx updatedfileAHCCS23-24TitleBudgets.xlsx										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIA application.	☒	☐	☐	☒ LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	<table><tr><th>Monitor Comments</th></tr><tr><td>4/7/2024 9:25:43 AM Monitor Mary Ellen Setlock Met 5/9/24. Updated evidence provides the questioned lack of listed expenditures.</td></tr><tr><th>District Comments</th></tr><tr><td>4/29/2024 11:54:45 AM Other Abby Dubinchik Updated file attached.</td></tr></table>	Monitor Comments	4/7/2024 9:25:43 AM Monitor Mary Ellen Setlock Met 5/9/24. Updated evidence provides the questioned lack of listed expenditures.	District Comments	4/29/2024 11:54:45 AM Other Abby Dubinchik Updated file attached.
Monitor Comments										
4/7/2024 9:25:43 AM Monitor Mary Ellen Setlock Met 5/9/24. Updated evidence provides the questioned lack of listed expenditures.										
District Comments										
4/29/2024 11:54:45 AM Other Abby Dubinchik Updated file attached.										
AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx updatedfileAHCCS23-24TitleBudgets.xlsx										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIIA application.	☐	☐	☒	☐ LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	<table><tr><th>District Comments</th></tr><tr><td>3/27/2024 12:15:38 PM Other Abby Dubinchik LEA does not run own Title III program</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/7/2024 9:26:16 AM Monitor Mary Ellen Setlock Met 4/7/24.</td></tr></table>	District Comments	3/27/2024 12:15:38 PM Other Abby Dubinchik LEA does not run own Title III program	Monitor Comments	4/7/2024 9:26:16 AM Monitor Mary Ellen Setlock Met 4/7/24.
District Comments										
3/27/2024 12:15:38 PM Other Abby Dubinchik LEA does not run own Title III program										
Monitor Comments										
4/7/2024 9:26:16 AM Monitor Mary Ellen Setlock Met 4/7/24.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Program Accuracy Verification 2 CFR 200.308(a) and (b) an- The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IVA application.	☒	☐	☐	☒ LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	Monitor Comments 4/7/2024 9:25:03 AM Monitor Mary Ellen Setlock Met 5/9/24. Updated evidence provides the questioned lack of listed expenditures. District Comments 4/29/2024 11:54:55 AM Other Abby Dubinchik Updated file attached.
AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx updatedfileAHCCS23-24TitleBudgets.xlsx						

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2023-2024 School Year
Achievement House CS**

Achievement House Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:		☐
Parent:	Abby Dubinchik, Compliance Officer	☒
Parent:	Roxanne Tinari, Compliance	☒
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:	Mary Ellen Setlock	Visit Date:	4/25/2024

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Time Documentation UGG Sec. 200.430	1. The LEA and Title I School maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☒	☐	☐	☒ Semi-annual time certifications	Monitor Comments 4/7/2024 9:29:14 AM Monitor Mary Ellen Setlock Met 4/7/24.
AHCCS_FY23-24_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf						
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments 3/27/2024 12:17:01 PM Other Abby Dubinchik All employee time documented on semi-annual certifications. Monitor Comments 4/7/2024 9:29:32 AM Monitor Mary Ellen Setlock Met 4/7/24

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. The LEA and Title I School maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Time logs ☐ Staff schedules	District Comments 3/27/2024 12:17:12 PM Other Abby Dubinchik All employee time documented on semi-annual certifications. Monitor Comments 4/7/2024 9:29:42 AM Monitor Mary Ellen Setlock Met 4/7/24
Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting ALL Title IA expenditures.	☒	☐	☐	☒ School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis	Monitor Comments 4/7/2024 9:30:58 AM Monitor Mary Ellen Setlock Met 4/7/24

[AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx](#)

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

Division of Federal Programs
Consolidated Program Review

2023-2024 School Year

Achievement House CS
600 Eagleview Blvd
Exton, PA 19340

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Don Asplen	484-615-6227	☐
Business Manager:	Charter Choices	215-481-9777	☐
Federal Program Coordinator:	Stefani Frank	484-630-1770	☐
Parent/Family Member:	Abby Dubinchik, Compliance Officer		☒

Program(s) Reviewed:

☒ Title IA: Program	☐ Title VI-B REAP
☐ Ed-Flex Waiver: Review	☐ Title VIIIA
☒ Title IIA: Program	☒ School Level
☐ Title IIIA: Program	
☒ Title IVA: Program	

Program Reviewer(s): Mary Ellen Setlock

Program Review Date: 04/25/2024

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1A. For Districts only, Charter Schools mark N/A - Teachers working in a Title IA program are appropriately state certified. Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met. If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	☐	☐	☒	☐ list of staff on emergency permits	District Comments
					3/19/2024 9:05:16 AM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School is a Charter School.
					Monitor Comments
					4/6/2024 9:05:05 PM Monitor Mary Ellen Setlock Met 4/6/24.
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title I funds must ensure that at least 75% of their professional staff have the appropriate state certification.	☒	☐	☐	☒ Submit a list of certified and non-certified professional staff working in a Title IA program (all professional staff if in a schoolwide charter) and the PDE 414 form	Monitor Comments
					4/6/2024 9:28:35 PM Monitor Mary Ellen Setlock Met 4/6/24.
NEWPDE-414Form2023-2024.xlsx					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
2. For all LEAs - All staff paid with federal funds must be appropriately state certified.	☒	☐	☐	☒ list of staff and certifications of all staff being paid with federal funds broken out by building assignment	<table><tr><th>Monitor Comments</th></tr><tr><td>4/24/2024 6:02:10 PM Monitor Mary Ellen Setlock Met 4/24/24.</td></tr></table>	Monitor Comments	4/24/2024 6:02:10 PM Monitor Mary Ellen Setlock Met 4/24/24.
Monitor Comments							
4/24/2024 6:02:10 PM Monitor Mary Ellen Setlock Met 4/24/24.							
TitleIAQuestion2Evidence.xlsx							

Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.	☒	☐	☐	☒ Updated Equity Plan, with dated agenda and corresponding sign-in sheet	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 9:36:20 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	Monitor Comments	4/6/2024 9:36:20 PM Monitor Mary Ellen Setlock Met 4/6/24.
Monitor Comments							
4/6/2024 9:36:20 PM Monitor Mary Ellen Setlock Met 4/6/24.							
EquityPlanEvidence.pdf 2023-2024EquityPlan.pdf							

Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.	☐	☐	☒	☐ Written transportation procedures with signatures	District Comments 3/18/2024 3:27:55 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) is a cyber school and does not provide busing services. Monitor Comments 4/6/2024 9:36:42 PM Monitor Mary Ellen Setlock Met 4/6/24.

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.	☐	☐	☒	☐ MOU, with signatures, uploaded to eGrants. MOU must be dated to demonstrate it was reviewed this year.	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 3:28:57 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has grades 7-12, therefore does not serve elementary students.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 9:38:03 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/18/2024 3:28:57 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has grades 7-12, therefore does not serve elementary students.	Monitor Comments	4/6/2024 9:38:03 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments									
3/18/2024 3:28:57 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has grades 7-12, therefore does not serve elementary students.									
Monitor Comments									
4/6/2024 9:38:03 PM Monitor Mary Ellen Setlock Met 4/6/24.									

Component V: Transition

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA implements strategies to facilitate effective transitions for students.	☒	☐	☐	☒ List of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education and the Consolidated Application Transition and Coordination	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 9:39:55 PM Monitor Mary Ellen Setlock Met 5/9/24.</td></tr></table>	Monitor Comments	4/6/2024 9:39:55 PM Monitor Mary Ellen Setlock Met 5/9/24.
Monitor Comments							
4/6/2024 9:39:55 PM Monitor Mary Ellen Setlock Met 5/9/24.							
Transition-Evidence.pdf updatedfileAchievemnetTransitionandCoordination.pdf							

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
1. LEA has a written Parent and Family Engagement policy that includes the required components below and a description of how the components are met at the LEA. Required Components: - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) - description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance - description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs	☒	☐	☐	☒ LEA Parent and Family Engagement policy that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met. LEA must also upload dated parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy. ☐ LEA Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy.	Monitor Comments 4/6/2024 9:45:19 PM Monitor Mary Ellen Setlock Met 5/9/24.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
- description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: - barriers to greater participation in activities, - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers - strategies to support successful school and family interactions - description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and - description of involvement of parents in the activities of the Title I schools.					
Parent.Family-Question1Evidence.pdf SchoolParentFamilyEngagementPolicy-signed.pdf Updated-23-24AnnualTitle1WorkshopPresentationSlides.pdf Updated-PFEDistributionOptions.pdf Updated-September21,23InformationCircleWorkshopAgenda.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)	☒	☐	☐	☒ Dated agendas and corresponding sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside.	District Comments 3/19/2024 8:43:20 AM Director of Pupil Services Stefani Frank During the parent workshops which are held in September and April each year at both 1pm and 7pm sessions, parents and families are asked for feedback on how they wish to use these funds. A parent survey is also sent out at the end of each year. Monitor Comments 4/24/2024 6:40:41 PM Monitor Mary Ellen Setlock Met 5/9/24.
StaffPDQuestion.pdf Updated-23-24AnnualTitle1WorkshopPresentationSlides.pdf Updated-9.21.2023SignIn.pdf Updated-September21,23InformationCircleWorkshopAgenda.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
3. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following: • supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • supporting programs that reach parents and family members at home, in the community, and at school • disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members • collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement • engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.)	☒	☐	☐	☒ LEA Parent and Family Engagement policy that includes at least one of the five bullets , parent meeting agenda and sign in sheet	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 9:52:58 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	Monitor Comments	4/6/2024 9:52:58 PM Monitor Mary Ellen Setlock Met 4/6/24.
Monitor Comments							
4/6/2024 9:52:58 PM Monitor Mary Ellen Setlock Met 4/6/24.							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Parent.Family-Question3Evidence.pdf Parent.Family-Question1Evidence.pdf SchoolParentFamilyEngagementPolicy-signed.pdf					
4. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.	☒	☐	☐	☐ Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation of the contents of the LEA level policy. ☒ Survey of parents that assesses the contents of the LEA parent and family engagement policy. Survey must include questions that address the contents of the parent and family engagement policy.	Monitor Comments 4/6/2024 9:53:45 PM Monitor Mary Ellen Setlock Met 4/6/24.
EndofYearSurveyQuestions.xlsx					
5. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A if the LEA receives less than \$500,000 in Title I funds.)	☒	☐	☐	☒ LEA level budget (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities	Monitor Comments 4/6/2024 9:56:00 PM Monitor Mary Ellen Setlock Met 4/6/24.
AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx					
6. For those LEAs that received \$500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than \$500,000 in Title I can mark N/A.	☒	☐	☐	☒ Building Level budgets that demonstrate at least 90% was allocated to schools AND building expenditures that demonstrate 90% was spent on allowable Parent and Family Engagement activities.	Monitor Comments 4/6/2024 9:55:51 PM Monitor Mary Ellen Setlock Met 4/6/24.
AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx					

Component IX: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

Sections 1117, 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

☒ **If the LEA does not serve Nonpublic Schools, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services.	☐	☐	☐	☐ Copy of LEA's Nonpublic Procedures	
2. Initial Consultation has occurred between the LEA and nonpublic official(s) prior to submitting LEA's Consolidated Application and the start of the services.	☐	☐	☐	☐ Evidence must include intent to participate, copies of outreach attempts, i.e., letters, e-mails, call log AND meeting agenda and sign-in sheet(s) between LEA and nonpublic official(s).	
3. Consultation is ongoing between LEA and nonpublic officials including decisions made as to how to provide services.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	☐	☐	☐	☐ Signed Affirmation of Consultation form for each participating nonpublic school must be uploaded to eGrants.	
5. LEA regularly monitors the provision of Title I services to nonpublic students.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Visitation log ☐ Virtual visit/meeting	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. LEA is evaluating the Title I program serving nonpublic school students.	☐	☐	☐	☐ Evaluation data ☐ Needs assessment, survey form and collated results ☐ Assessment data	
7. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	☐	☐	☐	☐ Dated copies of letters, emails, AND the Carryover section of eGrants ☐ Agendas and meeting sign-in sheets between LEA and nonpublic officials AND the Carryover section of eGrants	
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible nonpublic school students. If equipment was not purchased for Nonpublic schools, select N/A.	☐	☐	☐	☐ Inventory equipment log dated, signed and reviewed annually to ensure the use of equipment and supplies purchased is tracked per Uniform Grants Guidance Sec. 200.313.	
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants. Please note: Third party contracts must not be paid in full up front. Effective for the 2024-25 school year, contracts will be reviewed to ensure they are amended based on the funding adjustment allocation changes.	☐	☐	☐	☐ Copy of third-party contracts must include ALL of the following: • Breakdown of instructional costs, • Frequency of payments. (monthly, quarterly, etc.), • Type of services to be delivered, • Administrative costs for the provision of services to eligible nonpublic school students • An exit clause • Multi-year contracts DO NOT exceed three years	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	☐	☐	☐	☐ Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
11. LEA has a Nonpublic Program Goal detailing the use of the equitable share as discussed and agreed upon during consultation with the nonpublic official(s).	☐	☐	☐	☐ Consolidated application, Nonpublic Program Goal Section listing nonpublic students measurable goals	
12. Evidence the LEA is following procurement procedures when using a third-party provider for providing nonpublic equitable services.	☐	☐	☐	☐ Informal quotes, bids or RFPs	
13. LEA has Title IA Nonpublic complaint procedures available for the nonpublic schools and evidence they were shared with nonpublic official(s) before or during consultation.	☐	☐	☐	☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND agenda listing review/receipt of Complaint Procedures ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Mail receipt ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Email to nonpublic official(s) including a copy of the procedures or the URL link to LEAs website with Complaint Procedures	
14. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement (PFE) set-aside is budgeted if allocation is \$500,000 and over.	☐	☐	☐	☐ Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants AND Budget Description detailing the Nonpublic Parent and Family Engagement share.	
15. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	☐	☐	☐	☐ Data provided by the nonpublic school to determine the number of income eligible students. Including addresses and grade levels only.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
16. Evidence that the district budgeted appropriate Nonpublic Equitable Share.	☐	☐	☐	☐ Number of income eligible (low-income) students (Title IA specific) in eGrants Nonpublic Organizations Summary Section AND Title I budget Summary section of eGrants.	
17. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. Evidence that transferability was discussed with the Nonpublic school officials during initial consultation. Please note: If the LEA did not transfer funds into Title IA, this can be marked N/A.	☐	☐	☐	☐ Agendas listing topics discussed/sign in sheets. ☐ Emails including discussion of transferred funds. ☐ Other documentation to reflect nonpublic consultation occurred, transfer of funds was discussed prior to funds being transferred.	

Title IIA: Program

Component I

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

If the LEA transferred all of Title IIA funds only answer question, #3. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	☐	☐	☒	☐ Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers ☐ Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application	District Comments 3/18/2024 3:51:34 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA Monitor Comments 4/6/2024 10:01:48 PM Monitor Mary Ellen Setlock Met 4/6/24.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.	☐	☐	☒	☐ Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	District Comments 3/18/2024 3:51:38 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA Monitor Comments 4/6/2024 10:02:13 PM Monitor Mary Ellen Setlock Met 4/6/24.
3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff.	☐	☒	☐	☒ Dated agendas and sign-in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant.	District Comments 3/22/2024 7:13:48 AM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) reviews evidence of stakeholder engagement in the development of Title IIA activities during the parent engagement meetings in September and April of each year at both 1pm and 7pm sessions. Monitor Comments 4/6/2024 10:04:39 PM Monitor Mary Ellen Setlock The meeting does not demonstrate that all required stakeholder positions were identified. No principals, school leaders, paraprofessionals, specialized instructional support personnel and community partners were represented.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
TitleIIA-Question3evidence.pdf Updated-April2023ParentGuardianWorkshopAttendance.xlsx Updated-April2023ReviewofTitle124Workshop(1).pdf									
4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement.	☐	☐	☒	☒ Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 3:51:48 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:08:47 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/18/2024 3:51:48 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA	Monitor Comments	4/6/2024 10:08:47 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments									
3/18/2024 3:51:48 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA									
Monitor Comments									
4/6/2024 10:08:47 PM Monitor Mary Ellen Setlock Met 4/6/24.									
5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B). Note: Effective 2024-25, this requirement cannot be marked Not Met.	☐	☐	☒	☐ Documentation of the LEAs professional development plan and educator evaluation framework	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 3:51:57 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:08:57 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/18/2024 3:51:57 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA	Monitor Comments	4/6/2024 10:08:57 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments									
3/18/2024 3:51:57 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA									
Monitor Comments									
4/6/2024 10:08:57 PM Monitor Mary Ellen Setlock Met 4/6/24.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
6. LEA utilizes tools that measure effectiveness of PD. Note: Effective 2024-25, this requirement cannot be marked Not Met.	☐	☐	☒	☐ Tools (i.e., surveys, teacher evaluation forms, student achievement data) ☐ Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 3:52:02 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:09:14 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/18/2024 3:52:02 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA	Monitor Comments	4/6/2024 10:09:14 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments									
3/18/2024 3:52:02 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA									
Monitor Comments									
4/6/2024 10:09:14 PM Monitor Mary Ellen Setlock Met 4/6/24.									
7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired. Note: Effective 2023-2025, this requirement cannot be marked "Not Met"	☐	☐	☒	☐ Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 3:52:31 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:10:30 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/18/2024 3:52:31 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA	Monitor Comments	4/6/2024 10:10:30 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments									
3/18/2024 3:52:31 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA									
Monitor Comments									
4/6/2024 10:10:30 PM Monitor Mary Ellen Setlock Met 4/6/24.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Program Goals - Data has been collected for 23-24 program goals Professional Development.	☐	☐	☒	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	District Comments
					3/18/2024 3:52:26 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA
					Monitor Comments
					4/6/2024 10:10:16 PM Monitor Mary Ellen Setlock Met 4/6/24.
9. Program Goals - Data has been collected for 23-24 program goals Class Size Reduction.	☐	☐	☒	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	District Comments
					3/18/2024 3:52:24 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA
					Monitor Comments
					4/6/2024 10:09:43 PM Monitor Mary Ellen Setlock Met 4/6/24.

Title IVA: Program

Component I:

The Student Support and Academic Enrichment (SSAE) program is intended to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

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

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments

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.	☐	☒	☐	☒ Dated agendas and sign-in sheets that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience) for meetings that took place prior to writing the grant.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:14:51 PM Monitor Mary Ellen Setlock This meeting is dated 9/21/24, NOT prior to the writing of the grant. The sign-in sheet names are not the required Stakeholders for this item.</td></tr><tr><th>District Comments</th></tr><tr><td>5/8/2024 1:44:51 PM Director of Pupil Services Stefani Frank AHCCS holds a meeting in the spring of each school year and stakeholders are involved to plan fund application and activities. The attached is the 2022-2023 school year session where this was discussed.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/9/2024 2:39:31 PM Monitor Mary Ellen Setlock The meeting does not demonstrate that all required stakeholder positions were identified. No principals, school leaders, instructional support personnel or community partners were represented.</td></tr></table>	Monitor Comments	4/6/2024 10:14:51 PM Monitor Mary Ellen Setlock This meeting is dated 9/21/24, NOT prior to the writing of the grant. The sign-in sheet names are not the required Stakeholders for this item.	District Comments	5/8/2024 1:44:51 PM Director of Pupil Services Stefani Frank AHCCS holds a meeting in the spring of each school year and stakeholders are involved to plan fund application and activities. The attached is the 2022-2023 school year session where this was discussed.	Monitor Comments	5/9/2024 2:39:31 PM Monitor Mary Ellen Setlock The meeting does not demonstrate that all required stakeholder positions were identified. No principals, school leaders, instructional support personnel or community partners were represented.
Monitor Comments											
4/6/2024 10:14:51 PM Monitor Mary Ellen Setlock This meeting is dated 9/21/24, NOT prior to the writing of the grant. The sign-in sheet names are not the required Stakeholders for this item.											
District Comments											
5/8/2024 1:44:51 PM Director of Pupil Services Stefani Frank AHCCS holds a meeting in the spring of each school year and stakeholders are involved to plan fund application and activities. The attached is the 2022-2023 school year session where this was discussed.											
Monitor Comments											
5/9/2024 2:39:31 PM Monitor Mary Ellen Setlock The meeting does not demonstrate that all required stakeholder positions were identified. No principals, school leaders, instructional support personnel or community partners were represented.											
StakeholderEvidence.pdf Updated-April2023ReviewofTitle124Workshop(1).pdf Updated-April2023ParentGuardianWorkshopAttendance.xlsx											

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community. If your LEA transferred all Title IVA funds this requirement can be marked NA.	☐	☐	☒	☐ Dated agendas and sign-in sheets that includes all required stakeholders (Teachers, school leaders, parents, administrators, paraprofessionals, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, higher education (where applicable), and others with relevant experience for consultation that took place during the implementation of the grant.	District Comments 3/18/2024 3:55:46 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA. Monitor Comments 4/6/2024 10:15:29 PM Monitor Mary Ellen Setlock Met 4/6/24.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. If LEA receives more than \$30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.	☒	☐	☐	☒ Dated needs Assessment.	District Comments 3/18/2024 3:55:55 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA. Monitor Comments 4/6/2024 10:15:54 PM Monitor Mary Ellen Setlock Met 5/10/24. The CS provided a Needs Assessment which they had previously completed for their SWP. District Comments 5/9/2024 5:41:59 PM Other Abby Dubinchik AHCCS uses the SIP Process to determine this. We survey staff, students, parents. We have focus groups and pull data. There is some data that is entered in the Future Ready Comprehensive Planning Portal, the rest is housed in the SIP.
UpdatedDataAssessment-Results.pdf Updated-DatafromCSISchoolPlan2023.docx					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. 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. If the LEA did not distribute funds to schools this can be marked N/A.	☐	☐	☒	☐ Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools. ☐ If LEA has schools designated CSI and A-TSI, list of schools receiving funds.	District Comments 3/18/2024 3:56:02 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA. Monitor Comments 4/6/2024 10:16:14 PM Monitor Mary Ellen Setlock Met 4/6/24.
5. LEA has only budgeted a maximum of 15% of the total 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).	☐	☐	☒	☐ A statement of expenditures demonstrating funds are allowable and included in the approved application AND the Consolidated Application showing funds in the Effective Use of Technology expenditure section.	District Comments 3/18/2024 3:56:07 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA. Monitor Comments 4/6/2024 10:16:38 PM Monitor Mary Ellen Setlock Met 4/6/24.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Well-Rounded Educational activities.	☐	☐	☒	☐ A statement of expenditures demonstrating funds are allowable and included in the approved application and a copy of the Consolidated Application Well-Rounded narrative.	District Comments 3/18/2024 3:56:10 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA. Monitor Comments 4/6/2024 10:16:53 PM Monitor Mary Ellen Setlock Met 4/6/24.
7. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Safe and Healthy activities.	☐	☐	☒	☐ A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application Safe and Healthy narrative.	District Comments 3/18/2024 3:56:15 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA. Monitor Comments 4/6/2024 10:17:00 PM Monitor Mary Ellen Setlock Met 4/6/24.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	☐	☐	☒	☐ A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application showing funds in the Effective Use of Technology narrative section.	District Comments 3/18/2024 3:56:21 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA. Monitor Comments 4/6/2024 10:17:08 PM Monitor Mary Ellen Setlock Met 4/6/24.
9. Program Goals Well-Rounded Education - Baseline data has been collected for 2023-24 program goals in Well-Rounded Education. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	☐	☐	☒	☐ Data summary narrative ☐ Data Reports ☐ Other tool as identified in program goal section in eGrants.	District Comments 3/18/2024 3:56:28 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA. Monitor Comments 4/6/2024 10:17:19 PM Monitor Mary Ellen Setlock Met 4/6/24.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
10. Program Goals - Safe & Healthy - Baseline data has been collected for 2023-24 program goals in Safe & Healthy. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	☐	☐	☒	☐ Data summary narrative ☐ Data Reports ☐ Other tool as identified in program goal section in eGrants.	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 3:56:36 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:17:26 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/18/2024 3:56:36 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA.	Monitor Comments	4/6/2024 10:17:26 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments									
3/18/2024 3:56:36 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA.									
Monitor Comments									
4/6/2024 10:17:26 PM Monitor Mary Ellen Setlock Met 4/6/24.									
11. Program Goals - Effective Use of Technology - Baseline data has been collected for 2023-24 program goals in Effective Use of Technology. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	☐	☐	☒	☐ Data summary narrative ☐ Data Reports ☐ Other tool as identified in program goal section in eGrants	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 3:56:42 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:17:38 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/18/2024 3:56:42 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA.	Monitor Comments	4/6/2024 10:17:38 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments									
3/18/2024 3:56:42 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA.									
Monitor Comments									
4/6/2024 10:17:38 PM Monitor Mary Ellen Setlock Met 4/6/24.									

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2023-2024 School Year
Achievement House CS**

Achievement House Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:		☐
Parent:	Abby Dubinchik, Compliance Officer	☒
Parent:	Roxanne Tinari, Compliance	☒
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:	Mary Ellen Setlock	Visit Date:

School Level Monitoring

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. All instructional paraprofessionals working in a Title IA program are appropriately certified.	☒	☐	☐	☒ List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:19:47 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	Monitor Comments	4/6/2024 10:19:47 PM Monitor Mary Ellen Setlock Met 4/6/24.		
	Monitor Comments								
4/6/2024 10:19:47 PM Monitor Mary Ellen Setlock Met 4/6/24.									
TitleIAParaEvidence.xlsx									
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.	☒	☐	☐	☒ Copy of Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date	<table><tr><th>District Comments</th></tr><tr><td>4/1/2024 3:01:44 PM Director of Pupil Services Stefani Frank The Principal's letter is in the school "Welcome Back to School" packet that is given to all parents and students when they enroll prior to the start of school and it's included in the delivery of all student computers for those who enroll after the start of school. This Right-to-Know statement is also listed on the Parent Page on Schoology and the school's website which parents have had access to all school year.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:22:42 PM Monitor Mary Ellen Setlock Met 5/9/24.</td></tr></table>	District Comments	4/1/2024 3:01:44 PM Director of Pupil Services Stefani Frank The Principal's letter is in the school "Welcome Back to School" packet that is given to all parents and students when they enroll prior to the start of school and it's included in the delivery of all student computers for those who enroll after the start of school. This Right-to-Know statement is also listed on the Parent Page on Schoology and the school's website which parents have had access to all school year.	Monitor Comments	4/6/2024 10:22:42 PM Monitor Mary Ellen Setlock Met 5/9/24.
	District Comments								
	4/1/2024 3:01:44 PM Director of Pupil Services Stefani Frank The Principal's letter is in the school "Welcome Back to School" packet that is given to all parents and students when they enroll prior to the start of school and it's included in the delivery of all student computers for those who enroll after the start of school. This Right-to-Know statement is also listed on the Parent Page on Schoology and the school's website which parents have had access to all school year.								
	Monitor Comments								
4/6/2024 10:22:42 PM Monitor Mary Ellen Setlock Met 5/9/24.									
SchoolLevelMonitoring-Question2Evidence.pdf Title-1-Teacher-Qualifications-Letter.pdf Updated-Title-1-Teacher-Qualifications-Letter.pdf									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	☒	☐		☒ Copy of Right-to-Know Four Consecutive Week letter AND evidence of distribution date with signature, if distributed. If the letter was not distributed the date is not required in the letter.	District Comments 3/22/2024 7:25:02 AM Director of Pupil Services Stefani Frank The attached template will be completed and signed with each individual case. Monitor Comments 4/6/2024 10:23:10 PM Monitor Mary Ellen Setlock Met 4/6/24.
RighttoKnow-4weekTemplate.pdf					

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		
1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy that includes the required components below and a description of how the components are met at the school. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. All the following are Required components: • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement	☒	☐	☐	☒ School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. School must also upload dated parent meeting agendas and corresponding sign-in sheets, as well as method of distribution. ☐ School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:26:46 PM Monitor Mary Ellen Setlock Met 5/9/24.</td></tr></table>	Monitor Comments	4/6/2024 10:26:46 PM Monitor Mary Ellen Setlock Met 5/9/24.
Monitor Comments							
4/6/2024 10:26:46 PM Monitor Mary Ellen Setlock Met 5/9/24.							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
- Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. - Provide Title I parents the following - Timely information about Title I programs. - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. - If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ◦ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ◦ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. ◦ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
- 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).					
SchoolParentFamilyEngagementPolicy-signed.pdf Parent.Family-Question1 Evidence.pdf Updated-SchoolParentFamilyEngagementPolicy-signed.pdf Updated-PFEDistributionOptions.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Updated-23-24AnnualTitle1WorkshopPresentationSlides.pdf Updated-9.21.2023SignIn.pdf Updated-September21,23InformationCircleWorkshopAgenda.pdf							
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.	☒	☐	☐	☐ Dated Title I meeting agenda and corresponding sign-in sheets ☒ PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:34:43 PM Monitor Mary Ellen Setlock Met 5/9/24.</td></tr></table>	Monitor Comments	4/6/2024 10:34:43 PM Monitor Mary Ellen Setlock Met 5/9/24.
Monitor Comments							
4/6/2024 10:34:43 PM Monitor Mary Ellen Setlock Met 5/9/24.							
Parent.Family-Question1Evidence.pdf Updated-23-24AnnualTitle1WorkshopPresentationSlides.pdf Updated-9.21.2023SignIn.pdf Updated-PFEDistributionOptions.pdf							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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 - 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.	☒	☐	☐	☐ School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact ☒ School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact.	<table><tr><th>District Comments</th></tr><tr><td>4/1/2024 3:11:06 PM Director of Pupil Services Stefani Frank The Parent Compact is listed on the Parent Page on Schoology which parents have had access to all school year.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:35:22 PM Monitor Mary Ellen Setlock Met 5/9/24. The previous reviewed and uploaded Compact was revised and noted in the evidence provided. It was an agenda item on the September Title I meeting.</td></tr></table>	District Comments	4/1/2024 3:11:06 PM Director of Pupil Services Stefani Frank The Parent Compact is listed on the Parent Page on Schoology which parents have had access to all school year.	Monitor Comments	4/6/2024 10:35:22 PM Monitor Mary Ellen Setlock Met 5/9/24. The previous reviewed and uploaded Compact was revised and noted in the evidence provided. It was an agenda item on the September Title I meeting.
District Comments									
4/1/2024 3:11:06 PM Director of Pupil Services Stefani Frank The Parent Compact is listed on the Parent Page on Schoology which parents have had access to all school year.									
Monitor Comments									
4/6/2024 10:35:22 PM Monitor Mary Ellen Setlock Met 5/9/24. The previous reviewed and uploaded Compact was revised and noted in the evidence provided. It was an agenda item on the September Title I meeting.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Updated-23-24AnnualTitleIWorkshopPresentationSlides.pdf Updated-9.21.2023SignIn.pdf Updated-ParentCompactUpload.pdf									
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.	☒	☐	☐	☐ Dated Title I meeting agenda & sign-in sheets that indicate topics of discussion ☒ PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:33:27 PM Monitor Mary Ellen Setlock Met 5/9/24.</td></tr><tr><th>District Comments</th></tr><tr><td>5/6/2024 9:44:59 AM Other Abby Dubinchik Two meeting times held for Parent Workshop.</td></tr></table>	Monitor Comments	4/6/2024 10:33:27 PM Monitor Mary Ellen Setlock Met 5/9/24.	District Comments	5/6/2024 9:44:59 AM Other Abby Dubinchik Two meeting times held for Parent Workshop.
Monitor Comments									
4/6/2024 10:33:27 PM Monitor Mary Ellen Setlock Met 5/9/24.									
District Comments									
5/6/2024 9:44:59 AM Other Abby Dubinchik Two meeting times held for Parent Workshop.									
2.22.2024SignIn.png 2.22.2024ParentWorkshop1pm7pm.pdf Updated-2.22.2024ParentWorkshop1pm7pm.pdf Updated-2.22.2024SignIn.pdf									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	☒	☐	☐	☐ Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events. ☐ Submit only one example of workshops with copies of dated agendas and sign-in sheets. ☒ Resource given to parents to aid in academic support.	District Comments 3/26/2024 8:44:12 AM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School holds monthly Orientations, Workshops, and a Handbook to foster parent involvement and education in their children's achievements Monitor Comments 4/6/2024 10:38:29 PM Monitor Mary Ellen Setlock Met 4/6/24. The evidence checkbox was changed from the first to the third by the monitor.
ScheduleofWorkshops.png					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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.	☒	☐	☐	☐ SPAC skits and staff agendas and sign in sheets ☒ Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	District Comments 3/26/2024 8:45:11 AM Director of Pupil Services Stefani Frank Staff have been asked to attend at least two Parent Teacher Organization meetings and/or events to improve communication and connections to our students and families. Monitor Comments 4/6/2024 10:45:54 PM Monitor Mary Ellen Setlock Met 5/10/24.
RequiredEventsTracker.xlsx Updated-Pre-ServiceParent.FamilyCommunicationTraining-SIP.pdf Update-8.23.23,8.29.23Pre-ServiceSign-In.xlsx					
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	☒	☐	☐	☐ Transition Plan ☒ Parent training materials, evaluations, agendas, calendar of events ☐ Staff/Parent meeting agendas and sign-in sheets	Monitor Comments 4/6/2024 10:48:31 PM Monitor Mary Ellen Setlock Met 4/6/24.
ScheduleofWorkshops.png					
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.	☒	☐	☐	☒ All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	Monitor Comments 4/6/2024 10:48:57 PM Monitor Mary Ellen Setlock Met 4/6/24.
AAASPANISHFolderInserts1_5_04.pdf					

Component III: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. An approved Schoolwide Plan is present in the FRCPP. ESEA §1114(b)(6) requires that the schoolwide plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at -risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Additionally §1114(b)(7) the schoolwide plan needs to include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in §1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school ,increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.	☒	☐	☐	☒ Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:49:30 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	Monitor Comments	4/6/2024 10:49:30 PM Monitor Mary Ellen Setlock Met 4/6/24.
Monitor Comments							
4/6/2024 10:49:30 PM Monitor Mary Ellen Setlock Met 4/6/24.							
FRCPPApproval.png							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan. ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	☒	☐	☐	☐ For newly identified Schoolwide schools - Agendas and sign-in sheets demonstrating plan was developed in the year prior to initial implementation. OR ☒ For existing Schoolwide schools - agendas and sign-in sheets demonstrating plan was updated within a year of the monitoring visit.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:55:45 PM Monitor Mary Ellen Setlock Met 5/10/24.</td></tr><tr><th>District Comments</th></tr><tr><td>5/10/2024 2:00:28 PM Other Abby Dubinchik Uploaded see updated documents</td></tr></table>	Monitor Comments	4/6/2024 10:55:45 PM Monitor Mary Ellen Setlock Met 5/10/24.	District Comments	5/10/2024 2:00:28 PM Other Abby Dubinchik Uploaded see updated documents
Monitor Comments									
4/6/2024 10:55:45 PM Monitor Mary Ellen Setlock Met 5/10/24.									
District Comments									
5/10/2024 2:00:28 PM Other Abby Dubinchik Uploaded see updated documents									
SIPMonitoringQuarterlyAgenda.Sign-In.pdf Updated-11.8.23PLCAgenda.pdf Updated-11.8.23SignInPLCMeeting.pdf									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plans action plan. Please note: Schoolwide plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (b) Evidence exists that data has been collected in line with the schoolwide plans goals targeted timeframes. ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.	☒	☐	☐	☒ Agendas and sign-in sheets of meetings ☐ Copies of data reports	Monitor Comments 4/6/2024 10:59:30 PM Monitor Mary Ellen Setlock Met 5/9/24. District Comments 5/7/2024 10:08:33 AM Other Abby Dubinchik The new uploaded files meet the evidence of "Agendas and Sign-in Sheets". Please uncheck "Copies of Data Reports" and check "Agendas and Sign-in Sheets". District Comments 5/10/2024 2:00:34 PM Other Abby Dubinchik see updated document
SIPMonitoringStrategyOverview.png Updated-SIPMonitoringAgenda.SignIn.pdf					
Note: If the school does not have an approved 2023-24 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.					

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.	☐	☐	☐	☐ 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.	☐	☐	☐	☐ 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.).	☐	☐	☐	☐ List of instructional strategies including activities that strengthen the academic program provided to eligible children	
4. The Title I school coordinates with and supports the regular education program. Please note: this may include services to assist preschool children in the transition from early childhood education programs such as Head Start or State-run preschool programs to elementary school programs.	☐	☐	☐	☐ Documentation of regular team meetings, dated agenda, sign-in sheets, and minutes	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	☐	☐	☐	☐ List of professional development activities, dated agendas, and sign in sheets	

This is the 2023 CAV for Achievement House CS

Topic: Title IIA: Program - Component I

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

Corrective Action: The LEA will submit meeting notices, agenda and sign-in sheets, or invitations indicating stakeholder engagement.

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

CA Due: 10/11/2024

Ext Date:

Closed:

CA Not Required: ☐

District Comments	
3/22/2024 7:13:48 AM	Director of Pupil Services Stefani Frank
Achievement House Cyber Charter School (AHCCS) reviews evidence of stakeholder engagement in the development of Title IIA activities during the parent engagement meetings in September and April of each year at both 1pm and 7pm sessions.	
Monitor Comments	
4/6/2024 10:04:39 PM	Monitor Mary Ellen Setlock
The meeting does not demonstrate that all required stakeholder positions were identified. No principals, school leaders, paraprofessionals, specialized instructional support personnel and community partners were represented.	

[TitleIIA-Question3evidence.pdf](#)
[Updated-April2023ParentGuardianWorkshopAttendance.xlsx](#)
[Updated-April2023ReviewofTitle124Workshop\(1\).pdf](#)

Topic: Title IVA: Program - Component I:

Issue: 1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.

Corrective Action: The LEA will submit meeting notices, agenda and sign-in sheets, or invitations indicating stakeholder engagement.

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

CA Due: 10/11/2024

Ext Date:

Closed:

CA Not Required: ☐

Monitor Comments

4/6/2024 10:14:51 PM

Monitor Mary Ellen Setlock

This meeting is dated 9/21/24, NOT prior to the writing of the grant. The sign-in sheet names are not the required Stakeholders for this item.

District Comments

5/8/2024 1:44:51 PM

Director of Pupil Services Stefani Frank

AHCCS holds a meeting in the spring of each school year and stakeholders are involved to plan fund application and activities. The attached is the 2022-2023 school year session where this was discussed.

Monitor Comments

5/9/2024 2:39:31 PM

Monitor Mary Ellen Setlock

The meeting does not demonstrate that all required stakeholder positions were identified. No principals, school leaders, instructional support personnel or community partners were represented.



Achievement House Cyber CS CHARTER SCHOOL
FACILITATED SELF ASSESSMENT (FSA)
2022-23 Compliance Monitoring for Continuous Improvement (CMCI)
Pennsylvania Department of Education
Bureau of Special Education

Date(s) of Onsite Review	03/27/2023
LEA Contact Person's Name	Trina Knauff
Job Title	Director of Special Education
Address	102 Pickering Way Exton, Pa 19341
Telephone	484-615-6256
FAX	610-644-7030
Email Address	tknauff@achievementcharter.com
BSE Chairperson	Marvin
Job Title	Special Education Adviser
Address	PA Dept of Education, 333 Market Street, 7th Floor, Harrisburg, PA 17126-0333
Telephone	
FAX	
Email Address	_____@pa.gov

Directions for the Facilitated Self Assessment (FSA)

2022-23 Compliance Monitoring for Continuous Improvement (CMCI)

Pennsylvania Department of Education

Bureau of Special Education (BSE)

The Facilitated Self Assessment (FSA) procedure, presented in the text for each topical area, shows what the Local Education Agencies (LEA) needs to do to complete the FSA. Information that the state is responsible for providing to help the LEA complete the FSA is prepopulated. In addition, the FSA details the procedures that will be followed by the BSE in completing the FSA review.

The FSA must be completed no later than 30 days prior to the onsite visit. **NOTE: Some items require the LEA to provide student files. Files are to be available onsite at the LEA. DO NOT FORWARD ANY CONFIDENTIAL STUDENT EDUCATIONAL FILES.**

FSA Procedure for LEA:

Each LEA will establish a team to review and complete the required FSA.

Procedure for completion of the FSA:

1. Review the required standard and regulatory basis for each topic.
2. Follow the procedure titled LEA Procedure for each topic, gathering the required data.
3. Conduct the team discussion review using the LEA Team Discussion Points provided.
4. Complete the written Data Collection Summary in the format provided.
5. Where specified in the FSA, please forward policies, procedures, and reports to Jill Deitrich at the BSE address or have them available onsite for verification, as directed by the Chairperson.

Chairperson will review the FSA in preparation for the onsite review. Should there be any questions or concerns regarding the completion of the FSA, please direct them to the Chairperson.

Index of FSA Topics			
Page	Topic #	SPP #	Topic
4	1		Assistive Technology and Services; Hearing Aids and External Components of Surgically Implanted Medical Devices
36	11	5	Least Restrictive Environment (LRE)
8	2		Positive Behavior Support Policy
13	3	11	Child Find (Annual Public Notice and General Dissemination Materials)
17	4		Confidentiality
21	5		Dispute Resolution
24	6-7	1 & 2	Graduation and Dropout Rates
33	10		Independent Educational Evaluation
28	8	4A	Exclusions: Suspensions and Expulsions
52	12		Provision of Extended School Year Services
55	13		Provision of Related Service Including Psychological Counseling
58	15		Parent Training
62	16	3B	Participation in State and Local Assessments
66	17		Public School Enrollment
76	18		Surrogate Parents (Students Requiring)
80	19		Personnel Training
85	20		Intensive Interagency Approach
88	21	13	Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation; SPP/APR Indicator 13 (Transition)
88	22		Disproportionate Representation that is the Result of Inappropriate Identification
91	23		Educational Benefit Review

1. ASSISTIVE TECHNOLOGY DEVICES AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

STANDARD - ASSISTIVE TECHNOLOGY

The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP.

REGULATORY BASE:

Assistive technology - 34 CFR 300.5 and 300.6, 300.105, and 300.324

(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in Sections 300.5 and 300.6, respectively are made available to a student with a disability if required as a part of the student's--
(1) Special education (2) Related services or (3) Supplementary aids and services.

STANDARD - HEARING AIDS

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.

REGULATORY BASE:

Hearing Aids - 34 CFR 300.113

Proper functioning of hearing aids. Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

External components of surgically implanted medical devices- 34 CFR 300.113

Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

1.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will select and review at minimum 10% of files for students for whom Assistive Technology (AT) is a required component of their IEP. LEA will discuss the LEA Team Discussion Points and complete Data Collection Summary. LEA will upload the student list and files as needed by the Chairperson during the onsite review. SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will review 10%, or not less than 3 files, of students for whom AT is a required component of their IEP. Chairperson selection of files will include both files reviewed by LEA and files not reviewed by the LEA if sufficient number is available. Chairperson will answer the following questions: a. If there are no students currently identified as receiving AT, has the LEA established processes/procedures for the provision of these services should a student be identified as requiring them? ____ Yes ____ No ____ NA b. Is the provision of AT reflected in the students' IEPs? ____ Yes ____ No ____ NA c. Is the recommendation for AT services and devices promptly followed by an IEP that incorporates the recommendation(s)? ____ Yes ____ No ____ NA continued on next page	

ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	d. Are AT services or devices identified with specificity in IEPs? _____ Yes _____ No _____ NA e. Are AT services or devices reviewed annually, or as requested by the IEP team and/or parent? _____ Yes _____ No _____ NA f. Are AT devices promptly repaired and is an interim device or backup plan in place while the device is being repaired/maintained? _____ Yes _____ No _____ NA	
1A.	LEA PROCEDURE LEA will provide a brief written summary of how hearing aids and external components of surgically implanted medical devices for students with disabilities are properly maintained. SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will interview the LEA representative then answer the following questions: a. If there are no students currently identified as receiving this service, has the LEA established processes/procedures for the provision of these services should a student be identified as requiring them? _____ Yes _____ No _____ NA b. Does the LEA maintain proper functioning of hearing aids and external components of surgically implanted medical devices for students with disabilities? _____ Yes _____ No _____ NA	

ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. What evidence exists that: ➤ AT services or devices required on students' IEPs were provided in a timely manner?	Yes, AT services or devices on students' IEPs are provided in a timely manner. This is evidenced through the AT procedure and AT policy developed by AHCCS. The IEP uses a procedure to ensure the timely completion of the assessment, action plan, trials, results, and resolutions of any conflicts. All procedural safeguards and timelines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/ or services when they are necessary to ensure eligible children receive FAPE. While AHCCS may opt to use assessment processes, such as the SETT (Student, Environment, Tasks, and Tools) Framework, to assist in the selection or refinement of assistive technology devices or services, the assessment processes cannot delay the provision of the assistive technology needed for FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated.

	➤ hearing aids and external components of surgically implanted medical devices are being properly maintained by the LEA?	Yes, hearing aids and external components of surgically implanted medical devices are being properly maintained. AHCCS will maintain and repair assistive technology devices that are necessary for and used to implement a child's IEP. AHCCS will conduct ongoing monitoring of student Assistive Technology use to ensure effectiveness. AHCCS will also provide training and technical assistance for staff in the use of Assistive Technology. The procedures will be outlined in the student's IEP. Additional resources regarding surgically implanted devices are reviewed by the staff and outlined in the AT procedure. IU consultants are available to assist with any training. AHCCS will ensure that all procedures were followed as advised by the qualified personnel contracted with the IU, an outside provider, or the school nurse. 2022-2023 AHCCS Maintenance of Hearing Aids Procedure: AHCCS Special Education Department will work with students, parent(s) and/or guardian(s), and staff to learn how to maintain hearing aids in collaboration with any related service providers working with the student. A checklist will be created based on student's needs and monitored by the Special Education Teacher in collaboration with the related service provider. Direct training will be provided to the student, parent(s) and/or guardian(s), and Special Education teacher. A maintenance plan and checklist will be developed with roles and tasks clearly defined based on the student's level of independence. • Daily: o Daily Hearing Aid Student Check to assure the student is wearing their hearing aid. o Wipe off the hearing aid with a dry cloth. The cloth will be provided by the school. o Test the hearing aid battery. o Check earmold opening for any wax buildup. • Evening: o Store hearing aid in a dry cool place – preferably using a dry- aid kit which the school can purchase for the student. o Turn off the hearing aid and open the battery compartment. • Annually: o Have your hearing and hearing aid checked by the school's audiologist. The Special Education teacher will submit a referral for this to be completed by the school's audiologist annually. o The school will replace the plastic tubing, if warranted, based on input from the school's audiologist. • As Needed: o Change the hearing aid battery. The school will provide the new battery. o Wash the earmold. The school will provide cleansing wipes. o Check for any moisture. o Replace the earmold. This would be provided by the school. o Replace the hearing aid device, if needed. This would be provided by the school. o Notify the teacher or Director of Special Education if the device is not working properly. Your Special Education teacher will check with you monthly to assure your hearing aids are working, and don't require maintenance.
1.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes, In Compliance ____ No, Not in Compliance	

1 A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes, In Compliance ____ No, Not in Compliance	

2. POSITIVE BEHAVIOR SUPPORT POLICY

STANDARD - POSITIVE BEHAVIOR SUPPORT

LEA complies with the positive behavior support policy requirements.

REGULATORY BASE:

Positive Behavior Support - 22 Pa. Code 711.46

(f) Charter schools and cyber charter schools have the primary responsibility for ensuring that behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

(h) Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan shall be required.

POSITIVE BEHAVIOR SUPPORT POLICY

2.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will review its Positive Behavior Support (PBS) Policy, discuss LEA Team Discussion Points, and complete the Data Collection Summary. LEA will upload its PBS Policy to BSE or make it available onsite for verification as directed by the Chairperson. SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will review the RISC system report (www.leaderservices.com/RISC) of restraints by this LEA for the prior school year and current school year to date, and will select and review approximately 10 files each (if available) of: • students who have been restrained • students who have restraints included in their IEPs Chairperson answers the following questions: a. Does the LEA have a current PBS Policy? _____ Yes _____ No b. Do students' IEPs that permit the use of restraints explain how restraints will be used only with PBS and with the teaching of socially acceptable behavior? _____ Yes _____ No _____ NA c. Are personnel authorized and trained in the use of restraints? _____ Yes _____ No _____ NA d. Is there evidence in students' IEPs of a plan for eliminating the use of restraints? _____ Yes _____ No _____ NA e. Are prone restraints prohibited and never used? _____ Yes _____ No _____ NA continued on next page	

POSITIVE BEHAVIOR SUPPORT POLICY		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	f. If a student was restrained, was the parent notified and a meeting convened within 10 school days (or a written waiver provided by the parents)? _____ Yes _____ No _____ NA g. Did the LEA complete an updated FBA and Behavior Plan for any student for whom the LEA reported a crime? _____ Yes _____ No _____ NA Chairperson will review the LEA's PBS Policy and indicate whether the following required components are included: h. Positive techniques for the development, change, and maintenance of behaviors shall be the least intrusive necessary. i. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. j. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. k. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. l. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or shall promote normative body positioning and physical functioning. continued on next page	

POSITIVE BEHAVIOR SUPPORT POLICY		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	m. The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs: • Corporal punishment • Punishment for a manifestation of a student's disability • Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit • Noxious substances • Deprivation of basic human rights, such as withholding meals, water, or fresh air • Suspension constituting a pattern • Treatment of a demeaning nature • Electric shock n. LEA has the responsibility for ensuring that Positive Behavior Support programs are in accordance with 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods, and techniques. o. Policy requires that the LEA obtain parental consent prior to the use of restraints or intrusive procedures when included in a student's IEP as reflected in 22 Pa. Code Chapter 711.46(f).	

POSITIVE BEHAVIOR SUPPORT POLICY		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. LEA will conduct a review of longitudinal data regarding use of restraints, and provide conclusions about the LEA's implementation of PBS below. What evidence exists that: ➤ the LEA's PBS Policy includes all the required regulatory components?	Yes, the policy includes all of the required regulatory components. The policy reflects language outlined in IDEA and state regulations. The policy has been developed to ensure that the staff uses appropriate behavior support techniques including a functional assessment of behavior and a positive behavior support plan. The staff has been trained on the aspects of the behavior policy and procedures. The policy states the conditions for when the use of restraints may be included in a student's IEP. The policy clearly describes the definitions for aversive techniques, behavior support, positive behavior support plans, and restraints. It clearly states the limitations and requirements for the use of physical and mechanical restraints. It states nine aversive techniques for handling behavior that may not be used in education programs of the AHCCS. The policy describes the procedures for reporting and monitoring of the use of restraints including specific procedures when a referral to law enforcement occurs. A regular program of training and re-training of personnel in the use of specific procedures, methods, and techniques that personnel will be expected to employ are described in the "AHCCS Behavior Support for Students with Disabilities Policy."

➤ students' IEPs that include the use of restraints explain how restraints will be used only with specific component elements of PBS, in conjunction with the teaching of socially acceptable alternative skills? ➤ personnel are authorized and trained in PBS and crisis restraint procedures? ➤ there is a plan for eliminating the use of restraints through the application of PBS?	Yes, the policy contains language regarding the use of restraints are used with PBS while teaching socially appropriate skills to replace the problem behavior. The use of restraints may only be included in a student's IEP under the following conditions: a) The restraint is used in conjunction with specific components of positive behavior support. b) The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior. c) Staff are authorized, and have received all training required, to use the specific procedure. d) The positive behavior support plan of the student includes a plan for eliminating the use of restraint through the application of positive behavior support. e) The use of restraints is not included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment. Yes, the policy includes training and re-training of positive behavior supports including crisis restraint procedures on an annual basis. If a restraint is used, an IEP meeting will be held within 10 school days unless the parent waives the meeting in writing. Trainings occur regarding how to conduct functional behavior assessments and the development of positive behavior plans. For the 2022-2023 school year, the HR Manager is currently setting up a two-part safety-restraint training. One part, all AHCCS staff will participate in virtually, where as the safety restraint techniques' training will be provided to our regional mentors and some regional staff members to assure we have an appropriate number of staff members present at each field trip, family activities, and testing site. The date is to be determined, but is set tentatively mid-March of 2023. Yes, the IEP team and policy includes language that the use of restraints is to be used as a last resort. The policy includes methods that use positive reinforcement and other techniques to shape the behavior of the student with disabilities. The use of restraints may only be included in a student's IEP under the following conditions: a) The restraint is used in conjunction with specific components of positive behavior support. b) The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior. c) Staffs are authorized, and have received all training required, to use the specific procedure. d) The positive behavior support plan of the student includes a plan for eliminating the use of restraint through the application of positive behavior support. e) The use of restraints is not included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment.

	➤ prone restraints are prohibited and never used? ➤ when a student is referred to law enforcement, an IEP meeting is held, the Functional Behavioral Assessment is updated or developed, and a PBS plan is developed/revised by the team? ➤ the LEA accesses professional development opportunities and technical assistance provided by the Bureau of Special Education/PaTTAN? (e.g. School-wide Behavior Support Programs)?	Yes, the use of prone restraints are prohibited and never used. This language is included in the policy. The following aversive techniques for handling behavior may not be used in education programs of the AHCCS: 1. Corporal punishment. 2. Punishment for a manifestation of a child's disability. 3. Locked rooms, locked boxes or other locked structures or spaces from which the child cannot readily exit. 4. Noxious substances. 5. Deprivation of basic human rights, such as withholding meals, water or fresh air. 6. Treatment of a demeaning nature 7. Electric Shock 8. The use of prone restraints, which are those by which a student is held face down on the floor. 9. Suspension constituting a pattern Yes, language in the policy includes that an updated functional behavior assessment and positive behavior support plan shall be required for students with disabilities who are referred to law enforcement. If a student's conduct results in referral to law enforcement, an updated functional behavior assessment and positive behavior support plan shall be required for students with disabilities who have positive behavior support plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the District, the Director of Special Education is informed of the need to update the functional behavioral assessment and the positive behavior support plan of the student. Yes, the LEA accesses the resources, publications, professional development opportunities and technical assistance through BSE/PaTTAN and CCIU.
2.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ___ Yes, In Compliance ___ No, Not in Compliance	

3. CHILD FIND

SPP Indicator 11

STANDARD – CHILD FIND

LEA demonstrates compliance with annual public notice requirements.

REGULATORY BASE:

Child find - 34 CFR 300.111(a)(1)(i)(ii)(c)(1)(2)

(a) General. (1) The State must have in effect policies and procedures to ensure that -- (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services. (c) Other children in child find. Child find also must include -- (1) Children who are suspected of being a child with a disability under § 300.8 and in need of special education, even though they are advancing from grade to grade; and (2) Highly mobile children, including migrant children, wards of the state and parentally placed private students as appropriate.

Child Find - 22 Pa. Code 711.21(a)

(a) To enable the Commonwealth to meet its obligations under 34 CFR 300.111 (relating to child find), each charter school and cyber charter school shall establish written policies and procedures to ensure that all children with disabilities who are enrolled in the charter school or cyber charter school, and who are in need of special education and related services, are identified, located and evaluated.

CHILD FIND**3. STANDARDS TO BE MET
PROCEDURES TO FOLLOW****LEA PROCEDURE**

LEA will review its child find and dissemination materials, discuss LEA Team Discussion Points, and complete the Data Collection Summary.

LEA will send its written policy to BSE or make it available onsite for verification as directed by the Chairperson. LEA will compile and have available for review documentation of its dissemination materials.

SPECIAL CONSIDERATIONS**BSE PROCEDURE**

Chairperson will answer the following questions:

a. Does the LEA have a current written policy for child find?

_____ Yes

_____ No

b. Has the LEA adopted, and does it use, a public outreach awareness system to locate and identify all children thought to be eligible for special education within the LEA's jurisdiction?

_____ Yes

_____ No

_____ NA

c. Does the LEA's public outreach awareness system include methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children?

_____ Yes

_____ No

d. Does the LEA conduct child find activities to inform the public of its special education services and programs and the manner in which to request them?

_____ Yes

_____ No

e. Is written information published in the charter school or cyber charter school handbook and website?

_____ Yes

_____ No

f. Does the LEA's child find effort include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities?

_____ Yes

_____ No

_____ NA

continued on next page

CHILD FIND		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	g. Does the LEA provide child find information to parents throughout the LEA of child identification activities? _____ Yes _____ No _____ NA h. Is the child find information published or announced in newspapers, electronic media, and other media with circulation adequate to notify parents throughout the LEA? _____ Yes _____ No _____ NA i. Does the child find activity inform parents of child identification activities and procedures followed to ensure confidentiality of information pertaining to students with disabilities? _____ Yes _____ No _____ NA j. Does the written policy include child find activities sufficient to inform parents of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs? _____ Yes _____ No k. Is written information regarding services and programs and how to request them published in the LEA Handbook and LEA website? _____ Yes _____ No l. Does the written policy include systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school or cyber charter school? _____ Yes _____ No	

CHILD FIND		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. What evidence exists that: ➤ the LEA's written policy includes all the required components? ➤ the LEA has adopted and uses a public outreach awareness system to locate and identify students thought to be eligible for special education within the LEA's jurisdiction?	Yes, the policy includes all the required components including public awareness, outreach activities, screening, and pre-evaluation screening, and includes a variety of media to ensure that parents are aware of special education services and programs on a routine basis. Yes, the LEA uses a public outreach awareness system through our website, parent meetings, publication in local newspaper, published in the Daily Local News Back to School Issues, student welcome packet, Chester County Intermediate Unit publications, and information in the main office. AHCCS, shall publish once annually a written notice, in means accessible to AHCCS families, including AHCCS' website, AHCCS main office, and at the local Chester County Intermediate Unit, to include a description of child identification activities, of AHCCS' special education services and programs, of the way to request services and programs, and of the procedures followed by AHCCS to ensure the confidentiality of student information. AHCCS offers parent and family information regarding training activities and publicizes the availability of such activities to all parents. AHCCS, upon request, provides to interested health and mental health professionals, county agency personnel and other interested professionals, information concerning the types of special education programs and services available in and through AHCCS, and information regarding the way parents can access those services. AHCCS provides periodic training for AHCCS' regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.

	➤ the LEA conducts awareness activities to inform the parents of children applying to or enrolled in the charter school and cyber charter school of its special education services and programs and how to request services and programs? ➤ written information is published in the LEA Handbook and LEA website?	Yes, the LEA conducts awareness activities to inform parents of children applying to or to be enrolled in the LEA. During the intake, the Student Orientation Coordinator and registration packet will provide information regarding special education services and programs. The intake coordinator works closely with the special education department to answer questions from potential parents as well as reviewing and request records. AHCCS, shall publish once annually a written notice, in means accessible to AHCCS families, including AHCCS' web site, AHCCS main office, and at the local Chester County Intermediate Unit, to include a description of child identification activities, of AHCCS' special education services and programs, of the way to request services and programs, and of the procedures followed by AHCCS to ensure the confidentiality of student information. Yes, written information is in the AHCCS Handbook and on the AHCCS' website.

➤ the child find information includes procedures to ensure confidentiality of information pertaining to students with disabilities?	Yes, the Child Find policy states that child find information and the manner to request services and programs ensures the confidentiality of student information. All Chester County School entities maintain records concerning all children enrolled in public school, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda, and other education-related documents. Records can be maintained on paper, on microfiche, on audio or videotape, and electronically. Records can be located in the central administrative offices of the public school, the administrative offices of the Chester County Intermediate Unit, the school building or building at which the student attended or attends school, private schools and facilities at which the public school has placed the child for educational purposes, central storage facilities and electronic storage systems, and in the secure possession of teachers, building administrators, specialists, psychologists, counselors, and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality. A parent that does not want AHCCS to disclose directory information from a child's education records without your prior written consent, must notify AHCCS in writing before August 1" of any year the student is enrolled at AHCCS, or within 30 days of enrollment at the School. AHCCS has designated the following information as directory information: • Student's name • Address • Telephone listing • Electronic mail address • Photograph • Date and place of birth • Major field of study • Dates of attendance • Grade level • Participation in officially recognized activities and sports • Weight and height of members of athletic teams • Degrees, honors, and awards received • The most recent educational agency or institution attended • Student ID number, user ID, or another unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.) Directory information may be released without parent consent unless the parent has exercised their right to opt out of disclosure of directory information. Parents have the right to refuse to let an agency designate any or all the above information as directory information. Uses to be made of confidential information will include: identification and evaluation of the student; Child Find; Definitions and Criteria for Determination of Eligibility; Procedures for Evaluation and Determination of Eligibility; and additional procedures as stated in Individuals with Disabilities Education

		Act and Chapter 711 (PA). The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age certain rights with respect to the student's educational records. They are: Parents have the right to inspect and review a child's education record. AHCCS will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school principal or other appropriate school official. Parents have the right to a response from the school district to reasonable requests for explanations and interpretations of the records. The school official will plan for access and notify the parent or eligible student of the time and place where the records may be inspected. “Education records” means those records that are directly related to the student which are maintained by an educational agency or by a party acting for the agency. “Education agency,” for purposes of this notice, means the local school district. For all students, the school district maintains education records. Personally identifiable information is confidential information that includes, but is not limited to, the student's name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics. Parents have the right to request copies of the records. While the AHCCS does not charge a fee to search for or to retrieve information, it may charge a copying fee if it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child. If parents think information in an education record is inaccurate, misleading, or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. AHCCS will decide whether to amend the record or will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or student when notified of the right to a hearing. The Director of Special Education is the agency official responsible for ensuring confidentiality of student records.

	➤ the distribution of notification to parents occurs routinely?	Yes, the distribution occurs routinely. In addition, the monthly parent meetings include a child find awareness slide. AHCCS, shall publish once annually a written notice, in means accessible to AHCCS families, including AHCCS' website, AHCCS main office, and at the local Chester County Intermediate Unit, to include a description of child identification activities, of AHCCS' special education services and programs, of the way to request services and programs, and of the procedures followed by AHCCS to ensure the confidentiality of student information.
3.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION _____ Yes, In Compliance _____ No, Not in Compliance	

4. CONFIDENTIALITY

STANDARD - CONFIDENTIALITY

The LEA is in compliance with confidentiality requirements.

REGULATORY BASE:

Confidentiality – 34 CFR 300.610

The Secretary takes appropriate action, in accordance with section 444 of GEPA, to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary and by SEAs and LEAs pursuant to Part B of the Act, and consistent with §§ 300.611 through 300.627

Referral to and action by law enforcement and judicial authorities - 34 CFR 300.535(b)(1)(2)

(b) Transmittal of records. (1) An agency reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. (2) An agency reporting a crime 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 the Family Educational Rights and Privacy Act.

Education Records - 22 Pa. Code 711.8(a)(b)

(a) When the educational records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school or cyber charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child's educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in a charter school or cyber charter school.

(b) When the educational record for a child with a disability are transferred to a public agency, private school, approved private school or private agency from a charter school or cyber charter school, the charter school or cyber charter school shall forward the child's educational records, including the most recent IEP, within 10 school days after the charter school or cyber school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

CONFIDENTIALITY		
4.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will review its Confidentiality Policy for compliance with regulations. LEA will identify any students with disabilities for whom it reported a crime, and determine if the records were forwarded to the appropriate authorities. LEA will upload these records for the Chairperson's review. LEA will discuss LEA Team Discussion Points, and complete the Data Collection Summary. LEA will upload its Confidentiality Policy to BSE. SPECIAL CONSIDERATIONS BSE PROCEDURE The records of any students for whom the LEA reported a crime will be reviewed onsite by the Chairperson. Chairperson will answer the following questions: a. Does the LEA have a current LEA Confidentiality Policy? ☐ Yes ☐ No Chairperson will review the LEA's Confidentiality Policy and answer the following questions: Does the policy include: b. a description of the personally identifiable information maintained? ☐ Yes ☐ No ☐ NA c. the uses to be made of the information? ☐ Yes ☐ No ☐ NA continued on the next page	

CONFIDENTIALITY

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	d. a summary of the policies and procedures regarding (1) storage of information; (2) disclosure to third parties; (3) retention and destruction of personally identifiable information and information regarding record of access? _____ Yes _____ No _____ NA e. a description of the rights of parents to access this information? _____ Yes _____ No _____ NA f. information regarding charging a fee for copies, if applicable? _____ Yes _____ No _____ NA g. information regarding parents' hearing rights and hearing procedures? _____ Yes _____ No _____ NA h. identification of the agency official who has responsibility for ensuring confidentiality? _____ Yes _____ No _____ NA i. if the agency reported a crime committed by a student with a disability, did the agency ensure that copies of the special education and disciplinary records of the student were transmitted properly and only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA)? (34 CFR Part 99) _____ Yes _____ No _____ NA j. Has the LEA provided evidence that all persons collecting or using personally identifiable information receive training or instruction regarding confidentiality procedures? _____ Yes _____ No _____ NA	

CONFIDENTIALITY		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary. What evidence exists that: ➤ the LEA's Confidentiality Policy includes all required components?	Yes, the Confidentiality Policy includes components regarding personally identifiable information, storage of information, disclosure to third parties, retention and destruction, access, rights of parents to access, fee for copies, parent hearing rights and procedures, identification of agency officials ensuring confidentiality, transmittal of records ensuring confidentiality and transmittal of reporting a crime and training for staff. It also provides clear definitions of the following terms: Education records, personally identifiable information, destruction of information, directory information, confidential information, and consent. The AHCCS' Confidentiality Policy has designated the following information as directory information: • Student's name • Address • Telephone listing • Electronic mail address • Photograph • Date and place of birth • Major field of study • Dates of attendance • Grade level • Participation in officially recognized activities and sports • Weight and height of members of athletic teams • Degrees, honors, and awards received • The most recent educational agency or institution attended • Student ID number, user ID, or another unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

	➤ the charter school or cyber charter school has an effective system for ensuring timely transfers of education records between it and other LEAs?	Yes, the LEA has a system to ensure that records are transferred between the other LEAS with the assistance of the Student Orientation Coordinator and the Special Education Coordinator. AHCCS will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the school personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. AHCCS keeps a record of parties obtaining access to educational records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Parents have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent the FERPA authorizes disclosure without consent. Information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by AHCCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); person or company with whom AHCCS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, AHCCS discloses education records (including disciplinary records) without consent to officials of another school district in which a student seeks or intends to enroll.
4.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes, In Compliance ____ No, Not in Compliance	

5. DISPUTE RESOLUTION

STANDARD - DISPUTE RESOLUTION

The LEA uses dispute resolution processes for program improvement. - 34 CFR 300.500

REGULATORY BASE:

Procedural Safeguards - 34 CFR 300.504

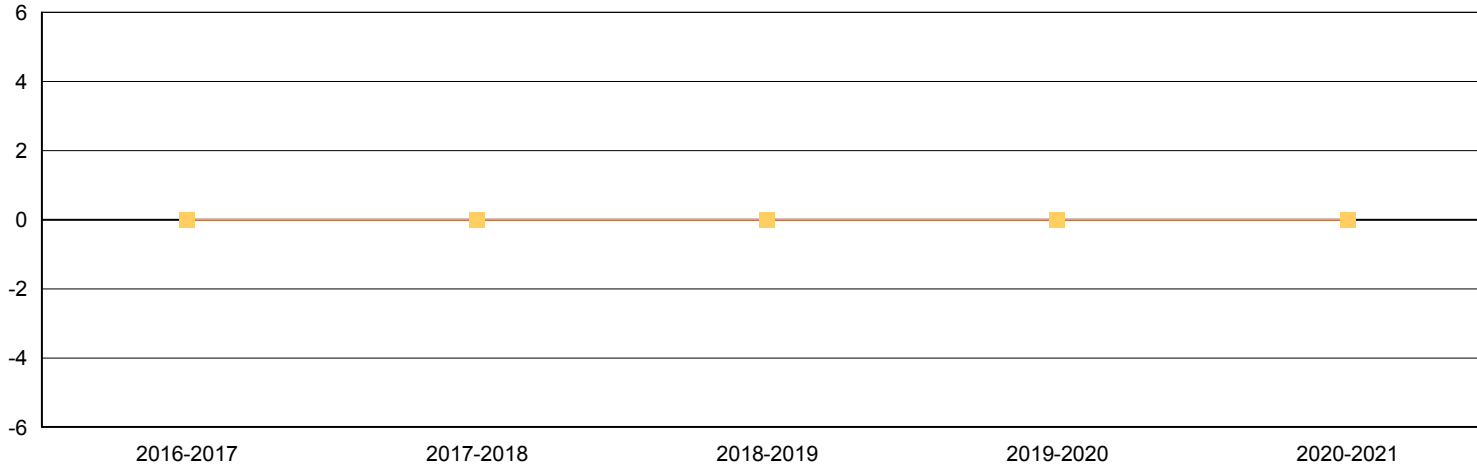
(a) Each SEA shall ensure that each public agency establishes, maintains and implements procedural safeguards that meet the requirements of 300.500 – regarding Mediation (300.506), Impartial Due Process (300.507) and State Complaints (300.151).

DISPUTE RESOLUTION		
5.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will review the information provided by BSE, discuss LEA Team Discussion Points and complete the Data Collection Summary. SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will review a maximum of 5 (if available) due process hearing decisions from the prior school year where the parent was the prevailing party, and answer the following questions: a. If appropriate, was the hearing decision reflected in the student's IEP? ___ Yes ___ No ___ NA b. If required, was compensatory education incorporated into the student's IEP? ___ Yes ___ No ___ NA c. Were the compensatory education services that were required by the hearing decision and included in the student's IEP delivered? ___ Yes ___ No ___ NA	
5A.	BSE PROCEDURE Chairperson will review the following data and reach conclusions regarding effective use of dispute resolution systems. Data from the Office for Dispute Resolution (ODR) and BSE for this LEA from the prior school year: ___ 0 Number of complaints filed with BSE ___ 0 Number of complaints found to be valid ___ 0 Number of mediation requests ___ 0 Number of mediations held ___ 0 Number of due process hearings held ___ 0 Number of due process hearing decisions where the parent was the prevailing party	

DISPUTE RESOLUTION		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary. ➤ What opportunities does the LEA provide parents for resolving issues at the building/LEA level? ➤ Are there any patterns in parent complaints (e.g. lack of related services, lack of assistive technology evaluations, etc.)? ➤ Are there any patterns in the issues filed for mediation or due process (e.g. lack of related services, implementation of IEP, lack of assistive technology evaluations, etc.)? ➤ How does the LEA ensure that mediation agreements are implemented? ➤ How does the LEA ensure that due process decisions are implemented?	The LEA provides timely response to any issues by convening IEP team meetings, offering a home visit to meet with the parent and student or by providing resources or training. The IEP team continually seeks out the best opportunities for students with disabilities. All efforts are made to include the parents in any decision making with regard to their child. The LEA makes all attempts to consider and to accommodate any suggestions that a parent may offer, whether it is addressed in the student's IEP, course schedule, daily routine or class instruction. There are no patterns of parent complaints since there have been none received nor filed. There are no patterns in the issues filed for mediation nor due process since none have been reported. The LEA ensures that there are point staff members assigned to the case, regular intervals for meetings to ensure that agreements are implemented and that they are stored in locked confidential cabinets. If there was a mediation agreement, the LEA would follow the procedural safeguards in order to accurately follow the mediation process and to assure that the agreement was implemented. The LEA ensures that Due Process decisions are implemented by monitoring the implementation, ensuring that timelines are kept and that all resources or services are provided within the parameters of any decisions. Procedural Safeguards are followed precisely and are disseminated to parents yearly.
5.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION LEA has implemented due process hearing decisions as required. ___ Yes ___ No ___ NA	

5 A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION Data indicate that the LEA uses dispute resolution systems effectively. ☐ Yes ☐ No (requires an improvement plan) ☐ NA	

Dispute Resolution



■ Number of complaints filed with BSE
■ Number of complaints found to be valid
■ Number of mediation requests
■ Number of mediations held
■ Number of due process hearings held
■ Number of due process hearing decisions where the parent was the prevailing party
■ Number of appeal panel reviews

<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>Description</u>
0	0	0	0	0	Number of complaints filed with BSE
0	0	0	0	0	Number of complaints found to be valid
0	0	0	0	0	Number of mediation requests
0	0	0	0	0	Number of mediations held
0	0	0	0	0	Number of due process hearings held
0	0	0	0	0	Number of due process hearing decisions where the parent was the prevailing party

6. - 7. GRADUATION and DROPOUT RATES

SPP Indicators 1 and 2

STANDARD - Graduation

The graduation rate of the LEA's students with disabilities meets state targets.

STANDARD – Dropout

The dropout rate of the LEA's students with disabilities meets the SPP target.

REGULATORY BASE

Performance goals and indicators - 34 CFR 300.157(a)(3)(4)

The State must—(a) Have in effect established goals for the performance of children with disabilities in the State that— (3) Address graduation rates and dropout rates, as well as such other factors as the State may determine; and (4) Are consistent, to the extent appropriate, with any other goals and academic standards for children established by the State.

GRADUATION and DROPOUT RATES (includes students who have aged out)		
6.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE - GRADUATION RATES LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.), e.g., 2015-16 monitoring will use 2012-13 cohort graduation data from the School District Required Federal Reporting Measures on PDE's website. The LEA may describe and discuss more current data and performance on the SPP/APR target in the special considerations section below.) CLICK HERE TO VIEW YOUR LEA'S REPORT LEA CONCLUSION LEA results for students with disabilities compared to the SPP/APR target: ☐ Met SPP/APR graduation target ☒ Did not meet SPP/APR graduation target ☐ NA If the LEA's online report does not have graduation data displayed, due to 10 or fewer students in the group, the LEA will complete the following, using the most recent data available: 55 Number of students eligible to graduate 43 Number of students that graduated 78 Percent of students that graduated SPECIAL CONSIDERATIONS BSE PROCEDURE - GRADUATION RATES Chairperson will review the data and available information to determine need for an improvement plan.	

7.

LEA PROCEDURE - DROPOUT RATES

LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle e.g., 2015-16 monitoring will use 2012-13 dropout data. The LEA may describe and discuss more current data and performance on the SPP target in the Special Considerations section below.)

28 Total number of students with disabilities reported dropped out.

100 Total number of students with disabilities reported graduated with diploma, dropouts, certificate/GED recipients, reached maximum age, and died.

28.00 LEA dropout rate for students with disabilities ($1 \div 2 \times 100 = 3$) (OSEP)

12.79 State dropout target for students with disabilities. (OSEP)

LEA results for students with disabilities compared to the SPP target:

 Met SPP target

 Did not meet SPP target

 X NA

LEA's Graduation/Dropout Data by Disability Category	
Disability	# Dropouts
Autism	0.00
Deaf-Blindness	0.00
Emotional Disturbance	10.00
Hearing Impairment Including Deaf	0.00
Intellectual Disability (Mental Retardation)	0.00
Multiple Disabilities	0.00
Orthopedic Impairment	0.00
Other Health Impairment	6.00
Specific Learning Disability	12.00
Speech or Language Impairment	0.00
Traumatic Brain Injury	0.00
Visual Impairment Including Blindness	0.00

Five Year Longitudinal Data Link

SPECIAL CONSIDERATIONS**BSE PROCEDURE - DROPOUT RATES**

Chairperson will review the data and available information to determine need for an improvement plan.

GRADUATION and DROPOUT RATES**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary. ➤ Are attendance rates of students with disabilities comparable to those of all students?	Yes. According to the PA Future Ready School Performance report, The average % of daily attendance for all students is 71.6%. The average % of daily attendance for students who receive Special Education services is 67.1%. The average attendance percentage for students with disabilities have improved from 49.7% in the academic year 2018-2019 to 67.1% for the 2021-2022 school year. Students who exhibit truancy issues are referred for a Functional Behavioral Assessment to determine factors leading to continued absences, and support to address the concerns. When students are absent for 3 days, the Special Education Case Manager contacts the student and parent and/or guardian to notify them of the three cumulative absences. Via the phone, they discuss any factors that may be contributing to the absences. At six and ten cumulative absences, a SAIP Truancy meeting is scheduled and the IEP is revised to include team input and interventions to address truancy concerns. A Functional Behavioral Assessment and/or a full re-evaluation including a Functional Behavioral Assessment to determine barriers to success and appropriate interventions. Also to assure the student's current level and type of programming is appropriate given their current academic and functional needs. Parent(s) and/or guardian(s) are also notified for each day their child is absent through the Student Engagement Team at AHCCS.

➤ Does the LEA have a process for verifying accuracy of its graduation and dropout data, including students reported as "moved, known to be continuing"?	Yes, the LEA has a process for verifying the accuracy of its graduation and dropout data through the use of a student management system and an early warning system. Through the Facilitated Self-Assessment process, AHCS recognized a systemic issue with reporting data. IEP Writer and Power School are not set up to sync data. When a student leaves AHCS, the status is updated once the PIMS Coordinator receives confirmation that a student has transferred to another LEA and updates the status in Power School. The status was not updated in IEP Writer, therefore, showing a much larger percentage of students who have dropped out. This was a systemic error. Please see the attachment below labeled, "Graduation & Drop Out Data 2019-2020". This contains the correct data. Please see the 2019-2020 Enrollment Data below for where the graduation and drop out data was obtained from. Additionally, guidance departments, data coordinators and administration review the data during meetings to address students who may be at risk of dropping out. Monthly meetings are held to discuss the status of each senior with an IEP toward their graduation goal along with possible interventions for IEP teams to consider to support and/or re-engage the student. The School-Wide Transition Coordinator tracks the progress of each senior toward their graduation project. Guidance Counselors & the Director of Special Education meet on a regular basis to discuss students' progress toward IEP goals and/or credits. The Act 158 Coordinator tracks each student's progress toward their pathway of graduation. The LEA utilizes an early warning system embedded into Ed Insight placing each student at a risk level. Factors affecting each student's risk level include attendance, current year math, language arts, science, social studies, and other grades, PSSA Math/Reading tests, and Keystone Exams. Other data utilized to determine each student's progress toward grade level standards are quarterly NWEA MAPS' benchmarks for Reading, Math, and Science. Please see below for the 2019-2020 data for all students who graduated, dropped out, seniors who did not graduate, students who left the PA Public School System but did not drop out, students who transferred to another LEA in PA, students reported as exiting Special Education and were reported as a previous school year graduate, and the number of students who were reported in 11th grade and/or below who remained at AHCS.

	➤ Does a particular disability category show a disproportionately higher dropout rate? ➤ Does a particular disability category show a disproportionately lower graduation rate? ➤ How do these data compare with the trends in the LEA's general population of students?	Yes, students with Specific Learning Disabilities, and/or Emotional Disturbance show a disproportionately higher dropout rate. 15/24 students who dropped out had a primary disability category of Specific Learning Disability. 6/24 students who dropped out had a primary disability category of Emotional Disturbance. Please see the attached documentation below with the correct data due to the systemic data error causing the incorrect numbers to be reported to the state as Power School and IEP Writer were not set up to sync. Yes, students with Specific Learning Disabilities, Other Health Impairments, and/or Emotional Disturbance show a disproportionately lower graduation rate. The LEA's general population of students for the 2019-2020 Exiting Collection data had an overall 78.18% graduation rate and an overall 6.35% dropout rate. Please see the attached documentation below with the correct data due to the systemic data error causing the incorrect numbers to be reported to the state as Power School and IEP Writer were not set up to sync. Students with disabilities at AHCCS have a lower dropout rate than the general education population by approximately 50%.

	➤ How will the LEA use the data for continuous improvement initiatives?	The LEA uses the data to discuss intervention plans, individual graduation plans and remediation options for students during monthly meetings. The LEA has historically participated in the SSIP grant, UDL Grant and the Check and Connect mentoring program. The LEA holds monthly Team Initiated Problem Solving meetings for the purpose of data analysis to develop precision problem-solving statements and solution action plans to make systemic changes for students at AHCCS. The LEA currently provides initiated credit recovery courses, and real-world courses, summer school course offerings where students can earn up to three credits, implementation of a full-time Transition Coordinator, Act 158 Coordinator, and a Truancy/Re-Engagement Team. AHCCS purchased Moby Max, a new Everyday Math Curriculum through McGraw Hill for Supplemental Learning Support courses, Trans Math, Achieve 3000, and instituted work experience and internship programs. The LEA has implemented a Work Study program for students to earn credits for real-life work experience. The LEA has developed an Innovation Academy Program providing the opportunity for students to select a career training path such as Advanced Engineering, Architecture and Construction, Audio Visual Communication Arts, Biomedical, Computer Science, Digital Graphic Arts, Drone Innovators, Engineering, Entrepreneurship, Fine Arts, Information Technology, Programming, and Robotics. AHCCS offers independent study courses in the area of Art, Family & Consumer Sciences, First Aid & CPR/AED, Independent Music, Physical Education, and a Creative Outlet. AHCCS offers third-party courses through Florida Virtual School including the following; AHCCS offers its AP courses through FLVS, which is an online school dedicated to personalized learning. They offer dedicated, certified teachers, while AHCCS teachers are on hand to provide support as needed. • AP Calculus AB • AP Calculus BC • AP Environmental Science • AP English Language and Composition • AP English Literature and Composition • AP Statistics • AP U.S. Government and Politics AHCCS also provides students the opportunity to learn independent languages through an online program called Rosetta Stone. The following languages are offered at AHCCS: Arabic Mandarin Chinese French German

	Greek Hebrew Italian Japanese Korean Latin Spanish AHCCS provides scholarships for students while in high school to explore areas of personal interest such as digital authorship, poetry, art, photography, literature, etc. AHCCS provides free summer camps for students to participate in such as dance, anime, arts & crafts, equipment-free fitness, E-Sports, positivity, tech and innovation camp, and Zumba. Students are provided accommodations and modifications to participate. AHCCS provides after-school clubs in several areas of interest to students that are free to attend, and students are provided accommodations and modifications to participate in the clubs. Students who exhibit truancy issues are referred for a Functional Behavioral Assessment to determine factors leading to continued absences, and support to address the concerns. When students are absent for 3 days, the Special Education Case Manager contacts the student and parent and/or guardian to notify them of the three cumulative absences. Via the phone, they discuss any factors that may be contributing to the absences. At six and ten cumulative absences, a SAIP Truancy meeting is scheduled and the IEP is revised to include team input and interventions to address truancy concerns. A Functional Behavioral Assessment and/or a full re-evaluation including a Functional Behavioral Assessment to determine barriers to success and appropriate interventions. Also to assure the student's current level and type of programming is appropriate given their current academic and functional needs. Parent(s) and/or guardian(s) are also notified for each day their child is absent through the Student Engagement Team at AHCCS.

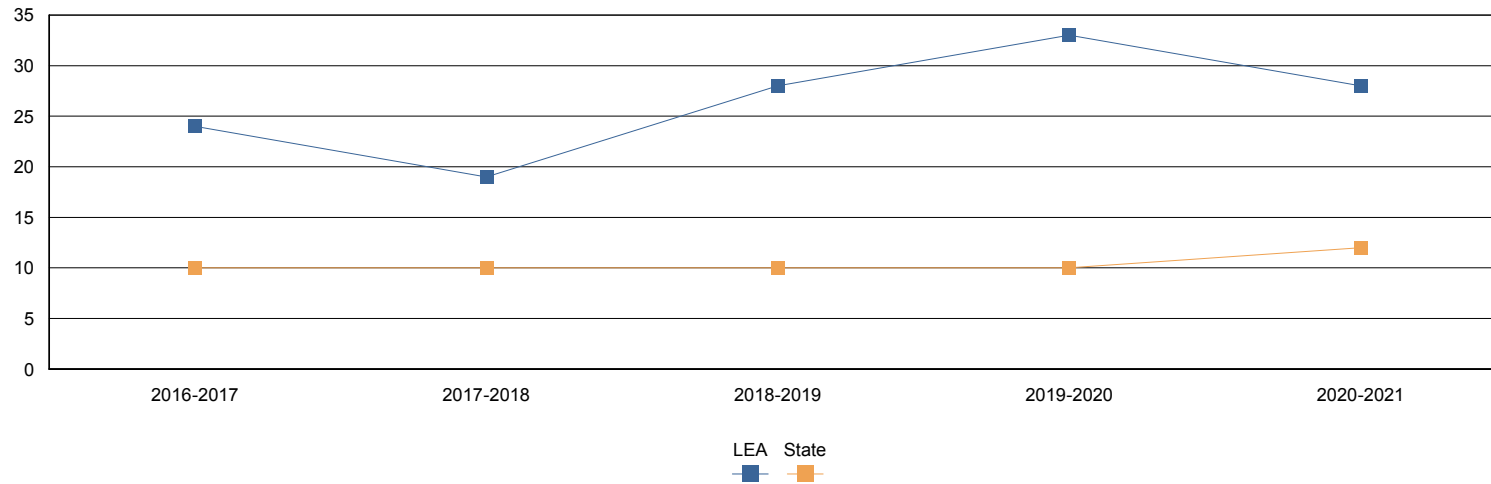
	➤ Does the LEA demonstrate program incentives to encourage graduation?	Yes, the LEA offers credit for work experience, the opportunity to earn work-based certificates including, but not limited to, Microsoft Office and OSHA. AHCCS offers internships with paid incentives and individual graduation plans. The LEA has developed an Innovation Academy Program providing the opportunity for students to select a career training path such as Advanced Engineering, Architecture and Construction, Audio Visual Communication Arts, Biomedical, Computer Science, Digital Graphic Arts, Drone Innovators, Engineering, Entrepreneurship, Fine Arts, Information Technology, Programming, and Robotics. Students will graduate with a career path and be given a different color of graduation attire based on their career path. AHCCS provides scholarships for students while in high school to explore areas of personal interest such as digital authorship, poetry, art, photography, literature, etc. AHCCS allows students an option to develop their own graduation project based on their interests.

	➤ Does the LEA maintain effective dropout prevention programs?	Yes, the LEA has mentors and homeroom coaches that work closely with IEP case managers, students and parents to ensure attendance, course grades and ongoing communication at a minimum of bi-weekly contacts. AHCCS has a student management system and an early warning system through Ed Insight & Power School. Additionally, guidance departments, data coordinators and administration review the data during meetings to address students who may be at risk of dropping out. Monthly meetings are held to discuss the status of each senior with an IEP toward their graduation goal along with possible interventions for IEP teams to consider to support and/or re-engage the student. The School-Wide Transition Coordinator tracks the progress of each senior toward their graduation project. Guidance Counselors & the Director of Special Education meet on a regular basis to discuss students' progress toward IEP goals and/or credits. The Act 158 Coordinator tracks each student's progress toward their pathway of graduation. The LEA utilizes an early warning system embedded into Ed Insight placing each student at a risk level. Factors affecting each student's risk level include attendance, current year math, language arts, science, social studies, and other grades, PSSA Math/Reading tests, and Keystone Exams. Other data utilized to determine each student's progress toward grade-level standards are quarterly NWEA MAPS benchmarks for Reading, Math, and Science. The LEA has clear truancy procedures for students with an IEP. At 3 unexcused cumulative absences, a phone call, email, and/or snail mail letter is sent to inform the student and parent/guardian of the three unexcused absences. At six cumulative, unexcused absences, a SAIP Truancy meeting is held and a SAIP Truancy Plan is placed in the IEP, with the form attached, to address the truancy concerns. Related Services are always considered to assist in re-engaging students in the academic setting including Social Work, Counselors, tutors, a PCA, and any other service warranted to support the student's academic and functional needs. At ten cumulative, unexcused absences, a second SAIP Truancy meeting is held to intervene to support the student in engaging in the academic setting. Other program initiatives aimed to engage students' in the school setting include the Innovation Academy Program. AHCCS also has Student Advisory & Parent/Guardian Advisory Committees that started in the 2022-2023 school year. Ongoing parent/guardian training is provided via live workshops, brief webinar videos, quarterly newsletters, and updates via the AHCCS Parent/Guardian & student Schoology group pages. Open office hours are available for parents to meet with the Director of Special Education on a quarterly basis, and/or by phone, email, virtual conference at a time that works best for the parent and/or student.

		Counseling is offered to the parent & student if warranted based on the individual situation. For students who do not engage in the educational setting, a referral for a Functional Behavioral Assessment is made to further problem-solve for ways to be proactive in setting up students for success. AHCCS has a secondary transition program with a continuum of services and activities from 7th-12th grade. AHCCS also has the Fresh Start Academy program for students who cannot achieve full credit for the courses they are enrolled due to varying factors such as poor engagement during the first semester of the school year, new enrollment at AHCCS who did not attend any local LEA for the current school year, etc. The Fresh Start Academy program allows students to focus on one core subject at a time condensed into a three-week period where they can earn .50 credits per course, with a total of 2.0 credits possible versus earning zero credits. It is a 12-week program with four total courses. This allows students to recoup credits when they are to the point they know even if they pass the second semester they won't earn a high enough grade to pass the course for the year. It provides a motive to remain enrolled, and earn partial credit for their core courses. For the 2022-2023 program, AHCCS is looking to add a career partial credit opportunity in the Fresh Start Academy program. AHCCS offers a summer school program, free of cost, to eligible students where they can earn up to 3 credits per summer. A variety of summer courses are offered. Our summer school students have a Special Ed. teacher who provides support throughout their summer school program in addition to any related services they receive.
6.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ☐ Yes (Met SPP target) or Met BSE established target for 10 or less students eligible to graduate) ☐ No (Requires an improvement plan) ☐ NA	
7.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ☐ Yes (Met SPP target) ☐ No (Requires an improvement plan) ☐ NA	

Five Year Longitudinal Data Link

Dropout Rates



<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>Description</u>
24.53	19.05	28.13	33.87	28	LEA dropout rate for students with disabilities ($1 \div 2 \times 100 = 3$) (OSEP)
10.97	10.97	10.97	10.97	12.79	State dropout target for students with disabilities. (OSEP)

8. EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

SPP Indicator 4A

STANDARD – SUSPENSION and EXPULSION

The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.

The LEA adheres to procedural requirements in suspending students with disabilities.

REGULATORY BASE:

Suspension and expulsion rates - 34 CFR 300.170(a)(1)(2)(b)

(a) General. The SEA must examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities—(1) Among LEAs in the State; or (2) Compared to the rates for nondisabled children within those agencies. (b) Review and revision of policies. If the discrepancies described in paragraph (a) of this section are occurring, the SEA must review and, if appropriate, revise (or require the affected State agency or LEA to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with the Act.

Disciplinary placements - 22 Pa. Code 711.61

(e) Notwithstanding the requirements incorporated by reference in 34 CFR 300.530 (b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement.

(c) Any removal from the current educational placement is a change of placement for a student who is identified with mental retardation, except if the student's actions are consistent with 34 CFR 300.530 (g) (1)-(3) (relating to authority of school personnel).

EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

8.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will select at minimum 10% of the files of students with disabilities who have been suspended for more than 10 consecutive or 15 cumulative school days in the prior school year. LEA will review for compliance with the mandated procedural safeguards requirements. LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary. LEA will upload a list of all students with disabilities who were suspended (in and out of school) during the prior school year. This list is to include all removals. The information will include the student's name, birth date, primary disability, and each date the student was suspended. LEA will upload the files of all students on the list. SPECIAL CONSIDERATIONS BSE PROCEDURE Divide the list into 2 groups as follows: GROUP 1 = Students (other than a student with intellectual disability) who were suspended from school for more than 10 consecutive or 15 cumulative school days during the prior school year. GROUP 2 = Students with intellectual disability (regardless of whether the intellectual disability is a primary or secondary exceptionality) who were suspended from school for any number of days during the prior school year. For each group, the Chairperson will select and review approximately a 20% sample and conduct the following review: a. GROUP 1 ONLY: Any disciplinary exclusion of a student with disabilities for more than 10 consecutive school days or more than 15 cumulative school days in a school year is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion. ____ Yes ____ No ____ NA	

	continued on next page	

EXCLUSIONS: SUSPENSIONS AND EXPULSIONS (continued)		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	b. GROUP 2 ONLY: Any disciplinary exclusion of a student with intellectual disability is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion. _____ Yes _____ No _____ NA c. For GROUP 1 was FAPE provided on day 11 following consecutive suspension or on day 16 following cumulative suspensions? _____ Yes _____ No _____ NA d. For GROUP 2, was FAPE provided from day 1? _____ Yes _____ No _____ NA	

EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

STANDARDS TO BE MET PROCEDURES TO FOLLOW																																						
LONG TERM SUSPENSIONS (Greater than 10 consecutive or 15 cumulative school days or is a pattern): a. Regular education population: <table> <tr> <td>Total # students</td> <td># Suspended Long Term</td> <td>% of Pop</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> b. Population of students with intellectual disability: <table> <tr> <td>Total # students with ID</td> <td># Suspended Long Term</td> <td>% of Pop.</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> c. Other students with disabilities: <table> <tr> <td>Total # other students with disabilities</td> <td># Suspended Long Term</td> <td>% of Pop.</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> EXPULSIONS d. Total # students <table> <tr> <td></td> <td># Expelled Long Term</td> <td>% of Pop.</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> e. Population of students with intellectual disability: <table> <tr> <td>Total # students with ID</td> <td># Expelled Long Term</td> <td>% of Pop.</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> f. Other students with disabilities <table> <tr> <td>Total # other students with disabilities</td> <td># Expelled Long Term</td> <td>% of Pop.</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> STUDENTS PLACED IN 45 SCHOOL DAY INTERIM ALTERNATIVE EDUCATIONAL SETTINGS FOR DRUG/WEAPONS OFFENSES AND STUDENTS WHO HAVE INFLECTED SERIOUS BODILY INJURY UPON ANOTHER PERSON WHILE AT SCHOOL, ON SCHOOL PREMISES, OR AT A SCHOOL FUNCTION UNDER SEA OR LEA JURISDICTION g. <u>0</u> Total # students with disabilities in LEA. h. <u>0</u> Total # students with disabilities placed in Interim Alternative Educational Settings by this LEA. i. <u>0</u> Total # students for whom this placement was preceded by issuance of a NOREP/PWN. SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will review the information the LEA provided regarding data for their student population placed on suspensions and expulsions during the prior school year and answer the corresponding compliance questions.			Total # students	# Suspended Long Term	% of Pop	<u>0</u>	<u>0</u>	<u>0.00</u>	Total # students with ID	# Suspended Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>	Total # other students with disabilities	# Suspended Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>		# Expelled Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>	Total # students with ID	# Expelled Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>	Total # other students with disabilities	# Expelled Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>
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EXCLUSIONS: SUSPENSIONS AND EXPULSIONS (continued)		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. What evidence exists that: ➤ the LEA reviews the data for patterns and causes of suspensions and expulsions? ➤ the LEA has considered these data? ➤ these data are comparable to trends in the general student population? ➤ the LEA uses follow-up studies and LEA data to drive program changes? ➤ the LEA provides Functional Behavioral Assessment, manifestation determination, and FAPE to students whose removal constitutes a change of placement? ➤ the LEA reviews data if there are concerns specific to students identified with intellectual disability? ➤ Are there any instances of students with disabilities being sent home for disciplinary purposes that are considered official suspension?	The LEA reviews data for patterns and causes of suspensions and expulsion during data team meetings or IEP team meetings with the administration, counselor, mentors and teachers if any occurred. In addition, we would conduct a Functional Behavior Assessment and develop a positive behavior plan. Also, a Manifestation Determination meeting would occur within 10 days. None have occurred at this point. Yes, and if any suspensions or expulsions occurred, we would immediately address the data. The data shows that there are no suspensions nor expulsions. Yes, because there are no students in the general student population or students with disabilities that have been suspended or expelled. Yes, if the data suggested that follow up studies were needed, the LEA would partner with PaTTAN, BSE and CCIU for additional training or new resources. Yes, if there is a change of placement due to suspension or expulsion, the LEA would conduct a Functional Behavior Assessment, Positive Behavior Plan and Manifestation determination. FAPE would be provided to the student. Yes, the LEA would review the data for students with an intellectual disability immediately. No
8.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ___ Yes, In Compliance with procedural requirements ___ No, Not in Compliance with procedural requirements ___ NA	

8 A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION Special education suspension rates are consistent with, or less than, regular education suspension rates. ____ Yes ____ No (requires improvement plan) ____ NA	

10. INDEPENDENT EDUCATIONAL EVALUATION

STANDARD – INDEPENDENT EDUCATIONAL EVALUATION

The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.

REGULATORY BASE:

Independent educational evaluation - 34 CFR 300.502

General. (1) The parents of a child with a disability have the right under this part to obtain an independent educational evaluation of the child, subject to paragraphs (b) through (e) of this section. (2) Each public agency must provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations as set forth in paragraph (e) of this section.

INDEPENDENT EDUCATIONAL EVALUATION		
10.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will upload a description of its procedure for responding to requests from parents for an Independent Educational Evaluation (IEE) at public expense. LEA will make available files of all students for whom an IEE at public expense was requested by the parent during the prior school year. LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary. SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will select and review 10%, or not less than 3 files, of LEA files and answer the following questions: a. Does the LEA provide information where an IEE may be obtained? _____ Yes _____ No _____ NA b. Does the LEA notify parents in writing via a NOREP/PWN when the LEA declines the parent's request for an IEE at public expense and the reason for denial of the IEE? _____ Yes _____ No _____ NA c. Does the LEA's procedure demonstrate that the LEA does not unreasonably delay either providing the IEE at public expense or initiating a due process hearing? _____ Yes _____ No _____ NA d. Is there evidence that the LEA considered the IEE? _____ Yes _____ No _____ NA	

INDEPENDENT EDUCATIONAL EVALUATION		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. ➤ Are LEA personnel (principals, administrators, psychologists, and teachers) familiar with the requirements for IEEs? ➤ How does the LEA ensure that the results of an IEE are considered in any decision made with respect to the provision of FAPE?	Yes, training is provided and LEA personnel are familiar with the requirements. AHCCS has an Independent Education Evaluations Policy that was recently revised on 12/13/2022 via the AHCCS School Board. The procedures and policies have been developed and are easily accessed by all staff members at AHCCS. Please see attached for the Independent Education Evaluation Policy. Should AHCCS receive a written request for an IEE, AHCCS will respond in one of the following ways: 1) AHCCS will issue to the parents/guardians a Notice of Recommended Educational Placement/Prior Written Notice declining the request for an independent educational evaluation at public expense and initiate a due process hearing through the Office of Dispute Resolution; or 2. AHCCS will issue to the parents/guardians correspondence that includes the following: a. An assurance that the school district will pay for an independent educational evaluation as long as the evaluation meets all of the requirements of an appropriate evaluation identified in Section 1.0 of this procedures; b. A statement that the school district shall not pay for the evaluation until it determines that the evaluation meets all of the requirements of Section 1.0 of this procedures; c. A request that the parents consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear assurance that the parent is not required to do so and that the school district would pay any cost not covered by such sources; d. Directions that the parent is responsible for arranging for the evaluation and for ensuring that the evaluator contacts the Office of Special Education to arrange for payment of the evaluation. The LEA reviews the results of an IEE during IEP team meetings. The recommendations are considered by the team which includes the parents and student.
10.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes, In Compliance (Must answer Yes or NA to all 4 questions (a-d) under BSE Procedure.) ____ No, Not in Compliance	

11. LEAST RESTRICTIVE ENVIRONMENT (LRE)

SPP Indicator 5

1st STANDARD -- CONTINUUM

The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.

REGULATORY BASE:

Continuum - 34 CFR 300.115(a)(b)(1)(2)

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. (b) The continuum required in paragraph (a) of this section must—(1) Include the alternative placements listed in the definition of special education under § 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

2nd STANDARD - DISTRIBUTION OF SCHOOL-AGED STUDENTS

Students with disabilities are provided for in the least restrictive environment. 34 CFR 300.114 – 117

REGULATORY BASE:

General LRE requirements - 34 CFR 300.114-117(2)(i)(ii)

(2) Each public agency must ensure that—(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

FSA 11 and 11A Data and Table Index	
DATA DISPLAY	COMPARISON OF LEA AND STATE EDUCATIONAL PLACEMENT DATA AND LEA PERFORMANCE ON SPP TARGETS
LEA TABLE 1:	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
STATE TABLE 1:	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
LEA TABLE 1A:	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL
LEA TABLE 2:	DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
STATE TABLE 2:	DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
LEA TABLE 3:	DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION
STATE TABLE 3:	DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION

LEAST RESTRICTIVE ENVIRONMENT (LRE)

COMPARISON OF LEA AND STATE EDUCATIONAL PLACEMENT DATA AND LEA PERFORMANCE ON SPP TARGETS

11.	STANDARDS TO BE MET PROCEDURES TO FOLLOW																													
	LEA PROCEDURE LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on site for BSE verification. The LEA will examine the following data comparing local and state rates and LEA performance on SPP targets, and will reflect upon this information in the Team Discussion Points and Data Collection Summary: a. <u>64.97</u> % of LEA students with an IEP served inside the regular classroom 80% or more of the day (formerly less than 21%) (State % is <u>62.03</u>) b. <u>30.95</u> % of LEA students with an IEP served inside the regular classroom no more than 79% of the day and no less than 40% of the day (formerly 21-60%) (State % is <u>23.66</u>) c. <u>4.08</u> % of LEA students with an IEP served inside the regular classroom less than 40% of the day (formerly greater than 60%) (State % is <u>9.93</u>) d. <u>0.00</u> % of LEA students educated in public separate facilities (EX: centers, segregated settings...) (State % is <u>1.32</u>) e. <u>0.00</u> % of LEA students educated in private separate facilities (private day schools) (State % is <u>2.70</u>) f. <u>0.00</u> % of LEA students educated in public or private separate residential facilities (EX: ICP, PRRI, residential treatment program) (State % is <u>0.25</u>) Compared to state percentages, LEA data for the above 6 items are as follows: <table><tr><th>Setting</th><th>Above State Rate</th><th>Below State Rate</th><th>Same As State Rate</th></tr><tr><td>a.</td><td>X</td><td></td><td></td></tr><tr><td>b.</td><td>X</td><td></td><td></td></tr><tr><td>c.</td><td></td><td>X</td><td></td></tr><tr><td>d.</td><td></td><td>X</td><td></td></tr><tr><td>e.</td><td></td><td>X</td><td></td></tr><tr><td>f.</td><td></td><td>X</td><td></td></tr></table>	Setting	Above State Rate	Below State Rate	Same As State Rate	a.	X			b.	X			c.		X		d.		X		e.		X		f.		X		
Setting	Above State Rate	Below State Rate	Same As State Rate																											
a.	X																													
b.	X																													
c.		X																												
d.		X																												
e.		X																												
f.		X																												

LEAST RESTRICTIVE ENVIRONMENT (LRE)

STANDARDS TO BE MET PROCEDURES TO FOLLOW									
LEA results for students with disabilities compared to the SPP target: (NOTE: This SPP target reporting is based on prior year's reporting cycle. The LEA may describe and discuss more current data and performance on SPP target in the Special Considerations section below.) g. Met SPP target for students with disabilities served inside the regular classroom 80% or more of the day. h. Met SPP target for students with disabilities served inside the regular classroom less than 40% of the day. i. Met SPP target for students with disabilities served in other locations. <table border="1"> <thead> <tr> <th>Setting</th> <th>Met SPP Target</th> </tr> </thead> <tbody> <tr> <td>80% or more</td> <td>Y</td> </tr> <tr> <td>Less than 40%</td> <td>Y</td> </tr> <tr> <td>Other Locations</td> <td>Y</td> </tr> </tbody> </table> SPECIAL CONSIDERATIONS		Setting	Met SPP Target	80% or more	Y	Less than 40%	Y	Other Locations	Y
Setting	Met SPP Target								
80% or more	Y								
Less than 40%	Y								
Other Locations	Y								

LEAST RESTRICTIVE ENVIRONMENT (LRE)									
LEA TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION									
11A	STANDARDS TO BE MET PROCEDURES TO FOLLOW								
	LEA PROCEDURE The LEA will review LEA Table 1 and State Table 1, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 1 is PennData submitted by the LEA, which summarizes the number and percentage of students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 1, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.			BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.					
		LOCATION OF INTERVENTION: (number of students/percentage of total for the disability category)							
PRIMARY DISABILITY		Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Intellectual Disability		2 / 11.76	8 / 47.06	7 / 41.18	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	17
Hearing Impairment including Deafness		0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech or Language Impairment		4 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	4
Visual Impairment Including Blindness		1 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	1
Emotional Disturbance		37 / 78.72	8 / 17.02	2 / 4.26	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	47
Orthopedic Impairment		0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Other Health Impairment		47 / 73.44	17 / 26.56	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	64
Specific Learning Disability		80 / 62.02	46 / 35.66	3 / 2.33	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	129
Deaf-Blindness		0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities		1 / 50.00	1 / 50.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	2
Autism		19 / 63.33	11 / 36.67	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	30
Traumatic Brain Injury		0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)								
STATE TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION								
	LOCATION OF INTERVENTION: (percentage of total for the disability category)							
PRIMARY DISABILITY	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Intellectual Disability	8.82	34.66	47.07	3.81	4.89	0.48	0.28	0.00
Hearing Impairment including Deafness	69.71	13.37	5.72	0.43	9.00	1.78	0.00	0.00
Speech or Language Impairment	97.52	1.91	0.46	0.03	0.07	0.01	0.00	0.00
Visual Impairment Including Blindness	61.77	12.49	6.63	0.77	16.91	1.06	0.38	0.00
Emotional Disturbance	51.52	21.66	11.28	5.00	9.38	1.11	0.07	0.00
Orthopedic Impairment	60.00	24.78	12.69	1.19	0.75	0.00	0.60	0.00
Other Health Impairment	66.20	25.85	5.05	1.01	1.64	0.17	0.09	0.00
Specific Learning Disability	67.02	29.95	2.14	0.19	0.62	0.06	0.01	0.00
Deaf-Blindness	14.06	6.25	15.62	3.12	56.25	3.12	1.56	0.00
Multiple Disabilities	3.78	11.22	52.46	10.61	14.93	1.14	5.86	0.00
Autism	39.21	22.59	28.92	2.45	6.39	0.33	0.11	0.00
Traumatic Brain Injury	40.37	30.82	20.44	3.85	2.68	0.50	1.34	0.00

LEAST RESTRICTIVE ENVIRONMENT (LRE)																							
LEA TABLE 1A: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL																							
	STANDARDS TO BE MET PROCEDURES TO FOLLOW																						
	LEA PROCEDURE The LEA will review LEA Table 1A, LEA data by grade level (E=Elementary (grades K-6), M=Middle School (grades 7-8), H=High School (grades 9-12)) and provide explanation of any significant changes in placement patterns between the three levels. For example, if 60% of students with intellectual disability are served inside the regular class 80% or more at the Elementary level, and this decreases to 45% at the Middle School level, the LEA is to provide an explanation. In general, the LEA is to explain any change of greater than 10 percentage points across levels and disability categories. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.											BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.											
		LOCATION OF INTERVENTION: (percentage of total for the disability category)																					
PRIMARY DISABILITY		Inside the regular class 80% or more of the school day			Inside the regular class 40-79% of the school day			Inside the regular class less than 40% of the school day			Educated in public separate facilities			Educated in private separate facilities			Educated in public or private separate residential facilities			Receive instruction in the home			TOTAL
		E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	
Intellectual Disability		0	0	2	0	2	6	0	2	5	0	0	0	0	0	0	0	0	0	0	0	0	17
		0.0	0.0	11.8	0.0	11.8	35.3	0.0	11.8	29.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Hearing Impairment including Deafness		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Speech or Language Impairment		0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
		0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Visual Impairment Including Blindness		0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
		0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Emotional Disturbance		0	1	36	0	0	8	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	47
		0.0	2.1	76.6	0.0	0.0	17.0	0.0	2.1	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Orthopedic Impairment		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Other Health Impairment		0	6	41	0	2	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	64
		0.0	9.4	64.1	0.0	3.1	23.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Specific Learning Disability		0	6	74	0	10	36	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	129
		0.0	4.7	57.4	0.0	7.8	27.9	0.0	0.0	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Deaf-Blindness		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

Multiple Disabilities	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2
	0.0	0.0	50.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Autism	0	2	17	0	2	9	0	0	0	0	0	0	0	0	0	0	0	0	30
	0.0	6.7	56.7	0.0	6.7	30.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

LEAST RESTRICTIVE ENVIRONMENT (LRE)								
LEA TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION								
	STANDARDS TO BE MET PROCEDURES TO FOLLOW							
	LEA PROCEDURE The LEA will review LEA Table 2 and State Table 2, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 2 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 2, on the next page, is a state summary of the distribution of FIRST GRADE STUDENTS, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.			BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.				
	LOCATION OF INTERVENTION: (number of first grade students/percentage of total for the disability category)							
PRIMARY DISABILITY	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Intellectual Disability	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Hearing Impairment including Deafness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech or Language Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Visual Impairment Including Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Emotional Disturbance	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Orthopedic Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Other Health Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Specific Learning Disability	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Deaf-Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Autism	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Traumatic Brain Injury	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)								
STATE TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION								
	LOCATION OF INTERVENTION: (percentage of total for the disability category)							
PRIMARY DISABILITY	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Intellectual Disability	15.80	31.27	49.35	1.14	2.12	0.16	0.16	0
Hearing Impairment including Deafness	68.82	10.59	7.65	0.59	11.76	0.59	0.00	0
Speech or Language Impairment	98.27	1.25	0.44	0.00	0.04	0.00	0.00	0
Visual Impairment Including Blindness	59.21	9.21	6.58	0.00	23.68	0.00	1.32	0
Emotional Disturbance	48.60	21.07	19.38	3.65	6.74	0.56	0.00	0
Orthopedic Impairment	71.88	17.19	7.81	3.12	0.00	0.00	0.00	0
Other Health Impairment	62.47	26.85	9.03	0.68	0.84	0.00	0.13	0
Specific Learning Disability	59.91	36.98	2.86	0.13	0.13	0.00	0.00	0
Deaf-Blindness	33.33	0.00	33.33	0.00	33.33	0.00	0.00	0
Multiple Disabilities	6.86	9.80	62.75	5.88	8.33	0.49	5.88	0
Autism	34.71	19.05	42.11	1.07	2.93	0.10	0.03	0
Traumatic Brain Injury	52.94	17.65	17.65	5.88	5.88	0.00	0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)								
LEA TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION								
	STANDARDS TO BE MET PROCEDURES TO FOLLOW							
	LEA PROCEDURE The LEA will review LEA Table 3 and State Table 3 carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 3 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by type of support and location of intervention. A link to five years of data is provided so that trends may be examined. State Table 3, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.				BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.			
		LOCATION OF INTERVENTION: (number of students/percentage of total for the type of support category)						
TYPE OF SUPPORT	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Autistic Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Emotional Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Deaf and Hard of Hearing Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Learning Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Life Skills Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Physical Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech and Language Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Blind-Visually Impaired Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)								
STATE TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT ACROSS LOCATIONS OF INTERVENTION								
TYPE OF SUPPORT	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Autistic Support	22.80	17.18	54.69	1.38	3.76	0.14	0.05	0
Emotional Support	49.60	20.08	21.41	3.72	4.92	0.27	0.00	0
Deaf and Hard of Hearing Support	72.62	5.95	7.74	1.79	11.31	0.60	0.00	0
Learning Support	64.03	32.57	2.96	0.09	0.31	0.00	0.04	0
Life Skills Support	3.79	21.57	69.83	1.17	3.21	0.00	0.44	0
Multiple Disabilities Support	4.37	5.46	66.67	7.10	9.29	1.09	6.01	0
Physical Support	82.61	4.35	13.04	0.00	0.00	0.00	0.00	0
Speech and Language Support	99.27	0.46	0.23	0.00	0.04	0.00	0.00	0
Blind-Visually Impaired Support	61.19	5.97	5.97	1.49	23.88	0.00	1.49	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)

DATA COLLECTION WORKSHEET

11A	LEA Team Discussion Points	LEA Data Collection Summary
	a. a. Are there specific disability categories that show a high number of students placed outside the general education classroom for more than 20% of the school day? ☒ Yes ☐ No ☐ NA b. b. If the answer to "a" is "yes," list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day. c. c. Do trend data in LEA tables and Five Year Longitudinal Data show an increase or decrease in the number of students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain. ☐ Increase ☒ Decrease ☐ Remained relatively the same ☐ NA d. d. Do the data in the LEA Tables match the current Special Education Plan Program Profile? (Not applicable to Charter Schools.) ☐ Yes ☐ No ☒ NA e. e. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that the continuum of services is available within the LEA? (Not applicable to Charter Schools.) ☐ Yes ☐ No ☒ NA Review LEA Tables 2 & 3 and State Tables 2 & 3 for first grade students, respond to the following questions and provide explanation.	Yes, Intellectual Disability & Specific Learning Disability categories show a high number of students placed outside of the general education classroom for more than 20% of the day. The IEP teams have determined that these students require intensive instruction in small groups or one-to-one assistance with a modified or alternate curriculum. Even with supplementary aids and services, the students are not able to access the general education curriculum nor make progress on their IEP goals.

LEAST RESTRICTIVE ENVIRONMENT (LRE)**DATA COLLECTION WORKSHEET****LEA Team Discussion Points****LEA Data Collection Summary****Respond to the following questions and provide a brief explanation.**

- For students educated outside the regular classroom for more than 20% of the school day, did IEP teams determine that those students could not receive a meaningful benefit from education in the general education classroom?
- If so, what were the reasons?
- What supplementary aids and services in the general education classroom did the team discuss prior to recommending removal from regular class for any portion of the school day?
- In what types of settings and environments are the following types of support provided: learning support, life skills support, emotional support, autistic support, physical support, multiple disability support, hearing support, vision support, speech and language support?
- For each of the above, is that type of support provided in general education classes as well as in special education classes?
- If it is not provided in general education classes, what are the reasons?
- How are students whose behavior may disrupt their own learning or that of others supported by the LEA?
- What plans does the LEA have to develop programs and services to ensure that the continuum of services is available within the LEA?
- Do students with an IEP have the same opportunities to participate in academic, nonacademic or extracurricular activities as peers who are non-disabled?

Yes, during IEP meetings the discussion includes if the student would derive meaningful benefit for being educated in the general education classroom for the maximum time possible with supplementary aids and services. IEP teams only discuss removal from the general education classroom if they cannot benefit from the classroom even with the supports and related services provided by the team.

Students may need a replacement or modified curriculum, smaller class size, alternate assessments or more frequent time to review and reinforce material.

IEP teams may discuss providing modified curricular goals, alternate ways to demonstrate mastery, modifications to the curriculum, use of remedial programs or test modifications.

The supports listed in the previous section are offered in all general education settings for all of the types of support listed (learning, life skills, emotional, autistic, physical, multiple disability, hearing vision and speech and language).

Yes, supports are provided in both general and special education classes.

IEP teams may have determined that another course may be more appropriate due to the curricular level, amount of reinforcement and review needed and a smaller or one-to-one setting is needed for the student to make meaningful progress.

Students with behavior issues are provided with functional behavior assessments, positive behavior plans, 1:1 or small group counseling, social-emotional skills' instruction, Social Work services, reevaluations or intensive mentoring, related services including tutoring and/or PCA, and homeroom coaches.

The LEA continues to work in partnership with CCIU, PaTTAN and BSE to provide training, remedial programs, grant opportunities or other agencies to support our students- Office of Vocational Rehabilitation or behavioral health agencies.

Yes, all students with an IEP are offered the same opportunities as their non-disabled peers.

➤ If a student needs supplementary aids and services to participate in extracurricular activities, is that support provided? ➤ Do IEP teams begin the discussion of educational placement with the option of regular class for the entire school day? ➤ During IEP team meetings in which a student's educational placement is determined, does the team discuss how the student can be educated in regular class with supplementary aids and services for the entire school day? ➤ Are additional resources or supports needed to facilitate providing supplementary aids and services to students with an IEP within general education classrooms? If so, explain. ➤ How often are special education teachers available for co-teaching and consultation in general education classrooms? ➤ Do students with an IEP tend to spend less time in general education classes as they grow older? ➤ If so, is this true for students with all disabilities or only for certain disability categories?	Yes, IEP teams determine the appropriate support needed with input from the parent/guardian, student and teachers. Yes, the IEP teams begin with the general education setting as the first placement including supplementary aids and services. Yes, the IEP team determines the regular class as the first placement to be considered. The IEP team determines what appropriate supports are needed to be educated in the regular class. Yes, additional resources or supports require on-going staff training, review of student progress and potential purchase of additional materials. Special Education teachers are available for co-teaching and consultation on a daily basis. Both general and special education teachers are available each day from 7:30-8:30 AM and 2:30 to 3:30 for any needed planning and consultation. No, students with an IEP do not spend less time in general education classes as they grow older. IEP teams work closely with outside agencies for job shadowing, internships and work experiences so that students spend time in general education within the community setting. All students, regardless of their disabilities do not spend less time in general education classes as they grow older. IEP teams monitor progress and adjust the IEP for additional interventions or remedial programs to ensure students remain in the general education classroom. In addition, co-teaching supports students with all disabilities to remain in the general education setting.

LEAST RESTRICTIVE ENVIRONMENT (LRE)		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	BSE PROCEDURE The BSE Chairperson will review the data in all tables, as well as the current Special Education Program Plan Profile, the Data Collection Summary, information provided by the LEA, the Parent Survey results, and the Teacher Survey results, and answer the following questions: a. No specific disability groups or grade levels show a high number of students in more restrictive settings? _____ Yes _____ No b. Do trend data in LEA tables show an increase in the number of students with an IEP served in general education classrooms for increased portions of the school day? _____ Yes _____ No _____ NA c. Do data in the LEA Tables match the current Special Education Plan Program Profile? (Not applicable to Charter Schools.) _____ Yes _____ No _____ NA d. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that a continuum of services is available within the LEA? (Not applicable to Charter Schools.) _____ Yes _____ No _____ NA e. The data support a conclusion that the LEA is complying with requirements for continuum of services as articulated in the standards and regulatory base for LRE? _____ Yes _____ No f. Available information supports a conclusion that the LEA is complying with requirements for the provision of a full range of supplementary aids and services as articulated in the standards and regulatory base for LRE? _____ Yes _____ No	

LEAST RESTRICTIVE ENVIRONMENT (LRE)		
11.	TO BE COMPLETED BY BSE PERSONNEL: CONCLUSION ☐ Yes (Met SPP target) ☐ No (Requires improvement plan)	
11A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION The data and information in the FSA, in combination with interviews and file reviews, supports a conclusion that the LEA is complying with requirements for the continuum of services and provision of a full range of supplementary aids and services, as articulated in the standards and regulatory base for LRE. ☐ Yes ☐ No	

12. PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

STANDARD – PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

REGULATORY BASE

ESY - 34 CFR 300.106

(a) General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section. (2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§ 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child. (3) In implementing the requirements of this section, a public agency may not—(i) Limit extended school year services to particular categories of disability; or (ii) Unilaterally limit the type, amount, or duration of those services. (b) Definition. As used in this section, the term extended school year services means special education and related services that—(1) Are provided to a child with a disability—(i) Beyond the normal school year of the public agency; (ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child; and (2) Meet the standards of the SEA.

ESY 22 Pa. Code 711.44

(a) In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), charter schools and cyber charter schools shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program: (1) At each IEP meeting for a student with disabilities, the charter school or cyber charter school shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.

PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES		
12.	STANDARDS TO BE MET PROCEDURES TO FOLLOW LEA PROCEDURE LEA will prepare a list of all students currently determined to be eligible for ESY services. The list is to include the student's name, disability category of eligibility, and type and location of special education service the student receives. (Use PennData definitions for category, type, and location.) LEA will upload the list to BSE for verification as directed by the Chairperson. LEA will review its data regarding ESY provision by disability, location of intervention, number of program hours, related services provided, and date of determination. SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will examine the list of students receiving ESY services to determine if students with various disabilities and types of services are receiving ESY programs. Chairperson will also consider the findings of other team members from the file reviews. Chairperson will select and review files of students found to be eligible and ineligible for ESY and reach conclusions. The sample will consist of at least 10 files in each eligibility category if available. Chairperson will answer the following questions: - Is expedited review being offered to families of students who are not "target" group members if there is a disagreement about eligibility or the content of the program? - Is the LEA complying with timelines for the new deadlines for "target" group students? - Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations? - Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services? - In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations?	

PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. ➤ Does data regarding ESY participation indicate that all students with disabilities are considered for eligibility for ESY services, regardless of disability category, or type of special education service they are receiving? ➤ Does the LEA make ESY determinations based on student needs, considering both short and long term breaks and interruptions in services? ➤ Are ESY program decisions based on individual student needs vs. administrative convenience or other factors? ➤ Are expedited reviews offered to families of students who are not "target" group members if there is a disagreement about eligibility or content of the program? ➤ Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations? ➤ Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services? ➤ In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations?	Yes, during each IEP meeting, there is a discussion of ESY participation regardless of the disability category. All students' ESY determination is made by February 28th, the Armstrong deadline. Yes, the IEP team makes a determination based on student needs on an individual basis. The IEP team looks at academic and functional progress, grades, input from parent(s) and/or guardian(s), regular education and special education teachers, students and other related service providers and considers both short and long-term breaks and interruptions in services. Yes, the IEP team discusses the student's individual goals, progress, and information from related service providers when appropriate. ESY programs are not based on administrative convenience. ESY programs, services, and supports are developed based on individual needs. Yes, if there are disagreements about ESY eligibility, the IEP team would meet immediately to review the data and discuss areas of disagreement in order to reach consensus of ESY eligibility based on a complete review or progress and information from the parent(s) and/or guardian(s). If a student is found eligible for ESY services, their ESY program, services, and supports are tailored specifically to their academic and functional needs identified in their IEP. Yes. Procedural Safeguard options would be provided immediately to the parents if they disagree with the eligibility determinations. Yes, each student's goals and progress monitoring data are included in the IEP. The dates, frequency of services, type of ESY program, supports, and services all vary based on each student's needs. Yes, any determination in which ESY is denied, there would be evidence, documentation and data to demonstrate why the student did not meet the eligibility criteria for ESY services.

12.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ☐ Yes, In Compliance ☐ No, Not in Compliance ☐ NA	

13. PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

STANDARD – PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

REGULATORY BASE

Related Services – 34 CFR 300.34(10)(i)(ii)(iii)(iv)(v)(vi)

(10) Psychological services includes—(i) Administering psychological and educational tests, and other assessment procedures; (ii) Interpreting assessment results; (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and (vi) Assisting in developing positive behavioral intervention strategies.

PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING		
13.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will describe the provision of psychological counseling services to students within the LEA, specifically how it plans and manages a program of psychological services, including psychological counseling for those students whose IEPs require this service as a provision of FAPE. LEA will provide, in this FSA, a brief listing of what services are available both within the school setting and for school-funded services obtained from outside agencies. During the onsite review, the LEA must provide to the Chairperson specific written assurance or other documentation that parents are not charged for psychological counseling services that students require if the service is a necessary related service. SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will review the description in the FSA and assurance or other documentation provided onsite to assess compliance with requirements.	

PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING	
DATA COLLECTION WORKSHEET	
LEA Team Discussion Points	LEA Data Collection Summary
LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. ➤ Are there sufficient psychological counseling services available to meet the needs of students in the LEA? ➤ Is there a continuum of services available to address students who need varying types and levels of support? ➤ Are psychological counseling services, when included in a student's IEP, provided at no cost to parents? ➤ Does the LEA have effective arrangements with outside service providers? ➤ If students require psychological counseling as a related service, and it is provided outside of the school setting, is transportation provided where necessary and at no cost to the parent?	Yes. The LEA has one in-house School-Based Counselor and contracts with the following vendors for Psychological Counseling: Therapy Source, US Health Care Services, and VSCN. The LEA continues to seek out additional providers who provide counseling services to assure all students' needs are met. Yes. AHCCS works with approximately fifteen providers across the state of Pennsylvania to meet the needs of our students. The IEP team may suggest a variety of services including- small group counseling, 1:1 Counseling, parent & student counseling, new parent groups, social worker services, assistive technology consultants, audiologists, behavioral specialists, behavioral consultants, tutors, occupational therapy, physical therapy, speech therapy, personal care assistant, reading specialist, speech & language pathologist, tss, vision support, in addition to any other service and support found warranted by the IEP team to meet a student's academic and/or functional needs. Yes. Currently, 113 active students have had a referral made for counseling services. AHCCS pays for the counseling services. Yes. The LEA created a Memorandum of Understanding with service providers and met individually to specify our expectations and to answer their questions. Our special education coordinator and director work with them on a daily and weekly basis to ensure that there are effective arrangements with outside providers. Currently, AHCCS contracts with approximately 15 outside providers throughout the state of Pennsylvania. In addition to our outside providers, we have an in-school School-Based Counselor, tutors, and school psychologist. Yes. The LEA would provide transportation or reimbursement for mileage.
13. TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ___ Yes, In Compliance ___ No, Not in Compliance	

15. PARENT TRAINING

STANDARD – PARENT TRAINING

Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.

REGULATORY BASE - 34 CFR 300.34(c)(8)(i)(ii)(iii)

(8)(i) Parent counseling and training means assisting parents in understanding the special needs of their child; (ii) Providing parents with information about child development; and (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

PARENT TRAINING																		
15.	STANDARDS TO BE MET PROCEDURES TO FOLLOW																	
	LEA PROCEDURE LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification. LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year. a. <u>50</u> Number of trainings offered by the LEA specifically for parents of students with disabilities Topic of Trainings: <table><tr><td><u>4</u></td><td>Behavior Support</td></tr><tr><td><u>2</u></td><td>Response to Intervention (Reading, Math, Progress Monitoring)</td></tr><tr><td><u>3</u></td><td>Inclusive Practices</td></tr><tr><td><u>13</u></td><td>Transition</td></tr><tr><td><u>2</u></td><td>AT</td></tr><tr><td><u>2</u></td><td>Autism</td></tr><tr><td><u>3</u></td><td>Interagency</td></tr><tr><td><u>21</u></td><td>Other (please list topic)</td></tr></table> Topics for the "Other Training" category included the following: Parent/Guardian Role in IEP Meeting, Student Support System, IEP, Mental Health, AHCCS SE Dept. Parent Advisory Committee, Social-Emotional, Legal Rights	<u>4</u>	Behavior Support	<u>2</u>	Response to Intervention (Reading, Math, Progress Monitoring)	<u>3</u>	Inclusive Practices	<u>13</u>	Transition	<u>2</u>	AT	<u>2</u>	Autism	<u>3</u>	Interagency	<u>21</u>	Other (please list topic)	
<u>4</u>	Behavior Support																	
<u>2</u>	Response to Intervention (Reading, Math, Progress Monitoring)																	
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<u>2</u>	AT																	
<u>2</u>	Autism																	
<u>3</u>	Interagency																	
<u>21</u>	Other (please list topic)																	

	Source of Training: <u>You Tube Video Training: “Overview of AHCCS Special Education Programs”, You Tube Video Training: “Office of Vocational Rehabilitation (OVR)”, AHCCS Quarter 1 Newsletter, You Tube Video Training: “Parent/Guardian Role in the IEP Meeting, You Tube Video Training: “Academic Truancy: What should I do if my child refuses to complete schoolwork?”, You Tube Video Training: “Special Education Case Manager & Mentor: Who are they? How can they help me?, You Tube Video Training: “Employment Options”, You Tube Video Training: “Managing Difficult Behaviors”, You Tube Video Training: “Navigating the IEP”, AHCCS Quarter 2 Newsletter, Live Parent Workshop: “Supporting Your Child’s Mental Health Needs” (1:30 & 7:00 PM), You Tube Video Training: “Supporting Your Child’s Mental Health Needs”, You Tube Video Training: “Strategies to Help My Child Stay Focused on Schoolwork”, You Tube Video Training: “Independent Living: How do I prepare my child?”, Live Parent Workshop: “Managing Difficult Behaviors” (1:30 & 7:00 PM), You Tube Video Training: “Post-Secondary Training Options”, You Tube Video Training: Extended School Year Services (ESY), You Tube Video Training: Assistive Technology Devices & Resources, You Tube Video Training: “Community Agency Supports”, You Tube Video Training: “Academic Remedial Resources, Assistive Technology & Websites”, AHCCS Quarterly Newsletter, Live Parent Workshop: “Independent Living: How Do I Prepare My Child?” (1:30 & 7:00 PM), You Tube Video: “Inclusive Practices & Benefits”, Live Parent Workshop: “Employment Options” (1:30 & 7:00 PM), AHCCS Special Dept. Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, Paving the Road to Your Child’s Future: Transition & Community Resources, Office of Vocational Rehabilitation (OVR) 101, Bridge to Real-Life: Post-Secondary Skills Workshop, Learning to Cope: Social-Emotional Skills Training, Supporting my</u>	

Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Family Guide to Mental Health Services, Autism Spectrum Disorders Workshop, A Positive Approach to Managing Difficult Behaviors, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies, Family Guide to Mental Health Services, Office of Vocational Rehabilitation (OVR) 101, A Positive Approach to Managing Difficult Behaviors, Learning to Cope: Social-Emotional Skills Training, Supporting my Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Paving the Road to Your Child's Future: Transition & Community Resources, Autism Spectrum Disorders Workshop, Bridge to Real-Life: Post-Secondary Skills Workshop, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies

Approximate Dates of Trainings in the past 24 months:

8/30/2022, 8/30/2022, 8/30/2022, 9/14/2022, 9/14/2022, 10/20/2022, 10/20/2022, 11/7/2022, 11/7/2022, 11/7/2022, 11/7/2022, 1/20/2023, 1/20/2023, 1/23/2023, 1/23/2023, 2/3/2023, 2/3/2023, 2/3/2023, 3/3/2023, 4/3/2023, 4/3/2023, 4/3/2023, 5/26/2023, 5/26/2023, 1/31/2023, 2/28/2023, 3/30/2023, 4/25/2023, 5/30/2023, 6/13/2023, 9/1/2021, 10/6/2021, 11/3/2021, 12/1/2021, 1/5/2022, 2/1/2022, 3/2/2022, 4/6/2022, 5/4/2022, 6/1/2022, 9/2/2020, 10/7/2020, 11/4/2020, 12/2/2020, 1/6/2021, 2/3/2021, 3/3/2021, 4/7/2021, 5/5/2021, 6/2/2021

SPECIAL CONSIDERATIONS

b. 31 Approximate number of parents of students with disabilities who attended trainings or opportunities provided by the LEA

Topic of Trainings:

<u>4</u>	Behavior Support
<u>2</u>	Response to Intervention (Reading, Math, Progress Monitoring)
<u>3</u>	Inclusive Practices
<u>13</u>	Transition
<u>2</u>	AT
<u>2</u>	Autism
<u>3</u>	Interagency
<u>47</u>	Other (please list topic)

	Topics for the "Other Training" category included the following: Parent/Guardian Role in IEP Meeting, Student Support System, IEP, Mental Health, AHCCS SE Dept. Parent Advisory Committee, Social-Emotional, Legal Rights, Title 1, Act 158, FAFSA, Trauma, Understanding School Assessments, Family Engagement, Mental Health Awareness, Parent Teacher Organization (PTO), Parent/Guardian Orientation	

	Source of Training: <u>You Tube Video Training: “Overview of AHCCS Special Education Programs”</u>, <u>You Tube Video Training: “Office of Vocational Rehabilitation (OVR)”</u>, <u>AHCCS Quarter 1 Newsletter</u>, <u>You Tube Video Training: “Parent/Guardian Role in the IEP Meeting</u>, <u>You Tube Video Training: “Academic Truancy: What should I do if my child refuses to complete schoolwork?”</u>, <u>You Tube Video Training: “Special Education Case Manager & Mentor: Who are they? How can they help me?”</u>, <u>You Tube Video Training: “Employment Options”</u>, <u>You Tube Video Training: “Managing Difficult Behaviors”</u>, <u>You Tube Video Training: “Navigating the IEP”</u>, <u>AHCCS Quarter 2 Newsletter</u>, <u>Live Parent Workshop: “Supporting Your Child’s Mental Health Needs” (1:30 & 7:00 PM)</u>, <u>You Tube Video Training: “Supporting Your Child’s Mental Health Needs”</u>, <u>You Tube Video Training: “Strategies to Help My Child Stay Focused on Schoolwork”</u>, <u>You Tube Video Training: “Independent Living: How do I prepare my child?”</u>, <u>Live Parent Workshop: “Managing Difficult Behaviors” (1:30 & 7:00 PM)</u>, <u>You Tube Video Training: “Post-Secondary Training Options”</u>, <u>You Tube Video Training: Extended School Year Services (ESY)</u>, <u>You Tube Video Training: Assistive Technology Devices & Resources</u>, <u>You Tube Video Training: “Community Agency Supports”</u>, <u>You Tube Video Training: “Academic Remedial Resources, Assistive Technology & Websites”</u>, <u>AHCCS Quarterly Newsletter</u>, <u>Live Parent Workshop: “Independent Living: How Do I Prepare My Child?” (1:30 & 7:00 PM)</u>, <u>You Tube Video: “Inclusive Practices & Benefits”</u>, <u>Live Parent Workshop: “Employment Options” (1:30 & 7:00 PM)</u>, <u>AHCCS Special Dept. Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>Paving the Road to Your Child’s Future: Transition & Community Resources</u>, <u>Office of Vocational Rehabilitation (OVR) 101</u>, <u>Bridge to Real-Life: Post-Secondary Skills Workshop</u>, <u>Learning to Cope: Social-Emotional Skills Training</u>, <u>Supporting my</u>	

Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Family Guide to Mental Health Services, Autism Spectrum Disorders Workshop, A Positive Approach to Managing Difficult Behaviors, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies, Family Guide to Mental Health Services, Office of Vocational Rehabilitation (OVR) 101, A Positive Approach to Managing Difficult Behaviors, Learning to Cope: Social-Emotional Skills Training, Supporting my Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Paving the Road to Your Child's Future: Transition & Community Resources, Autism Spectrum Disorders Workshop, Bridge to Real-Life: Post-Secondary Skills Workshop, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies, Empowering Parents & Guardians While Supporting Students Through Title 1, Your Path to College, Credits, 2022-2023 Course Registration, and Act 158, Meet the Mentors, How to Pay for College: Understanding FAFSA and Beyond, Trauma Informed Information Session, Understanding School Assessments to Promote Student Success, Compass Mark & SAP: Understanding Your Support System, Family Engagement with Title 1, II, and IV Funds, Mental Health Awareness Month: Promoting Student Mental Wellness, September PTO Meeting, October PTO Meeting, November PTO Meeting, December PTO Meeting, January PTO Meeting, February PTO Meeting, March PTO Meeting, April PTO Meeting, May PTO Meeting, Parent/Guardian Orientation, October Parent/Guardian Orientation, November Parent/Guardian Orientation, December Parent/Guardian Orientation, January Parent/Guardian Orientation, February Parent/Guardian Orientation, March Parent/Guardian Orientation, April Parent/Guardian Orientation

Approximate Dates of Trainings in the past 24 months:

8/30/2022, 8/30/2022, 8/30/2022, 9/14/2022, 9/14/2022, 10/20/2022, 10/20/2022, 11/7/2022, 11/7/2022, 11/7/2022, 11/7/2022, 1/20/2023, 1/20/2023, 1/23/2023, 1/23/2023, 2/3/2023, 2/3/2023, 2/3/2023, 3/3/2023, 4/3/2023, 4/3/2023, 4/3/2023, 5/26/2023, 5/26/2023, 1/31/2023, 2/28/2023, 3/30/2023, 4/25/2023, 5/30/2023, 6/13/2023, 9/1/2021, 10/6/2021, 11/3/2021, 12/1/2021, 1/5/2022, 2/1/2022, 3/2/2022, 4/6/2022, 5/4/2022, 6/1/2022, 9/2/2020, 10/7/2020, 11/4/2020, 12/2/2020, 1/6/2021, 2/3/2021, 3/3/2021, 4/7/2021, 5/5/2021, 6/2/2021, 9/22/2022, 10/27/2022, 11/17/2022, 12/15/2022, 1/26/2023, 2/23/2023, 3/23/2023, 4/20/2023, 5/18/2023, 9/15/2022, 10/20/2022, 11/10/2022, 12/8/2022, 1/19/2023, 2/16/2023, 3/16/2023, 4/13/2023, 5/11/2023, 9/8/2022, 10/13/2022, 11/3/2022, 12/1/2022, 1/12/2023, 2/9/2023, 3/9/2023, 4/4/2023 SPECIAL CONSIDERATIONS	

PARENT TRAINING		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA will review its plan for parent training, methods of outreach to parents, including foster/surrogate parents, parent training needs assessment tools, and LEA policy on parent access to classrooms. BSE PROCEDURE Chairperson will review the data provided by the LEA to determine compliance. Chairperson will review documentation of parent training delivered in the past 24 months as well as training anticipated to be given during the current school year to assess the LEA's plans and implementation of meaningful parent training, including LEA-wide parent training, student-specific training, and counseling and support for families. Chairperson will verify whether the LEA has a policy that ensures that parents have reasonable access to their child's classrooms. c.LEA documents that they have a policy that ensures reasonable classroom access for parents. _____ Yes _____ No	
15A.	BSE PROCEDURE Chairperson will review information provided by the LEA regarding parent survey results and identified areas of need, if any, and will determine if improvement plan is needed.	

PARENT TRAINING		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. What evidence exists that: ➤ parent input is sought to determine what parent trainings are needed/desired?	The following surveys are provided to parent(s) and/or guardian(s) at the culmination of every school year: AHCCS Parent/Guardian Survey June 2022 - 40 parent/guardian responses, AHCCS Student Survey June 2022- 71 responses, Life Skills Program Parent Survey June 2022 - 3 responses, Emotional Support Program Survey-89 responses, Launchpad Orientation Parent Survey - 1023 responses, 21st Century Skills Student Quarterly Survey - average of 43 responses, Parent Training Survey 2020-2021 - 31 responses In June of 2022, 47% of parents stated they preferred a recorded training video. 24% stated they would like a Quarterly Newsletter. 11% of parents expressed they would prefer a live workshop. 13% of parents would like quarterly open office hours. 5% of parents specified other - none, through emails, or phone calls. On a scale of 1 to 10, parents rated their child's Special Ed. program an overall average of 8.53. This year's training is a combination of live workshops, You Tube webinar videos created by AHCCS staff, quarterly newsletters, open office hours and/or by appointment or via phone call or email. A Parent/Guardian Schoology Group page was created and all parent(s) and/or guardian(s) have been added. The members cannot see the other members who are part of the group for confidentiality reasons. All trainings and reminders are posted on the Schoology Group page. An AHCCS Parent/Guardian Advisory Committee was started during the 2022-2023 school year, and holds monthly meetings. Emails, phone calls, and reminders via the Schoology group page have been made regarding meetings, although no parents and/or guardians have participated. An AHCCS Student Advisory Committee was started during the 2022-2023 school year, and holds monthly meetings. Every meeting there have been an average of approximately ten students in attendance. An AHCCS Student Schoology Group page was also developed where trainings are posted in addition to reminders for students. Students cannot see other members of the group.

➤ parents are notified of all meetings for the purpose of identification, evaluation, educational placement, and the provision of FAPE? ➤ accommodations are made by the LEA to support parent participation in meetings (e.g. after-school meetings, conference calls, transportation, childcare, etc.)? ➤ efforts are made by the LEA to seek parent input when parents do not attend trainings offered by the LEA? ➤ the LEA identifies parents who may need additional support to fully participate in their child's educational process?	Yes, parent(s) and/or guardian(s) are notified of all meetings through phone calls, flyers, Parent/Guardian Schoology group page, Student Schoology group page, emails from teachers, reminders during IEP meetings, and review of AHCCS events during live classes. Yes, accommodations are made for parents to attend at different times during the day and during the evening on weekdays and weekends. All live workshops are held at 1:30 PM and 7:00 PM. You Tube videos are posted on the Schoology group page. Recordings of trainings are provided to parent(s) and/or guardian(s) upon request. Spanish-speaking mentors are available to translate as well. Yes, during IEP meetings parent input is sought regarding training. The LEA has gone to the home to provide technology training to parents and students when there are questions or lack of understanding and need additional training. The following surveys are provided to parent(s) and/or guardian(s) at the culmination of every school year: AHCCS Parent/Guardian Survey June 2022 - 40 parent/guardian responses, AHCCS Student Survey June 2022- 71 responses, Life Skills Program Parent Survey June 2022 - 3 responses, Emotional Support Program Survey-89 responses, Launchpad Orientation Parent Survey - 1023 responses, 21st Century Skills Student Quarterly Survey - average of 43 responses, Parent Training Survey 2020-2021 - 31 responses In June of 2022, 47% of parents stated they preferred a recorded training video. 24% stated they would like a Quarterly Newsletter. 11% of parents expressed they would prefer a live workshop. 13% of parents would like quarterly open office hours. 5% of parents specified other - none, through emails, or phone calls. On a scale of 1 to 10, parents rated their child's Special Ed. program an overall average of 8.53. This year's training is a combination of live workshops, You Tube webinar videos created by AHCCS staff, quarterly newsletters, open office hours and/or by appointment or via phone call or email. A Parent/Guardian Schoology Group page was created and all parent(s) and/or guardian(s) have been added. The members cannot see the other members who are part of the group for confidentiality reasons. All trainings and reminders are posted on the Schoology Group page. An AHCCS Parent/Guardian Advisory Committee was started during the 2022-2023 school year, and holds monthly meetings. Emails, phone calls, and reminders via the Schoology group page have been made regarding meetings, although no parents and/or guardians have participated. An AHCCS Student Advisory Committee was started during the 2022-2023 school year, and holds monthly meetings. Every meeting there have been an average of approximately ten students in attendance. An AHCCS Student Schoology Group page was also developed where trainings are posted in addition to reminders for students. Students cannot see other members of the group. Yes, the LEA offers mentors, homeroom coaches and ELL translators to assist parent(s) and/or guardian(s) who may need additional support.

	➤ the LEA seeks to improve parent attendance at parent trainings? ➤ the LEA trains personnel and parents together? ➤ the LEA invites surrogate parents and foster parents to parent training opportunities?	Yes, the LEA provides reminder phone calls, frequent emails, Schoology group page notifications, flyer postings during live classes, and homework pass & Buzzy Buck incentives for children whose parent(s) and/or guardian(s) attend trainings. Yes, the LEA trains personnel and parents together by having teachers attend the trainings, if they are not in class at the time of the training. Teachers remind parents of the upcoming trainings as well. Yes, the LEA invites parents, guardians and foster parents to training. Everyone is invited and welcomed to trainings.
15.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes, In Compliance ____ No, Not in Compliance	
15A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION The parent survey results do not indicate need for an improvement plan. ____ Yes ____ No (Requires an improvement plan)	

16. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

SPP Indicator 3B

STANDARD – PARTICIPATION IN STATEWIDE ASSESSMENTS

The LEA's population of students who participate in state assessment is comparable with the state data.

REGULATORY BASE:

Participation in Assessments - 34 CFR 300.160(a)

General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

Participation in State and Local Assessments		
16.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will review data in the chart below, discuss LEA Team Discussion Points, and complete the Data Collection Summary. Data will be taken from the school year PennData Report required in the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.) SPECIAL CONSIDERATIONS	

LEA specific information will be provided in chart format on the web.

Participation Rate				
	LEA Rate	State Rate	SPP Target	LEA Met SPP Target
Reading	0.00			
Math	0.00			

Participation in State and Local Assessments		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
16A.	LEA PROCEDURE LEA will complete the following information using the school year report required by the SPP/APR and discuss LEA Team Discussion Points. (NOTE: SPP target reporting is based on prior year's reporting cycle.) Participation Rate CHARTER SCHOOL-WIDE LOCAL ASSESSMENTS List grades in which the LEA conducted charter school-wide local assessments. <u>7, 8, 9, 10, 11, and 12</u> _____ 294 Total number of students with disabilities in grades participating in charter school-wide local assessment. _____ 241 Total number of students with disabilities who participated in the charter school-wide local assessment. _____ 23 Total number of students with disabilities who participated in an alternate local assessment. BSE PROCEDURE Chairperson will review the data provided by the LEA to determine compliance. SPECIAL CONSIDERATIONS	

Participation in State and Local Assessments**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. ➤ If the LEA has not met the SPP target for participation in statewide assessment, what improvements are needed? ➤ How does the LEA determine student participation in LEA and statewide assessment?	The LEA did not meet the SPP target for participation in statewide assessments. Due to the transient student population, the initial cohort group determined from PIMS data prior to testing differs from the students who are tested on the date of the exam as some have withdrawn. All students present are required to participate in state assessments, unless their parent/guardian has come on-site to the office to opt their child out of state assessments for religious reasons. Additional exams are ordered for any student that may enroll in the LEA after October 1. During the 2021-2022 academic school year, AHCCS had less than 1% qualified for the PASA exam. The LEA will continue to discourage parent(s) and/or guardian(s) from opting out of state assessments. Gas cards and parking passes are provided to students, parent(s), and/or guardian(s) to compensate for travel expenses to travel to their local testing site. Sites are set up throughout the state of Pennsylvania to assure there is a local site in close proximity to all students. The LEA determines student participation through a signed agreement with the parents upon registration that their student will participate in statewide testing and ensure that they provide transportation for their child to the testing location. In addition, the IEP team discusses participation in statewide assessments during IEP meetings. It should be noted that gas cards and parking passes are provided to students, parent(s), and/or guardian(s) to compensate for travel expenses to travel to their local testing site. Sites are set up throughout the state of Pennsylvania to assure there is a local site in close proximity to all students.

➤ What methods are being used to ensure that students with disabilities participate in the PSSA/Keystone Exams or PASA? ➤ Does the LEA monitor student participation in statewide assessment as students advance from elementary to secondary grades to ensure consistently high participation rates across all grade levels? ➤ Has the LEA in-serviced its personnel, including administrators, regarding the requirement of participation in statewide assessments? ➤ Has the LEA made available to personnel the PA guidelines regarding statewide assessments? ➤ Does the LEA provide preparation for students in test-taking techniques prior to the administration of testing? ➤ Does the LEA provide training for personnel on the PSSA/Keystone Exams and PASA?	Gas cards and parking passes are given to participating students for testing days. At times, transportation is directly provided by school staff if requested by the parent/guardian. Testing in the home and/or at a public facility in close proximity to a student's home is utilized for the convenience of students and families. Multiple mailings are sent out with testing day information in addition to phone calls, emails, and texts by Special Ed. Case Managers, Testing Site Coordinators, and school mentors. Reminders are made during live classes, on the course home pages, during special assemblies, and Future Ready. Home visits are made with parent(s) and/or guardian(s), when requested, to further discuss testing day expectations and procedures. Participation in state and local assessments is discussed at every annual IEP meeting with the IEP team. Discussions also occur for required courses for preparation for the assessments. Information regarding statewide testing is included in the student handbook and on the school website. Math, ELA, and Science teachers go through state assessment prep books with students in preparation for testing material. Yes, the LEA monitors data in student participation at school faculty meetings, data team meetings and IEP meetings. The LEA monitors participation by examining the student's course selection, participation in remedial programs and credits towards graduation. AHCCS does not have elementary grades, only 7-12. Yes, the LEA has trained its personnel including administrators regarding participation in statewide assessments. Certificates are provided at the conclusion of the training. Quizzes are required as part of the training to ensure a complete understanding regarding participation in the assessments. All personnel is required to earn their training certificates. Professional Development is provided prior to the testing date to review testing procedures and processes. Each site meets as a group to prepare for the testing day and review rules/procedures. Yes, the LEA provides the guidelines to staff regarding statewide assessments and provides the guidelines to staff on our school's secure Schoology Faculty Lounge group page. Yes, students receive test-taking strategies, study booklets, and ongoing practice during the Keystone prep courses and in their middle school courses. Title 1 support via a math and/or reading specialist is provided to Tier 2 students. In addition, phone calls, emails, and letters remind parents and students of the statewide testing. Yes, the LEA provides training for personnel including reminders of accommodations, testing environment, proctor responsibilities, and all aspects of the administration of the tests. Teachers administering the PASA have completed the online training modules as well as training during special education department meetings. Teachers administering the PSSAs and/or Keystone Exams have also completed the required state modules/training.

	➤ Are statewide and LEA-wide assessment data used to drive program changes?	Yes, the school reviews the data during professional development days to determine instructional strategies and how to incorporate test-taking strategies into their courses. In addition, data is utilized to develop new courses, selection of new curriculum, and supports for students to improve their math, ELA/Reading, and Science skills. Professional development regarding vertical and horizontal curriculum alignment also helps identify instructional gaps between courses and material to assure students are being taught according to grade-level standards.
16.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ☐ Yes (Met SPP target for participation rate) ☐ No (Requires improvement plan for participation rate) ☐ NA	
16A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION LEA complies with requirements for charter school-wide assessment. ☐ Yes ☐ No (Requires improvement plan) ☐ NA	

17. PUBLIC SCHOOL ENROLLMENT

1st STANDARD – PUBLIC SCHOOL ENROLLMENT

The LEA's percentage of children with disabilities served in special education is comparable to state data.

REGULATORY BASE:

Child Find - 34 CFR 300.111

Children with disabilities within each disability category have been identified, located, and evaluated.

2nd STANDARD – TIMELY PROVISION OF FAPE

REGULATORY BASE

When IEPs must be in effect- 34 CFR 300.323

(e) IEPs for children who transfer public agencies in the same State. If a child with a disability (who had an IEP that was in effect in a previous public agency in the same State) transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency either- (1) adopts the child's IEP from the previous public agency; or (2) develops, adopts, and implements a new IEP that meets the applicable requirements in 300.321 through 300.324.

(f) IEPs for children who transfer from another State. If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency (1) conducts an evaluation pursuant to 300.304 through 300.306 (if determined to be necessary by the new public agency); and (2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 300.320 through 300.324.

3rd STANDARD - CHARTER SCHOOL ENROLLMENT

REGULATORY BASE

Enrollment - Chapter 711.7

(a) A charter school or cyber charter school may not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services.

(c) A charter school or cyber charter school may not discriminate in its admission policies or practices on the basis of intellectual disability. Admission criteria may not include measures of achievement or aptitude.

PUBLIC SCHOOL ENROLLMENT																														
17.	STANDARDS TO BE MET PROCEDURES TO FOLLOW																													
	LEA PROCEDURE LEA will review the following data from the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary. <table> <tr> <td><u>940</u></td> <td>Total # LEA's student population</td> <td></td> </tr> <tr> <td><u>0</u></td> <td>Number Elementary (K-6)</td> <td></td> </tr> <tr> <td><u>940</u></td> <td>Number Secondary (7-12)</td> <td></td> </tr> <tr> <td><u>307</u></td> <td>Total # special education population</td> <td></td> </tr> <tr> <td><u>306</u></td> <td>Number Disabled excluding Speech</td> <td></td> </tr> <tr> <td><u>99.67</u></td> <td>% Disabled excluding Speech</td> <td></td> </tr> <tr> <td><u>1</u></td> <td>Number Speech only</td> <td></td> </tr> <tr> <td><u>0.33</u></td> <td>% Speech only</td> <td></td> </tr> </table> Percentage of students with disabilities identified eligible for special education: <table> <tr> <td>State</td> <td>LEA</td> </tr> <tr> <td><u>17.89%</u></td> <td><u>32.66%</u></td> </tr> </table> LEA results compared to state: <u> </u> Lower <u> </u> Same <u> X </u> Higher LEA should explain any extraordinary circumstances that might impact LEA enrollment data, e.g. institutions or correctional facilities located in the LEA's geographical region, recent establishment of community living arrangements, significant population changes, etc. SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will review the LEA data to determine need for improvement.	<u>940</u>	Total # LEA's student population		<u>0</u>	Number Elementary (K-6)		<u>940</u>	Number Secondary (7-12)		<u>307</u>	Total # special education population		<u>306</u>	Number Disabled excluding Speech		<u>99.67</u>	% Disabled excluding Speech		<u>1</u>	Number Speech only		<u>0.33</u>	% Speech only		State	LEA	<u>17.89%</u>	<u>32.66%</u>	
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PUBLIC SCHOOL ENROLLMENT		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. ➤ How does the LEA's overall percentage of students with disabilities compare to the state percentage of students with disabilities?	The LEA's percentage of students with disabilities is higher than the state average by 13.7%. The LEA's percentage is 32.3 compared to the state's percentage of 18.6. To assure we are not overidentifying students for Special Education, upon enrollment, we have now changed our procedures to issue Permission to Re-Evaluate Consent forms with new testing to assure each incoming student still meets the eligibility criteria for Special Education services under Chapter 711 Special Education regulations. Also, all staff recommendations for an initial evaluation must now first be reviewed by the guidance department to assure Tier 1 and Tier 2 interventions were put in place to address student deficits. These include but are not limited to Title 1 Reading & Math support, course changes, and 1:1 and/or small group counseling, and meeting with our school social worker, Dean, Student Engagement Team, and/or behavioral specialist to provide further support. Our Data Analyst pulled data to determine the percentage of students who enroll in Achievement House with an existing IEP versus those who are identified after their enrollment. 95.78 percentage of our newly enrolled students for the 2022-2023 school year enrolled with an existing IEP. 4.22 percentage of students with an existing IEP, were identified after enrollment at AHCCS during the 2022-2023 school year. AHCCS has implemented an Early Warning Identification risk assessment system through Ed Insight which identifies students who are at risk for attendance, math, language arts, Science, Social Studies, NWEA MAPS Benchmark scores, and behavioral concerns. Every student has an overall risk score and is placed in one of four risk categories. It provides the student's current risk percentile and score for our school and district, as well as last year's risk percentile score.

	➤ Is the percentage of students with disabilities unusually higher or lower than the state average? ➤ Is there any particular category of disability that the LEA may need to review for proportionality? ➤ How will the LEA use the data to make informed program decisions?	Unusually higher. A majority of the students with disabilities who enroll come with existing IEPs. Evidence of newly enrolled students will demonstrate that Evaluation reports and IEPs were in existence when they enrolled from another LEA. To assure we are not overidentifying students for Special Education, upon enrollment, we have now changed our procedures to issue Permission to Re-Evaluate Consent forms with new testing to assure each incoming student still meets the eligibility criteria for Special Education services under Chapter 711 Special Education regulations. Also, all staff recommendations for an initial evaluation must now first be reviewed by the guidance department to assure Tier 1 and Tier 2 interventions were put in place to address student deficits. These include but are not limited to Title 1 Reading & Math support, course changes, and 1:1 and/or small group counseling, and meeting with our school social worker, Dean, Student Engagement Team, and/or behavioral specialist to provide further support. Our Data Analyst pulled data to determine the percentage of students who enroll in Achievement House with an existing IEP versus those who are identified after their enrollment. 95.78 percentage of our newly enrolled students for the 2022-2023 school year enrolled with an existing IEP. 4.22 percentage of students with an existing IEP, were identified after enrollment at AHCCS during the 2022-2023 school year. AHCCS has implemented an Early Warning Identification risk assessment system through Ed Insight which identifies students who are at risk for attendance, math, language arts, Science, Social Studies, NWEA MAPS Benchmark scores, and behavioral concerns. Every student has an overall risk score and is placed in one of four risk categories. It provides the student's current risk percentile and score for our school and district, as well as last year's risk percentile score. No, the percentage of a disabilities per categories is similar to the state average with most of the students having a specific learning disability as the highest category. The LEA uses the data to review staffing, courses outlined in the program of studies, instructional remedial programs, professional development and implementation of data team meetings to review individual student progress. The LEA uses the data to implement new programs to support students' identified needs including a three-tier emotional support program implemented in 2020-2021 and a Life Skills program implemented in 2021-2022. We implemented a Special Education Teacher in our Launchpad Orientation program to provide direct support to students while they are learning about AHCCS' learning model, software, and programs. AHCCS has implemented an Early Warning Identification risk assessment system through Ed Insight which identifies students who are at risk for attendance, math, language arts, Science, Social Studies, NWEA MAPS Benchmark scores, and behavioral concerns. Every student has an overall risk score and is placed in one of four risk categories. It provides the student's current risk percentile and score for our school and district, as well as last year's risk percentile score.

PUBLIC SCHOOL ENROLLMENT		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
17A.	LEA PROCEDURE LEA will upload its written Policy on Student Admission (22 Pa Code, 11.41 BEC Enrollment of Students, January 22, 2009) to BSE or make it available onsite for verification as directed by the Chairperson. SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will review the Policy and answer questions a-f. If the response to any of these questions is “No” the Bureau of Special Education will refer the LEA to the School Services Unit of PDE for follow up. a. Does the LEA have a written Policy on Student Admission? ☐ Yes ☐ No b. Does the Policy include a statement or description of entitlement to education for resident and non-resident students? ☐ Yes ☐ No c. Does the Policy include provisions for timely enrollment? (A school district or charter school shall normally enroll a child the next business day but no later than 5 business days of application) ☐ Yes ☐ No d. Does the Policy include a statement or description that a child’s right to be admitted to school may not be conditioned on the child’s immigration status, and that the LEA may not inquire regarding the immigration status of a child as part of the admission process? ☐ Yes ☐ No e. Does the Policy include provision for administering a home language survey to all students seeking first time enrollment in its schools? ☐ Yes ☐ No	

PUBLIC SCHOOL ENROLLMENT		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	f. If the Policy describes additional information (other than proof of age, immunizations required by law, proof of residency, parent registration statement, and home language survey) that the LEA requests in the admission process, is it explained that the LEA can not prohibit or delay admission contingent upon receipt of this additional information? _____ Yes _____ No g. Is there any evidence in the school's Admission Policy and/or the file reviews conducted for 17B that the charter school denies enrollment or discriminates in admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services? _____ Yes _____ No h. Is there any evidence in the school's Admission Policy and/or the file reviews conducted for 17B that the charter school discriminates in its admission policies or practices on the basis of intellectual ability? (Admission criteria may not include measures of achievement or aptitude.) _____ Yes _____ No	

PUBLIC SCHOOL ENROLLMENT		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
17B.	LEA PROCEDURE LEA will compile a list of students who meet ALL of the following criteria: ➤ Student transferred to the LEA from another LEA in Pennsylvania or another State within the past 6 months ➤ Student had an IEP in place when he/she transferred to the LEA ➤ Student is still being served by the LEA LEA will review the files of 10 students who meet the above criteria. If less than 10 students meet the above criteria, review all the files, e.g., if 7 students meet all three criteria review all 7 files. Respond to the LEA Team Discussion Points in the LEA Data Collection Summary. LEA will send the list of students to BSE or make it available onsite for verification as directed by the Chairperson. Chairperson may review the same files as the LEA, and/or select other files as warranted. SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will examine files, review the LEA Data Collection Summary, and respond to the following question: In the files reviewed, did the LEA provide timely FAPE for transfer students in accordance with regulations? _____ Yes _____ No _____ NA (no students for whom requirements were applicable)	

PUBLIC SCHOOL ENROLLMENT		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. ➤ Are staff that are responsible for enrolling students with disabilities in the LEA aware of the regulatory requirements for transferring students with IEPs from LEAs within state and out of state? ➤ Are there written procedures that address these requirements?	Yes, the staff is aware of the regulatory requirements for transferring students with IEPs from in-state and out-of-state during training at department meetings, written procedures and a policy for staff. There is also a discussion with parents during the registration process regarding existing documents. There is an Enrollment policy indicating the process, timelines and information required for enrollment. The Student Orientation Coordinator discusses any new students with the special education director and coordinator to ensure that all records are handled in a timely manner. The special education department has a checklist of all necessary documents and staff involved in the registration process. For students who enroll from out-of-state, a Permission to Evaluate Consent form is issued to determine the student's eligibility for special education services under PA Chapter 711 Special Education Regulations. For students enroll within state from another LEA, a new procedure has been put in place to include a re-evaluation to assure each student continues to be eligible for special education services. This is also an extra precautionary measure to assure the LEA does not over identify students for special education. Yes, the procedure includes timelines, personnel and documents needed for the student with a disability to be enrolled in the LEA. In addition, graduation requirements, credits and a review of the students' transcripts indicate the appropriate course placement. For students who enroll from out-of-state, a Permission to Evaluate Consent form is issued to determine the student's eligibility for special education services under PA Chapter 711 Special Education Regulations. For students enroll within state from another LEA, a new procedure has been put in place to include a re-evaluation to assure each student continues to be eligible for special education services. This is also an extra precautionary measure to assure the LEA does not over identify students for special education.

	➤ Does the LEA have any additional requirements for admitting students with disabilities (beyond those established by the LEA's Policy on Student Admission)? ➤ Have there been instances in the past six months in which timely provision of FAPE has been denied for transferring students? ➤ If denial of timely FAPE has occurred, did the LEA offer compensatory education?	No, there are no additional requirements. No. Not applicable.

PUBLIC SCHOOL ENROLLMENT		
17.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ☐ Yes, LEA is comparable to statewide average ☐ No, LEA is significantly discrepant compared to the statewide average (Requires improvement plan)	
17A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION 17 A. (a-f) ☐ Yes, LEA Policy on Student Admission includes all components reviewed. ☐ No, LEA policy on Student Admission does not have all components reviewed. BSE will refer the LEA to the School Services Unit of PDE for follow up. 17 A. (g-h) ☐ Yes, LEA's admission policies and practices comply with Chapter 711.7 ☐ No, LEA's admission policies and practices do not comply with Chapter 711.7. Corrective action is required and BSE will follow up.	
17B.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ☐ Yes, In Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA. ☐ No, Not in Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA. ☐ NA	

18. SURROGATE PARENTS (STUDENTS REQUIRING)

STANDARD – SURROGATE PARENTS

The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.

REGULATORY BASE:

Surrogate parents - 34 CFR 300.519(a)(1)(2)(3)(4)(b)(1)(2)(h)

(a) General. Each public agency must ensure that the rights of a child are protected when—(1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—(1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child. (h) SEA responsibility. The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

SURROGATE PARENTS (STUDENTS REQUIRING)		
18.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will upload the list of students in need of a surrogate parent (including students whose parents are unknown or unavailable and all students who are wards of the state) to BSE or make it available onsite for verification as directed by the Chairperson. LEA will upload files of all students who have a surrogate parent assigned. LEA will upload for verification as directed by the Chairperson, evidence of recruitment, selection, training, and assignment of surrogate parents. LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary. LEA will also answer the following two questions: Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth? ☒ Yes ☐ No Does the LEA document a procedure to assign a surrogate parent not more than 30 days after the LEA determines that the student needs a surrogate parent? ☒ Yes ☐ No SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will select and review 10%, or not less than 3, files of non-wards of state students with surrogate parents assigned. Chairperson will also review all files of students who are wards of the state. Chairperson will answer the following questions: a. Were surrogate parents appointed within 30 days of identification of need for a surrogate? ☐ Yes ☐ No ☐ NA (No students need surrogate parents) continued on next page	

SURROGATE PARENTS (STUDENTS REQUIRING)		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	b. Are assigned surrogate parents persons other than individuals employed by an agency involved in the education or care of the child? _____ Yes _____ No _____ NA (No students need surrogate parents) c. Are surrogate parents actively involved in the education of the child (e.g. attending IEP meetings)? _____ Yes _____ No _____ NA (No students need surrogate parents) d. Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth? _____ Yes _____ No _____ NA Chairperson will review the report provided by the LEA to determine compliance.	

SURROGATE PARENTS (STUDENTS REQUIRING)		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. ➤ How does the LEA determine whether a student needs a surrogate parent?	It is the policy of AHCCS to ensure that an individual is assigned to act as a surrogate of a child with a disability when no parent or person acting as the parent can be identified, or the charter school, after reasonable efforts, cannot locate the parent. The administration will implement the following procedure for determining whether a child needs a surrogate parent, and for assigning a surrogate parent to the child. When a child indicates that a parent is not available, during enrollment, or at any point in time, the Student Service Director, PIMS Coordinator, and the Homeless Youth Liaison are contacted within 24 hours. Attempts are made through phone calls, emails, review of former school records, or talking with a case manager to assist in locating a parent. Efforts to contact the parent may include documented telephone phone calls, letters, and certified letters with return receipts, visits to the parent's last known address, or a copy of the court order that terminated parental rights or extinguished parents' rights to make educational decisions. If no parents are located within 14 days, AHCCS will contact the Intermediate Unit Regional Coordinator responsible for surrogate parents to locate and assign a surrogate parent for the child within 30 days.

	➤ Does the LEA review the training provided to surrogate parents to ensure surrogate parents have adequate knowledge to serve in this capacity? ➤ For children for whom a surrogate parent is required, does the LEA have procedures in place to ensure that a surrogate is appointed within 30 days?	Yes, the LEA would work closely with the Intermediate Unit to ensure that training occurs for surrogate parents. Yes, Educational Surrogates are added to the Special Education Parent/Guardian Schoology group for all training updates, newsletters, live workshops, webinars, open office hours, and contact information for the Special Ed. Department, and online discussion board. The Educational Surrogate is listed in our SIS Power School & IEP Writer. Yes, the surrogate parent would be appointed within 30 days after connection with the Local Intermediate Unit to request this service. Every attempt is made to ensure that a surrogate parent is appointed and trained for students with disabilities within the LEA in a timely basis.
18.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes, In Compliance ____ No, Not in Compliance	

19. PERSONNEL TRAINING

STANDARDS - TRAINING

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.

REGULATORY BASE:

Personnel development - 34 CFR 300.207

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 300.156 (related to personnel qualifications) and section 2122 of the ESEA.

State-level activities - 34 CFR 300.704(b)(4)(i)

Funds reserved under paragraph (b) (1) of this section must be used to carry out the following activities: (1) For support and direct services, including technical assistance, personnel preparation, and professional development and training.

PERSONNEL TRAINING																				
19.	STANDARDS TO BE MET PROCEDURES TO FOLLOW																			
	LEA PROCEDURE LEA has reviewed its teacher survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification. LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year. LEA will provide the following data: Training is provided as part of the Professional Development Plan of the LEA and Act 48 credit is available. <u> X </u> Yes <u> </u> No <u> </u> NA <u> 134 </u> Number of trainings and/or consultations with topics regarding special education provided to LEA personnel. Topic of Training: <table border="0"> <tr> <td><u> 6 </u></td> <td>Behavior Support</td> </tr> <tr> <td><u> 8 </u></td> <td>Reading</td> </tr> <tr> <td><u> 7 </u></td> <td>FAPE in the LRE</td> </tr> <tr> <td><u> 38 </u></td> <td>Transition</td> </tr> <tr> <td><u> 8 </u></td> <td>AT/Low Incidence</td> </tr> <tr> <td><u> 4 </u></td> <td>Confidentiality</td> </tr> <tr> <td><u> 13 </u></td> <td>IEP Development</td> </tr> <tr> <td><u> 2 </u></td> <td>FBAs/Manifestation Determinations</td> </tr> <tr> <td><u> 48 </u></td> <td>Other (please list topic)</td> </tr> </table> Special Ed. Law/Legalities, UDL, Special Ed. Program Updates, LEA, UDL, Act 158, Cross Curricular, Curriculum Mapping, Fiscal, Homelessness, State Assessments, SE Leadership, NWEA MAPS, Mentors, Data	<u> 6 </u>	Behavior Support	<u> 8 </u>	Reading	<u> 7 </u>	FAPE in the LRE	<u> 38 </u>	Transition	<u> 8 </u>	AT/Low Incidence	<u> 4 </u>	Confidentiality	<u> 13 </u>	IEP Development	<u> 2 </u>	FBAs/Manifestation Determinations	<u> 48 </u>	Other (please list topic)	
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	Source of Training: Confidentiality/Employee Manual Review, Supporting Students with Disabilities in Virtual Environments, Healthy Relationships Training, Annual Legal Institute, Trauma Informed Practices, BASE Curriculum Training, Universal Design for Learning, 2020-2021 Special Ed. Updates, OVR Training: This training is intended to review Office of Rehabilitation procedures for the 2020-2021 school year for school districts., Graduating on Goals Training, PDE Conference, Xello Career Program Training, Max Scholar Training, A Summit for Special Education Leaders, LEA Training, Strengthening IEP Goals, PA Special Education Fellowship Program, Special Ed. Law Symposium, IEP Institute Training Series 1: PLAAFP & Transition, IEP Institute Series 2: Goal Writing, IEP Institute Training Series 3: Progress Monitoring, IEP Institute Series 4: SDIs, IEP Institute Series 5: Facilitation of IEP Meetings, Universal Design for Learning Grant Series-1, Universal for Design Learning Grant Series 2, Universal Design for Learning Grant Series 3, Universal for Design Learning Series Grant: 4, Universal Design for Learning Series Grant 5, Universal Design for Learning Series Grant 6, Act 158 Training Series: Tracking Tool, Act 158 Training Series: Tracking Tool 2, Act 158 Training Series: Special Education, Act 158 Training Series: Industry Credentials, Act 158 Training Series: FAQ, PACCT Transition Meetings- PA Cyber Council of Transition Meetings- 5 sessions annually- Oct., Dec, Feb., April, and June, Chester County Intermediate Unit Charter School Live Meetings/Recordings: 09/15/21, 10/27/21, 11/24/21, 12/15/21, 01/26/22, 02/23/2022, 03/23/2022, 04/27/2022, 05/25/2022, 06/22/2022, Indicator 13 Trainings: 09/14/21, 09/21/21, 10/15/2021, 10/27/2021, 12/17/2021, 01/28/2022, Intro to Cross Curricular Instruction, ARC Transition Chat & Chew, ARC Transition Chat & Chew, Xello Training, Nearpod Training: A tool to increase student engagement and differentiate instruction., Overview of Indicator 13, PATTAN Transition Tuesdays (Up-to-date Secondary Transition Info), Domain 1: Special Ed. Teacher Workshop, Bureau of Special Education Meeting, Cross Curriculum Strategies, Curriculum Mapping & Ed. & AT Technology Workshop, IDEA-B Fiscal Training, Student Engagement Workshop, Indicator 13 Transition Grid,	

EAS Carpenters Union Representative Training, Transition Planning for the Life Skills Program, Indicator 13 Training: IEP Invite, IEP Alignment (All sections of the IEP must align), Functional Performance Section Requirements, Domain 2 Special Ed. Teacher Workshop, Indicator 13 PD: IEP Goals & Needs Alignment W/ ER/RR Needs & Recommendations, EAS Carpenters Union Presentation 2, Transition Planning for Life Skills Workshop, SDIs Alignment W/ IEP & RR/ER, Out School Program Overview – Increase secondary transition trainings and/or course offerings, Lessons Learned from 2021 PASA DLM Test Administration – All Special Education Teachers, PASA DLM Required Test Administrator Training (RTAT), PDE Conference: 3/2/2022, 3/3/2022, 3/4/2022, Reporting PA CEW Standards Using Xello Reporting Training, Transition Coordinator Updates/Transition Template Training, Indicator 13 Alignment, Virtual Recognizing and Reporting Child Abuse, Guardianship vs. Power of Attorney (Arc)- Life Skills Teachers – Mrs. Christa Fisher attended, How to be A Special Ed. Pro, Student Homelessness Training, Overview for Compliant Secondary Transition Practices Schoology Course (Asynchronous Course Deadline: March 31), Maple Wood Working Presentation, Estate Planning for Individuals with Disabilities (Arc), Universal Design for Learning Showcase, Autism And The Predictive Mind, Absolute Thinking In A Relative World, Introduction to UDL, Kagan Structures for K-12- Engaging learners, PaTTAN- Secondary Formative Assessments Training, PATTAN Secondary Formative Assessments - 2, Pete & C Training, Keystone & PSSA Training, PASA Training Requirements, Educational Benefit Review Training - CCIU, PA Community of Secondary Transition: Mission Possible: Transitioning into the Future, PA Community of Secondary Transition: Our Voice, Our Plan, Our Future, Special Ed. Law Symposium, PA Dept. of Education Conference 2023: "Making a Difference: Educational Practices that Work", PSEA Special Ed. Conference 2023, Special Ed. Leadership Academy: Transforming Lives Through Leadership, National Autism Conference: July 31 - August 3, Extended School Year Services Training, Strengthening IEPs: Getting Better Data from Team Meetings, Strengthening IEP Goals

Training, NWEA MAPS Benchmark Training, OVR & Cyber Charter School Collaboration, Extended School Year Teacher Training, Indicator Post High School Surveys Training, LEA Representatives' Training, Mentor Training: Special Ed. Overview, AIMSWeb Plus Refresher Training, Pre-Referral Interventions Training, MS Forms Training: Parent & Student Input Survey forms, IDEA Fiscal Funds, Career Link WIOA Program Overview, Progress Monitoring Task Force Training, SAAFP Training, PA ETEP Program Overview, Keystone & PSSA Staff Proctor Training: Special Ed. Accommodations & Modifications, Data Quality Network Training, LEA Representatives' Training, LEA Representatives' Training, All Staff Special Ed. Training: Modified Curriculum, Multi-level Curriculum, Overlapping Curriculum, Peer Support, Cooperative Learning, Peer Mediated Instruction, Differentiated Instruction, Team Teaching, Co-Teaching, Positive Behavior Intervention, FBA/PBSP, Augmentative & Alternative Communication, Types of Assistive Technology

Approximate Dates of Trainings in the past 24 months:

11/4/2021, 8/18/2020, 8/25/2020, 12/12/2020, 7/30/2020, 9/24/2020, 5/14/2021, 8/25/2020, 9/3/2020, 10/1/2020, 3/5/2021, 6/30/2021, 9/22/2020, 7/30/2020, 8/11/2020, 10/20/2020, 5/13/2021, 6/21/2021, 9/29/2021, 11/17/2021, 1/19/2022, 3/9/2022, 5/11/2022, 9/22/2021, 10/19/2021, 11/16/2021, 12/7/2021, 2/10/2022, 5/13/2022, 2/24/2022, 3/16/2022, 3/9/2022, 3/2/2022, 2/16/2022, 10/1/2021, 6/22/2022, 1/28/2022, 9/8/2021, 9/22/2021, 9/29/2021, 10/1/2021, 10/13/2021, 10/14/2021, 10/26/2021, 10/28/2021, 11/2/2021, 11/10/2021, 11/19/2021, 10/27/2021, 12/8/2021, 12/9/2021, 1/3/2022, 1/4/2022, 1/13/2022, 1/20/2022, 1/31/2022, 2/2/2022, 2/2/2022, 2/10/2022, 2/22/2022, 2/28/2022, 2/28/2022, 3/4/2022, 3/15/2022, 3/15/2022, 3/18/2022, 3/18/2022, 3/23/2022, 3/23/2022, 3/30/2022, 3/31/2022, 4/1/2022, 5/4/2022, 5/11/2022, 10/19/2022, 12/19/2022, 10/5/2022, 2/1/2022, 4/20/2022, 2/13/2022, 12/19/2022, 12/16/2022, 12/6/2022, 8/10/2022, 8/9/2023, 6/19/2023, 3/1/2023, 4/21/2023, 7/11/2023, 7/31/2023, 2/6/2020, 2/13/2020, 2/21/2020, 5/19/2020, 5/22/2020, 6/18/2020, 7/23/2020, 8/11/2020, 9/14/2020, 9/17/2020, 10/28/2020, 11/17/2020, 12/1/2020, 12/8/2020, 3/25/2021, 5/11/2021, 3/8/2022, 4/20/2022, 5/18/2022, 8/9/2022, 10/4/2022, 1/11/2023

Does the LEA plan include a description of personnel training on use of PBS, de-escalation techniques, and emergency responses.

☒ Yes

☐ No

PERSONNEL TRAINING		
19.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	50 Number of trainings and/or consultations with topics regarding special education provided jointly to parents of students with disabilities and personnel. Topic of Training: 13 Behavior Support 2 Reading 3 FAPE in the LRE 10 Transition 4 AT/Low Incidence 1 Confidentiality 2 IEP Development 3 FBAs/Manifestation Determinations 12 Other (please list topic) Overview of AHCCS' Special Ed. Programs, Student Support System, ESY, AHCCS SE Dept. Parent Advisory Committee </	

	Source of Training: You Tube Video Training: “Overview of AHCCS Special Education Programs”, You Tube Video Training: “Office of Vocational Rehabilitation (OVR)”, AHCCS Quarter 1 Newsletter, You Tube Video Training: “Parent/Guardian Role in the IEP Meeting”, You Tube Video Training: “Academic Truancy: What should I do if my child refuses to complete schoolwork?”, You Tube Video Training: “Special Education Case Manager & Mentor: Who are they? How can they help me?”, You Tube Video Training: “Employment Options”, You Tube Video Training: “Managing Difficult Behaviors”, You Tube Video Training: “Navigating the IEP”, AHCCS Quarter 2 Newsletter, Live Parent Workshop: “Supporting Your Child’s Mental Health Needs” (1:30 & 7:00 PM), You Tube Video Training: “Supporting Your Child’s Mental Health Needs”, You Tube Video Training: “Strategies to Help My Child Stay Focused on Schoolwork”, You Tube Video Training: “Independent Living: How do I prepare my child?”, o Live Parent Workshop: “Managing Difficult Behaviors” (1:30 & 7:00 PM), You Tube Video Training: “Post-Secondary Training Options”, You Tube Video Training: Extended School Year Services (ESY), You Tube Video Training: Assistive Technology Devices & Resources, You Tube Video Training: “Community Agency Supports”, You Tube Video Training: “Academic Remedial Resources, Assistive Technology & Websites”, AHCCS Quarterly Newsletter, Live Parent Workshop: “Independent Living: How Do I Prepare My Child?” (1:30 & 7:00 PM), You Tube Video: “Inclusive Practices & Benefits”, Live Parent Workshop: “Employment Options” (1:30 & 7:00 PM), AHCCS Special Dept. Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, Paving the Road to Your Child’s Future: Transition & Community Resources, Office of Vocational Rehabilitation (OVR) 101, Bridge to Real-Life: Post-Secondary Skills Workshop, Learning to Cope: Social-Emotional Skills Training, Supporting	

my Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Family Guide to Mental Health Services, Autism Spectrum Disorders Workshop, A Positive Approach to Managing Difficult Behaviors, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies, Family Guide to Mental Health Services, Office of Vocational Rehabilitation (OVR) 101, A Positive Approach to Managing Difficult Behaviors, Learning to Cope: Social-Emotional Skills Training, Supporting my Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Paving the Road to Your Child's Future: Transition & Community Resources, Autism Spectrum Disorders Workshop, Bridge to Real-Life: Post-Secondary Skills Workshop, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies

Approximate Dates of Trainings in the past 24 months:

8/30/2022, 8/30/2022, 8/30/2022, 9/14/2022, 9/14/2022, 10/20/2022, 10/20/2022, 11/7/2022, 11/7/2022, 11/7/2022, 11/7/2022, 1/20/2023, 1/20/2023, 1/23/2023, 1/23/2023, 2/3/2023, 2/3/2023, 2/3/2023, 3/3/2023, 4/3/2023, 4/3/2023, 4/3/2023, 5/26/2023, 5/26/2023, 1/31/2023, 2/28/2023, 3/30/2023, 4/25/2023, 5/30/2023, 6/13/2023, 9/1/2021, 10/6/2021, 11/3/2021, 12/1/2021, 1/5/2022, 2/1/2022, 3/2/2022, 4/6/2022, 5/4/2022, 6/1/2022, 9/2/2020, 10/7/2020, 11/4/2020, 12/2/2020, 1/6/2021, 2/3/2021, 3/3/2021, 4/7/2021, 5/5/2021, 6/2/2021

The LEA will indicate whether the training audience included the following stakeholders:

a. Administration

☒ Yes

☐ No

b. Teachers, Regular Education

☒ Yes

☐ No

c. Teachers, Special Education

☒ Yes

☐ No

d. Paraprofessionals

☐ Yes

☐ No

☒ NA

e. Personal Care Assistants

☐ Yes ☐ No ☒ NA f. Educational Interpreters ☐ Yes ☐ No ☒ NA SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will review the evidence of training and determine compliance.	

PERSONNEL TRAINING		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
19A.	BSE PROCEDURES Chairperson will review information provided by the LEA regarding teacher survey results and identified areas of need, if any, and will determine if improvement plan is needed.	

PERSONNEL TRAINING		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. What evidence exists that: ➤ instructional paraprofessionals receive 20 hours of staff development activities related to their assignment each school year? ➤ personal care assistants receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by the school-based ACCESS program)? ➤ educational interpreters receive 20 hours of staff development activities relating to interpreting or transliterating services annually? ➤ the LEA identifies personnel training needs? ➤ the LEA addresses the identified personnel training needs? ➤ the LEA provides professional development activities for both general and special education professional personnel?	There are no instructional paraprofessionals on staff. However, if paraprofessionals are hired by the LEA, training would occur regarding special education regulations, disabilities, roles and responsibilities of paraprofessionals. Training would occur through online modules through PaTTAN or the Chester County Intermediate Unit. If the LEA has personal care assistants, we would provide 20 hours of staff development related to their assignment. In addition, we would survey the assistants to determine their needs and follow up with appropriate training. There are no educational interpreters on staff. However, if one was needed, we would contract with an outside agency and provide training through the local Intermediate Unit, PDE or PaTTAN. Yes, the LEA identifies personnel training needs based upon data collected from surveys, statewide assessments, screening assessments, and the latest evidence-based interventions. The following annual surveys are sent out at the culmination of each school year to gather data to drive personnel training needs for the upcoming school year: 21/22 EOY Special Ed. Teacher Survey, 2021/2022 General Education Teacher Survey, & 2021-2022 Administrative Team SE Survey. Yes, the LEA addresses the identified training needs through department meeting training, PATTAN training &/or workshops, CCIU training/workshops, school-wide meetings, conferences, parent workshops they are invited to attend, online webinars, guest speakers or training conducted by Administration. In addition, if staff have identified a need, training is provided through a variety of mediums; online, in person, skype or video conferencing systems. Yes, professional development activities occur with all staff; general and special education teachers, mentors, nurse, counselors, administration, and/or homeroom coaches. Activities are planned when all staff are available to collaborate with each other.

	➤ the LEA provides professional development activities for paraprofessional personnel? ➤ the LEA provides professional development activities for personal care assistant personnel? ➤ the LEA ensures that personnel have the skills and knowledge necessary to meet the needs of students with disabilities? ➤ training has enhanced the ability of teachers and others to use strategies such as behavioral interventions to address the conduct of students with disabilities that impedes their learning? ➤ the LEA acquires and disseminates to teachers, administrators, and related services personnel significant knowledge derived from educational research and other sources? ➤ the LEA adopts effective practices, materials, and technology? ➤ the data demonstrate instructional changes that impact student performance?	Yes, if the LEA had paraprofessional staff as their own employees, we would offer professional development activities on-site with the cooperation of PaTTAN, and CCIU or offer online. These activities would also occur with all general and special education teachers. Yes, if the LEA had personal care assistant staff members as their own employees, we would offer professional development activities on-site with the cooperation of PaTTAN, CCIU or offered online. These activities would also occur with all general and special education teachers. Yes, the LEA ensures that personnel have the appropriate certifications and have the skills and knowledge to work with students with disabilities. In addition, training is offered to the staff regarding instructional modifications, remedial programs and interventions, special education regulations, co-teaching and an understanding of disabilities. Yes, training in Multi-Tiered System of Supports is provided for academics and behavior interventions including Student Assistance Training. In addition, the LEA has implemented an intensive mentor program for each student. Training occurs through the support of the administration. Yes, the LEA works closely with PaTTAN and CCIU to train staff on the latest evidence-based strategies in the areas of literacy, behavior and attendance. Yes, during IEP meetings or data team meetings, interventions are designed to enhance student success toward meeting their annual goals. A variety of educational materials and technology have been instituted- Learning A-Z, Achieve 3000, Nearpod, Gimkit, Kahoot, Classkick, SORA Digital Library, Language Live, Trans Math, Spelling Stars, Easy CBM, RAZ Kids Plus Library, Eureka Curriculum, McGraw Hill, Moby Max, Science A-Z, Brain Pop, Xtra Math, The World Around Me Studies, Conover Life Skills, Everyday Speech, Lions Quest, Healthy Relationships, Scholastic Story Works, Zearn, Khan Academy, Zoom Text, Touch Screen laptops, as well as co-teaching. Yes, the LEA utilizes data from the early warning system and progress monitoring to design individual programs for students. A three-tier Emotional Support program was developed in 2020 due to the large population of students demonstrating social-emotional needs. A Life Skills program started in 2021 due to the increasing student population requiring a functional academic curriculum. The data is reviewed during data reviews as well as individual IEP meetings to ensure students are making progress.
19.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ☐ Yes, In Compliance ☐ No, Not in Compliance	

19A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION The teacher survey results do not indicate need for an improvement plan. ☐ Yes ☐ No (Requires an improvement plan)	

20. INTENSIVE INTERAGENCY APPROACH (FORMERLY CORDERO CLASS MEMBERS)

STANDARDS – INTENSIVE INTERAGENCY APPROACH

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.

REGULATORY BASE:

Provision of FAPE – 300.101(a)

(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d).

Least Restrictive Environment - 34 CFR 300.114

Each public agency shall ensure – (i) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

INTENSIVE INTERAGENCY APPROACH		
20.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE: LEA will have available for the onsite review files of all students included on the Intensive Interagency Report (formerly TAP Report). LEA will review the files of students reported as Cordero class members and those students with disabilities currently receiving Instruction in the Home or Homebound Instruction and answer the following questions: Does the LEA report all students with disabilities who have been identified as requiring homebound instruction? ☒ Yes ☐ No ☐ NA Does the LEA report all students with disabilities who have been identified as requiring Instruction in the Home? ☒ Yes ☐ No ☐ NA SPECIAL CONSIDERATIONS BSE PROCEDURE: Chairperson will answer the following questions: a. Has the LEA reported in a timely manner all students with disabilities that are receiving Instruction in the Home or Homebound Instruction? ☐ Yes ☐ No ☐ NA (Mark NA only if the LEA does not have any students receiving Instruction in the Home or Homebound Instruction.) b. Has the LEA reported in a timely manner all currently active Cordero class members? ☐ Yes ☐ No ☐ NA (Mark NA only if the LEA does not have any currently active Cordero class members.)	

INTENSIVE INTERAGENCY APPROACH

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. What evidence exists that: ➤ the LEA has students for whom it has had difficulty locating a program to ensure the provision of FAPE? ➤ the LEA has resolved the issues of locating services for difficult to place students? ➤ the LEA utilizes the Regional Interagency Coordinators to assist in interagency planning to mitigate and/or eliminate barriers to placement resolution? ➤ the LEA participated in interagency approach trainings? ➤ the LEA uses interagency approach situations to improve LEA program capacity? ➤ the LEA engages in intensive interagency collaboration for students with complex needs? ➤ the LEA engages other student serving systems (e.g. mental health, intellectual disability, child protective services, juvenile probation, and drug/alcohol treatment services) for difficult to place students? ➤ there is a particular disability category of students or types of educational placement needed that the LEA has difficulty locating? ➤ the LEA continually monitors students receiving Homebound Instruction? ➤ the LEA continually monitors students receiving Instruction in the Home for ongoing placement needs?	Yes, the LEA has a policy for Intensive Interagency Policy regarding identifying students who have difficulty locating a program, using regional interagency coordinators and providing training. Yes, the LEA's policy indicates that the use of other child-serving systems and regional Interagency coordinators will assist in resolving and locating services for difficult-to-place students. Yes, the LEA's policy clearly stipulates that the use of regional Interagency coordinators helps to assist difficult-to-place students. Yes, the LEA's policy indicates that training will be provided regarding Interagency approaches for students who are hard to place. Yes, the LEA uses several Interagencies to improve the LEA program capacity such as mental health systems, drug/alcohol, juvenile probation or the support of Intermediate Units or PaTTAN. Yes, the LEA works with other child-serving systems such as Office of Behavioral Health Office of Intellectual Disabilities or the Juvenile Probation office to collaborate with students with complex needs. Yes, the LEA's policy and practice is to work closely with any outside providers of services for students to ensure that they receive an appropriate program and services. None at this time. We have developed a three-tier emotional support program (started in 2020-2021) and a Life Skills program (started in 2021-2022) to help support our students with complex needs. Yes, if the LEA is aware of students receiving Homebound Instruction, the nurse, counselor, mentor, homeroom coach and teachers would work closely to determine progress and any other services needed for the student. There are no students receiving Homebound Instruction at this time. Yes, if there were students who received Instruction in the Home, the IEP team would set a time for periodic review meetings to determine progress and adjust the IEP if progress was not being made. Currently, we do not have any students receiving Instruction in the Home.

	➤ the LEA has effective arrangements with outside service providers? ➤ the LEA continues to identify unmet needs that may still exist?	Yes, the LEA has met with service providers and created a collaborative Memorandum of Understanding for the responsibilities of the LEA and the service provider. The Special Education Coordinator is in close contact with service providers on a weekly basis. Yes, the LEA monitors the location of any service providers that are needed, meets with providers, and works with the Intermediate Units and PaTTAN for resources as well. The LEA currently has contracts with approximately fifteen service providers to meet the academic and functional needs of the students. The LEA has implemented the following new positions; School-Based Counselor, in-house tutors, and a Secondary Transition Coordinator.
20.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ___ Yes, In Compliance ___ No, Not in Compliance ___ NA	

21. SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)

SPP Indicator 13

STANDARD – SUMMARY OF PERFORMANCE

The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out.

REGULATORY BASE

Additional requirements for evaluations and reevaluations - 34 CFR 300.305(e)(3)

(e) Evaluations before change in eligibility. (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability. (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

STANDARD – PROCEDURAL SAFEGUARDS FOR GRADUATION

The LEA provides required prior written notice for graduation.

REGULATORY BASE

Limitation-exception to FAPE for certain ages – 34 CFR 300.102(B)(iii)

(iii) Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with §300.503.

STANDARD – TRANSITION REQUIREMENTS

The LEA complies with requirements for transition planning for students

REGULATORY BASE

Transition- (20 U.S.C. 1416(a)(3)(B))

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)

21.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will upload the list of students who graduated or aged out in the prior school year and send the list to BSE or make it available onsite for verification as directed by the Chairperson. LEA will upload the files for those students selected by the Chairperson. LEA has reviewed its student survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification. SPECIAL CONSIDERATIONS BSE PROCEDURE NOTE: The following 3 questions (a, b and the conclusion) can only be marked NA for charter schools who do not serve children whose eligibility terminates due to graduation or aging out. Chairperson will select and review 10%, or not less than 3 files, of students who have graduated or aged out, and confirm that a Summary of Academic Achievement and Functional Performance has been provided to the student. Chairperson will select and review 10%, or not less than 3 files, of students who have graduated, and confirm that a NOREP/PWN was issued by the LEA. Chairperson will answer the following questions: a. Has the LEA issued a Summary of Academic Achievement and Functional Performance for all students reviewed as required? ☐ Yes ☐ No ☐ NA b. Did the LEA issue prior written notice (NOREP/PWN) recommending graduation for all students reviewed? ☐ Yes ☐ No ☐ NA	

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)		
21A.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will provide the BSE with a list of students who are age 16 and older as per the age on the IEP. Chairperson will select 10 files from the list and review to determine compliance with SPP/APR Indicator 13 transition requirements.	
21.	LEA PROCEDURE LEA will provide the BSE with a list of students who are age 16 and older as per the age on the IEP. Chairperson will select 10 files from the list and review to determine compliance with SPP/APR Indicator 13 transition requirements TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes, In Compliance ____ No, Not in Compliance	
21 A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes, In Compliance ____ No, Not in Compliance	

22. DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION

SPP Indicator 9 & 10

STANDARD – DISPROPORTIONATE REPRESENTATION

LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.

REGULATORY BASE

State monitoring and enforcement - 34 CFR 300.600(d)(3)

(d) The State must monitor the LEAs located in the State, using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas: (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION		
22.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will review its identification data by race/ethnicity and complete LEA Team Discussion Points. https://penndata.hbg.psu.edu/Public-Reporting/Data-at-a-Glance SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will review LEA team discussion points, compare with the charter school annual report/SPP-APR Annual Public Reporting, consider results of file review findings for evaluation, and will answer the following questions. a. Is there an indication of disproportionate representation of racial/ethnic groups receiving special education that is the result of inappropriate identification? _____ Yes _____ No b. Is there an indication of disproportionate representation of racial/ethnic groups by disability category receiving special education that is the result of inappropriate identification? _____ Yes _____ No	

DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary. LEA will review its identification data by race/ethnicity. ➤ What do the data mean to the LEA? ➤ How do the data for students with disabilities compare with race/ethnicity in the general student population of the LEA? ➤ Is any particular disability group disproportionately represented by a higher or lower identification rate? ➤ If so, are continuous improvement activities in place? ➤ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity receiving special education? ➤ If so, are continuous improvement activities in place? ➤ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity by disability category?	The percentages of students with disabilities by race are either lower or within range of the LEA's total population. There is not a significant disproportionate number of students who have been identified as needing special education. A majority of the students come to AHCCS with IEPs instead of newly identified students. The percentages of students with disabilities by race are either lower or within range of the LEA's general student population. There are three disability categories that are higher than the state average; Emotional Disturbance, Other Health Impaired, & Specific Learning Disability, but not disproportionate by race/ethnicity with the rest of the school's population. The LEA has continuous improvement activities in place to ensure that referrals for special education are reviewed by the Guidance Counselors and interventions are put in place and monitored. The LEA has increased the number of mentors and Guidance Counselors to assist in monitoring student progress. Yes, the LEA monitors students who may need a special education evaluation in a variety of areas- academic, social and behavioral. The student's race/ethnicity does not enter into the decision of whether the student requires an evaluation. Many students enter into the LEA with already existing IEPs. Yes, the LEA monitors student progress through an early warning system, data team meetings or multi-disciplinary team meetings to address concerns and creation of intervention plans. The race/ethnicity of a student does not enter into a discussion of whether a student should or should not be evaluated or identified. Yes, the LEA has established procedures for reviewing that students of a particular race are not inappropriately identified for a specific disability. The referral process reviews a multitude of factors and race/ethnicity are not part of the team's decision-making or recommendations.

	➤ If so, are continuous improvement activities in place?	Yes, improvement activities include looking at the students' areas of strengths and interest, remediation programs are implemented and a wide variety of assessments, current progress, home visits and mentors review student data in a comprehensive manner irregardless of race and ethnicity
22.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes ____ No (Requires an improvement plan)	

23. 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.

REGULATORY BASE:

Definition of individualized education program - 34 CFR 300.320

IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 300.320 through 300.324 and that must include- (2) (i) A statement of measurable annual goals, including academic and functional goals designed to- (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and (B) Meet each of the child's other educational needs that result from the child's disability.

Development, review, and revision of IEP – 34 CFR 300.324

Each public agency must ensure that, subject to paragraphs (b) (2) and (b) (3) of this section, the IEP Team – (i) Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and (ii) Revises the IEP, as appropriate, to address- (A) Any lack of expected progress toward the annual goals described in 300.320 (a) (2), and in the general education curriculum, if appropriate

EDUCATIONAL BENEFIT REVIEW

23.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will conduct an Educational Benefits Review (EBR) for a sample of students, in accordance with training and instructions provided by the BSE. The team will answer the following ten questions for each student in the sample: 1. Are the assessments complete and do they identify all of the student's needs, including postsecondary outcomes and/or career assessment/functional vocational evaluation for secondary students? 2. In Year 3, does the IEP, through the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement or other IEP information, identify all of the student's significant needs? 3. In Year 3, are all of the student's needs addressed by goals and objectives, transition services, and/or supplementary aids and services, including, for secondary students, postsecondary outcomes, preferences, and interests? 4. In Year 3, are there programs and services to support all of the student's goals and objectives? 5. Do the transition services provided for the student over the three-year period of review represent a coordinated set of activities related to the student's vision for adult life? 6. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did not</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress? 7. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress, including participation in general education? 8. Were sufficient services provided to ensure that the student would make progress? 9. Is this student provided with supplementary aids and services to support participation in extracurricular and non-academic activities if determined to be needed by the IEP team? 10. Based upon the review of Worksheets Year 1, 2 and 3 and questions # 1-9 above, the LEA has determined that the student has received educational benefit?	

EDUCATIONAL BENEFIT REVIEW		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA team will analyze results of the EBR review in accordance with training and instructions provided by BSE, and will provide summary results in the LEA Data Collection Summary.	
	BSE PROCEDURE BSE will review the data provided, discuss the LEA's conclusions with LEA personnel, and determine compliance or noncompliance with requirements.	
23.	TO BE COMPLETED BY BSE PERSONNEL: CONCLUSION IEPs for all students in the sample are reasonably calculated to result in Educational Benefit. ____ Yes ____ No	



Executive Summary BSE Compliance Monitoring Review of the Achievement House Cyber CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of March 27, 2023, the Achievement House Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

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

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

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

2. **FILE REVIEW** (Student case studies)

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

The status of compliance of the Achievement House Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	76	6	78
Evaluation/Reevaluation: Process and Content	216	3	561
Individualized Education Program: Process and Content	533	30	237
Procedural Safeguards: Process and Content	113	0	7
TOTALS	938	39	883

3. TEACHER AND PARENT INTERVIEWS

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

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	233	14	89
Program Implementation: Special Ed Teacher Interviews	283	11	116
Program Implementation: Parent Interviews	140	14	73
TOTALS	656	39	278

4. CLASSROOM OBSERVATIONS

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

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

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review		X

PART II CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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

Special Education Procedures 2024-2025

Page 2	Scheduling an IEP Meeting Checklist 2024-2025
Page 3	Facilitating an IEP Meeting Checklist 2024-2025
Page 4	Post IEP Meeting Checklist 2024-2025
Page 5	Initial Evaluations Checklist 2024-2025
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Scheduling an IEP Meeting Checklist (2024-2025)

***IEP Revision Meetings:**

- **For IEP Truancy & Graduation Revisions a formal IEP Meeting is Required**
- **Related Service IEP Revision Meetings: Discuss with LEA first prior to IEP Revision**

Procedures:

- ☐ Contact Parent(s) and/or Guardian(s) of Student to Determine Days and Times of Availability
 - Avoid settling on one date/time, ask for days of week & mornings or afternoons
- ☐ Use Scheduling Assistant in Microsoft Outlook: Check LEA & Regular Ed. Availability
 - Check with LEA prior to scheduling an IEP with available date(s)
 - Confirm Date/Time with 1 General Education Teacher
 - Avoid Scheduling During Future Ready, Staff Meetings, and Inservice Days (Check Master Calendar for Block Out Dates)
- ☐ Create an IEP Invite (Example: Refer to Template for IEP Invites)
 - Attendees: LEA, Parent(s)/Guardian(s), Student (If 14 years of age during duration of IEP, Special Education Teacher, General Education Teachers on Schedule, School Counselor, Mentor, Related Service Provider(s) if applicable, OVR (if release form has been signed, approved, and returned)
 - Location of Meeting
 - Microsoft Teams Meeting (Unless extenuating circumstance that requires a phone conference)
- ☐ Create a Procedural Safeguards Letter (for ALL IEP Meetings & IEP Revisions)
- ☐ AHCCS Staff & Related Service Providers Outlook Invite
 - Specify Date, Time, & Location
 - Include Link for IEP Teacher Input Form
 - Attach IEP Invite
- ☐ 3 Attempts to Invite Parent(s) &/or Guardian(s) & Student to IEP Meeting
 - 1st Attempt: Parent(s) &/or Guardian(s) & Student Outlook Invite
 - Attach IEP Invite, Procedural Safeguards Letter & Notice
 - 2nd Attempt: Phone Call to Parent(s) &/or Guardian(s)
 - 3rd Attempt: Your Choice (Snail Mail Invite)
- ☐ Master Special Education Calendar (Link in Schoology SE Group Resources)
 - Student's First Initial & Last Name & LEA
- ☐ Provide IEP Draft and/or PPT at least 24 Hours in Advance to IEP Team Meeting Invitees
 - IEP Draft Watermark (Option in IEPWriter)
 - ***Note: Do not provide NOREP in Advance**
- ☐ Create an IEP Team Meeting PPT for Virtual Meeting

Facilitating an IEP Meeting Checklist (2024-2025)

Reminders:

- Special Education Case Manager & attendees: Please be on the video during the meeting.
- All IEP Meetings Held in Microsoft Teams
- Provide Link to Virtual Meeting in IEP Invite
- Specify LEA in the Master Special Education Calendar

Procedures:

- ☐ Welcome PPT Loaded Prior to Start Time for IEP Meeting
 - Include a place for IEP Team Members to Write Positive Comments
- ☐ IEP Draft and/or PPT, IEP Invite, NOREP, Procedural Safeguards Letter, and Ten-Day Waiver
- ☐ Beginning the IEP Meeting:
 - Introductions
 - Review Positive Comments
 - Staff Input
 - Excuse Staff Upon Completion with Exception of 1 General Education Teacher & LEA
- ☐ Review Draft of IEP via IEP Draft or PPT (Must include each component of IEP)
 - Summarize Each Component
- ☐ Conclusion of IEP Meeting:
 - Action Items, Roles, & Deadlines
 - Follow Up Meeting Needed?
 - Signatures: Collect during IEP meeting on all forms (IEP Signature Page, NOREP, IEP Invite, Procedural Safeguards, and Ten-Day Waiver)

No IEP meetings:

- **During school-wide office hours on Friday from 2:00-3:00**
- **In-Service Days**
- **Teacher Work-Days (Grading Days)**
- **Future Ready**
- **During school-wide meetings, and/or Professional Development Days**
- **During Stand-Up Meetings**

Post IEP Meeting Checklist (2024-2025)

Procedures:

- ☐ Make Changes to IEP Draft & Docs to Reflect IEP Team Decisions: Within 3 School Days
- ☐ Review IEP Draft & Docs for Errors (Compare w/ IEP Template in Schoology Special Ed. Group)
- ☐ Add to finalization spreadsheet: All IEP Docs Are Ready for Your Review within 3 School Days of IEP Meeting
 - ☐ If Revisions Are Noted by Your Finalizer: Fix Within 1 School Day, Re-Send
- ☐ New Related Services: Complete and submit a Related Service Request Form (in Schoology Special Ed. Group), Email the SE Coordinator if you would like a copy
- ☐ Add Follow-Up Agenda Items to Outlook (if applicable)
- ☐ Document Any Essential Item(s) in Ed Insight (if applicable)
- ☐ Send the SE Coordinator Signed Docs from IEP Meeting (IEP Signature Page, NOREP, IEP Invite, Procedural Safeguards' Notice, Ten-Day Waiver: If applicable)
- ☐ Once Docs Are Finalized: Email Parent(s) and/or Guardian(s) Final Copies of IEP Docs via Email
- ☐ Document in Ed Insight date finalized documents were emailed to Parent(s) and/or Guardian(s)

Initial Evaluations Checklist (2024-2025)

- ❖ **Initial Evaluations:** Special Education Case Managers will be notified when the initial evaluation has been completed and found eligible for special education.

Upon Receiving New Student Assignment W/ Initial Evaluation:

- IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)
 - The 30-day deadline will be specified in the email

New Student Checklist (2024-2025)

☐ **Procedures:**

- Receipt of Notification Email from the SE Coordinator with attached intake form & other communication notes
 - Example: “_____ is now in IEP Writer and updated in Power School. The attached intake form and other communication notes is for his/her new case manager, _____.”
- Within 24 Hours:
 - ☐ Welcome Message & Welcome Phone Call
 - Contact Information: Access through Power School
 - Use Welcome Message Template found in Schoology
 - Document in Ed Insight
 - ☐ Review Student’s IEP, ER &/or RR in IEP Writer
 - Notify teachers of any unique accommodations required
 - ☐ Review Student Intake Form & IEP to Determine a Need for Related Services
 - Complete Related Service Request Form & Email to the SE Coordinator
- Within 3 Days:
 - ☐ Email Parent & Student the Following Items:
 - OVR Info Email & Release Form
 - Parent & Student Transition Surveys
 - Current Transition Newsletter
 - Add to SE Dept. Parent/Guardian Schoology Page
 - ☐ Schedule IEP Meeting: Within 10 Days Following Student Completion of Launchpad
 - Complete a 30 Day NOREP:
 - If IEP is current and you think you need more time to assess the student complete a 30-calendar day NOREP
 - This would provide 30 calendar days following student completion of Launchpad
 - **Exception:** If student has upcoming deadline for their IEP or RR that deadline takes precedence regardless of Launchpad Orientation Completion status. This will be noted on the Student Intake form.
- ☐ Send IEP Invite
 - Follow “Scheduling an IEP Meeting Procedures”

Out of State Student Checklist (2024-2025)

- ❖ **Out of State Students:** Trina will complete a PTE Consent Form upon intake. The SE Coordinator will begin the evaluation process once parental/guardian consent has been obtained. The SE Case Manager will email the Evaluation Report to the parent with a cover letter upon finalization. The SE Coordinator will notify the Special Ed. Case Manager.

While Waiting for Evaluation to be Completed...

- Create a PWN/NOREP: Indicate services that will be provided until an evaluation has been completed
- IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)

OVR Checklist: (2024-2025)

***OVR updates, now uploaded in Ed Insight & IEP Writer**

Reminders:

- **14 Years & Up: Complete an OVR Waiver Form (Schoology Special Ed.)**
 - Required for OVR eligibility consideration (2 Years to Exit)
 - PETS Services (Pre-Employment Transition Services: 14 & up)
 - Early OVR Services (7th grade and up)
- **2 Years to Exit: Complete Pre-OVR Application (Directions in Schoology Special Ed.)**
 - Special Education Case Manager will provide this to parent(s) and/or guardian(s) & student
- **OVR is willing to attend IEP Meetings**
- **It is not guaranteed a student will qualify for OVR services however any student with any type of documented disability does qualify for PETS services**

Procedures;

- ☐ For students 14 years of age during the duration of an IEP must have an OVR statement on the IEP Invite and post-secondary transition section of the IEP
- ☐ Send an OVR Release Form, Letter (Attached) to all Students & Info Brochure
 - If student is anticipated to graduate in 2 years or less include the OVR Pre-Application
- ☐ Document on the OVR Shared Spreadsheet date release form was mailed, return date (if applicable), approval or disapproval (if applicable)
 - Document if parent(s) and/or guardian(s) or student completes the OVR Pre-Application
- ☐ **Only For Students Who Parent and/or Guardian Returned OVR Release Form & Approved:** Send IEP Invite to RA-LIOVR-CYB-IEP-INV@pa.gov for students aged 14 and older
 - Include the following:
 - Student First & Last Name
 - D.O.B.
 - Grade Level
 - If the student has a primary disability of Blindness or Visual Impairment
 - Any previous OVR involvement
 - School District of Residence
 - Zip code of Residence

- Cyber School Contact Information (name, phone, email)
- Date of IEP Meeting & Location, include link
- Signed OVR Release Form from Parent and/or Guardian

***Sample OVR Letter**

Dear Parent(s) and/or Guardian(s),

I have attached an Office for Vocational Rehabilitation (OVR) Permission Slip to allow the school to invite OVR to your child's IEP meeting. This OVR Permission Slip also allows your child to participate in Pre-Employment Transition Services here at Achievement House Cyber Charter School provided by OVR. OVR is a free agency that can provide a wide range of supports for your child. I encourage parent(s) and/or guardian(s) to approve the permission slip to allow OVR to attend your child's IEP meeting to discuss what type of services they may be able to provide your child. OVR has provided students with scholarships after high school, a job coach, employment skills training, financial and academic supports while attending a technical, trade, or college after high school, and a variety of other supports.

Please reach out if you have any questions about OVR or the process to have your child considered for eligibility for services. I am attaching some information to this email about OVR. If your child is graduating high school in two years or less, please feel free to fill out the OVR Pre-Application. I am more than willing to help you through each step of the process.

Thank you,

{Special Education Teacher Name}

{Phone Number(s)}

{Email}

Progress Report Checklist (2024-2025)

Deadlines: Provide PDF Reports to Your LEA via Email for all Students on Your Caseload

Quarterly Progress Report & Workday Dates:

	Start Date	Mid Quarter	End Date	Progress Report Workday *Select 1	Progress Report Deadline	IEP Workday *Select 1
Q1	September 5	October 6	November 9	November 16 November 17	November 17	Sept. 28 Sept. 29
Q2	November 13	December 22	January 26	February 1 February 2	February 2	Jan. 11 Jan. 12
Q3	January 29	March 1	April 5	April 11 April 12	April 12	March 7 March 8
Q4	April 8	May 10	June 7	May 30 May 31	June 10	April 18 April 19

Reminders:

- **Every student must have progress monitoring data each quarter for each goal**
- **Revise goals that are not feasible to collect data**
- **Assure goals fit AHCCS' program & services**
- **Do not rely on tutors & PCAs to complete progress monitoring data for academic related goals. It ultimately falls on the Special Ed. Case Manager.**
- **If Related Service Providers (OT, Speech, Counseling, etc.) do not input progress reports in IEPWriter by the given deadline notify the SE Coordinator & Trina (lsimons@achievementcharter.com, tknauff@achievementcharter.com)**

Self-Checklist for Goals;

- ☐ Tri-weekly data (at minimum)
- ☐ Must be relevant to specific goal
 - Example: If based on AIMSWeb points, complete an AIMSWeb probe
 - Example: If based on three consecutive assignments provide data that shows three consecutive assignments w/ points & grades earned
- ☐ Dates must accompany each progress monitoring data point
- ☐ If based on assignments: Include assignment names w/ points
- ☐ Document dates attempted to progress monitor, and mode of contact(s)
- ☐ Document intervention(s) for goals students are not showing progression
- ☐ Progress report letter to parent(s) &/or guardian(s)
- ☐ IEP revision for goals met (Provide list to LEA, do not need to complete a formal IEP Meeting), follow typical IEP revision procedures (See Schoology Special Education Group)
 - Implement a new goal to reflect new baseline

- Submit progress reports by deadline (stated above)
 - Make corrections within 2 school days: Send to LEA for final approval
- If unable to print progress reports at office send to lsimons@achievementcharter.com

Re-Evaluations w/ New Testing Checklist (2024-2025)

❖ **Re-Evaluation With New Testing:**

(Advised to Begin 5 Months in Advance of Deadline if possible)

- New Testing Recommended by Special Ed. Case Manager
 - May Want to Consider New Testing if...
 - Previous re-evaluation did not have new testing
 - If student is struggling with existing supports in place
 - Demonstrating signs of another disability category
- New Testing Requested by Parents
 - Special Ed. Case Manager: Complete a Referral to Latania within 24 Hours of Request by Parent/Guardian
 - 60 Day Timeline Begins Upon Receipt of Signed Permission to Re-Evaluation w/ New Testing
 - The Re-Evaluation Report & IEP Meeting Must Fit Within this Window

Procedures:

- Assure Date of Report Meets 2 and/or 3 Year Deadline for Re-Evaluation
 - 2 Year Deadline: Students w/ Intellectual Disability
 - 3 Year Deadline: Students Without A Documented Intellectual Disability
- Complete a Referral Form via the link in Schoology (Special Ed. Group Resources)
 - Trina: Will complete a PTRE Consent form
 - If Parents Do NOT Sign: We will have to complete a Review of Records
 - If Parents Do Sign: The 60 Day Timeline Begins Date Received by the SE Coordinator
 - SE Coordinator: Contacts Evaluators & Either SE Coordinator or the Evaluator will Request Information from Special Ed. Case Manager
 - Upon Completion of Re-Evaluation W/ New Testing the Evaluator will Place Report in IEP Writer & Notify Case Manager
- Send Re-Evaluation Report to Parent/Guardian Along with IEP Invite & Procedural Safeguards' Notice

- IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)

Re-Evaluation-Review of Records Checklist (2024-2025)

- ❖ **Review of Records:** For students who do not require further testing, and did not previously have a Review of Records for their last 2 -or- 3-year (Re) Evaluation, *Does not require parent permission

Procedures:

- ☐ Locate the Review of Records Template in the Special Education Schoology Group
- ☐ Create Review of Records in IEP Writer w/ Alignment to Template
- ☐ Assure Date of Report Meets 2 &/or 3 Year Deadline for Re-Evaluation
 - 2 Year Deadline: Students w/ Intellectual Disability
 - 3 Year Deadline: Students Without A Documented Intellectual Disability
- ☐ Send to LEA for Review
 - Correct Revisions w/In 1 day, Resend
- ☐ Once Approved by LEA: Send Review of Records to Parent via Email Along with IEP Invite & Procedural Safeguards' Notice
 - IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)
- ☐ *ROR – You can complete an IEP revision versus a formal meeting, if desired and/or agreed upon by the parent/guardian.

(2024-2025) Related Service Guidelines

Please note:

- ❖ *Unique situations will be reviewed on an individual basis during IEP team meetings*
- ❖ *Review the Student Intake Form to determine a need for services upon enrollment*
- ❖ *Complete a referral for each new service for newly identified & enrolled students*

Related Service Procedures

- ❖ *The implementation of related services will be discussed during IEP team meetings.*
- ❖ *Please review the Student Intake Form to determine a need for services upon enrollment. If the student has a service, please submit a related service referral through the Schoology Special Ed. Department page after talking with the parent/guardian and/or student to see if they wish to continue their service here at Achievement House. Either way, we will document in the IEP to show that we will continue to offer the service.*
- ❖ *A discussion with the IEP team must occur for all new related services prior to completing an IEP revision and submitting a referral.*
- ❖ *A discussion with the IEP team must occur before changing the frequency and/or duration of a related service.*

Frequency &/or Duration of Services

- ❖ *We do not have a set frequency/duration a student should start with. It should be based on data, the recommendation given in an evaluation, or what the student was previously receiving at their prior district. All decisions are individualized based on a student's academic and/or functional need.*

Related Services & Measurable Annual Goals

- ❖ *You must have a measurable annual goal to accompany a related service. This allows the IEP team to determine if the related service is helping a student progress, and if any changes in the type of service, duration, or frequency are needed.*
- ❖ *The Special Education Teacher is responsible for collaborating with the related service provider to assure the measurable annual goal meets compliance guidelines.*

Setting

- ❖ *Related services can be provided virtually and/or in the home setting.*

Bi-Weekly Contacts w/ Related Service Providers

- ❖ *Bi-weekly contacts with related service providers are required to check on how a student is progressing with the service.*
- ❖ *Please refer to the related service spreadsheet in the department's Schoology group page in the resource section for contact information for each provider.*

Communication w/ Director of Special Education &/or Special Ed. Coordinator

- ❖ *Contact the Director of Special Education &/or Special Ed. Coordinator regarding any parent/guardian and/or student concerns regarding related services.*

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Certification Requirements Policy of Gifted Support Teachers & Staff

School Psychologist Certification Requirements

A certified school psychologist must conduct cognitive ability and academic achievement assessments as part of a comprehensive evaluation process that considers multiple factors in determining gifted eligibility.

Gifted Support Teacher Certification Requirements

A gifted support teacher must have a valid PA Certification. If they are teaching a graded gifted class, then they would need to possess a valid PA Certification and be highly qualified in the subject area being taught. Ungraded gifted enrichment classes must be taught by a teacher with a valid PA Certification.

Professional Development Requirements

Gifted education policy requires ongoing professional development, with a minimum of annual training, for all staff involved in gifted education. This includes gifted and general education teachers, principals, administrators, compliance teachers, compliance specialists, transition coordinators, school counselors, and support staff.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Certification Requirements Policy of Gifted Support Teachers & Staff

President

Date

Secretary

Date

Referenced Documents:

1. Department of Defense Education Activity. (n.d.). *Military interstate compact*. Department of Defense Education Activity.
<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>
2. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.
3. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students*. Pennsylvania Code & Bulletin.
<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Child Find and Screening Policy

The Principal, or his/her designee, shall ensure that children with disabilities who are enrolled in AHCCS, as that phrase is defined in federal regulation, are identified, located, and evaluated.

Public Awareness

The Principal, or his/her designee, shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who attend Achievement House Charter School ("AHCCS"):

AHCCS, shall publish once annually a written notice, in means accessible to AHCCS families, including AHCCS' web site, AHCCS main office, and at the local Chester County Intermediate Unit, to include a description of child identification activities, of AHCCS' special education services and programs, of the way to request services and programs, and of the procedures followed by AHCCS to ensure the confidentiality of student information.

Outreach Activities

The Principal or his or her designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend AHCCS:

Offer parent and family information regarding training activities and publicize the availability of such activities to all parents;

Upon request, provide to interested health and mental health professionals, county agency personnel and other interested professionals, information concerning the types of special education programs and services available in and through AHCCS and information regarding the way parents can access those services.

Provide or obtain periodic training for AHCCS' regular education staff and special education staff

concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.

Screening

The Principal or his or her designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
- Conduct hearing and vision screening in accordance with the Public-School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;
- Identify students who may need special education services and programs.

Pre-Evaluation Screening

Title pre-evaluation screening process shall include:

- For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessments;
- For students with behavioral concerns, a systematic observation of the student's behavior in the regular AHCCS educational environment or area in which the student is displaying difficulty;
- An intervention based on the results of the assessments conducted;
- An assessment of the student's response to the intervention;
- A determination of whether the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;
- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When AHCCS believes that the completion of

screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, AHCCS will initiate the seeking of consent for a multidisciplinary team evaluation without completion of the screening process. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Child Find and Screening Policy

President

Date

Secretary

Date

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Confidentiality Policy for Gifted Programs

Achievement House Cyber Charter School and its staff are required to safeguard the confidentiality of personally identifiable information for students identified as gifted or considered potentially gifted. This commitment aligns with Section 13(a) of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. § 1232g), 34 CFR Part 99 (regarding family educational rights and privacy), Chapter 12 (pertaining to students), and all other applicable laws. Under FERPA, Achievement House Cyber Charter School must secure written consent before releasing personally identifiable information from a child's educational records. However, AHCCS may disclose appropriately designated "directory information" without written consent, unless advised to the contrary in accordance with AHCCS procedures.

Definitions

Education Records - Records directly related to a student, including digital media and videotapes, that are maintained by an educational agency.

Personally Identifiable Information - Information that includes, but is not limited to, the student's name, names of parents and family members, and the student's address.

Destruction of Information - The physical destruction or removal of personal identifiers, rendering the information no longer personally identifiable.

Directory Information - Information in a student's educational record that generally would not be seen as harmful or an invasion of privacy if shared. This may include the student's name, address, date and place of birth, major, involvement in recognized activities and sports, athletic team members' weight and height, attendance dates, degrees and awards earned, and the most recent educational institution attended.

Confidential Information - Information used in the evaluation of a student, or in state and federal reports on student performance, which includes grades, disciplinary records, and other data deemed confidential under FERPA and IDEA.

Consent - The parent(s) receive full information about the activity requiring consent, in their native language or other means of communication; they agree in writing to the activity, understanding that consent is voluntary and can be withdrawn at any time.

Confidentiality Policy

A parent that does not want AHCCS to disclose directory information from a child's education records without your prior written consent, must notify AHCCS in writing before August 1st of any year the student is enrolled at AHCCS, or within 30 days of enrollment at the School. AHCCS has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or another unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Directory information may be shared without parental consent unless a parent has opted out of allowing this disclosure. Parents reserve the right to prohibit an agency from designating any or all of the above information as directory information.

Confidential information will be used for purposes such as student identification and evaluation, Child Find activities, defining and determining eligibility criteria, evaluation and eligibility determination procedures, and other processes specified under the Individuals with Disabilities Education Act and Chapter 711 (PA).

Educational Records

The Family Educational Rights and Privacy Act (FERPA) grants parents and students who are 18 years or older specific rights concerning their educational records.

These rights include:

Parents are entitled to review and inspect their child's educational records. Achievement House Cyber Charter School (AHCCS) will respond to requests for record inspection promptly, ensuring access before any IEP meeting or due process hearing, but not exceeding 45 days after the request is made. Requests should be made in writing, specifying which records the parents wish to access, and directed to the school principal or an appropriate official. Parents have the right to receive explanations and interpretations of the records from the school district upon reasonable request. The school official will arrange access and inform the parent or eligible student of the time and location for inspecting the

records. "Educational records" refer to records directly related to the student, maintained by an educational agency or an individual acting on behalf of the agency. For this notice, "educational agency" is defined as the local school district, which maintains educational records for all students. Confidential personally identifiable information encompasses details such as the student's name, the names of parents and other family members, the student's or family's address, as well as personal characteristics or other identifying information. Parents may request copies of the records. While AHCCS does not impose fees for searching or retrieving information, it may charge for copying if this does not hinder parents from exercising their right to inspect and review records. Additionally, parents have the right to designate a representative to inspect and review their child's records. If any record contains information about more than one child, parents are entitled only to access information pertaining to their own child.

If parents believe that any information in an educational record is inaccurate, misleading, or violates their child's privacy or other rights, they may request an amendment. Such requests should be submitted in writing, clearly identifying the portion of the record they wish to amend and explaining why it is inaccurate or misleading. AHCCS will determine whether to amend the record or will inform the parents of their right to a hearing to contest the disputed information. Further details about the hearing procedures will be provided to parents or students when they are notified of their right to a hearing. The Director of Special Education is the designated official responsible for maintaining the confidentiality of student records.

In situations where AHCCS needs to report a crime committed by a student with a disability, the agency will ensure that copies of the student's special education and disciplinary records are transmitted appropriately, in accordance with the Family Educational Rights and Privacy Act (FERPA) (34 CFR Part 99).

Retention of Information

When information is no longer necessary for providing educational services to a child, or after a former student reaches their 24th birthday, the educational agency will destroy the information in their educational record if there are no pending requests for inspection or copies. However, a permanent electronic record of a former student's name, telephone number, grades, achievements, attendance, classes attended, grade level completed, year completed, Evaluation/Re-evaluation Reports, the last three IEPs, and the last Notice of Recommended Educational Placement will be maintained indefinitely. If requested by a parent, information no longer necessary for educational services must be destroyed. Still, a permanent record of a student's name, address, phone number, grades, attendance, classes attended, grade level completed, and year completed may be kept in an electronic format indefinitely. AHCCS will provide, upon request, a list of the types and locations of maintained educational records, along with the school officials responsible for these records and the personnel authorized to access personally identifiable information. Such personnel receive training and guidance regarding confidentiality. AHCCS maintains a log of individuals accessing educational records, including their names, the date access was granted, and the purpose for which they are authorized to use the records. Parents have the right to consent to the disclosure of personally identifiable information contained in the student's educational records, except as allowed by FERPA for disclosure without consent. Information may be disclosed without consent to school officials who have legitimate educational interests. A school official may be anyone employed by AHCCS in an administrative, supervisory, instructional, or support role (including health or medical staff and law enforcement personnel); an individual or organization contracted by AHCCS to perform a specific task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student participating in an official committee, such as a

disciplinary or grievance committee, or assisting another school official with their responsibilities. A school official has a legitimate educational interest if they require access to an educational record to fulfill their professional duties.

AHCCS will disclose educational records (including disciplinary records) without consent to officials of another school district where a student is seeking or intends to enroll.

1. Parents have the right to file a complaint with the U.S. Department of Education regarding any alleged noncompliance by AHCCS with FERPA requirements. Complaints can be submitted to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.
2. The No Child Left Behind Act (NCLB) of 2002 also mandates that districts provide military recruiters with the same access to secondary school students as is granted to postsecondary institutions or prospective employers. Districts must provide students' names, addresses, and telephone numbers to military recruiters upon request, unless a parent has opted out of sharing such information.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Confidentiality Policy for Gifted Programs

President

Date

Secretary

Date

Referenced Documents:

1. Department of Defense Education Activity. (n.d.). *Military interstate compact*. Department of Defense Education Activity.
<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>
2. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.

3. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students.*

Pennsylvania Code & Bulletin.

<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Gifted Education Placement Policy

The Princip

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Gifted Education Placement Policy

President

Date

Secretary

Date

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School (AHCCS) desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Gifted Education Child Find Policy

Child Find Procedures

AHCCS must adopt and use a system to locate and identify all students within AHCCS who are thought to be gifted and in need of specially designed instruction. Achievement House Cyber Charter School (AHCCS), by direct service, will provide appropriate services, and programs that are created and implemented for the identification and evaluation of each gifted student. Each student eligible for gifted services will receive an education tailored to their individual needs, rather than being defined solely by their classification.

Public Awareness Activities

AHCCS will conduct awareness activities annually, for the benefit of both currently enrolled students, and of children not enrolled in public schools, to inform parents and/or guardians & students, including the public, of the gifted education services and programs AHCCS offers, and how to request these services and programs.

To ensure that all eligible students are identified, we will implement the following public awareness activities each school year:

- **Website:** We will maintain up-to-date information about our gifted education program on our school website. This information will include details about eligibility criteria, evaluation procedures (including universal screeners and how to request an evaluation), relevant resources and forms (such the Notice of Parental Rights for Gifted Students), contact information for gifted program staff, and available services and programming.
- **Annual Parent Notifications:** We will send annual email and school messenger notifications to inform families about our gifted education services and programs.
- **Enrollment Orientation:** We will provide notification to families at the time of enrollment orientation about our gifted education program.
- **Student Handbook and Program of Studies:** We will include information about our gifted education program and services in both our student handbook and program of studies.

Screening & Evaluation Process

AHCCS is required to determine the student's needs through screening and evaluation process outlined in AHCCS Gifted Education Child Find Matrix, which meets the requirements of Chapter 16: Special Education for Gifted Students. The AHCCS Gifted Education Child Find Matrix outlines the multiple criteria that must be considered to identify a student as gifted at AHCCS. Determination of the mentally gifted must include a cognitive ability and academic achievement assessment administered by a certified school psychologist. If administered in a virtual setting, the assessment company must attest to the validity of the use of the assessment in a virtual setting.

Identification of Gifted Children

According to Chapter 16, the identification of gifted ability must include multiple criteria. First, students should demonstrate achievement levels that are at least one year above grade in one or more subjects, as assessed through nationally normed and validated tests that accurately reflect gifted performance across all academic areas. Additionally, there should be an observed or measured ability to acquire and retain new academic content or skills indicative of giftedness. Evidence of demonstrated excellence or expertise in specific academic areas is also crucial, which can be shown through quality products, portfolios, research, and criterion-referenced team judgments. Furthermore, early and measured use of advanced thinking skills, academic creativity, leadership, intense academic interests, communication skills, foreign language aptitude, or technology expertise should be considered. Lastly, it is important to document evidence indicating that intervening factors, such as English as a second language, disabilities, gender or race bias, or socio-cultural deprivation, may mask gifted abilities.

All students enrolled in gifted education at Achievement House Cyber Charter School (AHCCS) will have opportunities to participate in acceleration or enrichment programs, tailored to their intellectual and academic abilities and needs. To support these efforts, AHCCS will develop and implement a gifted education plan every six years that includes the current Child Find policy. This plan will be made available for public review and comment for at least 28 days prior to its approval by the School Board. Additionally, AHCCS is responsible for establishing a process to identify students who are gifted and require specially designed instruction, while also outlining the special education programs available for gifted students. The school will maintain comprehensive reports detailing students, personnel, and programming elements, including the associated costs necessary for the implementation of the gifted program. Furthermore, individuals tasked with identifying gifted students and delivering gifted education must hold the appropriate certifications in accordance with Article XI of the School Code.

- **Notice and Consent:** Before initiating an initial gifted multidisciplinary evaluation, the school district must comply with all notice and consent requirements.
- **Referral Criteria:** Referrals for gifted multidisciplinary evaluations should occur when teachers or parents suspect a student is gifted but not receiving suitable education. Referrals can be made under the following circumstances:
 - Parents request an evaluation in writing.
 - The school district's screening indicates that the student exhibits high potential consistent with gifted definitions or exceeds the performance of peers in the regular classroom.
 - A court or hearing officer orders a gifted multidisciplinary evaluation.
- **Parent Requests:** Parents can request a gifted multidisciplinary evaluation at any time, limited to one request per school term, which must be made in writing. The school district should provide the evaluation request form promptly, and if an oral request is made, staff must supply the form within ten calendar days.

- **Composition of GMDT:** Gifted multidisciplinary evaluations will be conducted by Gifted Multidisciplinary Teams (GMDTs) formed based on the individual needs of the student. GMDTs must include:
 - Parents of the student
 - A certified school psychologist
 - Individuals familiar with the student's educational experiences
 - One or more of the students' current teachers
 - Professionals trained in appropriate evaluation methods, considering the student's cultural background when possible.
- **Scope of Evaluation:** Evaluations must be thorough, assessing relevant information regarding the student's suspected giftedness, including academic performance, learning strengths, and educational needs.
- **Input from Stakeholders:** The evaluation process must incorporate information from parents or other regular contacts with the student and may include input from the student if deemed appropriate.
- **Protection Measures:** Specific protective measures must be observed during the evaluation process:
 - No single test or type of assessment should determine a student's gifted status.
 - Intelligence tests yielding an IQ score cannot be the sole measure for students with limited English proficiency or those from racial, linguistic, or ethnic minority backgrounds.
- **Assessment tools must be:**
 - Free from racial and cultural bias and disability-related bias.
 - Administered in a manner that accurately reflects the student's abilities and achievements.
 - Validated for their intended purposes.
 - Conducted by certified school psychologists following established professional guidelines.
 - Designed to evaluate specific educational needs rather than general IQ alone.
- **Evaluation Report:** The GMDT must create a written report summarizing the evaluation findings, addressing the student's educational strengths and needs, and making recommendations about their gifted status and necessary specialized instruction. This report should also list the names and roles of GMDT members.
- **Determination of Eligibility:** The GMDT will assess eligibility as defined in relevant policies.
- **Timeline for Evaluation:** The initial evaluation must be completed, and the evaluation report provided to the parents within 60 calendar days after receiving written parental consent or a court order, excluding the summer break.

Assessment Team Members can include: School counselors, gifted resource teacher, certified school psychologist, instructional coach or mentor, PA certified educator

Making a Recommendation: When matrix points are within the 4-6 range, a team meeting should be held to discuss the whole child and his/her needs. At this meeting, the team will decide whether further testing is warranted or whether differentiation in the classroom will meet the students' needs.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Gifted Education Placement Policy

President

Date

Secretary

Date

Referenced Documents:

1. Department of Defense Education Activity. (n.d.). *Military interstate compact*. Department of Defense Education Activity.
<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>
2. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.
3. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students*. Pennsylvania Code & Bulletin.
<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Gifted Education Child Find Policy

The Princip

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Gifted Education Placement Policy

President

Date

Secretary

Date

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Gifted Program Caseloads and Class Size Policy

The Princip

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Gifted Program Caseloads and Class Size Policy

President

Date

Secretary

Date

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Gifted Educational Placement Policy

Achievement House Cyber Charter School's GIEP team is required to adhere to the following guidelines regarding the educational placement of gifted students. These guidelines are essential to ensure that each gifted learner is provided with an appropriate educational setting that meets their unique needs, promotes meaningful engagement, and allows for both acceleration and/or enrichment opportunities that extend beyond the general education curriculum. The following factors shall not influence the educational placement of gifted students: the absence of alternative placement options, a shortage of staff, lack of available space or facilities, administrative convenience, and the unavailability of educational or support services.

1. Educational Placement Decisions

- **Individualized Approach:** The Gifted Individualized Education Plan (GIEP) team will make educational placement decisions based on the specific needs of each gifted student.

2. Provision of Gifted Education

- **Flexible Strategies:** Districts may implement administrative and instructional strategies for gifted education that may include, but are not limited to, categorical grouping of students.
- **Requirements for Placement:**
 1. **Specially Designed Instruction:** Placement must allow for the provision of appropriate specially designed instruction tailored to the student's needs and abilities.
 2. **Meaningful Benefits:** It is essential that students can meaningfully benefit from the rate, level, and manner of instruction provided.
 3. **Opportunities for Acceleration and Enrichment:** Students should have access to opportunities for acceleration or enrichment beyond what is available in general education, as appropriate for their individual needs.

3. Caseloads and Class Sizes

- **Board Policy Adoption:** The district will adopt policies regarding caseloads and class sizes for gifted students that:
 1. **Support Staff Effectiveness:** Ensure that assigned staff can adequately provide the services required in each gifted student's GIEP.

2. **Address Educational Placements:** Cover all educational placements for gifted students utilized by the district.
 3. **Caseload Limits:** Limit the total number of gifted students on an individual gifted teacher's caseload to a maximum of 65 students.
 4. **Class Roster Limits:** Restrict the total number of gifted students on an individual gifted teacher's class roster to a maximum of 20 students.
- **Waivers for Extenuating Circumstances:** The Secretary may waive caseload and class size maximums upon written request from the district for extenuating circumstances.

4. Prohibited Basis for Placement Decisions

Gifted educational placement decisions may not be made based on:

1. **Lack of Alternative Placements:** The unavailability of alternative placement options.
2. **Inaccessibility of Services:** Insufficient efforts to provide educational or support services.
3. **Staff Qualifications:** A lack of qualified staff to deliver the services outlined in the GIEP.
4. **Space Limitations:** Insufficient space or facilities to accommodate gifted students.
5. **Administrative Convenience:** Considerations of administrative convenience.

5. Parental Rights and Private School Placement

- **Private School Education:** Parents retain the right to educate their gifted children in private schools at their own expense without limitation from this policy.
- **Home Education Programs:** The home education program for gifted children will adhere to the regulations set forth in sections 1327 and 1327.1 of the School Code (24 P.S. §§ 13-1327 and 13-1327.1).

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Gifted Educational Placement Policy

President

Date

Secretary

Date

Referenced Documents:

1. Department of Defense Education Activity. (n.d.). *Military interstate compact*.
Department of Defense Education Activity.

<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>

2. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.
3. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students*. Pennsylvania Code & Bulletin.
<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Gifted Program Caseloads and Class Size Policy

Achievement House Cyber Charter School (AHCCS) must establish a cap on the number of gifted students assigned to each teacher's caseload, limiting it to a maximum of sixty-five students. Additionally, the class roster for each gifted teacher is restricted to no more than twenty students.

The Secretary may grant a waiver of the maximum caseload and class size limits upon receiving a written request from the district due to extenuating circumstances.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Gifted Program Caseloads and Class Size Policy

President

Date

Secretary

Date

Referenced Documents:

1. Department of Defense Education Activity. (n.d.). *Military interstate compact*. Department of Defense Education Activity.
<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>
2. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.
3. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students*. Pennsylvania Code & Bulletin.
<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Gifted Education Procedural Safeguards Policy

Gifted Education Procedural Safeguards Notice

A school district must notify parents of a gifted student at least 10 school days before conducting a gifted multidisciplinary evaluation or making any significant changes to the student's identification, evaluation, educational placement, or GIEP. Any such changes cannot be implemented during ongoing administrative or judicial proceedings unless agreed upon by all parties involved. Notifications must be clear, in language accessible to the public, and, if needed, communicated in the parents' native language. Notices should detail the proposed or refused action, rationale, evaluation methods used, relevant factors, and an explanation of procedural safeguards, including impartial hearing rights. Additionally, notices must inform parents of available support organizations, timelines for evaluations, GIEP development, hearings, and that outside evaluations provided by parents will be considered.

Gifted Education Consent:

The district must obtain written parental consent before: (1) conducting an initial multidisciplinary evaluation, (2) placing a student in a gifted program, or (3) sharing identifiable information about a gifted student with unauthorized persons. After finalizing the GIEP, the district will present the plan to parents along with a notice of recommended assignment signed by the superintendent and a notice of their right to an impartial due process hearing. This notice will be given either in person at the end of the GIEP meeting or by certified mail within five days. Parents have 10 days to respond if notified by mail, or five days if notified in person. If parents approve in person, the district will wait at least five days to implement the GIEP, allowing parents time to withdraw their approval if they wish.

Parent Concerns: Contact Information and Resolution Process for Gifted Education:

For any concerns related to Gifted Education, a parent/guardian and/or a student should contact the Director of Special Education or the Gifted Education Program Coordinator to set up a Gifted Multidisciplinary Team meeting.

Trina Knauff
Director of Special Education
267-542-1236

tknauff@achievementcharter.com

Victoria Nesti
Gifted Education Program Coordinator
(484) 237-1811
Vnesti@achievementcharter.com

Gifted Education Impartial Due Process Hearing:

Parents may request an impartial due process hearing if they disagree with the district's identification, evaluation, placement, or gifted education services. The student remains in their current placement during the hearing, unless both parties agree otherwise. Districts may also request a hearing if a parent does not respond to an evaluation or disagrees with a placement. Hearings are conducted locally and can be open or closed, per parental request. Both parties may present evidence, access records, and be represented by legal counsel. Hearing officers issue a decision within 45 days, which may be appealed to court, and all related records remain confidential unless the hearing is public. Hearing officer services are managed independently, and the Department of Education annually reports on the hearing outcomes. If a hearing decision is made, the district must ensure compliance within 30 days and provide assurance to the Department.

Gifted Education Mediation:

Mediation provides a process for parents and agencies to work toward an agreement with the help of an impartial mediator in special education disputes for gifted students. Key terms include:

- **Joint session:** A stage where all parties meet with the mediator to present their issues without interruption.
- **Mediation agreement:** A written, binding record of the agreed resolution.
- **Mediation conference:** An informal meeting aimed at developing a binding, mutually acceptable agreement.
- **Mediator:** A neutral facilitator who aids parties in developing their own solutions.
- **Participants:** Individuals supporting either party, such as family or specialists.
- **Parties:** Parents and designated agency personnel involved in the dispute.
- **Private session (caucus):** A confidential one-on-one meeting between the mediator and a single party to clarify and explore solutions.

If resolved, the mediation results in a written agreement added to the student's education record and GIEP, and enforceable by the Department. Confidentiality is maintained throughout the mediation, and discussions are not recorded. The agreement itself is not confidential, binding, and both parties receive a signed copy immediately after the conference. Within 10 school days, a GIEP team incorporates the agreement into the GIEP. Mediation cannot restrict a party's right to request a due process hearing.

Gifted Education Confidentiality:

Each agency is responsible for safeguarding the confidentiality of personally identifiable information for students who are gifted or may be identified as gifted, following section 13(a) of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232g), 34 CFR Part 99 on family educational rights and privacy, Chapter 12 regarding students, and other relevant laws.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Gifted Education Procedural Safeguards Policy

President

Date

Secretary

Date

Referenced Documents:

1. Department of Defense Education Activity. (n.d.). *Military interstate compact*.
Department of Defense Education Activity.
<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>
2. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.
3. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students*.
Pennsylvania Code & Bulletin.
<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

ASSISTIVE TECHNOLOGY POLICY

Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. Assistive technology devices range from a simple switch for a child with particular physical limitations to a sophisticated vocal output augmentative communication device for a child with severe speech impairment.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

By virtue of these expansive definitions, an exhaustive yet specific list of what constitutes assistive technology devices and/or services would be impossible to create.

The Board recognizes that assistive technology devices and/or services may be essential factors in meeting the educational needs of children with disabilities. Both federal and state special education laws explicitly include assistive technology devices and/or services among those services which local school districts must provide for a child with a disability, at no cost to parents, if determined by the Individualized Education Program (IEP) team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a child to be educated in the least restrictive environment.

The Board further recognizes that, as with every other special education service, the IEP team is responsible for determining if an assistive technology device and/ or service is necessary for a child with a disability to receive FAPE. It is important to remember that assistive technology devices and/ or services are not ends in themselves. The IEP team should focus on whether or not assistive technology devices and/ or services are necessary for the eligible child to meet educational demands and therefore receive FAPE.

To the extent that assistive technology devices and/ or services are required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the needed devices and services (e.g., no, low, and high technology and back-up strategies) as well as the amount of needed service(s). The provision of assistive technology devices and/ or services may not be made conditional on subsequent approval by entities outside the IEP process (e.g. PennTech, IU). A

All procedural safeguards and time lines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/ or services when they are necessary to ensure eligible children receive FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated.

AHCCS will provide assistive technology devices and services when included as part of a student's IEP. In addition, AHCCS will ensure that hearing aids worn in school by children with hearing impairments, including deafness as well as external components of surgically implanted medical devices are functioning properly. AHCCS will maintain and repair assistive technology devices that are necessary for and used to implement a child's IEP.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Achievement House Charter School

President

Date

Secretary

Date

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Behavior Support Policy for Students with Disabilities

Achievement House Cyber Charter School (AHCCS) enacts this policy to ensure that AHCCS staff use appropriate behavior support techniques and that, for each disabled or thought to be disabled student who exhibits behavior problems which interfere with the student's ability to learn, the IEP team develops a plan that provides for an appropriate program of behavior management. The purpose of this policy and its implementing guidelines is to ensure adherence by all staff to the requirements of state and federal law as they exist at the time of the adoption of this policy and its implementing guidelines and as they may from time to time be amended and interpreted by the courts and various administrative agencies. To the extent that this policy ever conflicts with federal and state law, federal and state law will control.

General Policy and Definitions

General Policy

The following principles shall govern the use of behavior supports and interventions for children with disabilities:

1. Behavior support programs and plans must be based on a functional assessment of behavior and use positive behavior techniques.
2. Positive rather than negative measures shall form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.
3. Behavior support programs include a variety of techniques and research based practices to develop and maintain skills that will enhance an individual child's opportunity for learning and self- fulfillment.
4. The types of intervention chosen for a particular child shall be the least intrusive necessary.

5. Nothing in this policy shall be construed to require the development of a separate behavior support of intervention plan when appropriate positive behavioral interventions, strategies, and supports that address the behavior can be incorporated in the body of the IEP.
6. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

As used in this policy, the following words and terms shall have the following meanings, unless the context clearly indicates otherwise:

Aversive Techniques- Deliberate activities designed to establish a negative association with specific behavior.

Behavior Support- The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive behavior support plans- A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcement and other positive techniques to shape the behavior of the child with disabilities, ranging from the use of positive verbal statements as reward for good behavior to specific tangible rewards.

Restraints- the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body, excluding the following:

- a) Briefly holding a student, without force, to calm or comfort him/her.
- b) Guiding a student to an appropriate activity
- c) Holding a student's hand to escort him/her safely from one area to another.
- d) Hand-over-hand assistance with feeding or task completion
- e) Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
- f) Mechanical restraints, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Limitations And Requirements

Use of Physical Restraints other than mechanical restraints- restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the child is acting in a manner as to be a clear and present danger to him/herself, to other children or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or his/her designee shall notify the parent/guardian as soon as practicable of the use of restraint to control aggressive behavior of his/her child and shall convene a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new

or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

The use of restraints may only be included in a student's IEP under the following conditions:

- a) The restraint is used in conjunction with specific components of positive behavior support.
- b) The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
- c) Staffs are authorized, and have received all training required, to use the specific procedure.
- d) The positive behavior support plan of the student includes a plan for eliminating the use of restraint through the application of positive behavior support.
- e) The use of restraints is not included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment.

Use of Mechanical Restraints - Mechanical restraints, which are used to control involuntary movement or lack of muscular control of children when due to organic caused or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Proscription of Certain Aversive Techniques- the following aversive techniques for handling behavior may not be used in education programs of the ACHHS:

1. Corporal punishment.
2. Punishment for a manifestation of a child's disability.
3. Locked rooms, locked boxes or other locked structures or spaces from which the child cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Treatment of a demeaning nature
7. Electric Shock
8. The use of prone restraints, which are those by which a student is held face down on the floor.

Reporting and Monitoring

The Director of Education or his/her designee shall maintain and report data of the use of restraints in a manner prescribed by the Secretary of Education of the Commonwealth of Pennsylvania. Such report shall be readily available for review during cyclical compliance monitoring conducted by the Pennsylvania Department of Education.

Referral to Law Enforcement

If a student's conduct results in referral to law enforcement, an updated functional behavior assessment and positive behavior support plan shall be required for students with disabilities who have positive behavior support plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the District, the Director of Special

Education or intermediate unit is informed of the need to update the functional behavioral assessment and the positive behavior support plan of the student.

Training

Regular Program of Training- The Director of Special Education or his/her designee shall provide for the regular training and re-training, as needed, of personnel in the use of specific procedures, methods and techniques that those personnel will be expected to employ in the implementation of behavior supports of interventions in accordance with the IEP of the child and this policy.



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Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Behavioral Support Obligations Policy

Medicaid (MA) funded wraparound mental health services are available for students with disabilities for whom Achievement House Charter School has an obligation to provide a free appropriate public education (FAPE). Regardless of what services are available through MA, Achievement House Charter School acknowledges that it retains the obligation to guarantee its students with behavioral disabilities who need one-to-one support do not experience delays or gaps in service. The term "one-to-one support" means the individual support of an adult to address the behavioral needs of a student, over and above the individualized assistance that the child would normally receive from the teacher and other staff assigned to the child's class(es).

Some children need one-to-one support to address behavior problems that interfere with success in the regular education curriculum or success on IEP goals. When families agree and are eligible for MA, the school can often meet this need using the resources of the MA-funded mental health system- usually MA funds train individuals called Therapeutic Staff Support, or TSS, to help in the school setting. However, regardless of whether MA funded resources might be available, Achievement House Charter School retains the ultimate responsibility for assuring that children with disabilities are provided with an appropriate education, including, when necessary, one-to-one support.

Whenever an Individualized Education Plan (IEP) or §504 team formally determines that a child needs one-to-one support for all or part of a school day, the service must be listed on the child's IEP or service agreement. Achievement House Charter School will ensure there are no

delays or gaps in service delivery. Achievement House Charter School will not rely exclusively on the provision of a TSS by the MA system to meet its obligation to provide the one-to-one support needed to provide FAPE to its students. Moreover, Achievement House Charter School recognizes it is never appropriate to deny a student access to its services because of the unavailability of a TSS.

Guidelines for Including One-to-One Support on IEPs and Service Agreements:

The key question for the IEP and service agreement teams is whether the child needs

The key question for the IEP and service agreement teams is whether the child needs this degree of help to be maintained in the school setting, and to make meaningful progress in accomplishing his/her educational and behavioral goals. Again, if one-to-one support is needed, it must be listed on the IEP or service agreement, even if the family and the school expect that the support will be provided through MA.

Some sources of information for the teams are:

- The results of the child's functional behavioral assessment, and any other evaluations available to the teams, including evaluations from the child's mental health provider;
- Reports from the child's parents, teachers and other persons with information relevant to the child's behavioral needs;
- The child's past history in making meaningful progress in his or her educational program -including the child's progress toward socialization goals- without one-to-one support;
- The child's record of disciplinary offenses, including multiple short-term suspensions.

Students who are determined by their IEP or §504 teams to need one-to-one support must have a behavior goal as part of the child's IEP or service agreement. That plan of interventions to support the achievement of that goal must list the one-to-one support, and describe it with specificity: i.e., the plan must include a description of the educational and behavioral needs of the child that will be addressed; the amount of service that will be provided; and how progress will be measured. This information must be sufficiently complete to permit adequate collaboration and cooperation with a MA mental health agency, and to permit Achievement House Charter School staff to provide the one-to-one support as described in the IEP or service agreement if the TSS, or another non-staff, is or becomes unavailable.

To the extent that the child's treatment plan as developed by the MA mental health agency includes information that is pertinent to the child's educational needs, or coordination among Achievement House Charter School and MA personnel, that information should be included or, with the parents' consent, in the IEP or service agreement. The IEP or service agreement should also identify other agencies or persons not employed by Achievement House Charter School who will be involved with the provision of one-to-one support to the child; describe the role of each agency/ person in implementing the IEP goals; and describe the manner in which the TSS or other staff, and the teachers, aide(s) or other personnel, will coordinate their efforts.

In all cases in which the team anticipates that the needed one-to-one support will be provided by a TSS, the team will specify in the IEP or service agreement how Achievement House Charter School will ensure that the service is provided without gaps or delays - especially when the child is unable promptly to obtain the TSS through MA, or the TSS becomes unavailable. If appropriate, Achievement House Charter School will designate specific and sufficiently trained staff to provide the support, or develop a school-wide pool of adequately trained staff.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/ OR FEDERAL LAWS CONTROL.

President

Date

Secretary

Date



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Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Child Find and Screening Policy

The Principal, or his/her designee, shall ensure that children with disabilities who are enrolled in AHCS, as that phrase is defined in federal regulation, are identified, located, and evaluated.

Public Awareness

The Principal, or his/her designee, shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who attend Achievement House Charter School ("AHCS"):

AHCS , shall publish once annually a written notice, in means accessible to AHCS families, including AHCS' web site and at Ute AHCS main office, a description of child identification activities, of AHCS' special education services and programs, of the manner in which to request services and programs, and of the procedures followed by AHCS to ensure Ute confidentiality of student information .

Outreach Activities

The Principal or his or her designee shall ensure that Ute following outreach activities occur concerning programs and services for children with disabilities who attend AHCS:

Offer parent and family information regarding training activities and publicize the availability of such activities to all parents;

Upon request, provide to interested health and mental health professionals, county agency personnel and other interested professionals, information concerning the types of special education programs and

services available in and through AHCS and information regarding the manner in which parents can access those services.

Provide or obtain periodic training for AHCS' regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.

Screening

The Principal or his or her designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
- Conduct hearing and vision screening in accordance with the Public School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;
- Identify students who may need special education services and programs.

Pre-Evaluation Screening

Title pre-evaluation screening process shall include:

- For students with academic concerns, an assessment of the student's functioning in U1e curriculum including curriculum-based or performance-based assessments;
- For students with behavioral concerns, a systematic observation of the student's behavior in the regular AHCS educational environment or area in which the student is displaying difficulty;
- An intervention based on the results of U1e assessments conducted;
- An assessment of U1e student's response to U1e intervention;
- A determination of whether or not the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to U1e level and pace of instruction provided in that program;

- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When AHCS believes that the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, AHCS will initiate the seeking of consent for a multidisciplinary team evaluation without completion of the screening process. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/ OR FEDERAL LAWS CONTROL.

President

Date

Secretary

Date



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Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Confidentiality Policy

Each school district is required to protect the confidentiality of personally identifiable information in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws, policies, and regulations. FERPA requires that Achievement House Cyber Charter School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from a child's education records. However, AHCCS may disclose appropriately designated "directory information" without written consent, unless advised to the contrary in accordance with AHCCS procedures.

Definitions

Education records mean those records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency.

Personally identifiable information- Information that includes, but is not limited to, the student's name, name of parents and other family members, the address of the student.

Destruction of information means physical destruction or removal of personal identifiers so the information is no longer personally identifiable.

Directory Information - Information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. This includes, but is not limited to, the student's name, address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

Confidential Information- Information that may be used in evaluation of student, for purposes of state and federal reporting related to student performance, grades, disciplinary files, and other information identified as confidential under FERPA and the IDEA.

Consent- the parent(s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and may be revoked at any time.

Confidentiality Policy

A parent that does not want AHCCS to disclose directory information from a child's education records without your prior written consent, must notify AHCCS in writing before August 1" of any year the student is enrolled at CHCCS, or within 30 days of enrollment at the School. AHCCS has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Directory information may be released without parent consent unless the parent has exercised their right to opt out of disclosure of directory information. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

Uses to be made of confidential information will include: identification and evaluation of the student; Child Find; Definitions and Criteria for Determination of Eligibility; Procedures for Evaluation and Determination of Eligibility; and additional procedures as stated in Individuals with Disabilities Education Act and Chapter 711 (PA).

Educational Records

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age certain rights with respect to the student's educational records. They are:

Parents have the right to inspect and review a child's education record. AHCCS will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school principal or other appropriate school official. Parents have the right to a response from the school district to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While the AHCCS charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading, or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. AHCCS will decide whether or not to amend the record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or student when notified of the right to a hearing.

The Director of Special Education is the agency official responsible for ensuring confidentiality of student records.

In the case that AHCCS needs to report a crime committed by a student with a disability, the agency (AHCCS) would ensure that copies of the special education and disciplinary records of the student be properly transmitted, only to the extent that the transmission is permitted, to the proper parties as identified in the Family Educational Rights and Privacy Act (FERPA) (34 CFR Part 99).

Retention of Information

Whenever information is no longer needed to provide educational services to a child or after a former student's 24th birthday, the information in their education record will be destroyed by the educational agency, if there is not a current request to inspect and review or a request for copies. However, a permanent record of a former student's name, telephone number, grades, achievement, attendance, classes attended, grade level completed, year completed, Evaluation/Re-evaluation Reports, last three IEP's, and last Notice of Recommended Educational Placement will be maintained in an electronic form without time limitation.

Information no longer needed to provide educational services must be destroyed if requested by a parent. However, a permanent record of a student's name, address, phone number, grades, attendance, classes attended, grade level completed, year completed may be maintained in an electronic form without time limitation.

AHCCS will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the school personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. AHCCS keeps a record of parties obtaining access to educational records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Parents have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent the FERPA authorizes disclosure without consent.

Information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by AHCCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); person or company with whom AHCCS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, AHCCS discloses education records (including disciplinary records) without consent to officials of another school district in which a student seeks or intends to enroll.

- 1 Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by AHCCS to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.
- 2 NOAA of 2002 also requires districts to give military recruiters the same access to secondary school students as provided to postsecondary institutions or to prospective employers; and provide students' names, addresses, and telephone listings to military recruiters, when requested, unless a parent has opted out of providing such information.

President

Date

Secretary

Date

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Enrollment Policy

The Board of Trustees of the Achievement House Cyber Charter School (AHCCS) recognizes that all resident children and non-resident children as well as those placed in foster care in Pennsylvania qualify for admission to AHCCS. As a charter school, AHCCS shall not discriminate in its admission policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, race, religion, ethnicity, national origin, gender, or any other basis that would be illegal if used by a school district.

The Board of Trustees authorizes AHCCS as follows:

- AHCCS will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to AHCCS.
- Students are allowed to withdraw from the charter school at any time, upon written notice by the child's parent or guardian and upon evidence of arrangements at another admitting school. The district of residence will be notified by the school when a student withdraws.
- No tests will be administered to students in order to determine eligibility for admission.
- Normal enrollment will occur in a timely way- no later than 5 days of application.
- A child's right to be admitted to school may not be conditioned on the child's immigration status. The school will not inquire regarding the immigration status of a child as part of the admissions' process.
- This admission policy includes the administration of a home language survey to all students seeking first time enrollment in the school.

- The following information is required: proof of age, immunizations required by law, proof of residency, parent registration statement, and home language survey. AHCCS will not prohibit or delay admission contingent upon receipt of any additional information.
- Students who have been expelled from another school because their behavior reflected concerns for their personal safety or for the safety of others will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the Pennsylvania Department of Education regulations.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

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NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

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Website: achievementcharter.com

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Extended School Year (ESY) Policy

Extended School Year (ESY) services are special education and related services provided to students with disabilities beyond the regular 180-day school year. The Individuals with Disabilities Education Act (IDEA), the federal special education law, says that school districts, intermediate units, and charter schools must provide extended school year services if a student needs these services to receive a free appropriate public education (FAPE). In some cases, interruptions in the school schedule, such as summer break, will result in children with disabilities losing many of their basic skills and taking a long time to get those skills back once school begins again. ESY services are provided during breaks in the educational schedule to prevent this loss.

State Regulations Chapter 14.132
§14.132 ESY.

- A. In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), school entities shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program:
 - 1. At each IEP meeting for a student with disabilities, the school entity shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.
 - 2. In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors; however, no single factor will be considered determinative:
 - i. Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).
 - ii. Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).
 - iii. Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.

- iv. The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
 - v. The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
 - vi. The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
 - vii. Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.
- B. Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year-to-year progress may include the following:
 - 1. Progress on goals in consecutive IEPs.
 - 2. Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
 - 3. Reports by parents of negative changes in adaptive behaviors or in other skill areas.
 - 4. Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
 - 5. Observations and opinions by educators, parents and others.
 - 6. Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.
- C. The need for ESY services will not be based on any of the following:
 - 1. The desire or need for day care or respite care services.
 - 2. The desire or need for a summer recreation program.
 - 3. The desire or need for other programs or services that, while they may provide educational benefit, are not required ensuring the provision of a free appropriate public education.
- D. Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for extended school year services to be provided as follows:
 - 1. Parents of students with severe disabilities shall be notified by the school entity of the annual review meeting to encourage their participation.
 - 2. The IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.
 - 3. The Notice of Recommended Educational Placement shall be issued to the parent no later than March 31 of the school year for students with severe disabilities.
 - 4. If a student with a severe disability transfers into a school entity after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.
- E. School entities shall consider the eligibility for ESY services of all students with disabilities at the IEP meeting. ESY determinations for students other than those described in subsection (d) are not subject to the time lines in subsection (d). However, these determinations shall still be made in a timely manner. If the parents disagree with the school entity's recommendation on ESY, the parents will be afforded an expedited due process hearing.

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Independent Education Evaluations (IEE) Policy

Appropriate Evaluation Defined – An appropriate evaluation, whether conducted by school staff or persons not employed by the school, shall consist of the administration of all testing and the use of all assessment procedures required to rule in or rule out the existence or all legally-defined disabilities that school staff, parents, or the evaluator reasonably suspect the child might have.

The evaluation need include only that testing and those assessment techniques that are required considering information already available from previous evaluations, information from school staff familiar with the performance of the child, and education records concerning the child. The evaluator shall review all such sources of information prior to conducting testing and assessment.

Testing and assessment procedures shall be selected and administered to yield valid measurement or assessment of the construct or quality they purport to measure or assess. The evaluator shall administer any testing or assessment procedures in a manner consistent with the requirements and recommendations of the publisher of the test or procedures, if any, and in compliance with applicable and authoritatively recognized professional principles and ethical tenets and shall report any factor that might affect the validity of any results obtained.

The evaluation shall include an observation of the student in an educational setting, unless the student is not in such a setting, and the evaluator shall obtain information concerning the performance of the student directly from at least one current teacher of the child, unless the child does not have a current teacher.

The evaluator shall hold an active certification from the Pennsylvania Department of Education that qualifies the evaluator to conduct the type of evaluation that he or she is conducting of the student. If certification from the Pennsylvania Department of Education is not issued for the area of professional practice in which the evaluator is otherwise lawfully engaged, the evaluator shall hold such license or other credentialing as is required for the area of professional practice under Pennsylvania law.

The evaluator shall prepare and sign a full report of the evaluation containing:

1. A clear explanation of the testing and assessment results;
2. A complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and subtest scores reported in standard, scaled, or T-score format;
3. A complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator; and
4. Specific recommendations for educational programming and, if possible, placement.

Independent Educational Evaluations

A parent/guardian who disagrees with the results or content of an evaluation performed or obtained by the school may request an independent educational evaluation at public expense. If the request is received verbally, the staff member who receives the request shall immediately inform the parent that the request must be in writing. If the native language of the parent is other than English, the requirement that the parent make his or her request in writing shall be conveyed by whatever means practicable in the native language of the parent. A written request for an independent educational evaluation at public expense shall be immediately forwarded to the Office of Special Education. The Office of Special Education may, upon receipt of the request for an independent educational evaluation at public expense, request that the parent state his or her reasons for disagreement with the evaluation conducted or proposed by the school district. It may not require the parents to do so, however, and the refusal of the parent to do so shall not delay the process required by subsection 2.2 of this procedure.

- **Completion of "Release of Information" form(s): Parent must sign for the release of information to share current evaluation report and IEP, if available, with the Independent Evaluator. The release should also require the evaluator to release all information to AHCCS.**

Within ten school days of receipt of a request for an independent education evaluation in writing from a parent, the Office of Special Education shall either:

1. Issue to the parents/guardians a Notice of Recommended Educational Placement/Prior Written Notice declining the request for an independent educational evaluation at public expense and initiate a due process hearing through the Office of Dispute Resolution; or
2. Issue to the parents/guardians correspondence that includes the following:
 - a. An assurance that the school district will pay for an independent educational evaluation as long as the evaluation meets all of the requirements of an appropriate evaluation identified in Section 1.0 of this policy;
 - b. A statement that the school district shall not pay for the evaluation until it determines that the evaluation meets all of the requirements of Section 1.0 of this policy;
 - c. A request that the parents consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear assurance that the parent is not required to do so and that the school district would pay any cost not covered by such sources;
 - d. Directions that the parent is responsible for arranging for the evaluation and for ensuring that the evaluator contacts the Office of Special Education to arrange for payment of the evaluation.

If the evaluation has already been conducted and paid for, the correspondence shall advise the parent that the school district will not reimburse the parent for the reevaluation until it receives:

1. A complete and unredacted copy of the report of the evaluation and determines that the evaluation meets all the requirements of Section 1.0 of this procedure, and
2. Documentation substantiating that the parents paid for or incurred the obligation to pay for the evaluation without reimbursement from a public or private source of insurance or reimbursement.

Allowable Number of Independent Educational Evaluations

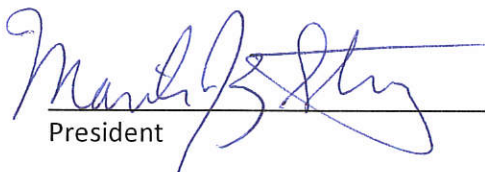
IDEA regulations state that a parent is only entitled to one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees. Obviously, the parent is free to obtain as many IEEs at their own expense as they wish
34 CER §300.502 (b)(5).

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

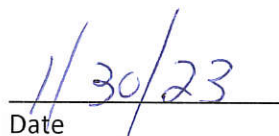
WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy:

Independent Education Evaluations Policy
Updated this 13th day of December 2022



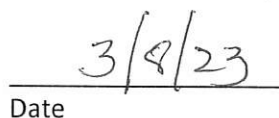
President



Date



Secretary



Date

Board of Trustees Resolution

WHEREAS the Board of Trustees of Achievement House Cyber Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Cyber Charter School;

NOW, THEREFORE, be it resolved that the Board of Trustees of Achievement House Cyber Charter School adopts the following policy:

Surrogate Parent and Ward of the State Policy

It is the policy of AHCS to ensure that an individual is assigned to act as a surrogate of a child with a disability when no parent or person acting as the parent can be identified, or the charter school, after reasonable efforts, cannot locate the parent.

Administration will implement the following procedure for determining whether or not a child needs a surrogate parent, and for assigning a surrogate parent to the child.

When a child indicates that a parent is not available, the Student Service Director, PIMS Coordinator and the Homeless Youth Liaison are contacted within 24 hours. Attempts are made through phone calls, emails, review of former school records or talking with a case manager to assist in locating a parent. Efforts to contact the parent may include documented telephone phone calls, letters, and certified letters with return receipts, visits to parents' last known address or a copy of the court order that terminated parent rights or extinguished parents' rights to make educational decisions. If no parents are located within 14 days, AHCCS will contact the Intermediate Unit Regional Coordinator responsible for surrogate parents to locate and assign a surrogate parent for the child within 30 days.

Administration would give preference to a relative, friend or other person already in the child's life. The child welfare caseworker may be a source of identifying a potential surrogate parent. Community groups that could assist in identifying surrogate parent volunteers include: Intermediate Units, Local Task Force, Retired educators, Parent-Teacher organizations, CASAs or Big Brothers/Big Sisters. An application process would include the assurances that a person selected as a surrogate is not an employee of the State Educational Agency, the charter school

or any other agency that is involved in the education or care of the child. Administration shall accept as a surrogate parent a person who, for a child who is a ward of the State, is appointed by a judge overseeing the child's care.

Surrogate parents shall be afforded all the educational rights of other parents of students with disabilities in the LEA. Training is provided to surrogate parents to ensure that the individuals have the knowledge and skills to represent the child in all aspects of special education. Training would include: Legal rights and responsibilities, Developing an effective special education program and Understanding Procedural Safeguards. The training would occur on a yearly basis. Lastly, the LEA would obtain a written agreement from the surrogate parent indicating their willingness to serve the student in the IEP process and maintain confidentiality through the process.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

WHEREAS the Board of Trustees of Achievement House Charter School desires to comply with applicable state and federal laws and exercise its authority to promulgate policies for Achievement House Charter School;

NOW THEREFORE be it resolved that the Board of Trustees of Achievement House Charter School adopts the following policy”

Achievement House Charter School

President

Date

Secretary

Date

AHCCS Gifted Program Dual Exceptional Procedure (2024-2025)

When a student is identified as both gifted and has a disability, Achievement House Cyber Charter School staff will follow these procedures:

- **Unified Evaluation Process:** For students referred for both gifted and disability needs, AHCCS will issue a single Prior Written Notice (PWN) and a consent form for the initial evaluation. This document will explain the reasons for evaluating both areas and detail the proposed assessments.
- **Evaluation Report (ER):** AHCCS will prepare an Evaluation Report (ER) that includes the requirements of both a Gifted Written Report (GWR) under Chapter 16 and an ER under Chapter 14. AHCCS will complete the report within 60 calendar days of receiving the signed consent form.
- **IEP Development:** If the student qualifies as dually exceptional, a gifted educator will be part of the Individualized Education Plan (IEP) team. An IEP will be developed within 30 calendar days of the evaluation team's final report, covering requirements from both Chapter 14 and Chapter 16.
- **Re-evaluation Cycles:** AHCCS will follow Chapter 14's re-evaluation cycle, incorporating gifted-specific updates within these reports. Full IQ and Achievement testing will not be required for gifted re-evaluations; instead, the focus will remain on record review, unless the team determines updated testing would benefit the student. AHCCS will update the Present Levels of Educational Performance (PLEP), identify academic strengths, review progress on past goals, and recommend any needed changes to the Gifted IEP (GIEP).

Key Procedural Concepts of the Gifted Program Dual Exceptional Procedure:

- **Notices and Placement Recommendations:** AHCCS will issue a single Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) that includes gifted support alongside all necessary components of a Notice of Recommended Assignment (NORA).
- **Unique Circumstances:**
 - If a student already has special education needs and is being referred for gifted evaluation, AHCCS will follow the re-evaluation process under Chapter 14.
 - For a student identified as gifted who is now being referred for special education evaluation, AHCCS will issue a Prior Written Notice (PWN) and consent form for an initial evaluation and include current gifted information in the Evaluation Report (ER) without repeating gifted eligibility testing.
- **Priority of Special Education Services (IDEA/Chapter 14):**
 - For students who qualify as both gifted and in need of special education, AHCCS will prioritize the procedures outlined in Chapter 14 (the special education chapter) over those in Chapter 16. This ensures that the students' disability-

related needs are the focus, while also addressing gifted education needs within the same framework.

- **Single IEP Requirement:**
 - AHCCS will not require separate plans for special education and gifted education. Instead, AHCCS will develop a single IEP and implement it to cover both sets of needs, avoiding duplication in screening, evaluation, and procedural safeguards.
- **Full Integration of Gifted Needs:**
 - AHCCS will prioritize Chapter 14 although the needs identified under the gifted designation will also be fully integrated into the special education IEP. This provision ensures that AHCCS will address the gifted aspects in conjunction with the student's disability, rather than in a separate program or process.
- **Procedural Simplification:**
 - AHCCS will not conduct separate screenings, evaluations, or procedural safeguard processes to address a student's gifted and special education needs. AHCCS will streamline services, making it more straightforward for schools to meet the students' combined needs without redundant evaluations or compliance steps required of the student and/or guardians.

Works Cited

1. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.
2. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students*. Pennsylvania Code & Bulletin. <https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>

AHCCS Gifted Ed. Procedural Safeguards Procedure (2024-2025)

I. Notification Procedures

1. Provide Written Notice

- AHCCS must send written notice to parents of a gifted student at least **10 school days prior** to specific actions, including:
 - Proposing a multidisciplinary evaluation or reevaluation.
 - Proposing or refusing changes to the student's identification, evaluation, educational placement, or Gifted Individualized Education Plan (GIEP).

2. Maintain Current Educational Program During Disputes

- During any administrative or judicial proceedings, AHCCS will not make any to the student's identification, evaluation, educational placement, or GIEP unless agreed upon by all parties.

3. Ensure Clear Communication

- AHCCS will write notes in a language easily understood by the general public.
- If needed, AHCCS will communicate the notices orally and/or translate into the parents' native language to ensure comprehension.

4. Include Specific Information in the Notice

- AHCCS' notice will detail the following:
 - The proposed or refused action and its rationale.
 - Options considered and reasons for rejection.
 - Each evaluation method, test, record, or report used.
 - Other factors relevant to AHCCS' proposed action steps.
 - A comprehensive explanation of procedural safeguards and the right to impartial hearing.

5. Additional Information

- AHCCS' notices will also inform parents and/or guardians of:
 - Organizations available to assist with hearings.
 - Timelines for evaluation, GIEP development, and hearings.

- Consideration of any outside evaluations provided by parents.
- Details about due process hearings per §16.63.

II. Parental Consent Requirements

1. Documented Parental Consent

- AHCCS must document written parental consent before:
 - Conducting an initial multidisciplinary evaluation.
 - Initially placing a student in a gifted program.
 - Sharing identifiable information with unauthorized people.

2. Post-GIEP Completion Procedures

- After GIEP completion:
 - AHCCS will provide the GIEP and a notice of recommended assignment to parent(s) and/or guardian(s) in person (at the end of the GIEP conference) or by certified mail within **5 calendar days**.
 - Parent(s) and/or guardian(s) will then have **10 calendar days** to respond by mail or **5 calendar days** if notified in person. If they approve within **5 days**, AHCCS will wait an additional **5 days** before implementing the GIEP to allow for potential revocation of approval.

III. Impartial Due Process Hearing Procedures

1. Requesting a Hearing

- Parent(s) and/or guardian(s) can request a hearing if they disagree with AHCCS's identification, evaluation, placement, or educational provision for a gifted student.
- AHCCS may also request a hearing if the parent(s) and/or guardian(s) are non-responsive or refuses proposed actions (except initial placement).

2. Hearing Arrangements

- The hearing will take place at AHCCS or, if requested by the parent(s) and/or guardian(s), in the evening.
- The hearing must be open to the public unless parent(s) and/or guardian(s) request a closed session **5 days prior**.

3. Procedures During the Hearing

- The hearing will be oral and personal; only the decision is public if the hearing is open.
- The hearing officer must document findings of fact, discussion, and conclusions of law.
- A transcript will be provided to the parent(s) and/or guardian(s) at no cost.
- Parent(s) and/or guardian(s) can be represented by counsel and access all educational records.

4. Evidence and Decision Guidelines

- Evidence introduced must be disclosed **5 calendar days** before the hearing.
- Parties can present evidence, including expert testimony.
- Decisions are appealable to the appropriate court, and AHCCS will implement final decisions within **30 school days**.

5. Hearing Officer Responsibilities

- Hearing officers cannot have affiliations with AHCCS or agencies related to the student and/or parent(s) and/or guardian(s).
- They must disclose any conflicts of interest to both parties.

IV. Mediation Procedures

1. Mediation Process

- Mediation will be available to resolve disputes with an impartial mediator assisting in developing an agreement.
- A mediation agreement will be recorded and added to the GIEP.

2. Confidentiality and Conduct

- Mediation discussions will be confidential and unrecorded, with no part of the session recorded.
- The mediator will not serve as a witness in future proceedings.

3. Post-Mediation Requirements

- A GIEP meeting will be scheduled within **10 school days** to incorporate the mediation agreement.
- Parties will receive copies of the agreement, which is enforceable by the Department.

V. Confidentiality Procedures

1. Privacy Compliance

- All personally identifiable information will be safeguarded in compliance with FERPA and other applicable laws.
- Access to identifiable information about a gifted student will be restricted to authorized individuals only.

Works Cited

1. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.
2. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students*. Pennsylvania Code & Bulletin.
<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>

AHCCS Gifted Ed. Screening Matrix & Procedure (2024-2025)

1. The Gifted Program Coordinator (GPC) will track Curriculum Diagnostic Testing (CDT) and/or IXL Diagnostic Testing completion for the universal screener data. The GPC will analyze the data to flag students and notify the Gifted Multidisciplinary Team (GMDT) for a potential gifted evaluation using the established metrics, if/when parent/guardian consent is received.
2. Once parent consent is received, the GMDT will complete the interactive form, which includes the AHCCS Gifted Screening Matrix.
3. The GMDT will plan to meet once a week and fade to 'as needed' once the retroactive child find process is completed.
4. **GMDT Team:**
 - i. Parent(s) and/or Guardian(s)
 - ii. School Psychologist
 - iii. Gifted Program Coordinator (GPC)
 - iv. Person familiar with student's educational experience/performance
 - v. One or more current teachers – All teachers on the student's current courseload, for the subjects they are identified as gifted in, will be invited to the GIEP meeting.
 - vi. People trained in assessment techniques
 - vii. People familiar with student's cultural background, when possible
5. The GMDT will review a draft of the written report with all compiled information from the AHCCS Gifted Screening Matrix, written by the Certified School Psychologist. The GMDT will review and finalize the report. If the GMDT finds the student to be eligible for Gifted Education, the Gifted Education Program Coordinator will issue a Gifted Written Report (GWR) indicating a need for a Gifted Individualized Education Program (GIEP). A compliance special education teacher will be assigned to complete the Invitation, GIEP, and Notice of Recommended Assignment (NORA). The GMDT will notify the Director of Special Education. The Director of Special Education will equally cycle between the compliance teachers for the development of the GIEP draft and facilitation of the GIEP meeting.
6. **GIEP Team must include:**
 1. Chairperson/Local Education Agency Representative (LEA) – district rep with authority to commit school resources.
 2. Parent(s) and/or Guardian(s)

3. Gifted resource teacher (GRT)
4. Student, with permission of parent(s) and/or guardian(s)
5. One or more current teacher for that student – All teachers on the student's current course load, for the subjects they are identified as gifted in, will be invited to the GIEP meeting.
6. Other people at the discretion of AHCCS or parent – All school counselors, mentors, and special education teachers (if applicable) will be invited as optional guests to attend the GIEP meeting.
7. After the completion of the GIEP meeting and receipt of signed NORA, the compliance teacher will notify regular education staff of GIEP/Specially Designed Instruction (SDI) and copies the GRT.
8. GRT will monitor the GIEP and check for compliance with SDI. The GRT will also assist the regular education staff with SDI implementation questions. The GRT will also serve as a gifted student's homeroom coach.

AHCCS Gifted Screening Matrix

Student Name: _____ Grade: _____ Referral Date: _____

Referral Source:

- Teacher/Staff
- CDT and/or IXL Diagnostic Testing Screening (95 percentile and above and/or 90 percentile and above for underrepresented student populations.)
- Parent: Oral / Written Date of Request: _____

Parent(s)/Guardian(s) Permission to Evaluate (PTE) Form Date Received: _____

*The parent and/or guardian must select approval, date, and sign, for the team to proceed with the Gifted Screening Matrix.

AHCCS Certified Educator Gifted Measures			
Qualitative Measures - Summarize ratings and attach summary			
	2	1	0
Sigs link - Scales for Identifying Gifted Students			

GES: Gifted Evaluation Scale-Fourth Edition Complete Kit			
Teacher Rating Screenings (SIGS or GES?) – attach summary			
Gifted Observation/Activity/Portfolio – attach summary. Rubrics to quantify	Very Strong?	Above Average?	Average or Below Average?
Quantitative Measures - Summarize score and attach summary			
	2	1	0
Achieve 3000 Lexile Score	2 grade levels above?	1 grade level above?	On grade level or below
Naglieri Nonverbal Ability Test- 3 rd Edition	130+ in GIA, LA or Math OR 120+ in 2 areas	120+ in 1 area	No areas at 120 or above
Curriculum-Based Assessment: Mathematics			
Curriculum-Based Assessment: English Language Arts			
Curriculum-Based Assessment: Science			
Curriculum-Based Assessment: Social Studies			
Curriculum-Based Assessment: Other			

AHCCS Certified School Psychologist Gifted Evaluation			
Qualitative Portion - Summarize and attach summary			
Chuska Scale for Rate of Acquisition	<i>Not sure how to quantify yet, or if we should?</i>		
*Completed by teachers	<i>Maybe it's a</i>		

	<i>separate item non-scored like a CBA?</i>		
Chuska Scale for Determining Rate of Retention *Completed by teachers	<i>Not sure how to quantify yet, or if we should?</i>		
Gifted Rating Scale *Completed by parent(s) and/or guardian(s) and teachers			
AHCCS Teacher Input Form (Weighted)			
AHCCS Parent and/or Guardian Input Form (Weighted)			
Quantitative Portion - Summarize and attach summary			
Wecshler Individual Achievement Test (WIAT)-4 or Kaufman Test of Educational Achievement (KTEA) Reading Comprehension Score and Math Problem Solving Score *Administered by the school psychologist, completed by the student			
Reynolds Intellectual Assessment Scales (RIAS) 2-Remote *Administered by the school psychologist, completed by the student			
Total Score			

Recommendation

☐ Proceed to Testing (one check needed below)
☐ Individualized Standardized Ability Test score of 130+ on verbal, nonverbal, or composite
☐ 7 or more matrix points

☐ Other intervening factors if 4-6 matrix points with school team recommendation (briefly explain below)
☐ Do Not Proceed to Testing

Instructions for Gifted Screening

The gifted screening process can be initiated by teachers/staff, parent request, or through a universal screening assessment (CDT and/or IXL). When the process is initiated, a Permission to Evaluate (PTE) form must be issued to the parent so that the school can begin to collect additional necessary data.

Assessment	Who Can Administer	Data Use on Matrix
CDT and/or IXL	PA Certified Educator	
SIGS-2 Parent Rating Scale	PA Certified Educator	
SIGS-2 Teacher Rating Screenings	PA Certified Educator	
GES: Gifted Evaluation Scale-Fourth Edition Complete Kit	PA Certified Educator	
Gifted Observation/Activity/Portfolio – attach summary. Rubrics to quantify	PA Certified Educator	
Achieve 3000 Lexile Score	PA Certified Educator	
Naglieri Nonverbal Ability Test-3 rd Edition	PA Certified Educator	
Curriculum-Based Assessment: Mathematics	PA Certified Educator	
Curriculum-Based Assessment: English Language Arts	PA Certified Educator	
Curriculum-Based Assessment: Science	PA Certified Educator	

Curriculum-Based Assessment: Social Studies	PA Certified Educator	
Curriculum-Based Assessment: Other	PA Certified Educator	
Gifted Observation/Activity/Portfolio	PA Certified Educator	
Chuska Scale for Rate of Acquisition	Certified School Psychologist	
Chuska Scale for Determining Rate of Retention	Certified School Psychologist	
Gifted Rating Scale	Certified School Psychologist	
AHCCS Teacher Input Form (Weighted)	Certified School Psychologist	
AHCCS Parent and/or Guardian Input Form (Weighted)	Certified School Psychologist	
Wechsler Individual Achievement Test (WIAT)-4 or Kaufman Test of Educational Achievement (KTEA) Reading Comprehension Score and Math Problem Solving Score	Certified School Psychologist	
Reynolds Intellectual Assessment Scales (RIAS) 2-Remote	Certified School Psychologist	

Assessment Team Members can include: School counselors, gifted resource teacher, certified school psychologist, instructional coach or mentor, PA certified educator

Making a Recommendation: When matrix points are within the 4-6 range, a team meeting should be held to discuss the whole child and his/her needs. At this meeting, the team will decide whether further testing is warranted or whether differentiation in the classroom will meet the students' needs.

Works Cited

1. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.

2. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students.*

Pennsylvania Code & Bulletin.

<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>

AHCCS Gifted Program Identification & Underrepresented Student Populations' Procedure (2024-2025)

- For students who meet the definition of the “underrepresented student populations”, and score at the 90th percentile and/or above, will be referred for a Gifted Education Evaluation. (National Association for Gifted Children, n.d.)
- **Referrals for the Gifted Program Identification include any of the following:**
 - Teacher/Staff Referral
 - CDT and/or IXL Diagnostic Testing Screening
 - (95 percentile and above and/or 90 percentile and above for underrepresented student populations.)
 - Parent: Oral / Written Date of Request: _____

Definitions:

Underrepresented Student Populations: Those who exhibit at least one of the following factors: Limited English proficient, English as a second language, learning disability, physical impairment, emotional disability, gender bias, racial-, linguistic- or ethnic-minority background, and/or socio/cultural deprivation (National Association for Gifted Children, n.d.).

Works Cited:

1. National Association for Gifted Children (n.d.). “Identifying Gifted Children from Diverse Populations.” National Association for Gifted Children, <https://www.nagc.org>.
2. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students*. Pennsylvania Code & Bulletin.
<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>

AHCCS Out-of-District & Military Family Gifted Enrollment Procedure (2024-2025)

Out-of District Procedure:

- If a student moves from one district in Pennsylvania to AHCCS will either apply the current Gifted Individualized Education Plan (GIEP) as much as possible or offer the services and programs outlined in a temporary GIEP, which must be mutually agreed upon with the parent(s) and/or guardian(s). This interim plan remains in place until AHCCS creates and implements a new GIEP in line with relevant sections (§§ 16.32 and 16.33) or until due process procedures under §§ 16.61—16.65 are concluded.

Military Family Gifted Enrollment Procedure:

- Due to the Interstate Compact on Education Opportunity for Military Children, AHCCS will ensure that military children's gifted designation, and continuity of their GIEP, remains intact upon their enrollment at AHCCS.

Works Cited:

1. Department of Defense Education Activity. (n.d.). *Military interstate compact*. Department of Defense Education Activity.
<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>
2. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.
3. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students*. Pennsylvania Code & Bulletin.
<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>

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: Achievement House Cyber CS

Chief Executive Officer: Mr. Donald Asplen

Special Education Director/Coordinator: Beth Anne Stork

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: January 30, 2024

Date Final Report Sent to LEA: July 10, 2023

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: July 19, 2023

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

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 1 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 2 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	0	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
8	0	2				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
8	2	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	1	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
Y						21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17A. FSA-PUBLIC SCHOOL ENROLLMENT			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	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.	08/09/2023 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	07/19/2023
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 0 0 1 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					6 0 0 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			
					4 1 0 1 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 1 0 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
8	0	2				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
8	0	2				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				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?			
8	2	0				GE 80. Is the student making progress within the general education curriculum?			
8	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? Interacting with peers. Active participant in all areas, challenging curriculum. Doing well, meeting goals and doing well on progress monitoring probes. Thriving in all classes, engaging with material, verbalizes thoughts more in cyber environment. Interacts with peers and meets the challenge. Interactions with peers. Interacting with same aged peers. Interacts with student's own age.			
0	0	8				GE 80c. If no, what does this student need that he/she is not receiving in your class? School is offering what is needed. Struggles to engage with school and supports. Has access to needed supports. Has all supports available but is not taking advantage.			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
9	0	1				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
9	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
4	1	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?			
2	3	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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	7				SE 95c. If yes, what reasons were discussed for recommending removal? Based on need. Needed support.			
0	0	7				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? As indicated. As needed.			
4	0	5				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?			
9	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
9	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
7	0	2				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
6	1	2				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						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	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	The LEA will meet with individuals from PaTTAN, IU, and the BSE to construct and submit an improvement plan for increasing the graduation rate. Evidence of Change: LEA will submit an improvement plan to SPOC and review June 2024's graduation rate.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	07/19/2023
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
	N					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.	The LEA will meet with individuals from PaTTAN, IU, and the BSE to construct and submit an improvement plan for increasing the PSSA/PASA participation rate. Evidence of Change: LEA will submit an improvement plan to SPOC and review June 2024's PSSA/PASA participation rate.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	10/26/2023
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)			
1	0	9				FR 153. PTE-Consent Form is present in the student file			
1	0	9				FR 154. Demographic data			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 155. Reason(s) for referral for evaluation			
1	0	9				FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
3	0	7				FR 194. PTRE-Consent Form is present in the student file			
3	0	7				FR 195. Demographic data			
3	0	7				FR 196. Reason for reevaluation			
3	0	7				FR 197. Types of assessment tools, tests and procedures to be used			
3	0	7				FR 198. Contact person's name and contact information			
3	0	7				FR 199. Parent has selected a consent option			
3	0	7				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 160. ER is present in the student file			
1	0	9				FR 161. Evaluation was completed within timelines			
1	0	9				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
1	0	9				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 207. RR is present in the student file			
9	0	1				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
5	4	1			44%	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 special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	0	1				FR 210. Demographic data			
7	2	1			22%	FR 211. Date IEP team reviewed existing evaluation data	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
9	0	1				FR 214. Aptitude and achievement tests			
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 219. Lack of appropriate instruction in math			
9	0	1				FR 220. Limited English proficiency			
9	0	1				FR 221. Conclusion regarding need for additional data is indicated			
9	0	1				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			
0	0	10				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 238. Statement for all 6 items			
9	0	1				FR 239. Documentation of Evaluation Team Participants			
3	1	6			25%	FR 240. Documentation that team members Agree/Disagree	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	0	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
5	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
5	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	4	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	3	3	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	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	D K	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 special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	1	1			11%	FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
9	0	1				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
8	1	1			11%	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	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	1	0			10%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						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			
9	0	1				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
3	0	7				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 264. Student	The LEA will provide training to special education personnel regarding when to send specific documents and fulfill accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
6	0	4				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)			
1	0	9				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276. If the student has communication needs, needs must be addressed in the IEP			
1	0	9				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			
3	0	7				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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
9	1	0			10%	FR 282. Student's present levels of functional performance	The LEA will provide training to special education personnel regarding accurate documents and student information. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
10	0	0				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
8	2	0			20%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will provide training to special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
7	3	0			30%	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 special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	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 special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	2	0			20%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	The LEA will provide training to special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	2	0			20%	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 special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	2	0			20%	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 special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	2	0			20%	FR 292c. Annual goals are related to the student's transition services	The LEA will provide training to special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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)			
7	0	3				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
1	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				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			
0	0	10				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)			
8	2	0			20%	FR 302. Measurable Annual Goals	The LEA will provide training to special education personnel regarding calculating a baseline and writing measurable goals. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	2	0			20%	FR 303. Description of how student progress toward meeting goals will be measured	aThe LEA will provide training to special education personnel regarding calculating a baseline and writing measurable goals. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 304. Description of when periodic reports on progress will be provided to parents	The LEA will provide training to special education personnel regarding calculating a baseline and writing measurable goals. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	1	0			10%	FR 305. Documentation of progress reporting on Annual Goals	The LEA will provide training to special education personnel regarding calculating a baseline and writing measurable goals. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
2	0	8				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
9	1	0			10%	FR 307. Program Modifications and Specially-Designed Instruction	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
8	2	0			20%	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	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
9	0	1				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
9	0	1				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			
8	1	1			11%	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	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	0	1				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
5	0	5				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
5	0	5				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
9	0	1				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				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)			
2	0	8				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
6	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	1	0	0			P 29. Did you participate in developing the current IEP for your child?			
6	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
3	0	3	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
6	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
3	2	0	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	4	0			P 32b. If no, what training or support would assist you? Not knowledgeable in education process or how to make requests known. Not sure.			
6	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	1			P 35. Was the current IEP developed at the IEP meeting?			
5	0	0	1			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
6	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	6	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		4	0		2	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other			
8	0	2				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	3	4				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	7				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
8	0	2				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
6	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
4	1	1	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
9	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?			
9	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
9	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
8	0	1				SE 104. If appropriate, are the student's annual goals based on functional performance?			
8	0	1				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	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	0	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	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
6	2	1				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	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? Excelling in courses. Involved in many school activities, progressing academically. Social clubs. Doing awesome, grades are good and completing work. Picks up cues from peers. Building confidence. Interacts socially with peers.			
0	0	7				SE 117c. If no, what does this student need that he/she is not receiving? Needs some additional support. Has all the supports being offered but does not participate and has declined the services.			
9	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	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
6	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					6 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	1				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
9	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
6	0	4				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
2	3	5				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? Additional support and services are needed. Academic need.			
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? IEP team decision. Team decision.			
3	2	5				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?			
4	0	6				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
7	0	3				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?			
9	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?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	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?			
9	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
7	0	2				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	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)			
3	0	2	1			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	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
6	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
5	1	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
1	0	5	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
3	0	3	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
9	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	4				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	1	8				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?			
1	0	8				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?			
1	0	8				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?			
1	0	8				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
1	0	8				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
1	0	8				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)			
6	0	0	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	0	1	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
2	4	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	4	0			P 50c. If yes, what reasons were discussed for recommending removal? Based on needs. Additional Support and Service.			
0	0	4	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? As needed. Team decision.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	1	1			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	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways? Doing well. Academic challenges and social aspect. Able to participate, social. Feels comfortable with peers. Interacts with peers.			
0	0	5	0			P 50h. If no, what does your child need that he/she is not receiving in the class? Not learning what is needed.			
					6 0 0 0 0 0 0	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 1 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			
9	0	0				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
7	0	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	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
4	0	6				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	0	6	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						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.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					5 0 0 0 1 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	1		1 1 1 3 1 2 2 2 3	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 k. staff's understanding and attitude			
		3	2		1	P 67. Tell me anything you would like to change about the program. n. other			
		2	0		2 2	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree c. Agree			
						P 69. Additional comments about your child's program.			
9	0	0				SE 101. Do you hold the required certification to implement this student's program?			
9	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	9				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 #6 STANDARD - Graduation The graduation rate of the LEA's students with disabilities meets state targets	This LEA has implemented an improvement plan to increase graduation rates in the school year 2023 - 2024. Evidence of Change SPOC will review graduation rates anticipating an increase in the students with disabilities who graduate.	08/02/2024 BSE SPOC PaTTAN Representative IU Representative LEA Representative	
						FSA #16 Standard - Participation in assessments The LEA's population of students who participate in state assessment is comparable with the state data	This LEA has implemented an improvement plan with the intention increasing the number of students with disabilities who participate in state assessments. Evidence of Change - SPOC will review data from LEA and determine if there is an increase in participants.	08/02/2024 BSE SPOC PaTTAN Representative IU Representative LEA Representative	

Title of Training: 2024 PA Community of Practice Transition Conference

Presenters: Various Presenters – See below for all presenter & session names, with times.

Provider: Various Providers – See below for all providers', presenters, and session names.

Date of Training: 7.31.24 – 8.4.24

Agenda:

- -See below for all sessions-

AHCCS Attendees:

- Zach Carroll (AHCCS Transition Coordinator)
- Christopher Luckey (AHCCS Intervention Specialist)
- Mike Kass (AHCCS Career Readiness Teacher)

Tuesday July 30, 2024

6:00 PM -

8:00 PM

AA-2 Planning for the Future: Step by Step Guide

PEAL Center

Every student is different and should have their own individualized transition plan. The PA Planning for the Future Transition Checklist is intended as a resource for students (with support from their families, schools, and supporting agency professionals) to review and help provide information and suggestions to guide the transition process. Join us for an interactive session and learn to use the checklist to meet your child's individualized future goals.

AA14 AA-1 Soaring Through Transition

This is an opportunity for young leaders to learn about the purpose of and their role in the Transition Conference. There will be space for youth attendees to get to know each other as we watch the "STARS" of transition form. At the preconference we will discuss the various youth focused sessions to attend, explore the youth guidebook, and encourage socialization and participation throughout the conference.

Wednesday July 31, 2024

8:00 AM -

9:00 AM

Opening Keynote: KN1 After the Bell: Staying Active After School and Beyond

**Natalie Conklin, General McClane Maggie Rutkowski, General McLane Carrson Vioral, Deer Lakes
Olivia Paulson, LVCIL, Anna Vioral, Natasha Fletcher**

Activities and sports are more than just a way to pass time. They can be powerful ways for youth and young adults to make friends, learn new skills, and enjoy “school life” outside of their regular day. Sports and activities like bocce, basketball, and fishing can really make a difference. During this opening keynote, The Youth Engagement Support team will get to ask the tough questions to six students from across the state. We will learn how they have built relationships and skills beyond what they learned in class through their participation in inclusive extracurricular programs..

9:15 AM -

10:15 AM

A-01 Knowing Your Rights Against a Bully: Developing an Environment of Anti-Bullying

PEAL Center

In this session, participants will learn about the social dynamics of bullying and the rights of those experiencing it. We will name why it’s hard to change a bullying scenario and discuss tools and practices for intervening.

A-02 Supporting Your Everyday Life: The Office of Developmental Programs

Office of Developmental Programs

Everyday life is about being a member of the community, having a valued role, making a contribution to society, and having one’s rights as a citizen fully respected. During this session, staff from the Office of Developmental Programs (ODP) will help participants understand the services and supports available to individuals with an intellectual disability, autism, or complex medical condition that support an everyday life.

A-03 Are You Ready to Choose Your Direction? Explore the Top 10 Reasons to Choose CTI at HGA Center

Commonwealth Technical Institute at the Hiram G. Andrews Center

This session will provide participants with facts and information about the Commonwealth Technical Institute at Hiram G. Andrews Center's offerings which include vocational training programs and support services offered to students with and without disabilities. The presenters will share the information in a format that allows the audience to easily connect to all there is to offer at this post-secondary institution.

A-04 Life After an ABA Classroom: A Parent's Journey

Discover and learn about Sandy's journey with her son, Will, as they navigated post-secondary life after his school career in ABA classrooms.

A-05 Taking the Next Step: My Journey to Transitioning to College, Work, and Post-Secondary Life with a Learning Disability

Michelle's Mission

This session will focus on helping participants express their dreams for the future and learn how to overcome the limits placed by others. The presenter will share a personal journey through dreaming about and obtaining a postsecondary degree. Topics such as learning to find and use resources and accommodations, self-advocacy, and overcoming self-doubt will be shared.

A-06 Dreaming Big, But Being Realistic

Altoona Area High School

It is important for educators, parents, and teachers to encourage students to reach all of their goals. It's also very important to keep goals realistic while supporting students achieve them. Join this session to learn how Altoona Area High School helps keep it real and relevant.

A-07 Unity in Transition: Empowering Diverse Families for a Seamless Journey (English only)

HUNE

Join us for a vital session on fostering engagement with diverse families throughout the Transition Process. Guiding you through effective techniques and strategies to empower families from diverse backgrounds to actively participate in every stage of the Transition Process.

10:00 AM -
5:30 PM

Fab Lab Open Maker Space Opportunity

Mobil Fab Lab Team from Carnegie Science Center - Stephen Luciano

Visit Fab Lab Carnegie Science Center's Mobil Fab Lab to create some awesome projects and learn about how technology and science are part of your everyday lives.

The Lab is located in glass room, by the main conference check-in on your way to the Senate Suites. The Mobil Fab Lab team will be there to support your experience throughout the day!

10:30 AM -
12:00 PM

B-01 Successful Transition Plans & Employment Opportunities Through Person-Centered Planning

PA Family Network, Sara Nye

Successful transition to both employment and independent living is found in the honest and deeply intensive plans created through a Person/Family centered approach. The creation of an effective IEP needs to progress to an even more powerful Individual Support Plan (ISP) that integrates appropriate resources, best practices and a variety of tools and experiences. Join the PA Family Network as our

Family Advisors, including the new Integrated Resource Team (InVEST grant), demonstrate how a clear vision and experienced mentoring can support successful planning.

B-02 Growth through Storytelling: Three Students Journey to Independence

Lehigh Carbon Community College/SEED

Young adults will use storytelling to describe their independence journey at Lehigh Carbon Community College (LCCC) through the support received from SEED (Success, Engagement, Education, Determination). Students tell their stories of growing up with disabilities, overcoming barriers, and who they are becoming as they learn lessons through direct and experiential learning.

B-03 All About Relationships

Self-Advocates United as 1, Inc.

Do you know what makes a relationship healthy? Do you know what you can do if you are in an unhealthy relationship? Join us to talk all about relationships, written and led by people with disabilities for people with disabilities. We will learn from each other about the different kinds of relationships people may have, talk about what makes them healthy, share tips on building new relationships, and learn about the different kinds of abuse that may happen in unhealthy relationships.

B-04 Passing the Baton: The Race to Collaboration for Successful Transition Planning

A deep dive into building a cohesive and collaborative transition team in which roles will be outlined and connected. When collaboration occurs, transitions are successful. Collaboration between school, parents, county office of developmental programs (ODP), and supports coordinators makes for the perfect environment for a successful transition team. This session will include a panel discussion on the importance of building a cohesive and collaborative transition team identifying key roles of each team member and hearing about joint experiences of each member.

B-05 Young Leaders Academy (YLA)

The Young Leaders Academy is a program that connects students with a local business to support the development of soft skills of employment as well as provides opportunities for social interaction, collaboration, and exposure to various jobs within the establishment. Come learn what it takes to start a Youth Leader Academy.

B-06 Empowering Success: Enhancing Inclusive Postsecondary Education through Person-Centered Planning

This session delves into the transformative potential of Person-Centered Planning (PCP) methods within the realm of inclusive postsecondary education for students with intellectual disabilities. The presentation will highlight the significance of two PCP tools, PATH and Charting the Life Course, in enhancing academic outcomes, promoting student-led experiences, and preparing students for successful transitions. Two students enrolled in inclusive postsecondary education initiatives will reflect on the value of PCP throughout their college experience. The presentation will provide strategies on

implementing PCP within postsecondary education and will depict how PCP can be used to promote interagency collaboration.

B-07 Navegando la Vida Más Allá de la Escuela: Una Discusión Dinámica sobre los Servicios de Transición

Únete a nosotros en una exploración sobre la transición de la vida escolar a la adulta con distinguidos líderes del Estado: Dra. Carole Clancy (Directora del Departamento de Educación Especial), Ryan Hyde (Director Ejecutivo de la Oficina de Rehabilitación Vocacional), Kristin Ahrens (Secretaria Adjunta de la Oficina de Programas de Desarrollo), y Juliet Marsala (Secretaria Adjunta de la Oficina de Vida a Largo Plazo). Estas sesiones están diseñadas para arrojar luz sobre los servicios disponibles a nivel estatal y revelar futuras oportunidades que faciliten una transición más suave para los jóvenes.

12:00 PM -

1:00 PM

Lunch

Self-Advocate Focus Group (In-Person Only)

Office of Developmental Programs / PA Developmental Disabilities Council

Room 104

Calling all current and future self advocates. Are you interested in becoming a self advocate, are you a current self advocate? The office of Developmental Programs and the DD council want to encourage students to learn about programs available and hear from self-advocates around relevant and current topics or issues surrounding self-advocacy. All students and youth are invite to participate, if your student would need assistance, they my bring a guardian.

1:15 PM -

2:15 PM

C-01 My Voice Matters

Penn State University, Harrisburg

Gain empowerment through self-discovery at this engaging session. The Penn State Harrisburg Career Studies program provides students with a powerful resource: the student profile. Learn how to craft your own one-page outline of your interests, strengths, needs and unique traits. With this profile in hand, you'll unlock your potential to advocate for yourself confidently in any post-secondary setting. Join us to learn how creating a thoughtful student profile lays the foundation for lifelong success. With new self-knowledge, you'll take control and thrive in education, careers, and life.

C-02 Empowering Futures: Innovative Transition Solutions for Independent & Supported Work Experience

Colonial Intermediate Unit 20

This session will focus on showcasing the effectiveness and impact of programs and initiatives supporting the successful transition of students with disabilities into employment and independent living. The CHOICES Program offers community-based vocational training with full job coaching support, providing students ages 16-21 with marketable and transferable entry-level employability skills. The Possibilities Program, in partnership with St. Luke's University Health Network, offers volunteer opportunities supplemented with job coaching support, with possibilities for enhanced options leading to paid employment. Additionally, Career Connections initiative combines life skills instruction with vocational training, ensuring clear outcomes for competitive integrated employment post-graduation. Furthermore, Community Pathways program integrates domestic and personal care instruction with community-based and pre-vocational training, fostering skills necessary for community integration and volunteering. Notably, students in this program actively participate in running Cafe 71, a fully operational student-run café, in partnership with Seth and Co. Special Brew, opening doors for future supported employment opportunities.

C-03 Transition OVer to Post-Secondary Options: Creating Impactful Post-Secondary Tours for Students with Disabilities

Office of Vocational Rehabilitation

Come learn about how Pittsburgh OVR's Early Reach Coordinators help students with disabilities explore post-secondary options. Students are offered the opportunity to tour local 4-year universities and community college campuses, trade and technical schools, and registered apprenticeship programs. Tours provide both interactive and hands-on experiences to explore options after high school. Information will be shared on how to create experiences for students in your area.

C-04 Bridging the Digital Divide for Transition: Enhancing the PA Digital Equity Ecosystem

PA Broadband Development Authority at Dept. of Community and Economic Development

PA Broadband Development Authority (PBDA) has been charged with enhancing and developing the digital equity ecosystem across PA for all residents. PBDA has developed collaborations with public and private sector partners to support education, workforce, and community development. In this session, educators, parents, and students can learn about digital equity and the importance for transition. The session will include activities to help identify resources, promising practices, and community programs.

C-05 Toy Adaptation: Building Empathy and Ability Awareness Through Cross Agency Collaboration and Inclusive Engineering

Berks County Intermediate Unit 14

In our pilot year, Berks County Intermediate Unit Pathway to Adult Living (PAL) and Practical Assessment Exploration System (PAES students along with middle and high school students from two local school districts joined forces with college mentors from Penn State Berks FiERCE Engineering club. Our mission was to take toys that were small-button operated and increase their accessibility by converting them to switch-operated systems. As a result of this project, over 60 toys were adapted and donated to local students with disabilities. The presenters are passionate about combining the worlds of STEM and

Special Education to reach students of all ability levels and will share their experience, learning, and plans for growing their event in a way that continues to increase inclusionary collaboration across the scope of the project.

C-06 Planning for Your Loved One with Disabilities: What Every Caregiver Needs to Know

1847 Financial Special Needs Planning Team

This session will provide an overview of government benefit programs as well as strategies for protecting & maximizing eligibility for certain government benefits. We will evaluate the ABLE Act and how it compares to alternative options for setting aside funding for individuals with disabilities. Presenters will also address important estate planning considerations such as Wills, Special Needs Trusts, and the differences between Guardianship and Powers of Attorney. Strategies will be presented to address funding of special needs trusts, tax planning considerations, and ensuring quality of life and lifetime care are maintained for loved ones. Lastly, we will cover the added complexity of planning for retirement with a loved one with special needs. We will discuss this “3 Person Retirement” along with other financial planning considerations to look at differently when you have a loved one with special needs.

C-07 Rompiendo Barreras: Empoderando a los Jóvenes con Impedimentos para Forjar Relaciones Saludable

HUNE Representatives

Sumérgete en una sesión empoderadora donde el tema de Jóvenes y Relaciones Saludables está lejos de ser un tabú. Únete a nosotros mientras abrimos el espacio para compartir perspectivas y aprender juntos. Este taller, liderado por Luz Hernández y William Del Toro Vargas, con Nova McGiffert como nuestra co-anfitriona, está dedicado a proporcionar herramientas y conceptos cruciales para apoyar a los jóvenes con impedimentos en el cultivo de relaciones saludables, ya sea en casa, en la escuela o dentro de la comunidad. Desde comprender el consentimiento hasta identificar necesidades personales, esta sesión está diseñada para equipar a los participantes con el conocimiento que necesitan para fomentar conexiones positivas.

2:30 PM -

4:00 PM

D-01 Getting to Work! Authentic and Engaging Vocational Assessment & Skill Development

The Arc of Pennsylvania

Please note the room change!

This session is designed to provide educators and vocational support providers with tools and strategies that result in authentic vocational assessment. Strategies to make workplace skills training accessible and engaging for all students will be highlighted. Presenters will share the tools of group discovery, engaging role play, and drama therapy techniques such as improvisation and fictional scenes, that make delivery of employment skills instruction and Pre-Employment Transition Services (Pre-ETS) more

effective and engaging. Evidence based outcomes of the use of the strategies with high school students will be shared with attendees

D-02 Student Led IEPs: Tools to Get Started

PATTAN

During this session, participants will gain a framework for understanding and measuring youth engagement. Tools to improve the quality of youth engagement during an IEP meeting will also be shared. Attendees will have the opportunity to practice using the tools during hands-on activities and group discussion.

D-03 Empowered Encounters: Navigating Everyday Consent with Confidence

Institute on Disabilities, Temple University

Consent means to give permission for something to happen or for an event to occur. More than that, practicing consent in everyday interactions with the people in our lives provides opportunities to build empowerment, independence, and self-discovery. During this session, we will discuss why consent is crucial for our daily lives and provide concrete tools to practice consent skills with friends, caregivers, loved ones, and helping professionals. Topics include learning how to give or refuse your consent, receiving consent or refusals from others, and how to apply these skills with confidence.

D-04 Journeys to Independence & Wellness - Empowerment through Self-Determination & Healthy Choices

LOUD Youth Advocates (LYA) : Jem Belle, Kashmir Paige Capenos-Paolucci, Lavender Capenos-Paolucci, Marabeth Capenos-Stiffler, Brody Valentin

Individuals with disabilities and mental health challenges are encouraged to lead self-determined lives. Agreement on choices poses challenges! Presenters will share personal journeys regarding becoming adults, making decisions about education, employment, relationships, housing, and community engagement. From navigating systems and developing natural supports; to self- advocacy, travel, healthcare, and mental wellness. We wish to empower individuals to pursue goals, access resources, and challenge stigma, suggesting opportunities for skill development and resilience.

D-05 Programs that Support Youth Engagement in Transition, Advocacy, and Systems Change

J. Badger Consulting, Inc.

This engaging session will highlight two initiatives that can support youth engagement within the transition process, advocacy, and systems change. Individuals with disabilities are more directly affected by policies and legislation than the general population. Unfortunately, few individuals with disabilities or their families have the opportunity to work with leaders and policy makers. This session will explore ways to work with changemakers, discuss opportunities, and learn about an advocacy training program that has supported over 100 individuals with disabilities in becoming state level advocates. In addition, this session will also showcase the youth led, youth driven "Youth Engagement Now" Project (YEN).

Youth leaders joined forces to develop a set of tools for individuals and organizations to effectively engage youth and young adults with disabilities. Join us to hear from the organizations that brought the group together and the young adult leaders who developed the YEN Project. Attendees will gain access to the tools and discuss ways to use them.

D-07 Navigating Life Beyond School: A Dynamic Discussion on Transition Services (English)

Join us for an insightful exploration into the transition from school to adult life with esteemed state-wide leaders: Dr. Carole Clancy, Director of Bureau of Special Education, Ryan Hyde, Executive Director of the Office of Vocational Rehabilitation, Kristin Ahrens Deputy Secretary of the Office of Developmental Programs, and Juliet Marsala Deputy Secretary of the Office of Long-Term Living. This session is designed to shed light on statewide services and unveil future opportunities that facilitate a smoother transition for youth.

6:30 PM -

8:30 PM

Youth Event (In-Person Only)

Youth may participate in a dance, play games, or participate in a photo booth! During this activity, youth will be able to interact with youth leaders and their peers in meaningful ways.

Thursday August 1, 2024

8:00 AM -

9:00 AM

KN2 Beyond “Lazy and Unmotivated” - An Introduction to Executive Skills

Smart But Scattered Kids

When the conversation turns to executive skills, teachers and parents often say, “We didn’t know anything about these when we were growing up—and we turned out just fine.” In this keynote, Dr. Dawson confronts that sentiment head on. The co-author of *Smart but Scattered* and other books on executive skills explains the executive skills framework she’s been working with for over 20 years—why it’s a better way to describe students who struggle than calling them lazy or unmotivated, and why the more parents and teachers understand about these skills, the better they’ll be able to help students strengthen these important habits of mind. She will paint a picture of the strategies she sees as holding the most promise for helping students of all ages develop, tune up, and master critical life skills.

9:15 AM -

10:45 AM

E-01 Putting the Good Vibes in Youth Empowerment: Youth Empowering Youth!

Transition Discoveries

There is nothing quite like being around other people who understand you, hype you up, or allow you to get to know yourself even better! We're coming together to not only get to know each other, but also ourselves! What better way to do so than through the power of relationships and community? Come hang out with other young people as we envision our futures on dream boards, share our stories, and put the "FUN" into self-appreciation. Transition Discoveries and the Pennsylvania Youth Leadership Network (PYLN) invite you to chart YOUR course by bringing good vibes to our youth community.

E-02 A Crucial Conversation: Examining and Understanding the Costs of Living with A Disability

Montgomery County Intermediate Unit 23

In this session, participants will learn the significance of helping young adults with disabilities and their families understand the direct and indirect costs of living with a disability. Costs of living with a disability are diverse. Therefore, as part of the transition planning process, it is important for young adults and families to become informed decision makers when examining, understanding, and addressing the costs of living with a disability for today and tomorrow.

E-03 Your Healthy Relationship Journey: Make Connections with Yourself and Others!

Institute on Disabilities at Temple University

This session is based on Sexual Self-Advocacy, an idea coined by Green Mountain Self-Advocates in Vermont. Just like self-advocacy, it is about speaking up and honoring the right to make healthy decisions for the right to live and thrive in society. There are many important things to learn about. These include understanding consent by talking openly, knowing what makes a relationship healthy or not, making good choices about sexual health, understanding your own feelings, knowing when and where it's okay to talk about sex, feeling good about yourself, knowing your rights, plan for if something bad happens, learning about different sexual identities (LGBTQIA+), and getting good education about sexual health. Everyone's journey to sexual self-advocacy is different, and it's based on what each person needs and goes through. In this session, participants will learn the basics of healthy relationships. They will be asked to make their own plan for sexual self-advocacy (which they do not have to share with others). They'll learn how to set goals for having good relationships and experience healthy sexuality. This session is especially good for young people who want to plan to follow to reach their relationship goals. Participants will get lots of tips and resources from trauma-informed and experienced educators in the disability field.

E-04 Partners for Progress: Outcome Driven Interagency Collaboration

Berks County Transition Coordinating Council (BCTCC) Members will share the background of their organization and the development of an interagency focused structure. The presenters will provide examples of how interagency collaboration has been the catalyst to developing ideas and how BCTCC has been able to take ideas and turn them into opportunities for students throughout Berks County.

E-05 Grab Life by the Reins: Empowering Youth and Adults to Win the Race of Transition

During this session, participants will hear from youth leaders about their lived experiences in their IEP and Transition processes, share resources to empower youth to grow into leaders in their process, and showcase the power and importance of young adult leadership. Additional highlights will include system acknowledgement and cooperative partnering to actualize goals.

E-06 The Teaching Time Management Inventory: Identifying Gaps in Time Management Skills

East Stroudsburg University

This interactive session presents data collected from a pilot study on a time management assessment that was conducted with two post-secondary students enrolled in a university-based transition program as part of their transition planning process. Presenters will walk participants through the assessment and discuss key findings and future applications of the assessment inventory. The importance of time management during adult life will be discussed along with the various strategies and priorities for individual students that can be revealed in the assessment process.

E-07 Preparing Students for Digital Fabrication in the Workplace

Mobile Fab Lab at Carnegie Science Center

In the 1970's the idea of a personal computer was laughable. Only 'engineers' or 'specialists' would work with those machines. Now, you need to know how to use a computer in every job. Digital Fabrication is already in so many workplaces, and students will need to know how to navigate and use this equipment in their professional lives.

11:00 AM -
12:00 PM

F-01 Navigating Services in a Rural Area Using Funding Available and Beyond.

Living in a rural area presents a unique set of challenges. Join this session to explore possible services available through various agencies including grants and low or no-cost services in your community. We will delve into creating meaningful employment goals and ways to engage in the community leading to a more independent life. Topics including banking, transportation, employment preparation, grocery shopping and community living will be discussed.

F-02 The Development of a College Prep Program for Autistic High Schoolers

Devereux Education Strategies and Solutions

During this session, a description of a two-year college preparation program designed for autistic high school students will be shared. Best practices in transition planning were incorporated into a comprehensive curriculum designed to teach high schoolers critical skills to be successful in college. Autistic college students provided feedback on the content and learning activities. The curriculum arranges targeted skills into 6 pillars of success: self-advocacy, health, wellness and safety, interpersonal skills, community engagement, independent living, and executive functioning. Each pillar includes specific learning objectives and activities designed to enhance engagement and build sustainable skills.

Successes and challenges with developing lessons that are authentic, relevant, and evidence-based for autistic adolescents will be shared.

F-03 The Changing Landscape of Employment Services and Pre-Employment Services by an ID/A Waiver

Office of Developmental Programs

This session will review employment-related services that are available for individuals who are registered with a County Intellectual Disability/Autism (ID/A) Program or enrolled in an ID/A Waiver that should be considered when transition planning to the community. This will include an overview of how to access these services, how to overcome any challenges or barriers, and how to plan for a smooth transition from school to competitive integrated employment (CIE).

F-04 Supported Decision Making: An Alternative to Guardianship

Lehigh Valley Center for Independent Living (LVCIL)

Guardianship is a legal process in which a person (guardian), is granted the authority by the court to make decisions on behalf of someone who has difficulty making safe and informed choices – especially when they are related to money, health, or everyday activities. The problem is that guardianship can really limit, or wholly remove, a person's legal rights. Instead, whoever is chosen to be that person's guardian gets to make those choices for them, regardless of what the person may like, agree to, or enjoy. Supported Decision Making (SDM) is an approach for people with disabilities to make their own decisions about their life, with the aid of a team of supporters. Instead of taking the decision-making power away from the person, SDM aims to empower individuals to be involved in making decisions about their lives. Through funding from the PADDC, LVCIL and Jewish Family Services of the Lehigh Valley have developed a website that provides information and resources about Supported Decision Making and how a decision maker can go about this process with support from supporters, educators, and professionals. Attendees will be informed about Supported Decision Making as an alternative to guardianship, be shown how to use the website, and be provided with other information and resources related to SDM and alternatives to guardianship in Pennsylvania and beyond.

F-05 Making Career Exploration Fun: Weird Jobs and How Much They Pay

Office of Vocational Rehabilitation (OVR)

The Reading District Office of Vocational Rehabilitation (OVR) will introduce the concept of Labor Market Information to students as well as some basic career exploration facts and resources. OVR staff will also lead students through a game of Weird Jobs and How Much They Pay. Following the game, career exploration resources and handouts will be shared.

F-06 Job Coaching and Apartment Life: Improving Post-Secondary Outcomes

Avon Grove School District

Does your students' work experiences and transition programs yield job offers before the students age out? Lessons learned from implementing a "home grown" 18-21 transition program with individualized job coaching will be shared. Results of implementation include increased job placement, secured adult services, and improved student attendance.

F-07 A Strength-Based Approach to Supporting Executive Skill Development

Smart But Scattered Kids

By the time students reach high school, most are well aware of the personal challenges that make school difficult for them. They tend to be less informed about the strengths they bring to any learning task. Having a clearer understanding of their executive skill strengths and how they can leverage these strengths to boost performance can help students plot a route to next stage of their lives. Participants will have the opportunity to assess their executive skill strengths and to learn strategies to use the strengths effectively in high school, college, or in the workplace.

F-08 Once Upon a Time: Crafting Connections through Storytelling - In person only

Transition Discoveries

This session was reschedule from Wednesday and is now in person only. Join us for an interactive session where we'll explore how storytelling can help build or enhance relationships. Together, we'll create an environment where meaningful connections are formed through shared experiences and an appreciation of our differences. Using Transition Discoveries discovery cards, we'll guide you through prompts designed to deepen understanding and foster authentic connections. This session aims to bridge gaps between age groups and life experiences, helping you discover the power of storytelling in connecting generations. By fostering relationships, understanding, and mutual respect, we can build stronger, more inclusive communities where everyone's story is valued and celebrated. Come and experience the joy of connecting with others through shared narratives and learn how storytelling can strengthen your relationships.

12:00 PM -

1:00 PM

Lunch

1:15 PM -

2:15 PM

G-01 Collaboration & Connection:Joining Forces to Engage and Develop the Youth Transition Experience

PA Council on Cyber Transition

Did you know students can successfully collaborate across LEAs in the virtual setting? For the last two years, Pennsylvania Council on Cyber Transition has been planning engaging and interactive transition focused events for high school students. Come learn how eleven cyber charter schools joined forces to

create events for students to participate in and develop critical transition-focused life skills. Each virtual event focuses on a primary life skill that all students can benefit from including budgeting, career planning, and overall health and wellbeing. Sound interesting? Let us show you how we share ideas, collaborate, and put the good of ALL of our students above the silos created in the virtual educational setting. By utilizing the 9 indicators developed by Transition Discoveries, we select target skill areas as a focus for our sessions. Students participate in interactive live sessions and leave with strategies and tools they can apply to everyday life.

G-02 It's My Party and I'll Adapt It If I Want To

HMS School for Children with Cerebral Palsy

This interactive session will outline the importance of accessing assistive technology in party planning for all individuals and demonstrate techniques for putting this into practice. Presenters will demonstrate the effectiveness of assistive technology used for choice-making, party planning, and adapted-play and provide specific examples. All examples will have tangible goals and feature students with complex needs, including physical/motor impairments, intellectual disabilities, and cortical visual impairment, demonstrating their successful use of assistive technology. Presenters will identify ways to implement these strategies within the school, home, and community settings. Come participate in hands-on party planning and leave with a virtual goody bag!

G-03 #College Prep: Tips for Students with Disabilities

Pennsylvania College of Technology

Obtain advice from college professionals on the differences in rights/responsibilities of students with disabilities from high school to college, the process to request accommodations/ supports, and the importance of incorporating self-advocacy skills along the way!

G-04 Navigating Tomorrow: Developing a Blueprint for a Youth Transition Conference

Westmoreland Intermediate Unit 7

Unlock the potential of youth and pave the way for their successful transition into adulthood through the development of a youth focused transition conference. This session will guide you through the strategic planning, program design, and logistical considerations necessary to develop a successful youth event. Participants will leave with tools and resources to replicate a similar event within their community. Leave inspired, equipped, and ready to infuse positive change in the lives of the youth in your community. Together, let's unlock the potential and shape a brighter future for the next generation!

G-05 Families Reimagining Inclusive Lives (FRIL)

Institute on Disabilities at Temple University

Families Re-imagining Inclusive Lives (FRIL) is a Pennsylvania Developmental Disabilities Council funded family education program for parents of young children with intellectual and developmental disabilities.

The program is designed to dispel myths about segregated settings and encourage families to consider inclusive settings for their children's education and services. The program is being developed to include disabled self-advocates, family members, and disability professionals in the design and implementation of the training, and to empower youth and family members to strengthen their training and leadership skills and share knowledge with the community. In particular, we are targeting members of historically marginalized communities, including people of color and English as a Second Language (ESL) speakers, and have partnered with HUNE, a non-profit organization in Pennsylvania which provides bilingual language-based program supports, to provide resources and training in Spanish as well as English. This presentation will detail the research base for the program, our curriculum development, how we built the program with the input of self-advocates and community partners, and our plans to expand the program. We will also share opportunities to get involved with this program. We hope this information will be helpful for self-advocates and families, who can learn about the research supporting inclusion and our efforts to share this research with the community. Further, the presentation could help educators and agencies to create similar programs supporting the disability community.

G-06 Building a Bigger and Better Transition Program

East Stroudsburg Area School District

The planning of the 12+ program incorporates numerous facets of transition and includes many, if not most, of the indicators from Transition Discoveries. Presenters will showcase how a high school can provide job internship opportunities in their own building as well as the community for extended periods of time to build on students' strengths and interests. The ultimate goal is to provide students with robust opportunities to meet their post-secondary transition goals.

G-07 Supporting Executive Skill Growth: The Role for Educators and Service Providers

Smart But Scattered Kids

Teenagers are tricky. They often think they're further along the road to maturity than do the adults who work with them. This session will offer tips to parents and service providers on how to talk with kids about the importance of strengthening their executive skills to prepare for their post-secondary world.

2:30 PM -

3:30 PM

Closing Keynote: KN3 I Too Have a Voice, Please Listen to Me!

Growing up in the housing project of York, PA, a black child with an intellectual disability (ID), partially blind, #4 out of 8 siblings, all raised by a single mom, Loretta faced life challenges beyond what many people could ever comprehend. She didn't walk or talk until the age of 4. Loretta will share her personal struggles when trying to receive the most basic healthcare, social services, and an education in a public school system. What she has learned from her life experiences, and will share with the audience, is the importance of having a voice and being heard. Loretta is the Chief Inspiration Officer and former Vice-Chair of the Executive Board for Special Olympics International. She will showcase the importance of physical, mental, and emotional strength and how Special Olympics turned her life around.

Title of Training: APR Learning Institute for Transition Coordinators: Part 1 - AT Knowledge Building Module

Presenters: Mike Marotta - PATTAN

Provider: PATTAN

Date of Training: Session Dates

Tuesday November 12, 2024 - 11:59 PM - PaTTAN - Online Course

Monday December 02, 2024 - 11:59 PM - PaTTAN - Online Course

Agenda:

This asynchronous learning module is designed to provide Transition Coordinators with foundational knowledge in preparation for the in-person session, APR Learning Institute for Transition Coordinators: Using Assistive Technology to Promote Employment. By working through this online module, Transition Coordinators will learn what assistive technology feature matching is and how the principles of Universal Design (UD) apply to the employment setting for students. Completing this module prior to the in-person session will ensure you are prepared to engage with the presenter and others who will assist you in applying what you have learned and make the most of your time. The module will take 60 minutes to complete and is available from November 12th – December 2nd.

Objectives:

At the end of this training, participants will be able to...

- Identify the AT process and the principles in relation to student success in the workplace
- Identify the principles of Universal Design (UD) as it relates to student success in the workplace

Target Audience

- Secondary transition coordinators

AHCCS Attendees:

-Zach Carroll, AHCCS Transition Coordinator

Title of Training: AI In Education

Presenters: Josh Eckert Heather Howerton- Online Learning & Design Specialists - CCIU

Provider: Chester County Intermediate Unit (CCIU)

Date of Training: August 27, 2024

Agenda:

- AI Educational Tools

AHCCS Attendees:

- All AHCCS 10 and 12 Month Instructional Staff

Title of Training: Safety Care Training

Presenters: Chris Luckey

Gabby Udayan, Safety Care Training Specialist – QPR Institute

Provider: AHCCS/QPR

Date of Training:

August 27, 2024

Agenda:

- Safety Care Lecture Part of the QPR training – physical series will take place in person, regionally throughout the state

AHCCS Attendees:

All AHCCS 10 and 12 Month Instructional and Non Instructional Staff Members

Title of Training: Safe to Say Training

Presenters: Jennifer Troupe (PA Office of ATTY General) & Shana Harris (AHCCS Social Worker)

Provider: AHCCS

Date of Training: August 27, 2024

Agenda:

- Warning Signs & Symbols
- State, County, Community, and School Resources
- Crisis Action Plan

AHCCS Attendees:

All 10 and 12 Month Instructional and Non-Instructional Staff Members

Title of Training: Student Care Team Roles & Procedures

Presenters: AHCCS Social Workers & Counselors

Provider: AHCCS

Date of Training: August 28, 2024

Agenda:

- Student Care Team Roles
- Student Care Team Procedures

AHCCS Attendees:

All AHCCS Instructional and Non-Instructional Staff Members (10 and 12 Month)

Title of Training: Safety Care Training

Presenters: Chris Luckey

Gabby Udayan, Safety Care Training Specialist – QPR Institute

Provider: AHCCS/QPR

Date of Training:

August 27, 2024

Agenda:

- Safety Care Lecture Part of the QPR training – physical series will take place in person, regionally throughout the state

AHCCS Attendees:

All AHCCS 10 and 12 Month Instructional and Non Instructional Staff Members

Title of Training: 2024 PA Community of Practice Transition Conference

Presenters: Various Presenters – See below for all presenter & session names, with times.

Provider: Various Providers – See below for all providers', presenters, and session names.

Date of Training: 7.31.24 – 8.4.24

Agenda:

- -See below for all sessions-

AHCCS Attendees:

- Zach Carroll (AHCCS Transition Coordinator)
- Christopher Luckey (AHCCS Intervention Specialist)
- Mike Kass (AHCCS Career Readiness Teacher)

Tuesday July 30, 2024

6:00 PM -

8:00 PM

AA-2 Planning for the Future: Step by Step Guide

PEAL Center

Every student is different and should have their own individualized transition plan. The PA Planning for the Future Transition Checklist is intended as a resource for students (with support from their families, schools, and supporting agency professionals) to review and help provide information and suggestions to guide the transition process. Join us for an interactive session and learn to use the checklist to meet your child's individualized future goals.

AA14 AA-1 Soaring Through Transition

This is an opportunity for young leaders to learn about the purpose of and their role in the Transition Conference. There will be space for youth attendees to get to know each other as we watch the "STARS" of transition form. At the preconference we will discuss the various youth focused sessions to attend, explore the youth guidebook, and encourage socialization and participation throughout the conference.

Wednesday July 31, 2024

8:00 AM -

9:00 AM

Opening Keynote: KN1 After the Bell: Staying Active After School and Beyond

**Natalie Conklin, General McClane Maggie Rutkowski, General McLane Carrson Vioral, Deer Lakes
Olivia Paulson, LVCIL, Anna Vioral, Natasha Fletcher**

Activities and sports are more than just a way to pass time. They can be powerful ways for youth and young adults to make friends, learn new skills, and enjoy “school life” outside of their regular day. Sports and activities like bocce, basketball, and fishing can really make a difference. During this opening keynote, The Youth Engagement Support team will get to ask the tough questions to six students from across the state. We will learn how they have built relationships and skills beyond what they learned in class through their participation in inclusive extracurricular programs..

9:15 AM -

10:15 AM

A-01 Knowing Your Rights Against a Bully: Developing an Environment of Anti-Bullying

PEAL Center

In this session, participants will learn about the social dynamics of bullying and the rights of those experiencing it. We will name why it’s hard to change a bullying scenario and discuss tools and practices for intervening.

A-02 Supporting Your Everyday Life: The Office of Developmental Programs

Office of Developmental Programs

Everyday life is about being a member of the community, having a valued role, making a contribution to society, and having one’s rights as a citizen fully respected. During this session, staff from the Office of Developmental Programs (ODP) will help participants understand the services and supports available to individuals with an intellectual disability, autism, or complex medical condition that support an everyday life.

A-03 Are You Ready to Choose Your Direction? Explore the Top 10 Reasons to Choose CTI at HGA Center

Commonwealth Technical Institute at the Hiram G. Andrews Center

This session will provide participants with facts and information about the Commonwealth Technical Institute at Hiram G. Andrews Center's offerings which include vocational training programs and support services offered to students with and without disabilities. The presenters will share the information in a format that allows the audience to easily connect to all there is to offer at this post-secondary institution.

A-04 Life After an ABA Classroom: A Parent's Journey

Discover and learn about Sandy's journey with her son, Will, as they navigated post-secondary life after his school career in ABA classrooms.

A-05 Taking the Next Step: My Journey to Transitioning to College, Work, and Post-Secondary Life with a Learning Disability

Michelle's Mission

This session will focus on helping participants express their dreams for the future and learn how to overcome the limits placed by others. The presenter will share a personal journey through dreaming about and obtaining a postsecondary degree. Topics such as learning to find and use resources and accommodations, self-advocacy, and overcoming self-doubt will be shared.

A-06 Dreaming Big, But Being Realistic

Altoona Area High School

It is important for educators, parents, and teachers to encourage students to reach all of their goals. It's also very important to keep goals realistic while supporting students achieve them. Join this session to learn how Altoona Area High School helps keep it real and relevant.

A-07 Unity in Transition: Empowering Diverse Families for a Seamless Journey (English only)

HUNE

Join us for a vital session on fostering engagement with diverse families throughout the Transition Process. Guiding you through effective techniques and strategies to empower families from diverse backgrounds to actively participate in every stage of the Transition Process.

10:00 AM -
5:30 PM

Fab Lab Open Maker Space Opportunity

Mobil Fab Lab Team from Carnegie Science Center - Stephen Luciano

Visit Fab Lab Carnegie Science Center's Mobil Fab Lab to create some awesome projects and learn about how technology and science are part of your everyday lives.

The Lab is located in glass room, by the main conference check-in on your way to the Senate Suites. The Mobil Fab Lab team will be there to support your experience throughout the day!

10:30 AM -
12:00 PM

B-01 Successful Transition Plans & Employment Opportunities Through Person-Centered Planning

PA Family Network, Sara Nye

Successful transition to both employment and independent living is found in the honest and deeply intensive plans created through a Person/Family centered approach. The creation of an effective IEP needs to progress to an even more powerful Individual Support Plan (ISP) that integrates appropriate resources, best practices and a variety of tools and experiences. Join the PA Family Network as our

Family Advisors, including the new Integrated Resource Team (InVEST grant), demonstrate how a clear vision and experienced mentoring can support successful planning.

B-02 Growth through Storytelling: Three Students Journey to Independence

Lehigh Carbon Community College/SEED

Young adults will use storytelling to describe their independence journey at Lehigh Carbon Community College (LCCC) through the support received from SEED (Success, Engagement, Education, Determination). Students tell their stories of growing up with disabilities, overcoming barriers, and who they are becoming as they learn lessons through direct and experiential learning.

B-03 All About Relationships

Self-Advocates United as 1, Inc.

Do you know what makes a relationship healthy? Do you know what you can do if you are in an unhealthy relationship? Join us to talk all about relationships, written and led by people with disabilities for people with disabilities. We will learn from each other about the different kinds of relationships people may have, talk about what makes them healthy, share tips on building new relationships, and learn about the different kinds of abuse that may happen in unhealthy relationships.

B-04 Passing the Baton: The Race to Collaboration for Successful Transition Planning

A deep dive into building a cohesive and collaborative transition team in which roles will be outlined and connected. When collaboration occurs, transitions are successful. Collaboration between school, parents, county office of developmental programs (ODP), and supports coordinators makes for the perfect environment for a successful transition team. This session will include a panel discussion on the importance of building a cohesive and collaborative transition team identifying key roles of each team member and hearing about joint experiences of each member.

B-05 Young Leaders Academy (YLA)

The Young Leaders Academy is a program that connects students with a local business to support the development of soft skills of employment as well as provides opportunities for social interaction, collaboration, and exposure to various jobs within the establishment. Come learn what it takes to start a Youth Leader Academy.

B-06 Empowering Success: Enhancing Inclusive Postsecondary Education through Person-Centered Planning

This session delves into the transformative potential of Person-Centered Planning (PCP) methods within the realm of inclusive postsecondary education for students with intellectual disabilities. The presentation will highlight the significance of two PCP tools, PATH and Charting the Life Course, in enhancing academic outcomes, promoting student-led experiences, and preparing students for successful transitions. Two students enrolled in inclusive postsecondary education initiatives will reflect on the value of PCP throughout their college experience. The presentation will provide strategies on

implementing PCP within postsecondary education and will depict how PCP can be used to promote interagency collaboration.

B-07 Navegando la Vida Más Allá de la Escuela: Una Discusión Dinámica sobre los Servicios de Transición

Únete a nosotros en una exploración sobre la transición de la vida escolar a la adulta con distinguidos líderes del Estado: Dra. Carole Clancy (Directora del Departamento de Educación Especial), Ryan Hyde (Director Ejecutivo de la Oficina de Rehabilitación Vocacional), Kristin Ahrens (Secretaria Adjunta de la Oficina de Programas de Desarrollo), y Juliet Marsala (Secretaria Adjunta de la Oficina de Vida a Largo Plazo). Estas sesiones están diseñadas para arrojar luz sobre los servicios disponibles a nivel estatal y revelar futuras oportunidades que faciliten una transición más suave para los jóvenes.

12:00 PM -

1:00 PM

Lunch

Self-Advocate Focus Group (In-Person Only)

Office of Developmental Programs / PA Developmental Disabilities Council

Room 104

Calling all current and future self advocates. Are you interested in becoming a self advocate, are you a current self advocate? The office of Developmental Programs and the DD council want to encourage students to learn about programs available and hear from self-advocates around relevant and current topics or issues surrounding self-advocacy. All students and youth are invite to participate, if your student would need assistance, they my bring a guardian.

1:15 PM -

2:15 PM

C-01 My Voice Matters

Penn State University, Harrisburg

Gain empowerment through self-discovery at this engaging session. The Penn State Harrisburg Career Studies program provides students with a powerful resource: the student profile. Learn how to craft your own one-page outline of your interests, strengths, needs and unique traits. With this profile in hand, you'll unlock your potential to advocate for yourself confidently in any post-secondary setting. Join us to learn how creating a thoughtful student profile lays the foundation for lifelong success. With new self-knowledge, you'll take control and thrive in education, careers, and life.

C-02 Empowering Futures: Innovative Transition Solutions for Independent & Supported Work Experience

Colonial Intermediate Unit 20

This session will focus on showcasing the effectiveness and impact of programs and initiatives supporting the successful transition of students with disabilities into employment and independent living. The CHOICES Program offers community-based vocational training with full job coaching support, providing students ages 16-21 with marketable and transferable entry-level employability skills. The Possibilities Program, in partnership with St. Luke's University Health Network, offers volunteer opportunities supplemented with job coaching support, with possibilities for enhanced options leading to paid employment. Additionally, Career Connections initiative combines life skills instruction with vocational training, ensuring clear outcomes for competitive integrated employment post-graduation. Furthermore, Community Pathways program integrates domestic and personal care instruction with community-based and pre-vocational training, fostering skills necessary for community integration and volunteering. Notably, students in this program actively participate in running Cafe 71, a fully operational student-run café, in partnership with Seth and Co. Special Brew, opening doors for future supported employment opportunities.

C-03 Transition OVer to Post-Secondary Options: Creating Impactful Post-Secondary Tours for Students with Disabilities

Office of Vocational Rehabilitation

Come learn about how Pittsburgh OVR's Early Reach Coordinators help students with disabilities explore post-secondary options. Students are offered the opportunity to tour local 4-year universities and community college campuses, trade and technical schools, and registered apprenticeship programs. Tours provide both interactive and hands-on experiences to explore options after high school. Information will be shared on how to create experiences for students in your area.

C-04 Bridging the Digital Divide for Transition: Enhancing the PA Digital Equity Ecosystem

PA Broadband Development Authority at Dept. of Community and Economic Development

PA Broadband Development Authority (PBDA) has been charged with enhancing and developing the digital equity ecosystem across PA for all residents. PBDA has developed collaborations with public and private sector partners to support education, workforce, and community development. In this session, educators, parents, and students can learn about digital equity and the importance for transition. The session will include activities to help identify resources, promising practices, and community programs.

C-05 Toy Adaptation: Building Empathy and Ability Awareness Through Cross Agency Collaboration and Inclusive Engineering

Berks County Intermediate Unit 14

In our pilot year, Berks County Intermediate Unit Pathway to Adult Living (PAL) and Practical Assessment Exploration System (PAES students along with middle and high school students from two local school districts joined forces with college mentors from Penn State Berks FiERCE Engineering club. Our mission was to take toys that were small-button operated and increase their accessibility by converting them to switch-operated systems. As a result of this project, over 60 toys were adapted and donated to local students with disabilities. The presenters are passionate about combining the worlds of STEM and

Special Education to reach students of all ability levels and will share their experience, learning, and plans for growing their event in a way that continues to increase inclusionary collaboration across the scope of the project.

C-06 Planning for Your Loved One with Disabilities: What Every Caregiver Needs to Know

1847 Financial Special Needs Planning Team

This session will provide an overview of government benefit programs as well as strategies for protecting & maximizing eligibility for certain government benefits. We will evaluate the ABLE Act and how it compares to alternative options for setting aside funding for individuals with disabilities. Presenters will also address important estate planning considerations such as Wills, Special Needs Trusts, and the differences between Guardianship and Powers of Attorney. Strategies will be presented to address funding of special needs trusts, tax planning considerations, and ensuring quality of life and lifetime care are maintained for loved ones. Lastly, we will cover the added complexity of planning for retirement with a loved one with special needs. We will discuss this “3 Person Retirement” along with other financial planning considerations to look at differently when you have a loved one with special needs.

C-07 Rompiendo Barreras: Empoderando a los Jóvenes con Impedimentos para Forjar Relaciones Saludable

HUNE Representatives

Sumérgete en una sesión empoderadora donde el tema de Jóvenes y Relaciones Saludables está lejos de ser un tabú. Únete a nosotros mientras abrimos el espacio para compartir perspectivas y aprender juntos. Este taller, liderado por Luz Hernández y William Del Toro Vargas, con Nova McGiffert como nuestra co-anfitriona, está dedicado a proporcionar herramientas y conceptos cruciales para apoyar a los jóvenes con impedimentos en el cultivo de relaciones saludables, ya sea en casa, en la escuela o dentro de la comunidad. Desde comprender el consentimiento hasta identificar necesidades personales, esta sesión está diseñada para equipar a los participantes con el conocimiento que necesitan para fomentar conexiones positivas.

2:30 PM -

4:00 PM

D-01 Getting to Work! Authentic and Engaging Vocational Assessment & Skill Development

The Arc of Pennsylvania

Please note the room change!

This session is designed to provide educators and vocational support providers with tools and strategies that result in authentic vocational assessment. Strategies to make workplace skills training accessible and engaging for all students will be highlighted. Presenters will share the tools of group discovery, engaging role play, and drama therapy techniques such as improvisation and fictional scenes, that make delivery of employment skills instruction and Pre-Employment Transition Services (Pre-ETS) more

effective and engaging. Evidence based outcomes of the use of the strategies with high school students will be shared with attendees

D-02 Student Led IEPs: Tools to Get Started

PATTAN

During this session, participants will gain a framework for understanding and measuring youth engagement. Tools to improve the quality of youth engagement during an IEP meeting will also be shared. Attendees will have the opportunity to practice using the tools during hands-on activities and group discussion.

D-03 Empowered Encounters: Navigating Everyday Consent with Confidence

Institute on Disabilities, Temple University

Consent means to give permission for something to happen or for an event to occur. More than that, practicing consent in everyday interactions with the people in our lives provides opportunities to build empowerment, independence, and self-discovery. During this session, we will discuss why consent is crucial for our daily lives and provide concrete tools to practice consent skills with friends, caregivers, loved ones, and helping professionals. Topics include learning how to give or refuse your consent, receiving consent or refusals from others, and how to apply these skills with confidence.

D-04 Journeys to Independence & Wellness - Empowerment through Self-Determination & Healthy Choices

LOUD Youth Advocates (LYA) : Jem Belle, Kashmir Paige Capenos-Paolucci, Lavender Capenos-Paolucci, Marabeth Capenos-Stiffler, Brody Valentin

Individuals with disabilities and mental health challenges are encouraged to lead self-determined lives. Agreement on choices poses challenges! Presenters will share personal journeys regarding becoming adults, making decisions about education, employment, relationships, housing, and community engagement. From navigating systems and developing natural supports; to self-advocacy, travel, healthcare, and mental wellness. We wish to empower individuals to pursue goals, access resources, and challenge stigma, suggesting opportunities for skill development and resilience.

D-05 Programs that Support Youth Engagement in Transition, Advocacy, and Systems Change

J. Badger Consulting, Inc.

This engaging session will highlight two initiatives that can support youth engagement within the transition process, advocacy, and systems change. Individuals with disabilities are more directly affected by policies and legislation than the general population. Unfortunately, few individuals with disabilities or their families have the opportunity to work with leaders and policy makers. This session will explore ways to work with changemakers, discuss opportunities, and learn about an advocacy training program that has supported over 100 individuals with disabilities in becoming state level advocates. In addition, this session will also showcase the youth led, youth driven "Youth Engagement Now" Project (YEN).

Youth leaders joined forces to develop a set of tools for individuals and organizations to effectively engage youth and young adults with disabilities. Join us to hear from the organizations that brought the group together and the young adult leaders who developed the YEN Project. Attendees will gain access to the tools and discuss ways to use them.

D-07 Navigating Life Beyond School: A Dynamic Discussion on Transition Services (English)

Join us for an insightful exploration into the transition from school to adult life with esteemed state-wide leaders: Dr. Carole Clancy, Director of Bureau of Special Education, Ryan Hyde, Executive Director of the Office of Vocational Rehabilitation, Kristin Ahrens Deputy Secretary of the Office of Developmental Programs, and Juliet Marsala Deputy Secretary of the Office of Long-Term Living. This session is designed to shed light on statewide services and unveil future opportunities that facilitate a smoother transition for youth.

6:30 PM -

8:30 PM

Youth Event (In-Person Only)

Youth may participate in a dance, play games, or participate in a photo booth! During this activity, youth will be able to interact with youth leaders and their peers in meaningful ways.

Thursday August 1, 2024

8:00 AM -

9:00 AM

KN2 Beyond “Lazy and Unmotivated” - An Introduction to Executive Skills

Smart But Scattered Kids

When the conversation turns to executive skills, teachers and parents often say, “We didn’t know anything about these when we were growing up—and we turned out just fine.” In this keynote, Dr. Dawson confronts that sentiment head on. The co-author of *Smart but Scattered* and other books on executive skills explains the executive skills framework she’s been working with for over 20 years—why it’s a better way to describe students who struggle than calling them lazy or unmotivated, and why the more parents and teachers understand about these skills, the better they’ll be able to help students strengthen these important habits of mind. She will paint a picture of the strategies she sees as holding the most promise for helping students of all ages develop, tune up, and master critical life skills.

9:15 AM -

10:45 AM

E-01 Putting the Good Vibes in Youth Empowerment: Youth Empowering Youth!

Transition Discoveries

There is nothing quite like being around other people who understand you, hype you up, or allow you to get to know yourself even better! We're coming together to not only get to know each other, but also ourselves! What better way to do so than through the power of relationships and community? Come hang out with other young people as we envision our futures on dream boards, share our stories, and put the "FUN" into self-appreciation. Transition Discoveries and the Pennsylvania Youth Leadership Network (PYLN) invite you to chart YOUR course by bringing good vibes to our youth community.

E-02 A Crucial Conversation: Examining and Understanding the Costs of Living with A Disability

Montgomery County Intermediate Unit 23

In this session, participants will learn the significance of helping young adults with disabilities and their families understand the direct and indirect costs of living with a disability. Costs of living with a disability are diverse. Therefore, as part of the transition planning process, it is important for young adults and families to become informed decision makers when examining, understanding, and addressing the costs of living with a disability for today and tomorrow.

E-03 Your Healthy Relationship Journey: Make Connections with Yourself and Others!

Institute on Disabilities at Temple University

This session is based on Sexual Self-Advocacy, an idea coined by Green Mountain Self-Advocates in Vermont. Just like self-advocacy, it is about speaking up and honoring the right to make healthy decisions for the right to live and thrive in society. There are many important things to learn about. These include understanding consent by talking openly, knowing what makes a relationship healthy or not, making good choices about sexual health, understanding your own feelings, knowing when and where it's okay to talk about sex, feeling good about yourself, knowing your rights, plan for if something bad happens, learning about different sexual identities (LGBTQIA+), and getting good education about sexual health. Everyone's journey to sexual self-advocacy is different, and it's based on what each person needs and goes through. In this session, participants will learn the basics of healthy relationships. They will be asked to make their own plan for sexual self-advocacy (which they do not have to share with others). They'll learn how to set goals for having good relationships and experience healthy sexuality. This session is especially good for young people who want to plan to follow to reach their relationship goals. Participants will get lots of tips and resources from trauma-informed and experienced educators in the disability field.

E-04 Partners for Progress: Outcome Driven Interagency Collaboration

Berks County Transition Coordinating Council (BCTCC) Members will share the background of their organization and the development of an interagency focused structure. The presenters will provide examples of how interagency collaboration has been the catalyst to developing ideas and how BCTCC has been able to take ideas and turn them into opportunities for students throughout Berks County.

E-05 Grab Life by the Reins: Empowering Youth and Adults to Win the Race of Transition

During this session, participants will hear from youth leaders about their lived experiences in their IEP and Transition processes, share resources to empower youth to grow into leaders in their process, and showcase the power and importance of young adult leadership. Additional highlights will include system acknowledgement and cooperative partnering to actualize goals.

E-06 The Teaching Time Management Inventory: Identifying Gaps in Time Management Skills

East Stroudsburg University

This interactive session presents data collected from a pilot study on a time management assessment that was conducted with two post-secondary students enrolled in a university-based transition program as part of their transition planning process. Presenters will walk participants through the assessment and discuss key findings and future applications of the assessment inventory. The importance of time management during adult life will be discussed along with the various strategies and priorities for individual students that can be revealed in the assessment process.

E-07 Preparing Students for Digital Fabrication in the Workplace

Mobile Fab Lab at Carnegie Science Center

In the 1970's the idea of a personal computer was laughable. Only 'engineers' or 'specialists' would work with those machines. Now, you need to know how to use a computer in every job. Digital Fabrication is already in so many workplaces, and students will need to know how to navigate and use this equipment in their professional lives.

11:00 AM -
12:00 PM

F-01 Navigating Services in a Rural Area Using Funding Available and Beyond.

Living in a rural area presents a unique set of challenges. Join this session to explore possible services available through various agencies including grants and low or no-cost services in your community. We will delve into creating meaningful employment goals and ways to engage in the community leading to a more independent life. Topics including banking, transportation, employment preparation, grocery shopping and community living will be discussed.

F-02 The Development of a College Prep Program for Autistic High Schoolers

Devereux Education Strategies and Solutions

During this session, a description of a two-year college preparation program designed for autistic high school students will be shared. Best practices in transition planning were incorporated into a comprehensive curriculum designed to teach high schoolers critical skills to be successful in college. Autistic college students provided feedback on the content and learning activities. The curriculum arranges targeted skills into 6 pillars of success: self-advocacy, health, wellness and safety, interpersonal skills, community engagement, independent living, and executive functioning. Each pillar includes specific learning objectives and activities designed to enhance engagement and build sustainable skills.

Successes and challenges with developing lessons that are authentic, relevant, and evidence-based for autistic adolescents will be shared.

F-03 The Changing Landscape of Employment Services and Pre-Employment Services by an ID/A Waiver

Office of Developmental Programs

This session will review employment-related services that are available for individuals who are registered with a County Intellectual Disability/Autism (ID/A) Program or enrolled in an ID/A Waiver that should be considered when transition planning to the community. This will include an overview of how to access these services, how to overcome any challenges or barriers, and how to plan for a smooth transition from school to competitive integrated employment (CIE).

F-04 Supported Decision Making: An Alternative to Guardianship

Lehigh Valley Center for Independent Living (LVCIL)

Guardianship is a legal process in which a person (guardian), is granted the authority by the court to make decisions on behalf of someone who has difficulty making safe and informed choices – especially when they are related to money, health, or everyday activities. The problem is that guardianship can really limit, or wholly remove, a person's legal rights. Instead, whoever is chosen to be that person's guardian gets to make those choices for them, regardless of what the person may like, agree to, or enjoy. Supported Decision Making (SDM) is an approach for people with disabilities to make their own decisions about their life, with the aid of a team of supporters. Instead of taking the decision-making power away from the person, SDM aims to empower individuals to be involved in making decisions about their lives. Through funding from the PADDC, LVCIL and Jewish Family Services of the Lehigh Valley have developed a website that provides information and resources about Supported Decision Making and how a decision maker can go about this process with support from supporters, educators, and professionals. Attendees will be informed about Supported Decision Making as an alternative to guardianship, be shown how to use the website, and be provided with other information and resources related to SDM and alternatives to guardianship in Pennsylvania and beyond.

F-05 Making Career Exploration Fun: Weird Jobs and How Much They Pay

Office of Vocational Rehabilitation (OVR)

The Reading District Office of Vocational Rehabilitation (OVR) will introduce the concept of Labor Market Information to students as well as some basic career exploration facts and resources. OVR staff will also lead students through a game of Weird Jobs and How Much They Pay. Following the game, career exploration resources and handouts will be shared.

F-06 Job Coaching and Apartment Life: Improving Post-Secondary Outcomes

Avon Grove School District

Does your students' work experiences and transition programs yield job offers before the students age out? Lessons learned from implementing a "home grown" 18-21 transition program with individualized job coaching will be shared. Results of implementation include increased job placement, secured adult services, and improved student attendance.

F-07 A Strength-Based Approach to Supporting Executive Skill Development

Smart But Scattered Kids

By the time students reach high school, most are well aware of the personal challenges that make school difficult for them. They tend to be less informed about the strengths they bring to any learning task. Having a clearer understanding of their executive skill strengths and how they can leverage these strengths to boost performance can help students plot a route to next stage of their lives. Participants will have the opportunity to assess their executive skill strengths and to learn strategies to use the strengths effectively in high school, college, or in the workplace.

F-08 Once Upon a Time: Crafting Connections through Storytelling - In person only

Transition Discoveries

This session was reschedule from Wednesday and is now in person only. Join us for an interactive session where we'll explore how storytelling can help build or enhance relationships. Together, we'll create an environment where meaningful connections are formed through shared experiences and an appreciation of our differences. Using Transition Discoveries discovery cards, we'll guide you through prompts designed to deepen understanding and foster authentic connections. This session aims to bridge gaps between age groups and life experiences, helping you discover the power of storytelling in connecting generations. By fostering relationships, understanding, and mutual respect, we can build stronger, more inclusive communities where everyone's story is valued and celebrated. Come and experience the joy of connecting with others through shared narratives and learn how storytelling can strengthen your relationships.

12:00 PM -

1:00 PM

Lunch

1:15 PM -

2:15 PM

G-01 Collaboration & Connection:Joining Forces to Engage and Develop the Youth Transition Experience

PA Council on Cyber Transition

Did you know students can successfully collaborate across LEAs in the virtual setting? For the last two years, Pennsylvania Council on Cyber Transition has been planning engaging and interactive transition focused events for high school students. Come learn how eleven cyber charter schools joined forces to

create events for students to participate in and develop critical transition-focused life skills. Each virtual event focuses on a primary life skill that all students can benefit from including budgeting, career planning, and overall health and wellbeing. Sound interesting? Let us show you how we share ideas, collaborate, and put the good of ALL of our students above the silos created in the virtual educational setting. By utilizing the 9 indicators developed by Transition Discoveries, we select target skill areas as a focus for our sessions. Students participate in interactive live sessions and leave with strategies and tools they can apply to everyday life.

G-02 It's My Party and I'll Adapt It If I Want To

HMS School for Children with Cerebral Palsy

This interactive session will outline the importance of accessing assistive technology in party planning for all individuals and demonstrate techniques for putting this into practice. Presenters will demonstrate the effectiveness of assistive technology used for choice-making, party planning, and adapted-play and provide specific examples. All examples will have tangible goals and feature students with complex needs, including physical/motor impairments, intellectual disabilities, and cortical visual impairment, demonstrating their successful use of assistive technology. Presenters will identify ways to implement these strategies within the school, home, and community settings. Come participate in hands-on party planning and leave with a virtual goody bag!

G-03 #College Prep: Tips for Students with Disabilities

Pennsylvania College of Technology

Obtain advice from college professionals on the differences in rights/responsibilities of students with disabilities from high school to college, the process to request accommodations/ supports, and the importance of incorporating self-advocacy skills along the way!

G-04 Navigating Tomorrow: Developing a Blueprint for a Youth Transition Conference

Westmoreland Intermediate Unit 7

Unlock the potential of youth and pave the way for their successful transition into adulthood through the development of a youth focused transition conference. This session will guide you through the strategic planning, program design, and logistical considerations necessary to develop a successful youth event. Participants will leave with tools and resources to replicate a similar event within their community. Leave inspired, equipped, and ready to infuse positive change in the lives of the youth in your community. Together, let's unlock the potential and shape a brighter future for the next generation!

G-05 Families Reimagining Inclusive Lives (FRIL)

Institute on Disabilities at Temple University

Families Re-imagining Inclusive Lives (FRIL) is a Pennsylvania Developmental Disabilities Council funded family education program for parents of young children with intellectual and developmental disabilities.

The program is designed to dispel myths about segregated settings and encourage families to consider inclusive settings for their children's education and services. The program is being developed to include disabled self-advocates, family members, and disability professionals in the design and implementation of the training, and to empower youth and family members to strengthen their training and leadership skills and share knowledge with the community. In particular, we are targeting members of historically marginalized communities, including people of color and English as a Second Language (ESL) speakers, and have partnered with HUNE, a non-profit organization in Pennsylvania which provides bilingual language-based program supports, to provide resources and training in Spanish as well as English. This presentation will detail the research base for the program, our curriculum development, how we built the program with the input of self-advocates and community partners, and our plans to expand the program. We will also share opportunities to get involved with this program. We hope this information will be helpful for self-advocates and families, who can learn about the research supporting inclusion and our efforts to share this research with the community. Further, the presentation could help educators and agencies to create similar programs supporting the disability community.

G-06 Building a Bigger and Better Transition Program

East Stroudsburg Area School District

The planning of the 12+ program incorporates numerous facets of transition and includes many, if not most, of the indicators from Transition Discoveries. Presenters will showcase how a high school can provide job internship opportunities in their own building as well as the community for extended periods of time to build on students' strengths and interests. The ultimate goal is to provide students with robust opportunities to meet their post-secondary transition goals.

G-07 Supporting Executive Skill Growth: The Role for Educators and Service Providers

Smart But Scattered Kids

Teenagers are tricky. They often think they're further along the road to maturity than do the adults who work with them. This session will offer tips to parents and service providers on how to talk with kids about the importance of strengthening their executive skills to prepare for their post-secondary world.

2:30 PM -

3:30 PM

Closing Keynote: KN3 I Too Have a Voice, Please Listen to Me!

Growing up in the housing project of York, PA, a black child with an intellectual disability (ID), partially blind, #4 out of 8 siblings, all raised by a single mom, Loretta faced life challenges beyond what many people could ever comprehend. She didn't walk or talk until the age of 4. Loretta will share her personal struggles when trying to receive the most basic healthcare, social services, and an education in a public school system. What she has learned from her life experiences, and will share with the audience, is the importance of having a voice and being heard. Loretta is the Chief Inspiration Officer and former Vice-Chair of the Executive Board for Special Olympics International. She will showcase the importance of physical, mental, and emotional strength and how Special Olympics turned her life around.

Title of Training: Pete & C Conference

Presenters: Various Presenters— See below

Provider: Various Providers – See below

Date of Training: February 10-February 12, 2025

Agenda: Dependent on each employee's selection of sessions

- See below for the agenda for all of the sessions held at Pete & C (2025)

AHCCS Attendees:

10 and 12 Month AHCCS Employees- Selection from each department

2025 Program

Throughout Monday, Tuesday, and Wednesday, you have the opportunity to attend concurrent sessions, which offer a variety of topics in the world of education technology. These 50 minute sessions are jam-packed with information to take back to your LEA. In addition, there multiple immersive experiences, engaging Workshops, and in-depth Summits to grab your attention and ignite your passion.

Please use the filter option below to search for similar session types, including our new Summits at the Hershey Hotel.

Keynote Speakers:

OPENING KEYNOTE - MONDAY, FEBRUARY 10

Jean-Claude Brizard

From Skepticism to Enthusiasm: AI and Emerging Technology's Role in Revolutionizing Education

In just 35 years, the telephone transformed communication, becoming a staple in our daily lives; by contrast, ChatGPT hit 100 million users in only 60 days, illustrating the unprecedented pace at which AI is permeating society. While AI's rapid expansion has fueled both skepticism and concern—particularly in education where issues of safety and privacy loom large—it also presents an extraordinary opportunity to rethink teaching. Beyond mere efficiency, AI and emerging technologies hold the potential to fundamentally reshape not only how and what we teach but also to bring to life a holistic approach to educating the "whole child." This session will dive into these possibilities, inviting an optimistic vision for the future of education and a reimagining of our approach to learning in the age of AI.

TUESDAY KEYNOTE - TUESDAY, FEBRUARY 11

Carl Hooker

Learning Evolution: the New Era of AI in the Classroom

The rapid rise of generative AI will have a dramatic impact on how we teach and learn. "AI-enhanced" learning means gone are the days of focusing on a single product to measure student growth. Responsible and ethical use of AI in education should be a primary focus of schools going forward from grades K-20. In this interactive keynote, we'll discuss the ethical ramifications of AI and look at examples of how using AI in the classroom can actually encourage deeper learning and understanding. After all, learning is more about the process than the product.

CLOSING KEYNOTE - WEDNESDAY, FEBRUARY 12

William Martinez

The Power of Belonging

Equity, access, language, community, and the power of belonging are showcased to remind us of the foundations for a safe student environment. William's incredibly impactful message is vital for ALL educators to witness so they can connect back to their "WHY" and truly grasp the power of their words and actions on EVERY child. William Martinez is a multi-award-winning international keynote speaker with a story that everyone in education needs to experience.

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7/16/25, 9:08 PM 2025 Program

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KTI Pre-conference

Join KTI (open to all - STARS, Nominees, and all friends of PAECT and KTI) for Off to the Races: Keeping Student Engagement on Track.

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Location: Cocoa 3/4/5, Hershey Lodge

Edcamp PETE&C

Welcome to EdCamp, a dynamic, participant-driven event where participants are in control! It's an "unconference" where your ideas set the agenda and you choose what interests you. Engage in sharing innovative teaching strategies, collaborate with fellow educators, explore today's educational trends and tools, and have a blast while doing it!

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Location: Crystal A, Hershey Lodge



Download Course Materials



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Gentle Yoga and Mindfulness Class

Start your day by gently waking up your body with yoga. You'll do basic postures, lying, sitting, and standing, along with breathing exercises to create focus and calm. The class is appropriate for all levels and abilities, and you will be encouraged to participate at your own pace.



Location: Tower 2, Hershey Lodge

From Skepticism to Enthusiasm: AI and Emerging Technology's Role in Revolutionizing Education



Location: Chocolate Ballroom, Hershey Lodge



[Digital Promise] AI for Powerful Learning Resources.pdf

A Conversation with Jean-Claude Brizard

This informal conversation affords conference attendees an opportunity to extend the ideas presented in the Keynote. Jean-Claude will respond to questions and expand themes explored in his Keynote Address.



Location: Crystal A, Hershey Lodge



Sunday, Feb 09, 2025



12:30 PM - 2:30 PM EST



12:30 PM - 3:30 PM EST



Monday, Feb 10, 2025

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7:00 AM - 8:00 AM EST

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8:00 AM - 9:20 AM EST

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9:30 AM - 10:20 AM EST

7/16/25, 9:08 PM 2025 Program

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Teach by Example: PD Stations in Flex Spaces

Experience how station rotations in flexible seating transform professional development into dynamic learning. This session models strategies to foster collaboration, creativity, and adaptability. Leave with practical tools and templates to implement station-based PD that inspires student-centered practices.

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Location: Cocoa 1, Hershey Lodge

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My Notes from PD Stations.pdf

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Download Course Materials

Be An #A11y Ally: Accessible Classrooms

Learn to create accessible classrooms where all students succeed. Educators will become #A11y (accessibility) allies, creating classrooms where every student feels valued and supported.

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Location: Cocoa 2, Hershey Lodge

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Download Course Materials

Get Career Ready with Esports

With esports continuing to gain popularity year after year, school districts across the country are looking to capitalize on that momentum. While not every student can become a professional gamer or streamer, there are many avenues to pursue that are esports adjacent. Come and learn about possible ways to connect esports with PA Career Readiness.



Location: Cocoa 3, Hershey Lodge

Just for Newbies! - Pete&C Orientation

Is this your first time attending Pete&C? Come to this early session on Monday to learn how to make the most of your days here at Hershey. This session will have a bit of lecture, followed by a panel, and ending with a Q&A to ensure you don't miss a drop of the awesomeness the conference offers.



Location: Cocoa 4, Hershey Lodge



Download Course Materials



Pete & C Just for Newbies - Orientation Session Draft.pdf

Supercharging PD with Canvas

In this presentation, we will explore how Canvas LMS can revolutionize professional development (PD) for educators in a K-12 public school district. Canvas LMS offers a robust platform designed to deliver high-quality, flexible, and engaging professional development opportunities that cater to the diverse needs of educators.



Location: Cocoa 5, Hershey Lodge



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<https://www.peteandc.org/2025/program.cfm> 3/71



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The Gemini Experience

Embark on a time-saving adventure with Gemini! This fast-paced, interactive session challenges educators to complete common classroom tasks using AI, showcasing the power of Gemini to streamline lesson planning, resource creation, and more. Leave inspired to reclaim your valuable time and re-imagine your classroom workflow!

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Location: Cocoa 6, Hershey Lodge

What's New for IT from Apple

Apple is committed to supporting your vision for technology at scale. Join us to discuss the latest products and platform changes from Apple, including what's new for Managed Apple IDs, new deployment options, and management features for macOS and iPadOS.

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Location: Cocoa Terrace, Hershey Lodge

AI Vocabulary For Teachers

Incorrect assumptions and misunderstandings about generative AI could lead teachers and administrators to make mistakes. They might use chatbots for pedagogically unsound purposes. They may think AI is all-knowing or more intelligent than them. Join us to get past the hype and understand the fundamentals of generative "AI."

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Location: Empire A, Hershey Lodge

AI Synergy: Teacher and Student Collaboration

"AI-Synergy: Teacher and Student Collaboration" explores integrating AI in education. This workshop showcases the benefits of blending AI with educator expertise and provides actionable strategies for embedding AI in academic settings. Discover how AI can enhance creativity, collaboration, and opportunities in teaching and learning.

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Location: Empire B, Hershey Lodge

Two Paths to Transform School Culture

Discover how two trailblazing principals and their teams transformed their schools using ClassDojo for Districts & Schools. Pick and choose what applies to YOU to enhance your school or classroom culture, boost family engagement, and build a more close-knit community. This panel is packed with real stories & practical tips.

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Location: Empire C, Hershey Lodge

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ClassDojo PETE&C Conference Presentation.pdf

Essential Mindsets for Digital Leadership

Explore how educational leaders can cultivate adaptive mindsets and skills to navigate and shape the future of education. This session will provide practical strategies for integrating emerging technologies and fostering a culture of innovation. Participants will gain actionable insights for application through engaging activities and dialogue.

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Location: Empire D, Hershey Lodge

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Agency by Design-Thinking Routines for Makers

In this interactive session, we will introduce the concepts of maker-centered learning, look closely at the design of objects and systems, explore the complexity of these designs, and find opportunities to improve the world around us to make objects and systems more effective, more efficient, more ethical, or more beautiful.

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Location: Magnolia A, Hershey Lodge



Download Course Materials

Competency-Based Education 101

What is competency-based education (CBE)? How does CBE center students, ignite their engagement, and advance equity? What policies and practices are needed to shift to CBE? Join the Aurora Institute, a national organization supporting CBE research, policy, and practice, to learn the basics of CBE and how to shift to a competency-based approach.



Location: Magnolia B, Hershey Lodge



Download Course Materials

Innovate & Collaborate w Remake Learning Days

In 2025, RLD will present six family-friendly festivals across Pennsylvania. This festival celebrates learning and uplifts community partners. Learn how you can be a part of Remake Learning Days showcasing your own innovation as an event host, engaging your school in the Career Ready Backpack Challenge, or sharing the event calendar with others.



Location: Wild Rose A, Hershey Lodge



Download Course Materials

Culturally Relevant Project-Based Robotics

Learn how robotics and project-based learning can be enhanced to support students from many cultural and linguistic backgrounds. Working with a small group, you will learn how to develop a physical computing project to engage all of your students and incorporate their own voices, experiences, and cultural knowledge in unique and powerful ways.



Location: Wild Rose B, Hershey Lodge

Future-Ready: A Lifestyle-First Approach

We're in an era of unprecedented technological and social change, with more shifts in the next 10 years than the last 100. Students need future-ready skills and mindsets to thrive. Join us to explore Find Your Grind's ESSA Tier 2 Future-Ready framework and lifestyle first approach to self-discovery, career exploration, and skill development!



Location: Magnolia C, Hershey Lodge



9:30 AM - 10:50 AM EST

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Transforming Literacy with Curipod

Join Curipod's founders to discover how Curipod sparks excitement for reading and writing with story-driven, gamified lessons and real-time AI feedback. Learn how teachers personalize lessons to student interests, drive full engagement and lively discussions, and save time with AI reports that offer insights and strategies to close learning gaps.



Location: Magnolia D, Hershey Lodge

Online Learning Summit Keynote - Lead Quality: Shaping Virtual Learning

Kicking off the Summit, this session will introduce the newly refreshed National Standards for Quality Online Learning, covering Courses, Programs, and Teaching, along with a preview of the new Leadership Standards under development. These essential benchmarks ensure excellence and drive continuous improvement in virtual learning programs.



Location: Castilian, Hotel Hershey

Mario Kart Tournament - Student Showcase Round 1

Witness the Thrills of Competition! Join us for an exciting Mario Kart match featuring our talented student racers! Experience the teamwork, sportsmanship, and competitive spirit firsthand that students engage in year round through scholastic esports.



Location: Exhibit Hall @ the Lodge

PSEL Esports Experience @ PETE&C

Immerse yourself in the world of scholastic esports at the interactive PETE&C Esports Experience Space. Participate in matches, cheer on students, connect with leaders, and discover how esports can enhance student learning. Engage in shoutcasting, career readiness, competition and win prizes when you stop by!

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Location: Exhibit Hall @ the Lodge

3D Design : Where to Begin and Where It Can Go

Does 3D design and printing sound intimidating? If your answer is yes, stop by and see where we began at Northeastern and where we are now. Over the last several years 3D design has grown throughout our district. We have moved from simple exploring to projects with a meaning and purpose linked to content and curriculum. No printer? No problem!

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Location: Poster - Table 1, Confection Lobby @ the Lodge

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10:00 AM - 10:30 AM EST

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10:00 AM - 3:00 PM EST

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10:15 AM - 11:45 AM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 6/71

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Building the Next Generation of Learners

With the infusion of engineering requirements in the STEELS, many teachers must shift previous pedagogy to a more student driven pedagogy. Join us for a poster session highlighting Infusing engineering into primary grade levels in a fun, easy, unimimidating, & inexpensive way allowing teachers to begin exploring these shifts through mini-lessons.



Location: Poster - Table 2, Confection Lobby @ the Lodge

You Can Teach Data Science In Elementary

Learn how to introduce K-5 students to data science! By engaging in school-wide activities, creating graphs, and analyzing their results, South Fayette students are becoming data savvy as they begin to acknowledge how data impacts their lives and the many ways they can represent data using art.

Project Website: <https://sites.google.com/southfayette.org/data-science-art/home>



Location: Poster - Table 10, Confection Lobby @ the Lodge



Data Science Poster 2nd Grade.pdf.pdf



Download Course Materials

Elementary STEM

This presentation will show elementary teachers how to implement STEM into their classrooms, and also give new ideas to elementary STEM teachers.



Location: Poster - Table 3, Confection Lobby @ the Lodge

STEM Synergy Poster Session

Educators will explore a statewide initiative to curate STEM activities aligned with PA STEELS standards. Participants will discover how to integrate STEM resources, many available from their IU Lending Libraries, into their curriculum, and how they can contribute their own activities to a shared repository.



Location: Poster - Table 9, Confection Lobby @ the Lodge

Engaging STEM Journals

Having trouble getting students to write their thoughts in STEM? Try Book Creator for reflection journals. Students K-12 can fill in a teacher-created book, start from scratch, and collaborate. Students can record answers via text, audio, or video. Teachers can push out assignments one or more pages at a time, use it for assessments, and much more!



Location: Poster - Table 4, Confection Lobby @ the Lodge



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How Does Your Garden Grow: Fairy Tale STEM

Jack and the Beanstalk, Little Miss Muffet, The Three Little Pigs... STEM and fairy tales. Come and incorporate STEM concepts with the fun of fairytales. This presentation focuses on the STEELS standards as well as ELA concepts. Participants will have the opportunity to participate in various hands-on activities during the session.



Location: Poster - Table 5, Confection Lobby @ the Lodge



How Does Your Garden Grow - Resources.pdf



How Does Your Garden Grow - Resources.pdf



Download Course Materials



Download Course Materials



Download Course Materials



Download Course Materials



Download Course Materials

Innovative Approaches to Aquaponics

Intermediate Unit 1 and Intag Aquaponics will present innovative strategies to engage students in agricultural education through cutting-edge technology in aquaponics systems. Participants will gain insights into how various local schools are using aquaponics to support the implementation of PA STEELS standards and fostering inquiry.



Location: Poster - Table 6, Confection Lobby @ the Lodge

STEELS: Our Collaborative Blueprint

The STEELS standards raise questions about integrating technology into subject areas. This session will share examples of how networking, collaboration, and co-teaching helped our coach support a teacher in confidently integrating technology into their units and creating new experiences for students while meeting the new standards.



Location: Poster - Table 7, Confection Lobby @ the Lodge



Download Course Materials



PETE & C Trifolds.pdf

STEM Incorporated.....S T E M!

Are some of your classroom lessons feeling a bit mundane? Revitalize your teaching approach with this dynamic session designed to infuse STEM across your curriculum, even with limited resources. This interactive session will show K-8 educators creative examples to make everyday lessons more engaging.



Location: Poster - Table 8, Confection Lobby @ the Lodge



Download Course Materials



10:30 AM - 11:00 AM EST

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<https://www.peteandc.org/2025/program.cfm> 8/71



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Fireside Chat: Discord Best Practices

Join this interactive session to connect with fellow educators navigating the world of scholastic esports. We'll delve into best practices for leveraging Discord to build inclusive communities, foster effective communication and collaboration, as well as alternatives that provide students similar collaboration opportunities.

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Location: Exhibit Hall @ the Lodge

STEELs in 40 minutes or Less

This session will serve as an example of how to make a STEELs lesson fit into a 40-minute class period. Participants will take part in a lesson designed as the introduction to a physics unit on Forces and Motion. They will be tasked with designing an earthquake-proof tower as part of the lesson.

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Location: Cocoa 1, Hershey Lodge

Explore Higher Education with PAECT

PAECT welcomes you to the PETE&C 2025 Higher Education Session. Explore current trends in educational technology in higher education, network with colleagues from post-secondary institutions from Pennsylvania and our surrounding states. This presentation will share examples of best practices in educational technology within higher education.

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Location: Cocoa 2, Hershey Lodge

Developing Student Leaders Through Esports

This collaborative session focuses on student leaders in esports. Learn to effectively leverage students to enhance communication, organization, and team performance. Discover/co-create practices for delegating responsibilities, fostering leadership skills, and creating a collaborative and successful esports environment by letting students lead.

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Location: Cocoa 3, Hershey Lodge

E-rate for Beginners! A crash course!

Come learn about the federal E-rate program that provides discounts on broadband and network equipment. This workshop will cover what's eligible, how to calculate discounts, the application process, and important deadlines. All questions will be answered!

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Location: Cocoa 4, Hershey Lodge

From Abacus to Alexa: AI Insights for Leaders

"From Abacus to Alexa: AI Insights for Leaders" is designed for K12 school leaders, exploring AI's transformative role in education. AI's current and future impact on teaching, ethical considerations, and policy development. Leaders will gain insights to make informed decisions and prepare students for an AI-driven future, ending w/open discussion.

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Location: Cocoa 5, Hershey Lodge

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10:30 AM - 11:10 AM EST

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10:30 AM - 11:20 AM EST

7/16/25, 9:08 PM 2025 Program

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Ultimate Teaching Companion: Chromebook Plus

Chromebook Plus is more than just a laptop – it's a versatile tool specifically designed to meet the needs of educators. In this session, we'll explore the unique features and capabilities of Chromebook Plus, showcasing how it can streamline workflows, facilitate collaboration, and enhance student engagement.

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Location: Cocoa 6, Hershey Lodge

What's New in Education from Apple

Great teachers and effective technology are a powerful combination. Apple designs innovative solutions for the classroom that put the power of technology to work. Join us to learn about the latest Apple products, tools, and programs for education, including what's new for productivity and collaboration.



Location: Cocoa Terrace, Hershey Lodge

Unleashing the Power of AI in Learning

AI is becoming a powerful mechanism for positive change and personalization. The following presentation will provide practical tips for leveraging the power of AI in K-12 and higher education to increase student engagement, foster inclusive learning environments, and provide flexible assessment options for all learners through a UDL lens.



Location: Crystal A, Hershey Lodge



Download Course Materials



Download Course Materials



Download Course Materials

The AI Antidote

As the tools of artificial intelligence continue to expand into our lives both inside and outside of the classroom, we need to consider not just what technology can do for us, but what it is doing to us. Skillful use of AI is a necessity, and we must consider practices that contribute to mental health, well-being, and emotional intelligence



Location: Empire A, Hershey Lodge

Make Learning Anywhere Count

This session will show how ThinkingThrough.ai and Readocracy help students MAKE LEARNING ANYWHERE COUNT by transforming media consumption—articles, videos, and podcasts—into verified learning records. Students can build portfolios and earn certificates, while educators use automated tools to streamline assessments and enhance engagement.



Location: Empire B, Hershey Lodge



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<https://www.peteandc.org/2025/program.cfm> 10/71



Unleash the Power of AI in EDU with Gemini

Join us for an exploration of Gemini, Google's cutting-edge AI technology, and its potential to revolutionize K-12 classrooms. Through practical demonstrations, we'll showcase how Gemini can be used to personalize learning journeys, deliver customized feedback, create unique classroom experiences, and foster professional development.



Location: Empire C, Hershey Lodge

Empower Math Growth with Adaptive Games

Transform your math classroom with Prodigy Education. In this engaging session, you'll discover how to seamlessly integrate adaptive digital games that captivate students and support differentiated instruction. Learn practical strategies to boost engagement, track progress, and unlock the full benefits of game-based learning.



Location: Empire D, Hershey Lodge

Supporting Student Discourse in Science

Rich and productive student discourse is the hallmark of effective science learning. This session will focus on the importance of establishing a classroom culture conducive to student thinking and highlight the simple instructional strategies one can use to help students become contributors to meaningful science discussion.



Location: Magnolia A, Hershey Lodge

Supporting Outdoor Learning with CS

Participants will learn how teachers explored strategies for integrating computer science into nature-based activities. By the end, teachers were equipped to make outdoor learning more interactive and engaging, using technology to deepen students' understanding of the natural world.



Location: Magnolia B, Hershey Lodge

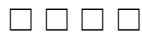


Download Course Materials

Storytellers: Featuring Chantelle Delaney, Trisha Adami, and Erin Cummings

Each of us has a story to tell! Hear three inspiring educators share powerful personal narratives of courage, hope, and growth that connect and unite us. Sponsored by Book Creator, this session celebrates the transformative power of storytelling and the shared purpose that drives education.

Storytellers: Chantelle Delaney, Trisha Adami, and Erin Cummings



Location: Tower 1, Hershey Lodge

The FRED Method 2.0: Pioneering Tech Today

We will explore incorporating Fred Rogers' educational philosophy into contemporary classrooms to foster self-awareness, compassion, empathy, and kindness among students. Using technology and innovative teaching methods, we aim to create a nurturing environment that aligns with Rogers' emphasis on human connection and emotional intelligence.



Location: Wild Rose A, Hershey Lodge



Fred Method 2.0.pdf

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 11/71



Unleashing Student-Led Innovation

Discover how empowering students as technology leaders in your school transforms the classroom into a hub of innovation. Learn strategies for integrating cutting-edge technology, fostering entrepreneurship, and cultivating student leadership through hands-on experiences and real-world problem-solving.



Location: Wild Rose B, Hershey Lodge



Download Course Materials

Advance Online Learning: Program Accreditation

This presentation introduces a new accreditation for virtual learning programs, aligned with the National Standards for Quality Online Programs. It offers a comprehensive framework for evaluating program quality. Attendees will gain a clear roadmap to ensure their programs meet nationally recognized, rigorous standards.



Location: Castilian, Hotel Hershey

Empowering Seniors with Asynchronous Learning

Discover how asynchronous learning empowers senior students to take control of their education. Learn how the Council Rock School District designed, implemented, and managed this innovative program, with insights into course design, learning samples, and teacher benefits.



Location: Garden Terrace East, Hotel Hershey

Authentic, Relevant, Engaging... Oh My!

In every fairytale, there is a moral to the story. The characters fight against an evil villain to bring peace to the kingdom. A virtual program can sometimes be seen as the villain, or like the witch in the Wizard of Oz. What if it's more like Glenda and Elphaba in Wicked - where a collaboration for the good is possible? Join us!



Location: Garden Terrace West, Hotel Hershey

Inclusive & Engaging Online Community? YES!!!

Are you passionate about fostering a vibrant school community and enhancing online learning among your students? Join us for an engaging session where we share practical strategies and innovative ideas!

Get onboarding insights & leadership tips. Enhance communication strategies & join Unconference sessions for discussion with online educators.

☐ ☐

Location: Starlight, Hotel Hershey

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Inclusive & Engaging Flyer PETE C 2025.gif

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10:40 AM - 11:30 AM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 12/71

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122,763 Students Later: Online Program Design

For 15 years, CAOLA has worked with over 150 school districts to provide online learning to 122,763 Pennsylvania students, and counting. In that time, we have supported a wide variety of programs. In this session, the CAOLA team will discuss our experience with these programs and share some of the best policies and practices that we recommend.

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Location: Rose Garden, Hotel Hershey

Adapting Resources: Accessible to All

This session will delve into how to create accessible digital resources or adapt existing ones in order to decrease learning barriers in online learning. As technology continues to innovate in its capabilities, this process has become less arduous to the creator. We will focus on meeting Section 508 Accessibility Standards for content creation.

☐

Location: Tea House, Hotel Hershey

☐

Accessibility presentation.pdf

Online Education: A Global Perspective

Online learning provides students with a unique set of opportunities to learn about, connect with, and positively impact the world around them. Join us as we explore student centered international collaborations with schools in Tanzania, Rwanda and Latvia, and examine how these experiences profoundly impact student learning, and engagement.

☐ ☐ ☐

Location: Overlook, Hotel Hershey

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Download Course Materials

Truly Useful Data Analysis

Schools gather so much data and information each day – but how do you know what is good? And, more importantly, how do you know what actions to take? Using the principles of Learning Engineering join Carnegie Mellon University's Simon Initiative to learn best practices about designing instruction, gathering data, and analyzing the results.

☐

Location: Cocoa Inn, Hotel Hershey

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Truly Useful Data Analysis.pdf

Mario Kart Tournament - Student Showcase Round 2

Witness the Thrills of Competition! Join us for an exciting Mario Kart match featuring our talented student racers! Experience the teamwork, sportsmanship, and competitive spirit firsthand that students engage in year round through scholastic esports.

☐

Location: Exhibit Hall @ the Lodge

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11:00 AM - 11:30 AM EST

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11:00 AM - 12:00 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 13/71

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Fireside Chat: Esports Technology Needs

Join this interactive session to connect with fellow educators navigating the world of scholastic esports. We'll delve into best practices for creating spaces that have the technology needed to support student esports experiences. We'll share options in a variety of budgets as well as discuss strategies for developing your space.

☐

Location: Exhibit Hall @ the Lodge

Student Centered STEM and Climate Literacy

Explore how Forward Education's Climate Action Kit can enrich Pennsylvania's environmental literacy initiatives with engaging hands-on projects using robotics, coding, and engineering to tackle real-world environmental issues in the classroom. Learn how this tool fosters student centered learning that is aligned with STEELS standards.

NOTE: Please bring your laptop to the session. You will need it for the build

☐ ☐

Location: Magnolia C, Hershey Lodge

☐

Download Course Materials

Podcasting on pennies: Learning on the fly

I started from the bottom now I'm here! This session will walk through how to start podcasting with no experience. Discover how to set up, record, edit, publish, and upload to a streaming platform for FREE in as little as two days! We will even discuss how to upgrade to high quality equipment on a limited budget. If I can learn this, ANYONE can.

☐ ☐

Location: Magnolia D, Hershey Lodge

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Download Course Materials

Why AI? A Peek into the Future of Education and Work

Artificial Intelligence is rapidly transforming education and the workforce—but what does that mean for educators today? In this session, we'll explore the evolving role of AI in teaching, learning, and career readiness. From personalized learning to workforce automation, we'll discuss emerging trends, practical applications, and the skills students need to thrive in an AI-driven future. Join us for an engaging look at what's ahead and how educators can prepare students for the world they'll inherit.

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Location: Crystal A, Hershey Lodge

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Download Course Materials

Indoor Ag & Tech - Env. Lit that is Lit

This session will explore innovative methods for teaching environmental literacy and sustainability. Participants will experience a range of technology-integrated grow systems, from simple DIY setups to more advanced hydroponic systems. The session emphasizes hands-on K-12 STEM learning experiences, with students growing food for their community.

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Location: Cocoa 1, Hershey Lodge

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11:10 AM - 12:30 PM EST

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11:30 AM - 12:20 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 14/71

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VR without the headsets for free.

During this presentation you will be introduced to creating with VR concepts. We will explore two different free ways you can use simulated VR with your students. Learn to create virtual experiences using AI to help with the challenging bits. Free resources provided including two ready made canvas courses for you to start teaching and using VR.



Location: Cocoa 2, Hershey Lodge



Download Course Materials



peteandCQR.png

Game On: Revolutionizing Learning

Come explore how gaming transforms education by engaging students in immersive, interactive experiences. Discover cutting-edge strategies, tools, and success stories from educators leveraging game mechanics to spark creativity, foster critical thinking, and make learning unforgettable. Ready to level up? Game on!



Location: Cocoa 3, Hershey Lodge



Download Course Materials



PETE&C Presentation 2025.pdf

Developing a Cyber Incident Response Plan

A critical component of a school district's planning in regard to cyber security is an effective cyber incident response plan. As a matter of fact, an incident response plan is a legislated requirement for public entities. This session will discuss the process of developing the plan and the necessary policies/procedures for practical implementation.



Location: Cocoa 4, Hershey Lodge



Cyber Incident Response Plan - 2025.ppsx

Cultivating a Coaching Climate

Are you looking to cultivate a coaching climate in your school or district? Join Kathy Schock, instructional technology coach, and Chris Cook, secondary instructional coach, as we share our experiences building a coaching climate and department in our district.



Location: Cocoa 5, Hershey Lodge



Cultivating a Coaching Climate.pdf

Supercharge Your Teaching with Google's AI

Explore how Google for Education's AI-powered tools, like Practice Sets and Interactive Questions, are designed to support teaching and learning. From automated grading to intelligent feedback and beyond, this session will showcase how these embedded AI tools can amplify your impact in the classroom. Join us with your device to try out these tools.



Location: Cocoa 6, Hershey Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 15/71



Apple Intelligence for Education

Learn how a new era of innovation in education is here, transforming what leaders, educators, and students can do with Apple products — and what Apple products can do for them. This session is designed to help school leaders and educators navigate how Apple Intelligence fits into their school and learning environments privately and securely. ☐

Location: Cocoa Terrace, Hershey Lodge

Using Generative AI: One District's Journey

"Using Generative AI: One District's Journey" explores how Montour School District successfully integrated generative AI into their curriculum, improving student writing and boosting teacher efficiency. The presentation highlights real-world applications, success stories, and transformative impacts on education through innovative AI tools.



Location: Empire A, Hershey Lodge

Spinning Tales with Twinery

Educators will explore the Twinery application to create interactive stories that reinforce Computational Thinking Skills. Discover how these skills can be seamlessly integrated into subjects like Social Studies and ELA, enhancing student engagement and learning through innovative storytelling techniques.



Location: Empire B, Hershey Lodge



Download Course Materials

Control-App-Delete: Risky & Redundant Apps

You need to keep your network running, secure, and compliant—even as the proliferation of technology and well-meaning educators put it at risk with a stream of new apps and resources. In this session, we'll show how you can take back control without stifling education, innovation, or collaboration.



Location: Empire C, Hershey Lodge

Reimagine Classroom Engagement

Discover how to transform your teaching with Lumio. This session explores active learning strategies and ways to amplify student voice and autonomy. Learn how to create dynamic lessons using ready-made content, AI-powered tools, and real-world connections. Easily deliver lessons that foster collaboration and inspire critical thinking.



Location: Empire D, Hershey Lodge

Dream Create Innovate: Building Up STEM in ES

Learn how we started our K-5 STEM Special at Greenwood based on the Henry Ford Model i Framework (Habits/Actions of an Innovator). We'll share our vision, challenges, how we filled our space, curriculum, and where we are now. Our goal is for you to walk out of our session ready to "dream, create, and innovate" your STEM classroom.



Location: Magnolia A, Hershey Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 16/71



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Stepping into School Leadership: Yes You Can!

Yes you can move from teacher leader to school leader! Beyond time management and coursework, explore the challenges of growing from teacher to administrator. Consider strategies for balancing the workload and putting your learning into practice in real time as we collaborate to define the ideal work environment to support emerging school leaders.

☐ ☐

Location: Magnolia B, Hershey Lodge

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Yes You Can! Step Into School Leadership.pdf

Remaking the Magic of our School

Discover how hosting a Remake Learning Day can transform your school! Learn to create engaging, hands-on learning experiences that captivate students and generate positive publicity. Bring the magic back to education by showcasing innovation and creativity in the school.

☐

Location: Wild Rose A, Hershey Lodge

STEELS in Action: Linking TE & Task Lists!

When will we see a Crosswalk? The GASD Technology & Engineering staff dedicated time to work on a crosswalk between their POS Task Lists and the new STEELS standards. Focusing on the in-house programs that fall under engineering, communications, and agriculture, the team created a crosswalk that identified gaps and confirmed skills of task lists.

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Location: Wild Rose B, Hershey Lodge

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Download Course Materials

Toolkits for Online Learning Program Success

This session offers strategies to build essential tools to create and sustain a thriving online learning environment in your school. This session covers a Tiered Intervention Toolkit, a Marketing Toolkit, and a Special Populations Toolkit, equipping participants with templates to build their own customized toolkits for online learning success.



Location: Castilian, Hotel Hershey



Presentation Pete&C 2025 Toolkits.pdf

Connecting Beyond Clicks

Cultivating a robust educational community for online learners, their families, and school stakeholders is pivotal for academic and social-emotional development. This interactive session will share strategies for synchronous and asynchronous online settings. Attendees will gain insights into optimizing digital learning communities and explore ways to enhance their program.



Location: Garden Terrace East, Hotel Hershey



Connecting Beyond Clicks - Participant Provided Ideas Included.pdf



11:40 AM - 12:30 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 17/71



NSQ: Quality Standards to Guide Our Future

The National Standards for Quality Online Learning have established, refined, and revised standards for quality online programs, teaching, and courses. This latest initiative aims to establish standards for digital learning leadership, defining digital leaders' critical role in moving education forward and preparing students for the future.



Location: Garden Terrace West, Hotel Hershey

Virtually Engaged 2.0 with The Cyber Sisters

Want to liven up your virtual classes? Tired of the old standbys of polling and chat waterfalls? The Cyber Sisters are here to help! With 25 of cybereducation experience between them, the Cyber Sisters will be sharing four more strategies to keep your virtual sessions both rigorous and engaging!

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Location: Starlight, Hotel Hershey

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PETE 25.pdf

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Download Course Materials

Connection with Purpose in Online Learning

Online learning doesn't have to mean disconnection. MVP is dedicated to fostering a sense of belonging through meaningful connections with our community—students, families, and school partners. Discover how our programs and resources support success and leave inspired to create impactful resources for your online learners.

☐ ☐

Location: Rose Garden, Hotel Hershey

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Download Course Materials

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Download Course Materials

Special Populations in Virtual Learning

Participants will discover the various opportunities for special populations students to find success in a virtual learning environment. This session will focus on effective practices in virtual learning, key factors to address in preparing to learn online and ways to support students during their coursework.

☐

Location: Tea House, Hotel Hershey

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2025 Supporting Special Populations Students in a Virtual Learning Program.pdf

Can I use this? Exploring Classroom OER

In a world of copyright and plagiarism, how do you know what you can and can't use? From images to audio, interactives, and more, come discover Open Educational Resources beyond the textbook. In this

session, we will explore how to use Creative Commons and OER effectively in the classroom. Walk away with resources you and students can use tomorrow.

☐ ☐

Location: Overlook, Hotel Hershey

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Download Course Materials

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 18/71

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Be Internet Awesome - ISTE Standard #2

In this session, we'll explore the critical importance of Digital Citizenship. Learners will learn about the lasting impact of plagiarism, hacking, and online behaviors. We'll discuss how their digital footprint can be tracked and affect their future, emphasizing the need for responsible and safe internet practices. FREE WEBSITES HERE!! We will also discover how smart the room is by collaborating all of our resources into the slide deck! :) Hillary doesn't know everything, and it's important to combine forces and help each other find the best way to help develop ourselves on ISTE STANDARD #2. ☐

Location: Cocoa Inn, Hotel Hershey

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Download Course Materials

Fireside Chat: Middle School Esports

Join this interactive session to connect with fellow educators navigating the world of scholastic esports. We'll delve into best practices for building inclusive communities, foster effective communication and collaboration, as well as how to get started with bringing esports to your middle school students.

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Location: Exhibit Hall @ the Lodge

Mario Kart Tournament - Student Showcase Round 3

Witness the Thrills of Competition! Join us for an exciting Mario Kart match featuring our talented student racers! Experience the teamwork, sportsmanship, and competitive spirit firsthand that students engage in year round through scholastic esports.



Location: Exhibit Hall @ the Lodge

Student-Centered Learning Summit Keynote: Creating Student-Centered Classrooms

This keynote will explore the necessary conditions for educators to redesign their classrooms using the curriculum and technology they already have. We'll examine the transformative power of student-centered learning, shifting from traditional teaching methods to classrooms that foster student agency, collaboration, and personalized instruction.



Location: Castilian, Hotel Hershey



Download Course Materials

Fireside Chat: Turning Esports into a Career

Hear a story about taking esports and creating a career. Attendees will discuss career readiness strategies and how to utilize esports to prepare students for success beyond the classroom.



Location: Exhibit Hall @ the Lodge



12:30 PM - 1:00 PM EST



1:00 PM - 1:30 PM EST



1:30 PM - 2:00 PM EST



2:00 PM - 2:30 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 19/71



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Mario Kart Tournament - Student Showcase Finals

Witness the Thrills of Competition! Join us for an exciting Mario Kart match featuring our talented student racers! Experience the teamwork, sportsmanship, and competitive spirit firsthand that students engage in year round through scholastic esports.

☐

Location: Exhibit Hall @ the Lodge

Student-Centered Learning in Action: A Year of Growth and Impact

Join us for an interactive and inspiring session as we share our commonwealth's progress within the Student-Centered Learning (SCL) project, a state-supported project backed by the Pennsylvania Department of Education through the PAsmart STEM in PA Initiative! Since March 2023, PAIU PAIMS and PAIUCC have united to build a shared understanding of SCL across the state, collecting insights, stories, and innovative practices from schools in every region. In this session, the SCL Leadership Team will present core components of the initiative: the SCL Statewide Network, the consultative SCL Blueprint—a tool designed to help school leaders strengthen their school systems—and the SCL Resource Group on OER Commons. Participants will dive into the Blueprint, exploring its application and relevance to their own roles and contexts, gaining insights on how to grow and support SCL in their organizations.

☐

Location: Castilian, Hotel Hershey

Making Learning Personal For All Kids

Consider the learning process - When are you most engaged? How do you make personal connections that feel relevant? This session will explore the Personalized Learning framework developed by leaders in SWPA, engaging attendees in the process of creating personalized experiences where learners can make meaning that leads to deeper learning.

☐

Location: Garden Terrace East, Hotel Hershey

Elevating Student Centered Learning

Authors and veteran student-centered learning practitioners Jonathan and Brian will share the knowledge, experiences, and solutions to common problems of practice they have gained in supporting

schools with the implementation in K-12 using the Professional Learning Community collaborative process as a foundation to deepen the work.

☐ ☐

Location: Garden Terrace West, Hotel Hershey

Architecture for the Future of School

Explore how innovative design is shaping the future of education in communities that are prioritizing learner-centered values and environments. This session explores the architecture of future-ready schools, focusing on spaces that foster well-being, collaboration, and personalized pathways to meet the needs of today's learners and staff.

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Location: Starlight, Hotel Hershey

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2:10 PM - 3:00 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 20/71

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Personalized Learning Time in the High School

This session will explore how a PA high school successfully researched, developed, and implemented a Personalized Learning Time program into the daily bell schedule. Attendees will gain insight into the academic and social-emotional benefits PLT has on the customization of schedules for students and staff.

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Location: Rose Garden, Hotel Hershey

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Real-World Ready: Bridging School and Life

This session will explore the age-old question, "Why do we go to school?" through the lens of experiential learning and

Walkabout Education

. Come learn how school can help young people discover their strengths and passions. Attendees will walk away with actionable steps they can take to make school more meaningful.



Location: Tea House, Hotel Hershey



Walkabout Education Overview.pdf



Download Course Materials



Download Course Materials

Pacing Yourself for Partnership

Tired of struggling to get students to collaborate effectively? Discover how self-pacing can empower students to work together more productively, respectfully, and creatively. Join us to learn strategies for fostering a collaborative classroom culture and helping students develop essential teamwork skills.



Location: Overlook, Hotel Hershey



Pacing Yourself for Partnership Handout.pdf

Rethinking Grading in a Secondary Classroom

This presentation will focus on a secondary public school math teacher's journey of moving away from a status quo grading system and shifting toward a grading system that promotes student thinking, reflection, growth, and understanding. The system is built on multiple opportunities to show retention and improvement throughout the school year.



Location: Cocoa Inn, Hotel Hershey

Alternate Reality Game Design for AI Literacy

See how an Alternate Reality Game (ARG) can boost AI literacy in higher education, especially in teacher education. A poster session sharing the design plan of an ARGs to address polarizing topics while fostering respectful & effective learning spaces. Join convos on AI literacy, ARGs, human-centered design, & education innovation by crowdsourcing.



Location: Poster - Table 1, Confection Lobby @ the Lodge



2:15 PM - 3:45 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 21/71



Wading into the AI Waters with your Students

Without question artificial intelligence is changing how we teach, now is the perfect time to introduce our students to this technology from how it “trains” to interactive activities. During this poster session, attendees will build their lesson to reach all their learners in a new way and prepare them for their futures outside our classrooms.



Location: Poster - Table 10, Confection Lobby @ the Lodge

Browse Like a Boss: AI Chrome Extensions

Explore a selection of AI-powered Chrome extensions designed for teachers and education. By integrating these tools into your workflows, see how you can save time, streamline tasks, and ultimately save yourself precious time. Join me as I demo several of these incredible tools and learn how they can transform your teaching practices!



Location: Poster - Table 3, Confection Lobby @ the Lodge



Download Course Materials



Download Course Materials

Using AI to Enhance Literacy with Science

This session offers examples of AI tools to enhance K-5 literacy instruction, including the integration of STEELS standards. Tips for simplifying Alprompts, including decodable texts, vocabulary cognates, word study, and how to integrate Scarborough's Rope literacy components successfully withscience concepts.



Location: Poster - Table 9, Confection Lobby @ the Lodge



Download Course Materials



Download Course Materials

How to Engage Parents in Online Homework

This poster presents findings from a study at two US middle schools that used a novel caregiver support tool to foster motivation and caregiverinvolvement in homework. We will discuss the implications for teacher practice, AI's impact on parental support, and opportunities for schoolpartnerships with our research.



Location: Poster - Table 4, Confection Lobby @ the Lodge



pete_c_2025_poster (3).pdf

Innovate with AI- Education Meets the Jetsons

Stop by our session on technology tools and strategies to be used in any classroom K-12, attendees will become the George Jetson of their classroomand try out new technology and AI that fits their curriculum that won't make Astro say "Ruh-Roh". See how we had fun while attendeees gained techstrategies and a mindset of STEAM!



Location: Poster - Table 5, Confection Lobby @ the Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 22/71





Lesson Planning Utilizing AI

Supercharge your lesson planning skills by utilizing AI. Three AI applications (ChatGPT, Eduaide, and Magic School) will be outlined in detail featuring pros, cons, and how-to's. AI users of all levels will leave feeling equipped to make lesson planning more efficient and effective.



Location: Poster - Table 6, Confection Lobby @ the Lodge

Meet AI & UDL - Teacher Dream Team!

The session will dive into practical examples of AI tools and techniques that educators can implement to personalize learning experiences, remove barriers, and support diverse learners' needs. Attendees will leave with actionable insights on how to integrate AI into their UDL strategies, fostering a classroom where every student can thrive.



Location: Poster - Table 7, Confection Lobby @ the Lodge

Teaching with AI: Connecting Subjects

This course empowers teachers to integrate AI as a constructive tool for cross-curricular lessons. Learn how AI can help students make meaningful connections between real-life experiences and multiple content areas. By engaging students with AI, we can foster higher-level thinking and encourage responsible, innovative use for future learning.



Location: Poster - Table 8, Confection Lobby @ the Lodge



Download Course Materials



Teaching with AI_ Connecting Subjects.pptx

Esports & Tech: Outlets Supporting City Stude

High School Computer Science Teacher Joseph Andrieux equips city students with in-demand skills in Python, C++, SQL, Java, HTML, and more, plus hardware, networking, cybersecurity, cloud computing, and data science. Through esports and tech, they gain industry experience, inspiring innovation and lasting change.



Location: Exhibit Hall @ the Lodge

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2:30 PM - 3:00 PM EST

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2:30 PM - 3:10 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 23/71

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Strategic Spaces: Supporting a Maker Mindset

Four elementary STEM teachers will showcase how their STEM labs have been transformed to support an environment that encourages students to be effective makers and design thinkers. Each school will present a Project-based learning unit that was successfully implemented in their spaces.

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Location: Cocoa 1, Hershey Lodge

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Experiment- Is it conductive .pdf

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Take a Breath - Appendix .pdf

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Pumpkin Launcher Project Plan.pdf

☐

Simple Craft Stick Catapult.pdf

☐

Wyncote Copy of Project Planner - Virtual Pet.pdf

☐

Micro_bit Inputs and Outputs Planner.pdf

Full STEAM ahead! Archaeology in a Box

Students from Juniata College will highlight their efforts to provide Pennsylvania local education agencies with a virtual archaeology experience (VAE).VAE highlights many of the Commonwealth's Revolutionary War fort locations and artifacts, Curriculum presented includes STL files available for reproduction via 3D printing or viewed virtually.

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Location: Cocoa 2, Hershey Lodge

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Download Course Materials

Engaging Girls in Esports

Girls are under-represented in the esports scene. How can we engage girls in esports, make them feel included, and make a safe environment for them? What are the barriers to including everyone in the fun, education and teamwork of esports? Come share ideas and learn strategies to engage girls in esports.

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Location: Cocoa 3, Hershey Lodge

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Engagin Girls in Esports.pdf

E-rate - Changes, Updates for FY25 & Beyond

So much is changing in E-rate - school bus wi-fi, off-campus hotspot connectivity, new Category 2 budgets, and court challenges. Join us for this info-packed session on how E-rate is changing and how you may be impacted.

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Location: Cocoa 4, Hershey Lodge

AI in Action:Real-World Uses in School

This session will help equip K12 district and building administrators with the knowledge and skills to utilize AI tools like SchoolAI, MagicSchool, and CoPilot for streamlining administrative tasks and creating personalized AI bots to assist faculty and staff.

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Location: Cocoa 5, Hershey Lodge

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2:30 PM - 3:20 PM EST

7/16/25, 9:08 PM 2025 Program

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Using Read Along for Literacy Success

We will explore how Google's innovative tools can empower educators to reimagine literacy instruction and inspire a love of reading in their students. Discover how to leverage Google Classroom's Workspace Plus feature Read Along to create engaging, personalized learning experiences that foster reading comprehension, fluency, and critical thinking.

☐

Location: Cocoa 6, Hershey Lodge

Accessibility: Empowering All Learners

Given the range of learning styles and abilities of students today, educators need technology and resources to accommodate and personalize learning. Apple builds accessibility features into every product, so everyone can use them in ways that work best for them. Join us to discuss how Apple allows all students and teachers to explore and create.

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Location: Cocoa Terrace, Hershey Lodge

AI Unboxed: Beyond the Generative Tools

Unlocking the true potential of AI for our students isn't just about automated quizzes or chatbots. Discover how to demystify AI jargon, tackle ethical challenges like data bias, and drive student success using AI-powered tools. We'll dive into frameworks for teaching AI standards, new Code.org resources, and equip you to responsibly integrate AI.

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Location: Crystal A, Hershey Lodge

☐

Download Course Materials

OER 2.0: AI's Influence on the OER Process

This session introduces educators and content creators to the transformative potential of AI in collecting, curating, and creating high-quality, accessible educational materials. Attendees will explore how AI can streamline the OER development process, from identifying gaps in available resources to generating content tailored to diverse learners.



Location: Empire A, Hershey Lodge

Crafting your curriculum with Minecraft

Looking for ideas on how to implement a strategy to incorporate Minecraft in your classroom? Want to look at how you can enhance your Math, Science and ELA curriculum? Let's talk about Crafting your curriculum with Minecraft. We will discuss basic skills, classroom management techniques. We will discuss how to let Minecraft EDU upgrade your class.



Location: Empire B, Hershey Lodge



2025 PETEC PAECT Meet and Greet.pptx



ChemistryLab_Journal.pdf



MEE_Quiz_Quiz_Trade.docx



Download Course Materials

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 25/71



Google Workspace EDU: Elevate Your Classroom!

Join us for a dynamic session exploring the power of Google Workspace to transform your K-12 teaching and learning experience. Discover how to seamlessly integrate collaborative tools, learn practical tips, best practices, and real-world examples to maximize the potential of Google Workspace to address the diverse needs of your learners.



Location: Empire C, Hershey Lodge

Teacher Leaders - Techniques that Speak

When you lead from the middle, you find Teacher Leaders communicate very differently. They seem fearless in approaching admin, contagious when influencing their peers, and students are jumping up and down to get to math class. How!? How do they change the mindframe in the game? This session seeks to start answering some of those mysteries for you.



Location: Empire D, Hershey Lodge

STEM, Stories, & STEELS

Literature for young readers can reshape how students perceive themselves as scientists, innovators, and learners. Join us to discover a curated selection of books and activities that align with the new STEELS standards and enhance STEM education in your classroom-- without breaking the bank!



Location: Magnolia A, Hershey Lodge



Download Course Materials

You're the STEM Teacher...Now What?!

New STEM teacher? Have no idea where to start? Now you will! In this session, you'll engage with authentic STEM, learn how to tell if an activity is genuine STEM or how to make it so and explore FREE resources that help K-5 students engage with STEM. You'll be engaging in resources too, exploring lessons hands-on and investigating materials.



Location: Magnolia B, Hershey Lodge

Storytellers: Featuring Sandra Hartman, Alexis Teitelba, and Brandon Lutz

Each of us has a story to tell! Hear three inspiring educators share powerful personal narratives of courage, hope, and growth that connect and unite us. Sponsored by Book Creator, this session celebrates the transformative power of storytelling and the shared purpose that drives education.

Storytellers: Sandra Hartman, Alexis Teitelba, and Brandon Lutz

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Location: Tower 1, Hershey Lodge

Birds of a Feather - Technology Leadership

Join this session of technology leaders to share experiences, challenges, and best practices. This is an opportunity to connect with peers, exchange ideas, and explore the evolving role of technology leaders in the world of education.

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Location: Tower 2, Hershey Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 26/71

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Remake Learning Kick Off -discoverED!

Join us (& hopefully over 10,000 others) for the Kick off to Remake Learning Days! Your 1st, 2nd, or 3rd grade classroom will be virtually connected with one across the state to participate in meet & greet icebreaker games & a Virtual Design Challenge as discoverED continues as the annual kick off to RMLD! We will provide partners & supplies (free)

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Location: Wild Rose A, Hershey Lodge

Thinking Bigger: Bridging Learners & Industry

Join us for "Thinking Bigger," a cross-curricular, off-the-shelf program designed for 4th-grade classrooms. It aligns with PA STEELS standards, focusing on T&E, while fostering partnerships with business and industry. Discover how this innovative program enhances learning and bridges the gap between education and real-world application.

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Location: Wild Rose B, Hershey Lodge

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Download Course Materials

Designing Learner-Focused Experiences with AI

Discover the power of student-centered learning in this hands-on workshop focused on designing personalized experiences and supporting diverse needs in the classroom. We'll take the path of elevating, not replacing, effective instructional practices with AI and highlight the importance of collaboration and feedback in the lesson design process.



Location: Magnolia C, Hershey Lodge

Next Level Discovery Education, AI and beyond

Innovation, Instruction, Impact! Join the DiscoveryEd Team to explore Discovery Experience and its transformative tools that support all curricular areas. Discover Career Connect, AI-driven tools, STEELs, and more to empower educators and students. Engage with Spotlight on Strategies and explore Ready to Use activities that will elevate classroom instruction and inspire learning like never before! Did we mention fun game with exciting prizes?



Location: Magnolia D, Hershey Lodge

Introduction to Student Competency Frameworks

Join the Aurora Institute for a hands-on experience focused on introducing competency frameworks from across the country. Participants will leave with access to the competency frameworks and guidance on how to plan, design, and implement learner-centered, competency frameworks and systems change.



Location: Castilian, Hotel Hershey



Download Course Materials



2:30 PM - 4:30 PM EST



3:10 PM - 4:00 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 27/71



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Leading the Shift: Student-Centered Learning

Discover fresh approaches to complex change and new skills needed to lead student-centered learning. Transforming education starts by challenging our beliefs, values, and assumptions about education. This session explores why technical solutions often fall short and how to ground our actions in Theories of Transformation, Action, and Leadership.

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Location: Garden Terrace East, Hotel Hershey

Restorative Practices for 21st Century Skills

This workshop focuses on designing a student-led Community Council using Restorative Practices to create authentic learning experiences. Students will build empathy, collaboration, and critical thinking skills. It covers the systems and structures needed and how these skills are developed and assessed.

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Location: Garden Terrace West, Hotel Hershey

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Restorative Practices Flow Chart (2023-2024).pdf

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social_discipline_window.pdf

Collab2Future: Innovating Learning Spaces

Explore how cross-department collaboration transforms learning environments. We'll showcase our journey in creating an eSports arena, immersive CAVERN, cybersecurity room, and hydroponic farm through innovative partnerships. Discover strategies for affordable, creative space transformation that prepares students for future careers and technologies.

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Location: Starlight, Hotel Hershey

Scenario-Based Learning

Discover how Scenario-Based Learning empowers K-8 students to imagine diverse futures and develop essential skills for navigating an ever-changing world. This session offers practical tools for integrating imaginative, future-focused scenarios into your curriculum.



Location: Rose Garden, Hotel Hershey

Innovating with Challenge Based Learning

Discover the power of Challenge Based Learning (CBL) in this engaging session. We'll explore the CBL framework, share real-world examples, and provide valuable resources. Participants will also begin brainstorming their own CBL projects, equipping them to inspire and engage their students. ☐ ☐

Location: Tea House, Hotel Hershey

PA Innovations in Student-Centered Learning

Recent changes to Pennsylvania state policy enable greater innovation in student-centered learning. This session will share district stories and lessons featured in the newly released Pennsylvania Innovation Guide to help attendees consider how they can leverage PA policy flexibilities to deepen and scale student-centered learning systems.



Location: Overlook, Hotel Hershey

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 28/71



PBL Synergy: Igniting Student Learning

Explore one district's journey integrating PBL within a flexible library program and co-teaching with the classroom teacher. Learn the process for creating engaging, interdisciplinary projects that align with standards. Gain practical strategies, innovative ideas, and examples to revolutionize your classroom while empowering students.



Location: Cocoa Inn, Hotel Hershey

Cardboard Creations in the Makerspace

Discover the power of cardboard in elementary makerspaces! This hands-on session invites educators to explore, tinker, and create using simple tools and everyday materials. Learn project ideas, activities, and creative ways to bring making and prototyping into any STEM space. Walk away with inspiration and strategies to spark student creativity!



Location: Cocoa 1, Hershey Lodge

Literacy Boot Camp - AI Edition

Discover how to improve literacy by creating a Boot Camp-style blended learning environment that meets the needs of every student. You'll learn to leverage AI to develop personalized learning pathways that boost reading fluency, endurance, comprehension, and analysis skills.



Location: Cocoa 2, Hershey Lodge

The Esports and Computer Science Connection

The world of computer science can sometimes feel out of reach for students when they are on the outside looking in. Trying to get students interested, and engaged, in a topic that they don't see themselves as part of, is nearly impossible. Enter the world of Esports. Gaming can be the perfect avenue to bring students to computer science.



Location: Cocoa 3, Hershey Lodge

The Importance of E911 Compliance in Schools

Most of us are unaware that recent legislative changes regarding E911 (Kari's Law & RAY BAUM's Act) have impacted design requirements for our telephone systems. As a multi-line telephone system (MLTS) operator, we are charged with compliance with these regulations and must understand how our telephone networks operate in the event of an emergency.



Location: Cocoa 4, Hershey Lodge

Technology Coaches Unite!

Are you a technology coach, instructional technology specialist, or technology coordinator who would like to connect and collaborate with others in similar roles? This session will provide opportunities to share best practices, ask questions, discuss solutions, and build a network that will support you after the conference ends.

Presentation Slides

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Location: Cocoa 5, Hershey Lodge

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Download Course Materials

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3:30 PM - 4:20 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 29/71

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Navigating Online Safety for Teachers

This session will equip educators with essential knowledge and practical strategies to foster safer digital learning environments. We will delve into key aspects of protecting oneself against phishing, understanding the share setting within your Drive, and curriculum such as Google's Be InternetAwesome. Join us with your device.

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Location: Cocoa 6, Hershey Lodge

Student Assessment with iPad and Mac for PA

Technology has become a critical to formally assessing student understanding. Join us to learn how Apple supports standardized assessment — and why iPad and Mac are supported in all 50 states by all vendors delivering online state tests.

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Location: Cocoa Terrace, Hershey Lodge

Building a Goal-Oriented Culture

In this interactive 50-minute session, participants will learn how to build a goal-oriented culture using Innovative Configuration (IC) Mapping to successfully monitor implementation of programs and policies.

Participants will engage in practical exercises to become strategic decision-makers,empowering their teams through providing clear direction.



Location: Empire A, Hershey Lodge

AI Integration in Academia

During this session, ideas will be shared that include lessons learned about exploring generative AI (artificial intelligence) in several educationaltechnology courses, as well as ideas for developing assignments and assessments. This will include ethical AI and ideas from ISTE and the EdSafe AIAlliance Fellow program.



Location: Empire B, Hershey Lodge

AI-Driven Formative Assessments

Discover how Eastern Lancaster School District uses Formative to enhance daily teaching and streamline common assessments. This sessionhighlights the impact of AI-driven features that save teachers time and improve student outcomes through real-time feedback and efficient assessmentcreation.



Location: Empire C, Hershey Lodge

Fortify Education with Unified Architecture

This presentation highlights the need for robust cybersecurity in educational institutions (K-12 & Higher Ed) with a focus on Unified CybersecurityArchitecture. Topics include multi-layered security, AI's role in defense, automated strategies, and how AI is exploited in cyberattacks. Attendees will gainactionable insights into mitigating risks.



Location: Empire D, Hershey Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 30/71



Star Wars & STEM: Sci-Fi Drives Innovation

Science Fiction is a genre that has been around for as long as people have been predicting the future. For the longest time, the writers of science fiction never saw their dreams come to life. Through innovation, science fiction becomes reality. How do we get students to bring their dreams to life? Come have some fun in a galaxy far, far away.



Location: Magnolia A, Hershey Lodge

From Problems to Possibilities: I5 Framework

Explore the I5 Framework: Inspire, Investigate, Ideate, Innovate, and Implement. Through inspiration, problem-surfacing, and collaborative ideation, you'll learn how this framework can help you identify challenges, craft solutions, and create an actionable roadmap.



Location: Magnolia B, Hershey Lodge



Download Course Materials

Affinity Group - Person of Color

Educators of Color Affinity Group is a dedicated space for educators from diverse racial and ethnic backgrounds to come together, share experiences, collaboratively address diversity, equity, and inclusion issues in education. The goal of this space is to build a sense of community, celebrate achievements, and provide a platform to empower educator



Location: Tower 2, Hershey Lodge

Jumpstart Your RLD Festival Participation

Ready to bring the excitement of Remake Learning Days (RLD) to your community? This hands-on, workshop-style session allows space for you to collaborate with the Remake team to brainstorm, plan, and submit event ideas, sign up for the DiscoverEd Challenge, the Career Ready PA Backpack Challenge or apply to become a RLD Teacher Ambassador.



Location: Wild Rose A, Hershey Lodge

Broadening Horizons: Expanding the Reach of CS

This session is designed for anyone passionate about making computer science accessible to a broader audience. We'll share the creative avenues we traveled to expand the reach of CS education to novel

settings through successful partnerships with schools, transition programs, and community organizations.

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Location: Wild Rose B, Hershey Lodge

Gentle Yoga and Mindfulness Class

Start your day by gently waking up your body with yoga. You'll do basic postures, lying, sitting, and standing, along with breathing exercises to create focus and calm. The class is appropriate for all levels and abilities, and you will be encouraged to participate at your own pace.

Location: Tower 2, Hershey Lodge

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Tuesday, Feb 11, 2025

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7:00 AM - 8:00 AM EST

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8:00 AM - 9:20 AM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 31/71

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Learning Evolution: the New Era of AI in the Classroom

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Location: Chocolate Ballroom, Hershey Lodge

Classroom PLAY is NOT a 4-letter Word

Ready to ditch rote memorization and spark genuine learning excitement?! Dive into hands-on activities to discover how to unlock creativity and innovation with open-ended activities that tap into students' imaginations. Transform your classroom into a vibrant hub of learning and laughter. Leave with a treasure trove of takeaway resources!



Location: Cocoa 1, Hershey Lodge



Download Course Materials

ZENgaged: Antidotes for Teaching the Anxious Generation

To ban or not to ban? That is the question when it comes to cell phones in the classroom. Now more than ever, educators need to be equipped with strategies to address student anxiety through mindfulness, Social-Emotional Learning (SEL) techniques, and effective classroom management. Learn how to implement SEL practices that build resilience, and strategies for students to reduce distractions and anxiety. This session provides actionable insights to create a calm, focused learning environment where students can thrive emotionally and academically. Join us to discover how to transform anxious energy into positive engagement, fostering a supportive classroom culture for the Anxious Generation.



Location: Wild Rose A/B, Hershey Lodge

PA Online Educators, Let's get connected!

Feel like you're the only one doing your job? Want to connect with other online educators to share ideas? Join us for a session where we will introduce a new PLN designed specifically for online learning educators in Pennsylvania. This session will highlight the numerous benefits of joining this free community and provide an opportunity to network.



Location: Cocoa 2, Hershey Lodge

Growing Computational Thinkers

Join us to explore our district's journey in teaching K-12 educators to integrate Computational Thinking (CT) into their curriculum. Learn what CT is, its value, and why TASD was recognized as a 2024 ISTE Distinguished District for their work in CT.



Location: Cocoa 3, Hershey Lodge



9:30 AM - 10:10 AM EST



9:30 AM - 10:20 AM EST

7/16/25, 9:08 PM 2025 Program

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IT Audits-What you need to know

This presentation will describe the steps necessary to prepare for an external IT audit or perform an internal audit. With cyber insurance playing an important role in the protection process, having an audit may save your district money when it's time to renew your insurance.

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Location: Cocoa 4, Hershey Lodge

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IT Audits - what you need to know.pptx

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IT Audits - what you need to know.pptx

AI Security and Compliance Matters

In today's rapidly evolving digital landscape, the integration of AI into Education has become increasingly prevalent. However, with the growing adoption of AI technologies, ensuring robust security and compliance measures has never been more critical. Our presentation delves into the significance of security and compliance w/AI & how MSFT can help

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Location: Cocoa 5, Hershey Lodge

Google powered tools for differentiation

Explore how Google for Education's suite of tools can empower educators to differentiate instruction and personalize learning experiences for every student. Discover how to leverage Google Classroom features like Interactive videos, practice sets, and built in apps on Chromebooks like screencast and cursive to cater to diverse learning styles.

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Location: Cocoa 6, Hershey Lodge

Panel Discussion: Innovation Showcase

Join this session to hear from visionary school leaders at Apple Distinguished Schools. During this panel discussion, they'll share best practices for integrating technology into the classroom in innovative ways. You'll also get the opportunity to engage in meaningful conversations and network.



Location: Cocoa Terrace, Hershey Lodge

Casting the Pod! Podcasting 101

In this session, participants will dive into the essentials of starting their own podcast, from concept to launch. Learn how to start your own podcast, from choosing a topic to recording, editing, and growing an audience. This session covers essential tools and techniques to bring your ideas to life and reach listeners. Perfect for beginners eager



Location: Empire A, Hershey Lodge

Breakout PD: Escape Rooms for Educators

Break free from traditional professional development methods with a game-based escape room experience. This session explores a cybersecurity-themed challenge created with accessible resources. Gain insights, practical tips, and takeaways for designing engaging and interactive professional development sessions.



Location: Empire B, Hershey Lodge



Escape Rooms For Educators Cyber Security.pdf

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 33/71



(sp)Hero's Journey with Sphero Bolt

Bring the 12 stages of the Hero's Journey to life with Sphero Bolt! Come learn how students analyzed text to identify actions that aligned with what they were reading and code Sphero Bolt to execute actions

at each stage of the Hero's Journey. This engaging process can be applied to all curriculum areas and even incorporate AR!



Location: Empire C, Hershey Lodge



Heros Journey PETEC 2025 Presentation.pdf



(Sp)heros Journey Organizer.docx

Impacts of AI in Security

This session will explore the good, the bad, and the ugly impacts of AI in security, starting with the basics and diving into threat hunting and addressing SecOps challenges. Attendees will walk away with an understanding of the terminology as well as specific examples of how Artificial Intelligence affects day-to-day operations of security teams.



Location: Empire D, Hershey Lodge

Moving Beyond Keychains: Fab Lab Integration

Schools are adopting digital makerspaces, offering the potential for integrated, project-based learning across subjects. However, what are students truly learning in these technology-enhanced spaces? Join this discussion to focus on meaningful student learning in fab labs and digital makerspaces while avoiding the temptation of trivialization.



Location: Magnolia A, Hershey Lodge

Student Portfolios with Book Creator

Student portfolios have become a powerful tool for showcasing learning, growth, and reflection. In this session, educators will explore how to help students craft personalized digital portfolios that highlight their unique learning journeys.



Location: Magnolia C, Hershey Lodge

Student Centered Learning with LEGO Education

Join us for a hands-on learning experience focused on student centered rotation stations. In this session, you will work with LEGO Education's technology and engineering solutions to problem solve, work collaboratively, and dig deeper into STEM, technology, and computer science concepts with LEGO bricks.

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Location: Magnolia D, Hershey Lodge

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9:30 AM - 10:50 AM EST

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9:30 AM - 11:30 AM EST

7/16/25, 9:08 PM 2025 Program

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Amplify: Music Technology Tools

This presentation will explore the intersection of technology, play, and music education in the elementary classroom. Chiefly highlighted is the power of technology and tools often thought of simply for “play” to create an enriching, collaborative, and joyful educational environment for young learners of all abilities.

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Location: Playground - Table 1, Exhibit Hall @ the Lodge

Choose Your Own Adventure in 3D Design

Pick a path! Come explore classroom management and activities in Tinkercad. Find and share content integration ideas and design challenges. Whatever your level of 3D design experience, this will be a space for everyone to share and explore!

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Location: Playground - Table 2, Exhibit Hall @ the Lodge

R.E.C. PACs: Sending Home the STEM Experience

Do you want to start a STEM lending library in your school? Many students love STEM and want more. I partnered with parents to support STEM at home through a lending library. This session will provide

every step towards creating this resource in your school. Explore materials, set-up, backpackmanagement, and more.



Location: Playground - Table 3, Exhibit Hall @ the Lodge

Quickly Creative Thru Canva

This playground stop will focus on quick and easy strategies to use Canva for educators and students to be creative. Tips for shortcuts and some of the more unexplored features that can make magical products for FREE!



Location: Playground - Table 4, Exhibit Hall @ the Lodge



Download Course Materials

VR & AI Exploration Studios

Welcome to Exploration Studios, where curiosity meets innovation! Dive into AI and VR experiences that transform learning. Explore cutting-edge educational technology and discover new ways to engage and inspire students. Join us on a journey of discovery and reimagine the future of education!



Location: Crystal A, Hershey Lodge

Play & Create Playground

Join us in the Play & Create Playground in the Vendor Hall! Stop by 9:30-11:30 or 12:00-2:00 to explore table sessions with amazing presenters, create with a local artist, doodle, watercolor, play games, or build something extraordinary with cardboard. Let your creativity and imagination shine!



Location: Exhibit Hall @ the Lodge



9:30 AM - 12:30 PM EST



9:30 AM - 2:00 PM EST



10:00 AM - 10:30 AM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 35/71

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AI Summit Keynote - Shaping AI in Education

AI is impacting teaching and learning. We have the opportunity to shape the impact while supporting safe, responsible use. How might we focus the conversation on skills and competencies our students will need in a connected world? How might we determine where AI fits in the broader context of supporting transformational learning?

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Location: Castilian, Hotel Hershey

VR for Career Training

Discover how virtual reality (VR) can transform career readiness in K-12 education! Stop by our poster presentation to explore tools like Engage VR, Transfr, and VictoryXR, which offer immersive, hands-on experiences that align with industry demands. Learn how VR can bridge the gap between classroom learning and workforce skills, and prepare students.

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Location: Crystal A, Hershey Lodge

Immerse in VR for World Language

ImmerseMe.co and Virtual Reality (VR) offer a dynamic approach to language learning by creating real-world, immersive experiences. See how VR enhances language instruction by transporting students into virtual environments—such as marketplaces, restaurants, or cultural landmarks—where they can practice authentic conversations.

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Location: Crystal A, Hershey Lodge

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Download Course Materials

Early Childhood Zen with Tech

Guiding children to practice mindfulness can be challenging. Technology can help! Join us to learn how to infuse mindfulness into early childhood classrooms, create Zen Den spaces for students through literature, apps, and traditional practices. Instilling Mindfulness into Early Childhood by Pairing Traditional & Technological Tools is powerful.



Location: Poster - Table 1, Confection Lobby @ the Lodge

Technology, making Assessment EASIER

Technology in assessment, like digital quizzes, LMS platforms, and AI grading tools, streamlines evaluation by automating grading, providing instant feedback, and offering data insights. This session will show you how to reduce administrative tasks, personalize learning, and enhance accessibility, making educational management more efficient.



Location: Poster - Table 2, Confection Lobby @ the Lodge



Download Course Materials



Download Course Materials



10:00 AM - 11:00 AM EST



10:15 AM - 11:45 AM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 36/71



AR/VR Apps that will Transform your Classroom

Explore different augmented and virtual reality applications that can be used in the classroom. Any educator in grades K-12 could use these tools.



Location: Poster - Table 10, Confection Lobby @ the Lodge

Empowering Struggling Readers

This presentation emphasizes the vital role of technology in supporting students with reading difficulties, including dyslexia. We will explore various Google Chrome extensions that provide essential tools to enhance reading fluency and comprehension, empowering students to become more independent and confident readers in their educational journeys



Location: Poster - Table 3, Confection Lobby @ the Lodge

Canva's Greatest Hits!

The Beatles, The Rolling Stones, Nirvana, Queen... the greatest music of all time! When it comes to Ed Tech, we have CANVA! We all know and love Canva, BUT, have you met the GREATEST CANVA FEATURES OF ALL TIME? Join us to explore the best, most exciting and useful Canva features. You do not want to miss this session. Canva's Greatest Hits!



Location: Poster - Table 9, Confection Lobby @ the Lodge



Download Course Materials



Canva's Greatest Hits - Magic Studio 1.png



Canva's Greatest Hits - Magic Studio 2.png



Canva's Greatest Hits - Keyboard Shortcuts.png



Canva's Greatest Hits - Image Frames.png



Canva's Greatest Hits - Pre-made Resources.png



Canva's Greatest Hits - Recording Studio.png



Canva's Greatest Hits - Billboard Chart.png



Download Course Materials

The journey from full semester to compacted

This poster session will outline the steps taken to compact a fully asynchronous regular semester offering of 'Technology for the 21st century Educator' for a shortened summer session by surveying past students and prioritizing course outcomes in design decisions. Syllabi and course exemplars will be shared, along with the changes that were made.



Location: Poster - Table 4, Confection Lobby @ the Lodge



Download Course Materials

Immersive Learning to Enhance SEL Instruction

Students with different abilities participate in social and emotional learning (SEL) instruction to gain appropriate self-regulation and interpersonal skills. This poster will highlight how immersive content is presented to students via an Immersive Learning Center 360 degrees of content wraps around the three walls of the room.



Location: Poster - Table 5, Confection Lobby @ the Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 37/71



STEELS Standards: Interdisciplinary Approach

Ever felt crunched for time during a day of teaching? Now, you need to add the STEELS standards into your day. We have all been there, and it often leads to questions like "Can I remove science from my day?". Let's explore ways to teach the STEELS standards and utilize technology, such as the micro:bit and finch robot, during ELA and math.



Location: Poster - Table 7, Confection Lobby @ the Lodge

Taking away Barriers: SGASD Lending Library

Integrating technology and robotics into the K-12 classroom is engaging, creative, and fun for students. Outfitting your classroom with the latest techaccessories and robots can be expensive and planning to use of all of those things can be daunting for a teacher. Check out our in-house LendingLibrary that strives to break these barriers!



Location: Poster - Table 8, Confection Lobby @ the Lodge

Mapping Out Technology for SCL

Explore your vision for a tech-enhanced, student-centered learning environment in this interactive session. Held in a flexible space, the workshop inviteseducators to reflect on technology's role in personalizing instruction and how adaptable spaces enrich engagement. Leave with strategies to createresponsive, future-ready classrooms.



Location: Cocoa 1, Hershey Lodge

Creating problem solving learners with STEM

"Creating problem solving learners with STEM" focuses on learning activities that promote Growth Mindset. The presentation explores strategies forfostering communication, diversity, and problem-solving skills within teams of students, emphasizing the importance of a shared vision, clear roles, andsupportive leadership to drive innovation.



Location: Cocoa 2, Hershey Lodge



Download Course Materials

Cybersecurity: Building the Pipeline in K12

South Fayette Township School District is in year two of implementing a new, three-year inclusive Cybersecurity program. Learn how we created &launched our program that prepares students to pass the CompTIA Security+ professional certification and qualify for the millions of unfilledcybersecurity jobs.



Location: Cocoa 3, Hershey Lodge



10:30 AM - 11:10 AM EST

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10:30 AM - 11:20 AM EST

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<https://www.peteandc.org/2025/program.cfm> 38/71

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Tech Support: Philosophy of Customer Support

The session will cover what we strive to do and what we may have forgotten. Customer support is the foundation and the forward facing effect of our vocation to support technology in education. We will talk philosophy, origin, support and what it means to our LEA.

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Location: Cocoa 4, Hershey Lodge

Device Interoperability and Single Sign-on

Stop by and learn how Waynesboro Area School District went from having different Makes and Models of devices in different buildings and every platform having different credentials to streamlining devices, implementing a 1:1 program, and providing a single sign on portal experience for its users with minimal staff.

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Location: Cocoa 5, Hershey Lodge

Building a Thinking Classroom IRL

Building a Thinking Classroom has taken the math world by storm! Are these strategies only applicable to the math classroom? How are these strategies successfully implemented in order to make it a classroom routine? Join us to find out how to apply these strategies into any educational setting to create thinkers, innovators, and problem solvers.

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Location: Cocoa 6, Hershey Lodge



Download Course Materials

A Framework for Active Learning

Challenge Based Learning (CBL) is a flexible framework that empowers leaders develop solutions to address personal, community, and global challenges. In this hands-on session, you will learn how to leverage the CBL framework and walk away with skills and resources to integrate CBL into your learning environments.



Location: Cocoa Terrace, Hershey Lodge

Creation 2 Curation: Podcasting in Your Class

In this new era of learning, educators need to address students in a variety of ways. Podcasting is one such tool that can fulfill many needs within a classroom. This session will explain and facilitate the use of podcasts within a classroom setting. Attendees will be encouraged to begin planning to use podcasts in their own classrooms.



Location: Empire A, Hershey Lodge



Download Course Materials

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 39/71



Citizen Science with K-12 STEELS Students

Explore how citizen science projects can enrich K-12 education by aligning with Pennsylvania STEELS standards. This session provides educators with practical strategies to integrate hands-on, data-rich, phenomena-based learning experiences into the classroom, fostering student engagement and scientific sensemaking.



Location: Empire B, Hershey Lodge



Download Course Materials



Download Course Materials

Game-Based Learning is Sweeter than Chocolate

Everyone loves chocolate and students love game-based learning just as much! Come learn how Prodigy adapts to your students, grades assignments, and provides real-time data that can be used for classwork grades, intervention meetings, and even IEP goals. This no-cost platform will have you engaging and motivating your students in no time!



Location: Empire C, Hershey Lodge

Synergy Analytics: Maximizing Connected Data

Synergy® Analytics is a robust visualization tool helping educators make informed, data-driven decisions by bringing all district data together in one place. As part of the Synergy SIS Platform, Synergy Analytics leverages a single, centralized database and powerful integration tools to open the door to unprecedented data reporting and analysis.



Location: Empire D, Hershey Lodge

Are You Smarter Than a 5-Year Old?

Interested in engaging primary students using iPads? We will be taking a deeper look into the iPad and built-in applications by learning how to teach 21st century skills and making learning accessible for our young learners. Prepare to be amazed by what a five-year-old and beyond can do!



Location: Magnolia A, Hershey Lodge

Engineering Practices for PK-8 STEM

We will engage in a hands-on engineering challenge and reflect on how youth can start to think like and identify as engineers. An open-source, STEELS-aligned curriculum, Youth Engineering Solutions will be shared to provide teachers with high-quality engineering resources that integrate with science, math, technology, and literacy.



Location: Magnolia B, Hershey Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 40/71

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Storytellers: Featuring Jennifer Toney, Jeffery Pi, and Jason Kosmiski

Each of us has a story to tell! Hear three inspiring educators share powerful personal narratives of courage, hope, and growth that connect and unite us. Sponsored by Book Creator, this session celebrates the transformative power of storytelling and the shared purpose that drives education.

Storytellers: Jennifer Toney, Jeffrey Pi, Jason M. Kosmiski

☐ ☐ ☐ ☐

Location: Tower 1, Hershey Lodge

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Download Course Materials

Accessibility (WCAG) Birds of a Feather

Be a part of the discussion as we talk about WCAG and Accessibility. Bring your questions and be ready to share your experiences with webaccessibility. Our discussion will focus on current WCAG standards and how things will be changing in 2026. We will also talk about our "why?"

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Location: Tower 2, Hershey Lodge

Gamified Learning with Goosechase

Honk! This gaggle of girls will host an interactive session revealing the ease of gamifying your classroom instruction, getting to know students and classroom routines, or transforming back-to-school icebreakers from bland to interactive events your fellow educators will adore. Install the Goosechaseapp and have some fun!

☐ ☐

Location: Wild Rose A/B, Hershey Lodge

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Download Course Materials

Building AI Literacy: Curriculum Integration

AI spans industries and disciplines. We therefore need to provide students with opportunities to build their AI literacy – strengthening their understanding, providing opportunities to use AI responsibly, and recognizing its benefits and risks. Join us as we share opportunities for students to build a strong foundation in AI literacy.



Location: Castilian, Hotel Hershey

AI or Not AI: That is the Question

AI continues to make waves, but like Hamlet, certainty is elusive. This session dives into two burning questions underlying much of the educational conversation around AI, "Can we really tell whether something is AI-generated or not?" and "Should we be using AI to _____?" Perhaps the path forward is best practiced backward.



Location: Garden Terrace East, Hotel Hershey



AI or Not AI.F1PETE.pdf



10:40 AM - 11:30 AM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 41/71



Our Journey from Learning to Leading with AI

Join us on our school's journey from AI curiosity to integration. We'll share how we introduced AI, formed an AI Taskforce, created policies and guidelines, & empowered staff to teach AI concepts. Learn about our professional development efforts, parent engagement, & future plans for AI integration. Gain actionable insights for your own AI journey.



Location: Garden Terrace West, Hotel Hershey



PETE&C Don't Stop Believin'_ Two Coaches' Journey from Learning to Leading our District with AI.pdf

AI & Andragogy: Elevating Engagement

In this session, explore how AI can enhance professional learning by improving engagement, personalization, and effectiveness. Learn practical strategies for integrating AI to meet adult learners' needs. Whether you're a provider or coach, gain actionable insights for creating dynamic, responsive, and impactful learning experiences.



Location: Starlight, Hotel Hershey

"It's elementary my dear, AI."

Unlock the potential of artificial intelligence in your K-5 classroom with our session designed to help teachers harness AI tools to enhance learning and engagement. This interactive session offers experiences of using AI for activities such as coding, movement, and creative projects, tailored specifically for young learners. It's never too early



Location: Rose Garden, Hotel Hershey



Download Course Materials

Leveraging AI for SEL - Removing Barriers

Let's keep "humans in the loop" & focus on SEL & GenAI following areas: Check-Ins, Integration in the Schedule/Content, PBL, Mindfulness/Calm Techniques for K-6/7-12, Interest Inventories - (How do we foster student voice & choice?), Design Thinking, & Tech-free Reminders of SEL practices we need now more than ever!



Location: Tea House, Hotel Hershey



Leveraging AI for SEL - Removing Barriers (4).pdf

Learn Brisk! Change your Life!

Learn how to use the AI-powered Google Chrome extension, Brisk. This tool will save you countless hours of planning, creating, providing feedback, and doing all the things teachers do daily. And, differentiate for your students like never before. This tool is especially helpful for secondary teachers.



Location: Overlook, Hotel Hershey

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 42/71

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AI Smart Study & Research Success

Discover how AI can enhance your study sessions and research skills! Learn to upload and interpret charts, ask effective questions, and use AI as a personal tutor. Improve your writing with rephrasing and extension tools, enhance collegiate papers, and explore various AI techniques to boost study efficiency.

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Location: Cocoa Inn, Hotel Hershey

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AI Smart Study and Research Success C Joy Session handout Feb 2025.docx

Kami & AI: Your Dynamic Classroom Assistants

With the newest updates, Kami can be your secret weapon for saving time & boosting student success! Zap tedious tasks like grading, personalize learning like never before, unlock deeper insights into student performance, make learning accessible to everyone, work smarter, not harder, & make your classroom a place where every student thrives!

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Location: Magnolia C, Hershey Lodge

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Download Course Materials

Classroom Engagement and Interactive Video

Power up classroom engagement with interactive videos! Engaging and immersive, interactive videos cater to the diverse learning styles of your students, deepening engagement and promoting accountability. In this session, work to level up your teaching game and discover how to make your classroom a hub of excitement and knowledge using WeVideo.

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Location: Magnolia D, Hershey Lodge

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Download Course Materials

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Download Course Materials

Why Everyone Needs Computational Thinking

Computational Thinking (CT) is a set of strategies that apply to all areas of the curriculum. If you really want to develop coders, come learn how CT can make this reality. The bonus is that CT improves student learning across the curriculum. We will feature activities and strategies to bring CT to your curriculum and how to measure student success

Location: Cocoa 3, Hershey Lodge

Design, Create, Innovate: Laser Cutting 101

Learn how you can level up your STEAM projects and program with laser cutting and engraving! In this session, we will review the basics of laser cutting/engraving, provide an overview of design thinking and the importance of rough prototyping, and share examples of projects you can do with your students.

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Location: Cocoa 1, Hershey Lodge

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Download Course Materials

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11:10 AM - 12:30 PM EST

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11:30 AM - 12:20 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 43/71

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Smashing Glass Ceilings in STEM

This session provides information about how high schools can offer STEM career-focused academy experiences by utilizing industry partnerships. Participants will hear how 5 school districts came together to provide girls, who are underrepresented in STEM, an opportunity to earn the FAA 107 license in order to fly drones commercially.



Location: Cocoa 2, Hershey Lodge

Designing an Ed Tech Dream Team that Works

Join our leadership team to learn how to create an effective Ed Tech support structure in your district. Attendees will walk away with ideas on how to organize a K-12 Tech Committee that aligns with district goals for successful tech rollouts, supports data-driven instruction, encourages innovative ideas & AI-use, and provides quality PD for staff.



Location: Cocoa 4, Hershey Lodge



Download Course Materials



Download Course Materials



Download Course Materials



Download Course Materials

eduroam: Equity & Connectivity for K-12 in PA

eduroam is transforming connectivity for K-12 students and educators globally. eduroam provides seamless, secure Wi-Fi access across educational institutions, and community hotspots. Hear about the PAIU and KINBER effort to make eduroam available statewide, enhancing digital equity and bridging the connectivity gap in Pennsylvania for all learners.



Location: Cocoa 5, Hershey Lodge

Accelerate Learning with Microsoft Tools

Does your school have Office/Microsoft 365? Discover how Microsoft Copilot & Learning Accelerators can transform your classroom. This session will showcase practical applications, from automating

administrative tasks to enhancing student engagement & personalized learning. Learn how to integrate these tools seamlessly into your teaching practice.



Location: Cocoa 6, Hershey Lodge



Download Course Materials

Apple Learning Coach Showcase

Apple Learning Coach is a free, online certification program that trains coaching educators to get more out of Apple technology. Join us to discover how becoming an Apple Learning Coach can enhance teaching and learning with technology. You'll hear insights from certified coaches and learn how the program has transformed their practices.



Location: Cocoa Terrace, Hershey Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 44/71



Micro PD: Why Podcasting Works

ChangED revolutionizes professional learning through micro-learning and educator discourse. Using podcasts this innovative approach transforms professional development to address modern challenges like time constraints and teacher shortages.



Location: Empire A, Hershey Lodge

Storyboarding for Student Centered Learning

In this session we will explore the Storyboarding approach to curriculum and unit design. Through a Storyboarding approach teachers are able to create a student centered learning environment for any content area. We will look at examples of Storyboards and explore how this approach enhances student agency, access, and aligns to components of SCL.



Location: Empire B, Hershey Lodge

Unlock the Power to Transform Your Classroom

Join us for an engaging session to learn more about how Renaissance Next is a powerful new teacher experience that advances instruction and empowers educators with in-the-moment recommendations to support instructional decisions, including planning for whole-class instruction, small groupwork, and individual practice.



Location: Empire C, Hershey Lodge

ClassLink - SSO, Rostering and ID Automation!

Using automated ID management and rostering all staff and students have access to all the tools and accounts they need. ClassLink offers data and resource usage. Explore “buzzwords” like MFA, ID Management, Security, Account Claiming, PII/DataGuard, Digital Analytics + and more Digital day one! ClassLink is used by 2900 school systems.



Location: Empire D, Hershey Lodge

The Franklin Experiment

Benjamin Franklin devoted his life to Science. So when it came time for our American Literature students to study Franklin’s writings, it seemed the perfect opportunity to conduct an experiment of our own! In this session, you’ll learn how you can use MS OneNote to bring cross-curricular, student-driven learning into your classroom.



Location: Magnolia A, Hershey Lodge



The Franklin Experiment Presentation PDF LAMB.pdf

Engagement Strategies That Work! Part III

Back by popular demand from PETE2024, how do we support student engagement with a balance of low and high tech methods? Participants will explore engagement strategies to use in all types of contents for all kinds of learners. Leave with an arsenal of innovative engagement strategies you can use tomorrow in class or to use for PD.



Location: Magnolia B, Hershey Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 45/71

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Identity & Innovation: LGBT+ Affinity Session

How do gender, sexuality, and identity shape how we teach, learn, and innovate in educational technology? This facilitated affinity session invites educators, technologists, and allies from all backgrounds to engage in a candid discussion about fostering inclusion and equity in educational technology spaces.

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Location: Tower 2, Hershey Lodge

Clash of EduHeroes: the Power of Gamification

Embark on an epic journey during this dynamic professional development session designed to empower educators with the tools and strategies to gamify their classrooms. This engaging and interactive experience will guide participants through the fundamentals, nuances, and advanced techniques of gamification, providing actionable insights and practical applications for all grade levels and subjects. Join us to become the gamification champion your students will rally behind!

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Location: Wild Rose A/B, Hershey Lodge

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EduHeroes Badge Tracker (2).pdf

Exploring Career Paths with TransfrVR Headset

In this interactive session, you'll have the opportunity to explore a variety of career simulations, designed to provide you a hands-on experience of what it's like to work in various fields. Transfr VR offers a unique opportunity to understand your options and explore a career that fits your skills and interests.

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Location: Crystal A, Hershey Lodge

Demystifying AI: A Beginner's Guide for EDU

Artificial Intelligence is transforming the world around us, and education is no exception. This session will provide a foundational understanding of AI, its applications in education, and its potential impact on teaching and learning. We'll explore key concepts, address common misconceptions, and discuss ethical considerations. Bring a device!



Location: Castilian, Hotel Hershey

Reasoning with NotebookLM

Discover how to leverage Google's NotebookLM platform which will allow you to build your own micro-knowledgebase for making decisions.



Location: Garden Terrace East, Hotel Hershey



Download Course Materials



11:30 AM - 12:30 PM EST



11:40 AM - 12:30 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 46/71



AI in Assessment: Friend or Foe?

Using thinking from Carl Hooker, AJ Juliani, generative AI, and others, this presentation will explore how AI can be leveraged in the assessment process. Topics include cheating using AI, AI-enhanced assessments, and grading assessments. Practical examples will be shared. Discussing appropriate times to use AI with kids will be touched on.



Location: Garden Terrace West, Hotel Hershey



Download Course Materials

AI for All: UDL-Guided Tool Selection & Use

Feeling lost in the AI boom? Learn how our district used the UDL framework to help teachers use AI tools for ALL learners. We'll guide you through the step-by-step process we used to leverage AI for both teachers (boosting instruction!) & students (personalized learning!). Discover real-world examples & create an inclusive classroom with AI.



Location: Starlight, Hotel Hershey



AI For All UDL Guide PETE&C 2025.pdf



AI For All UDL Guide PETE&C 2025.pdf



Download Course Materials

CANCELLED - AI Adventures: 5 Big Ideas for Young Learners

Designed for educators of young learners or 'Littles,' this interactive session introduces AI through the AI4K12 framework. Explore Perception, Reasoning, Learning, NLP, and Societal Impact. Engage in hands-on activities, discussions, and demos to inspire curiosity and empower students in understanding AI.



Location: Rose Garden, Hotel Hershey

Teacher Grad Course AI Classroom Creations

Teachers developed AI activities in a summer Lehigh grad course. The work of four teachers will be demonstrated by the professor and teachers. They learned generative and non-generative AI fundamentals using free systems from Scratch to ChatGPT. See magical hands-on activities for 3rd gr math, 5th gr reading, 7th gr ELA, and HS neuron simulation.



Location: Tea House, Hotel Hershey



Teacher_Grad_Course_AI_Creations_2025.pdf

Revolutionize Your Classroom: AI Tools and More from Discovery Education

Explore how Discovery Ed's innovative AI tool can transform your teaching. This new feature integrates high-quality, cross-curricular resources to effortlessly generate personalized, standards-aligned assessments that engage students. You'll leave feeling confident after seeing how fast and easy it is to differentiate and elevate student success.

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Location: Overlook, Hotel Hershey

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 47/71

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Smart AI Use: Teaching Students the Way

This presentation will showcase how to guide students in using AI responsibly. Learn practical strategies, classroom applications, and ethical considerations to help students navigate AI tools with critical thinking and integrity. Empower your students to be savvy, ethical AI users!

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Location: Cocoa Inn, Hotel Hershey

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Download Course Materials

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Download Course Materials

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Download Course Materials

Bringing Creativity Back

More and more we are finding our students just want to be told what to do. Many have lost their creative drive. Come see 6 strategies to help students find their creative spark again as they "show what they know" in creative and original ways. Bringing engagement back to all classrooms.

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Location: Playground - Table 1, Exhibit Hall @ the Lodge

Paper to Pixel

Turning Hands-On Creations into Digital Delights Interactive station to merge tactile fun of traditional art-making with Canva, a dynamic digital design resource. Experiment with paper cutouts, markers, and found materials to craft a visual piece. Then, photograph, upload, & transform your creation with Canva into a one-of-a-kind digital delight.



Location: Playground - Table 2, Exhibit Hall @ the Lodge



Download Course Materials



Download Course Materials

Sewable Electronics for Fashion and Design

Channel your inner seamster or sewist and introduce your students to creative sewing activities. Bring your design to life using felt, conductive thread, a battery, and LEDs. Explore how to add a sensor with a microcontroller and program it to respond to inputs! Add craft materials to create your work of art and gain access to resources.



Location: Playground - Table 3, Exhibit Hall @ the Lodge



Download Course Materials

Mischief Managed: Navigating Playful Learning

Ready to level up classroom engagement, Hogwarts style? Discover games and activities using simple materials that will have your students casting spells of creativity and collaboration. You'll leave with enchanting ideas to turn any lesson into a classroom adventure!



Location: Playground - Table 4, Exhibit Hall @ the Lodge



Download Course Materials



Download Course Materials



Download Course Materials



12:00 PM - 2:00 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 48/71



STEELS/STEM Summit Keynote - STEELS Standards: Opportunity for Innovation

The new Pennsylvania STEELS standards incorporate practices students should engage in when learning big ideas in science. This shift in focus toward process and high-leverage science concepts provides an opportunity for Science teachers to develop innovative and ambitious ways of teaching and improve students' learning of key science ideas.



Location: Castilian, Hotel Hershey

Using Tech for Scientific Phenomenon Explorat

The STEELS require students to interact with natural phenomenon as a way of exploring scientific concepts. Shifting away from chapters/units and towards phenomenon investigation can be challenging. There are many ways to use technology and digital resources to accomplish this goal. I will share resources and ideas for working with phenomenon.



Location: Castilian, Hotel Hershey

Sky High Learning- Drones in Upper Elementary

Explore the exciting potential of drones in upper elementary classrooms! This session covers drone basics, safety and legalities, and provides creative lesson ideas that integrate drone technology with various subjects. Perfect for teachers eager to enhance learning through hands-on tech to provide authentic learning experiences for students.



Location: Garden Terrace East, Hotel Hershey

Incorporating Computational Thinking in STEM

This session will provide educators with strategies to integrate computational thinking (CT) into their classrooms. The session will highlight the role of CT in using decomposition, abstraction, pattern recognition, and algorithm design to prepare students for future interdisciplinary careers. Learn to design CT-integrated lessons and assessments.



Location: Garden Terrace West, Hotel Hershey



PETE&C25 - CT and STEELS .pdf

Tech in the Wild: STEELS with BBC micro:bit

Join us in exploring five hands-on activities using the BBC micro:bit that support the STEELS standards. Enhance core ideas, practices, and crosscutting concepts and tackle environmental literacy and sustainability, even where outdoor learning is limited. Leave with practical, classroom-ready ideas for three-dimensional learning!



Location: Starlight, Hotel Hershey



Download Course Materials



1:30 PM - 2:00 PM EST



2:10 PM - 3:00 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 49/71



PA STEM Lending Libraries Playground

With countless STEM devices available, choosing the right ones can be tough, especially on a tight budget. Luckily, PA IUs offer STEM Lending Libraries to provide devices, lesson ideas, and PD—all at little

to no cost. Drop by to try out featured tools, meet your local rep, and discover how your local lending library can support your STEM goals!



Location: Rose Garden, Hotel Hershey

Building a Connected STEAM Community

This session will focus on how to build a STEAM ecosystem in your community! Our district's annual STEAM Expo showcases student creativity and fosters community engagement via technology and hands-on learning, and we want to help you find that in your own community. Come explore ways to cultivate local partnerships, collaboration, and inspiration!



Location: Tea House, Hotel Hershey



Download Course Materials



Download Course Materials



Download Course Materials

Adapting STEM Learning for MDS Students

Adapting STEM learning for elementary students with Multiple Disabilities (MDS) is a crucial step towards fostering an inclusive and equitable educational environment. This presentation will explore a variety of strategies and practical examples designed to make STEM education more accessible and engaging for these students.



Location: Overlook, Hotel Hershey



Download Course Materials

The STEELS are Elementary with Ebd!

The 2025-2026 PSSA Science Assessments will include Technology & Engineering for the first time! Learn to use the Engineering by Design Curricular Resources to teach the T&E Components of the STEELS Standards.



Location: Cocoa Inn, Hotel Hershey

Help students with college/career options

Explore ways to help students prepare for a future after high school. Be introduced to tech and non-tech activities that help students navigate collegebound goals, workforce exploration, and entrepreneurial paths. These activities help all secondary students consider possibilities for their future.

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Location: Poster - Table 1, Confection Lobby @ the Lodge

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2:15 PM - 3:45 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 50/71

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Education Eruption - Literacy Reimagined

Discover a transformed classroom into a huge game of "Floor is Lava" to engage students in literacy activities. Students climbed and collected rocks representing activities on literacy, access, value, and agency. See the planning, challenges, and impact of this creative approach to inspire and empower learners in any subject area.

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Location: Poster - Table 2, Confection Lobby @ the Lodge

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lava-poster-small.pdf

Creating Coding Opportunities for All!

Have you thought about trying Coding in the classroom? Know the basic, but want to dive deeper? Stop by and check out this poster session regarding all things Coding in the elementary classroom!

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Location: Poster - Table 3, Confection Lobby @ the Lodge

Math in Space- My Gamified Math Class

Innovative and engaging, this poster session will inspire educators to level up their classroom engagement with game-based learning and gamification elements such as leaderboard, XP Points, trading cards, and Boss Battles



Location: Poster - Table 9, Confection Lobby @ the Lodge

Empower students with digital storytelling

Join us for an informal discussion, and gain easy to use resources, on using digital storytelling as a student-centered approach to empower students, improve learning, and cultivate a wide variety of in and out of school skills. Talk with us about how to use digital storytelling in your classrooms to maximize your students' experiences.



Location: Poster - Table 4, Confection Lobby @ the Lodge

Scratch Coding in the Classroom

Scratch is a very popular free visual blocked-based visual programming language and is primarily designed to introduce learners to learn coding. This presentation provides an overview of coding, the Scratch interface, computational thinking and Scratch integration strategies.



Location: Poster - Table 5, Confection Lobby @ the Lodge



Download Course Materials

Is your staff WCAG ready?

This session will present our professional development course introducing staff to WCAG guidelines and toolkits created for the digital tools used in our 1:1 iPad district with Schoology, Google, Microsoft, Canva and Apple.



Location: Poster - Table 6, Confection Lobby @ the Lodge



PETEC25 HSD WCAG Presentation.pdf

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 51/71



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PAECT Pioneers Program

Eager to boost your leadership skills? The PAECT Professional Development Team invites you to an immersive poster session on our latest initiative! Explore ways to cultivate valuable connections, advocate for practice improvement, and drive educational change. Embark on your leadership transformation journey with us!

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Location: Poster - Table 7, Confection Lobby @ the Lodge

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Download Course Materials

Reigniting Engagement Via Immersive Learning

This session explores how to engage the digital-native generation, who spend over 2.6 hours daily in virtual world games yet struggle to focus in traditional educational settings. We'll delve into the allure of virtual world gaming for students and present effective methods to blend these with conventional teaching, ensuring sustained engagement.

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Location: Poster - Table 8, Confection Lobby @ the Lodge

Apple Intelligence for Education

Learn how a new era of innovation in education is here, transforming what leaders, educators, and students can do with Apple products — and what Apple products can do for them. This session is designed to help school leaders and educators navigate how Apple Intelligence fits into their school and learning environments privately and securely. ☐

Location: Cocoa Terrace, Hershey Lodge

Utilizing AI within the Writing Process

Many educators worry about AI misuse in academic writing. However, when integrated thoughtfully, AI can support, not replace, student writing. This presentation will show how AI can enhance the writing process, offering differentiated instruction for diverse learners through personalized support in brainstorming, outlining, editing, and revising.

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Location: Cocoa 1, Hershey Lodge

STEMpathy: Nurturing Empathy K4 with Robotics

Explore how robotics and STEM can be used to teach empathy skills to early elementary students (K-4). This interactive session combines foundational knowledge with hands-on activities, helping educators seamlessly integrate empathy-focused lessons into their classrooms.

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Location: Cocoa 2, Hershey Lodge

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2:30 PM - 3:20 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 52/71

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Expand your technology leadership portfolio!

Are you someone who wants to be a district Chief Technology Officer? Not sure how to go about getting there? Join this session and discover the tools and resources available from the Consortium for School Networking (COSN) to help you succeed with your plans. The Early CTO Academy and the CETL Certification will be explored.

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Location: Cocoa 3, Hershey Lodge

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Academy Intro for Sharing.pptx

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Expand Your Technology Leadership Portfolio.pptx

AI in Ed Tech: Legal Implications

This session will discuss the legal requirements of Artificial Intelligence in K-12 Education including FERPA, security of PII, and CIPPA. Policy, terms of use, vetting, copyright, and academic integrity will be reviewed. In addition, it will cover scenarios, potential concerns, deep fakes, academic integrity, and AI in school counseling.



Location: Cocoa 4, Hershey Lodge



Download Course Materials

Leading Change and Overcoming Resistance

In our fast-paced culture, driven by technology, leaders inevitably face resistance when trying to improve their organizations and address challenges. The audience will learn a research-backed method for understanding and anticipating change resistance and will learn strategies for helping resisters to constructively adapt to change.



Location: Cocoa 5, Hershey Lodge

The Gemini Experience

Embark on a time-saving adventure with Gemini! This fast-paced, interactive session challenges educators to complete common classroom tasks using AI, showcasing the power of Gemini to streamline lesson planning, resource creation, and more. Leave inspired to reclaim your valuable time and re-imagine your classroom workflow!



Location: Cocoa 6, Hershey Lodge

AI Literacy: Productive & Ethical Use

Explore our district's AI literacy plan, featuring tools for students and teachers to test AI, fostering productive and ethical use while enhancing human skills. Learn how we're preparing learners to leverage AI responsibly in education and beyond.



Location: Crystal A, Hershey Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 53/71



Using AI Tools to Support CTE Instruction

Discover how AI can enhance Career and Technical Education (CTE) teaching. This workshop explores practical AI tools and strategies to personalize learning, streamline administrative tasks, and improve student engagement and outcomes in CTE programs. Join us to transform your instructional practices with AI!



Location: Crystal A, Hershey Lodge



Download Course Materials

Harnessing AI to Encourage Originality

Unleash the power of AI to combat its own challenges! The poster session will equip educators with tools and ideas to develop assignments that resist AI shortcuts, fostering authentic student engagement, creativity, and critical thinking in the classroom.



Location: Crystal A, Hershey Lodge



Download Course Materials

Podcasting for Professional Development

Come meet The Cyber Sisters! Two cyber educators spent a year podcasting their classroom experiences, while working with some fabulous coaches across the educational landscape. If you are interested in podcasting, or how to leverage podcasting for professional development join us for all our tips, tricks, and ed-techy advice.



Location: Empire A, Hershey Lodge



Podcasting for Professional Development.pdf

Active & Passive Tech Coaching

Educational technology changes rapidly, and technology coaches need more effective ways to reach their staff. With modern challenges facing educators, we need something exciting to reignite our staff's intrinsic motivation! In this session, we will review innovative methods of effective outreach with an emphasis on active and passive coaching.

Presentation Link

☐ ☐

Location: Empire B, Hershey Lodge

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Download Course Materials

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Download Course Materials

Keep Students Engaged in Remote Learning

Empower middle and high school students with nearly 200 online courses supporting electives and CTE. eDynamic Learning engages students through videos, podcasts, and interactive tools while offering career exploration opportunities. Help students ignite passions and make informed decisions for their future.

☐

Location: Empire C, Hershey Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 54/71

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Redefining the Networking Experience with NaaS

HPE GreenLake for Networking is a comprehensive Network-as-a-Service (NaaS) solution that allows companies to consume HPE Aruba Networking in a flexible, cloud-like manner through monthly subscription payments. With no upfront costs required, this solution enables companies to modernize their network infrastructure while optimizing financials.

☐

Location: Empire D, Hershey Lodge

Enhancing Trades Skills with Blended Learning

Blended learning offers a unique approach to enhancing trades skills. By combining traditional hands-on training with innovative digital tools, students can develop a deeper understanding of their craft. Learn

how to foster a more engaging learning environment, leading to better-prepared graduates ready to excel in the modern workforce.



Location: Magnolia A, Hershey Lodge

Pixels to Principles: STEAM via Video Games

Explore how video games can revolutionize classroom learning across various subjects. This session covers using popular video games to make complex concepts more accessible and engaging for students - not just gamification of reviews! Leverage something your students already love to teach them the content they need to know!



Location: Magnolia B, Hershey Lodge

Storytellers: Featuring Autumn Zaminski, Diane Manser, and Aaron Sams

Each of us has a story to tell! Hear three inspiring educators share powerful personal narratives of courage, hope, and growth that connect and unite us. Sponsored by Book Creator, this session celebrates the transformative power of storytelling and the shared purpose that drives education.

Storytellers: Autumn Zaminski, Diane Manser, and Aaron Sams



Location: Tower 1, Hershey Lodge

Affinity Group - Women in Leadership

The Women in Leadership Affinity Group is designed to connect, inspire, and empower women leaders in our field. Take advantage of the opportunity to connect with other attendees. This session will move with the needs of the group, providing an organic space to share and learn from each other.



Location: Tower 2, Hershey Lodge

Multilingual Magic with Microsoft

Harness the power of Microsoft Copilot and Microsoft Translator to make an impact on instruction for your multilingual learners. Simultaneous, real-time translation, personalized instruction, and simplified communication with families are just a few ways these tools revolutionize classroom communication and make magic for multilingual students.



Location: Wild Rose A, Hershey Lodge



Download Course Materials

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 55/71



Unraveling the Figma Enigma

Completely free for educators, Figma is an accessible, transformative resource that provides a practical approach to effective team collaboration. Explore how to amplify student voice by fostering a more interactive and engaging learning environment. Join today's session to unlock the full potential of this innovative platform!



Location: Wild Rose B, Hershey Lodge



Download Course Materials

Unlocking Deeper Learning with BrainPOP - Part 1 of 2

Ignite a passion for learning with BrainPOP! This interactive workshop goes beyond the BrainPOP movie & quiz, equipping you with tools & strategies for student-centered learning that build background knowledge, utilize differentiated activities, and support next steps with practical strategies to empower your instruction and students' learning



Location: Magnolia C, Hershey Lodge

VR & AI Exploration Studios

Welcome to Exploration Studios, where curiosity meets innovation! Dive into AI and VR experiences that transform learning. Explore cutting-edge educational technology and discover new ways to engage and inspire students. Join us on a journey of discovery and reimagine the future of education!



Location: Crystal A, Hershey Lodge

Boost Learning with Newsela & Formative

Explore how Newsela and Formative can transform your teaching practice in this workshop. Discover strategies to boost student engagement, enhance learning outcomes, and streamline your workflow. Plus, get an exclusive look at the exciting new features in Newsela Writing! Take the first step toward becoming a Newsela Certified Educator.

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Location: Magnolia D, Hershey Lodge

AI-Enhanced 3D Assessments for PA STEELS

Discover how AI can revolutionize your approach to 3-dimensional assessments aligned with PA STEELS standards. This session explores the creation of assessment tasks, blending AI innovation with science education. Engage in hands-on activities and practical strategies to design impactful, grade-level appropriate assessments for your students.

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Location: Castilian, Hotel Hershey

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2:30 PM - 3:30 PM EST

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2:30 PM - 4:30 PM EST

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3:10 PM - 4:00 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 56/71

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Sky High: FAA-Certified Student Drone Pilots

Come and learn how we launched a brand new course to prepare high school students to become FAA-certified remote pilot drone operators! Explore curriculum design, hands-on training, and industry

partnerships that provide students with the essential knowledge, skills, and credentials for rewarding career opportunities.



Location: Garden Terrace East, Hotel Hershey



Download Course Materials

Circuit Creators

Learn how to reinforce curriculum concepts using circuits, reeds, motors, switches, and art. Explore how to integrate art and technology into your teaching to connect core curriculum concepts with STEAM-based activities. Using circuits to foster creativity, critical thinking, while making complex ideas accessible and enjoyable.



Location: Garden Terrace West, Hotel Hershey



Download Course Materials



cloud making.docx



How to Make Your Own Piano with Cardboard and Copper Tape.docx



Stories Written with Stars.docx

STEAM Carousel: Spin, Explore, and Experiment

Ignite your passion for STEAM education in this interactive, hands-on workshop designed for educators of all subjects. Hosted by instructional coaches, classroom educators, and tech experts, this session provides firsthand experience with cutting-edge tools, including Ozobots, Sphero BOLT+, ALPHA1E, Matatalab, Finches, Merge Cube, 3Doodler, and RobotLAB Expeditions. "Spin" through stations to engage with these innovative technologies and discover strategies for enhancing teaching across subjects while incorporating STEAM effectively into ANY classroom.



Location: Starlight, Hotel Hershey



Download Course Materials

PA STEM Lending Libraries Playground

With countless STEM devices available, choosing the right ones can be tough, especially on a tight budget. Luckily, PA IUs offer STEM Lending Libraries to provide devices, lesson ideas, and PD—all at little to no cost. Drop by to try out featured tools, meet your local rep, and discover how your local lending library can support your STEM goals!



Location: Rose Garden, Hotel Hershey

Teach STEELS Like CTE

Career and Technical Education is vital to education and the workforce, yet often misunderstood. Rooted in STEM and STEELS principles, CTE prepares students for diverse careers. Join us as we explore how to adopt and adapt innovative STEELS strategies and learning activities from progressive science education to enhance learning for all students.



Location: Tea House, Hotel Hershey

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 57/71



Change Management for STEELS

Explore change management practices that support the vision of STEELS and facilitate a smoother transition to the standards. Learn strategies to help teachers with integrating the 3-Dimensions in the classroom. Examine tools to support transformative instructional leadership committed to preparing students for the complexities of the modern world.



Location: Overlook, Hotel Hershey



PETE&C Change Management for STEELS (1).pdf

GIS in the Classroom: Hands on Applications

This session will offer educators a chance to see what is possible with GIS and engage more deeply with educators who are already implementing it in a high school setting. Educators will see examples from a variety of sources and addressing a wide array of skill levels.



Location: Cocoa Inn, Hotel Hershey

How To Obtain A Drone Pilot License For Free

In this session, participants will be introduced to a FREE app called “Aloft”, which helps drone pilots determine the type of air space they are flying. Participants will also be provided with information on how to register for a FREE course, which prepares you to take the exam. Participants will also get a chance to fly a drone obstacle course.



Location: Cocoa 1, Hershey Lodge

What’s New in Education from Apple

Great teachers and effective technology are a powerful combination. Apple designs innovative solutions for the classroom that put the power of technology to work. Join us to learn about the latest Apple products, tools, and programs for education, including what’s new for productivity and collaboration.

Location: Cocoa Terrace, Hershey Lodge

AI Futures for Middle School Math Homework

This session showcases AI-based tools co-designed with middle school students and parents to support math practice at school and home. The tools foster goal setting, motivation, and caregiver involvement in homework. We will discuss research findings, AI's impact on parental support, and opportunities for school partnerships with our research.



Location: Cocoa 2, Hershey Lodge



pete_c_2025_poster (3).pdf



AI Futures for Middle School Math Homework.pdf



3:30 PM - 4:10 PM EST



3:30 PM - 4:20 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 58/71

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Synergy of SEL, Science, & Technology

Discover our research team's work to develop 360 immersive learning modules that intentionally integrate Social and Emotional Learning (SEL) with science content. This presentation will showcase our innovative approach, focusing on the development process and the potential for enhancing science education.

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Location: Cocoa 3, Hershey Lodge

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Synergy of SEL, Science, & Tech (Share Slides).pdf

LMS Leap: Playbook for a Smooth Switcheroo!

Planning an LMS transition? Discover how Pennsbury School District tackled the shift from Google Classroom to Schoology in elementary, and Canvas to Schoology in secondary. We'll share key strategies, timelines and milestones, plus how we engaged educators, students, and parents, and built a support system for ongoing PD that can apply to any LMS.

☐ ☐ ☐

Location: Cocoa 4, Hershey Lodge

☐

Download Course Materials

Project Management Basics for Educators

This past year, our tech team had some major projects that, well, didn't go so well. In this session, I'm going to share with you some easy and effective strategies and tools to help your next project go smoothly, without needing a PMP! (What is a PMP? Come to the session and find out!)

☐

Location: Cocoa 5, Hershey Lodge



Project management for educators Feb 2025.pdf



Project Management for Educators - PETE&C 2025.pdf

The Gemini Experience Encore

Embark on a time-saving adventure with Gemini! This fast-paced, interactive session challenges educators to complete common classroom tasks using AI, showcasing the power of Gemini to streamline lesson planning, resource creation, and more. Leave inspired to reclaim your valuable time and re-imagine your classroom workflow!



Location: Cocoa 6, Hershey Lodge

AI Tools for Feedback

In this poster session, teachers will learn about some easy to use AI-driven tools that provide students with more practice and instant feedback without overburdening the teacher with more work.



Location: Crystal A, Hershey Lodge



Pete&C AI Tools for Feedback Handout.pptx



Download Course Materials



Pete&C AI Tools for Feedback Handout.pptx

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 59/71



Creating Space(s) for Student Engagement

Ready to bring your lessons to life? Imagine your students engaging with custom-built AI chatbots, diving deeper into any topic, anytime. In this session, you'll discover how to use School AI's 'Spaces' tool to create personalized, interactive learning experiences. Walk away with ready-to-implement strategies to transform your classroom with AI!



Location: Crystal A, Hershey Lodge

Podcasting Panel: From Concept to Cast

Join us for an exciting panel featuring top PA podcasters as they share their journeys, tips, and insights into the world of podcasting. From equipment to audience-building, discover the secrets behind creating a successful podcast and learn how to make your voice heard in the growing podcasting community!



Location: Empire A, Hershey Lodge

Navigating the DigCit Lights in Small Bytes

Foster digital ethics in our youth to empower their agency as digital leaders in an age of AI. See how KASD built a schoolwide culture of digital citizenship through an action research team via onboarding, lessons, a school infographic, self-regulation, & accountability partners. Want the newest pedagogical updates? Get your digcit sweets at PETE!



Location: Empire B, Hershey Lodge

Game-Based Learning for Multilingual Learners

Are you looking for ways to supplement your instruction with technology tools that engage multilingual learners? Come to this session to learn about free game-based learning tools you can use with language learners at all levels to enhance understanding, fluency, critical thinking, and communication skills. Come ready to play!



Location: Empire C, Hershey Lodge



Download Course Materials

Igniting Curiosity: Question-Driven Learning

This session explores the power of cross-curricular instruction in intermediate grades, shifting the focus from isolated subject blocks to an integrated, question-driven approach. Participants will delve into the benefits of weaving all content areas together to explore and answer a central, compelling question.



Location: Empire D, Hershey Lodge

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 60/71

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The Hero's (Research) Journey

Traditionally library lessons at SHHS were taught as a series of isolated lessons in 9th grade. To make the skills more relevant and 'sticky' a long-term Modern Hero project was developed that paired the traditional lessons with research activities that culminated in student products and a digital portfolio that documented the process.

☐

Location: Magnolia B, Hershey Lodge

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Download Course Materials

AI as Your Classroom Sidekick

Discover how AI can enhance teaching with personalized learning, efficient grading, and content creation. This session offers hands-on demos, practical AI tools, and insights on ethical considerations, helping teachers elevate their instruction and classroom management.

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Location: Wild Rose A, Hershey Lodge

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Download Course Materials

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Download Course Materials

Aligning Transformational Learning

What are the transformational learning principles and how can I use them to shape my classroom experiences? Learn about the new guidelines endorsed by the AASA and NASSP can help you align your

practices to nurture, guide, and empower your students. Find ways to use technology to assist you in achieving your goals.

☐

Location: Wild Rose B, Hershey Lodge

Deeper Learning with BrainPOP Science - Part 2 of 2

Spark engagement and deepen understanding with BrainPOP Science! This workshop explores phenomena-based learning, investigations, and STEELS-aligned strategies for grades 6-8. Discover how to differentiate instruction and empower students to become confident scientific thinkers and writers.

☐

Location: Magnolia C, Hershey Lodge

Cybersecurity Summit Keynote: Cybersecurity Threat Intelligence

Chris will be speaking about the role of his unit, The Pennsylvania Cybersecurity Threat Intelligence Unit (PA Cybercom), and how it collects, analyzes, and disseminates cyber threat intelligence to make Pennsylvania safer in the digital world.

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Location: Chocolate Ballroom, Hershey Lodge

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3:30 PM - 4:30 PM EST

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Wednesday, Feb 12, 2025

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8:30 AM - 9:00 AM EST

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8:30 AM - 9:10 AM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 61/71

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Flex Your Creativity: Digital Storytelling

Discover how flexible learning spaces enhance creativity and collaboration through digital storytelling. In this hands-on session, explore tools like Canva, Clips, and iMovie, learn storytelling techniques, and experience dynamic seating and interactive stations. Leave with practical ideas to inspire your students!



Location: Cocoa 1, Hershey Lodge

Consider the Full Equation with Technology

Education leaders have many things to consider when they're making technology decisions, such as current systems, processes, and budget. Join us to learn how Apple helps school and district leaders make a smart investment in the technology they provide to their students, teachers, and IT. We'll share new research findings, insights, and more.



Location: Cocoa Terrace, Hershey Lodge

Girls Gone Google: Lucky Number 7

Come try your luck with the Google Girls as we share some of our new favorite strategies to leverage the amazing array of Google apps, add-ons, extensions, and hidden awesomeness in order to make your teaching more streamlined, your students more engaged, and your lessons more effective. You'll leave feeling like lady luck is on your side!



Location: Crystal A, Hershey Lodge



[Download Course Materials](#)

Elementary Robotics with Computer Science

The presentation will go over the natural progression of robotics going from k-4. This will focus on the skills needed to complete specific tasks and bring in the various aspects of computer science. This will allow the people who attend a hands-on experience with computer science and problem-solving skills with robotics.



Location: Empire A, Hershey Lodge

Be An #A11y Ally: STEM Classrooms

Creating accessible STEM classrooms is essential for ensuring all students have equal opportunities to succeed. In this session, participants will learn how to use digital accessibility tools and digital notebooks to design inclusive, accessible, and engaging STEM learning experiences for every student.

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Location: Empire B, Hershey Lodge

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Download Course Materials

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8:30 AM - 9:20 AM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 62/71

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Is your staff WCAG ready?

This session will present our professional development course introducing staff to WCAG guidelines and toolkits created for the digital tools used in our 1:1 iPad district with Schoology, Google, Microsoft, Canva and Apple.

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Location: Empire C, Hershey Lodge

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PETEC25 HSD WCAG Presentation.pdf

Empowering Educators to Innovate with AI

Delve into the artificial intelligence movement, AI tools empowering teachers for personalized education and efficient tasks, and discuss concerns like bias and cheating. You should leave the presentation with a solid understanding of AI's benefits and different AI programs that will benefit your classroom!

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Location: Empire D, Hershey Lodge

Designing for Accessibility

Let's consider best practices when creating digital designs to ensure the flyers, posters, websites, and other digital communications are fully accessible for everyone. We'll explore things like accessible fonts, color combinations, use of images, captioning, and more that can be easily adapted for all our communications.



Location: Magnolia A, Hershey Lodge



Download Course Materials

Bricks to Bytes: Innovative Classroom Design

Enhance your skills with Google Slides and Canva to create engaging, welcoming classroom environments. This session will cover designing visually appealing presentations and materials, customizing resources for both in-person and digital settings, and using consistent color schemes to boost student engagement and create a positive atmosphere.



Location: Magnolia B, Hershey Lodge



Download Course Materials

Snow Day Success with Canvas LMS

Discover how Canvas LMS can elevate your district's PA Flexible Instruction Days by providing a centralized platform for streamlined student learning and parent communication. This comprehensive approach ensures consistent, meaningful instruction during weather-related or unexpected closures, while giving families easy access to vital information.



Location: Magnolia C, Hershey Lodge



Download Course Materials

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 63/71





Hands-On Equitable CS learning with Micro:bit

Creating opportunities for all educators to use Micro:bits in their classrooms. Micro:bits are an inexpensive way to incorporate technology in any classroom. Come & learn about Micro:bits from a 2024 Micro:bit Champion and Computer Science educator who has over 5 years of experience working with the Micro:bit. Take a test drive in using them & learn how you can bring them to your school for little to no cost.



Location: Magnolia D, Hershey Lodge

Coaching - Birds of a Feather

Join this open-format session for instructional technology coaches to share successes, tackle challenges, and exchange ideas. With a facilitator to guide the conversation, this informal, agenda-free space is perfect for connecting, collaborating, and learning from peers.



Location: Tower 1, Hershey Lodge

SEL Every Day

In this session, teachers will learn what Social-Emotional Learning is, and how to incorporate SEL into everyday lessons with and without using technology.



Location: Wild Rose A, Hershey Lodge

A Brief History of the Future of Education

Schools, designed over a century ago, are outdated in the digital age. Despite educators' efforts, students aren't prepared for a changing workforce due to the TTWWADI mindset (That's The Way We've Always Done It). This presentation examines TTWWADI, the need for change, and new educator roles to prepare students for future challenges.



Location: Wild Rose B, Hershey Lodge



Download Course Materials



A Brief History Future Education Executive Summary.pdf

From Zero to Hero: Level Up Your IT Security

We all know the importance of having a network firewall and EDR solution, but this presentation will look at all the pieces that go into a robust IT security plan. We'll look at potential blind spots, how to keep your cool when situations arise, balancing security vs. easy of use, and how to educate your community on best practices.



Location: Cocoa 2, Hershey Lodge



Download Course Materials



9:10 AM - 10:00 AM EST

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Defend Against Cyber Attacks with the MS-ISAC

This session will address how and why public schools are targeted by cyber attackers. We will discuss how schools can work together to defend against cyber attacks with support from the MS-ISAC. We will show you how schools can implement the CIS Controls, our cybersecurity best practice recommendations, and utilize tools like MDBR, Albert, and more



Location: Cocoa 3, Hershey Lodge

Hook, Line, and Sinker: Phishing Tips

This session will review the latest trends in phishing research and what that means for I.T. departments. A list of research-based best practices will be provided. Finally, find out the top three recommendations you can implement now to reduce your district's vulnerability to socially engineered phishing emails.

Click here for our presentation



Location: Cocoa 4, Hershey Lodge

Surviving a cyberattack without insurance

Is your district still on the fence about cyber insurance? Join the Northern Bedford School District and the Tuscarora Intermediate Unit as we explore the detection, mitigation, and recovery from a district-wide cyber attack without the safety net of cyber insurance.



Location: Cocoa 5, Hershey Lodge



Tiu11 Cyber Hotsheet.pdf

Growth Mindset Games for Engaged Learning

Discover how mentoring and data-driven strategies shaped growth mindset initiatives in our district. Explore interactive games and activities that inspire resilience, collaboration, and a love of learning. Engage in hands-on demonstrations and learn practical ways to empower students and foster meaningful connections in your school or classroom.



Location: Cocoa 1, Hershey Lodge



PETE&C 2025 Growth Mindset Gam....pdf

Connect with Apple Education

Connect with the Apple Education team at any time during the hour. We'll discuss how schools are leveraging Apple devices in the classroom and answer any questions you might have.



Location: Cocoa Terrace, Hershey Lodge

IN THIS SECTION:

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[PETE&C Summits](#)

[Conference Highlights](#)

[Volunteer Application](#)

[Policies page](#)

Attendee Registration

2025 Program

MEMBER ORGANIZATIONS:

2025 Program ☐

PETE&C Summits ☐

Online Learning Summit ☐

Student-Centered Learning Summit ☐

AI Summit ☐

STEELS/STEM Summit ☐

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Conference Highlights ☐

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Policies ☐

Attendee Service Center ☐

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9:30 AM - 10:10 AM EST

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9:30 AM - 10:20 AM EST

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Integrating Tech into ELA Routines

I like to refer to my classroom routines as "systems" - because we put systems into place to support us - and systems can always be updated, upgraded, and enhanced. In this session, we will discuss how to implement systems in your ELA (or other) classroom to maintain rigor and expectations while also building classroom community and rapport.

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Location: Crystal A, Hershey Lodge

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Download Course Materials

AR/VR For Creativity and Critical Thinking

Advances in augmented and virtual reality have allowed us to experience the world in a completely different way that we have in the past. Students can use these tools to develop critical thinking and creativity skills. Explore resources and project ideas that promote the use of AR & VR as part of your every day instruction.

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Location: Empire A, Hershey Lodge

Taking STEELS to the Next Level

Participants will engage in a STEELS-based inquiry activity on renewable energy. They will then learn how it was used to launch into a full unit and interdisciplinary project. This activity started as a summer science camp session that grew into a multidisciplinary project with community involvement.

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Location: Empire B, Hershey Lodge

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Taking STEELS to the Next Level.pdf

A Serving of Literacy with a Dollop of AI

Using AI to create text for small group instruction can significantly enhance personalized learning and cater to the diverse needs of students. Join me to find new ideas on incorporating the different facets of AI into your literacy program! Some include using AI chatbots for reading comprehension and gamified reading activities.

☐

Location: Empire C, Hershey Lodge

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Download Course Materials

Automate Your Day with AI

Are you interested in learning more about artificial intelligence? Automate Your Day with AI empowers educators to leverage artificial intelligence tools to streamline and enhance various aspects of their professional and personal lives. Participants will learn to automate repetitive tasks and utilize AI-driven productivity tools.

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Location: Empire D, Hershey Lodge

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7/16/25, 9:08 PM 2025 Program

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MySciLife: Transforming Science Education

Unlock the future of science education! Learn dynamic strategies for integrating MySciLife, a transformative digital platform, into your classroom. Explore engaging ways to foster collaboration, digital literacy, and scientific inquiry, propelling your students into a new era of interactive and impactful learning experiences.

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Location: Magnolia A, Hershey Lodge

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Download Course Materials

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Download Course Materials

Race to Nome in Your Classroom

You've probably heard of Balto and the Serum Run from Nenana to Nome, Alaska but you may not have heard of the Iditarod race run every year since 1973. The Iditarod also has an education department. Hear how you can incorporate the Iditarod in your classroom in even the smallest of ways -lessons available, chances to collaborate, and innovative



Location: Magnolia B, Hershey Lodge



Download Course Materials

Careers in eSports - Not Just for Gamers

Explore the diverse career opportunities in the booming esports industry beyond just gaming. From management and operations to sales, event planning, coaching, and social media, this session highlights the growing array of roles available. Discover how students can find their place in this billion-dollar industry without being a pro gamer.



Location: Magnolia C, Hershey Lodge

Leadership in AI & Ethics-Birds of a Feather

Join this Birds of a Feather session on Leadership in AI & Ethics to explore challenges, share strategies, and collaborate on ethical frameworks in AI. Connect with peers who are passionate about responsible innovation and shaping the future of ethical AI leadership!



Location: Tower 1, Hershey Lodge

Computer Science: Learn it Anywhere!

With all of the requirements in education these days, it can be easy to overlook important topics. For Computer Science, stand alone courses are not always needed or possible. Computational thinking, problem solving, and other computer science concepts can all be integrated into any grade level and/or subject. Come join me to learn how!



Location: Wild Rose A, Hershey Lodge

Freeform Portfolios for US History and More

Explore how to utilize Apple's Freeform to create dynamic student portfolios in US History. This presentation will demonstrate step-by-step methods to build comprehensive portfolios, showcase

student work, and integrate multimedia. Additionally, discover relevant strategies to connect these techniques to other content areas to enhance engagement.

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Location: Wild Rose B, Hershey Lodge

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Why Seconds Count: Credential Abuse

In recent years, K-12 and educational institutions have become prime targets for cybercriminals employing sophisticated attack methods. This presentation delves into critical threats facing the education sector: the exploitation of compromised credentials and the surge in non-malware or malware-free attacks.

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Location: Cocoa 4, Hershey Lodge

Building an Incident Response Plan

Planning is the key to avoiding or mitigating issues. We will share our district's incident response plan, the process for development, and provide tools and resources for participants to lead a proactive planning process in their district.

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Location: Cocoa 2, Hershey Lodge

An Autopsy of a Cybersecurity Crisis

This session will provide a detailed breakdown of a school district team's experience navigating a significant cybersecurity crisis, offering valuable insights and lessons learned. The presentation will focus on the collaborative decision-making process from multiple perspectives—technical, instructional, governance, and communication.

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Location: Cocoa 3, Hershey Lodge

Student Strategies in Evading Filtering

Schools face numerous challenges in managing web filtering, preventing evasion tactics, and ensuring safe AI training environments. Join us to learn about addressing these challenges while evolving with the changing landscape of educational technology and student behavior.

☐

Location: Cocoa 5, Hershey Lodge

Connect with Apple Education

Connect with the Apple Education team at any time during the hour. We'll discuss how schools are leveraging Apple devices in the classroom and answer any questions you might have.

☐

Location: Cocoa Terrace, Hershey Lodge

Teaching the "TE" in STEELS

Looking to integrate Technology and Engineering into your classroom while meeting the new STEELS standards? Join us for an engaging, hands-on experience featuring lessons, resources, and budget-friendly activities designed to captivate students and bring innovation to any learning environment!

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Location: Cocoa 1, Hershey Lodge

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Download Course Materials

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10:10 AM - 10:50 AM EST

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10:10 AM - 11:00 AM EST

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10:30 AM - 11:20 AM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 68/71

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A Spectrum of STEELS - Collab in Your Corner

Convergence education is coming, and it's all hands on deck! Whether math, art, gym, music, or literature - delivery of STEELS can come from any content WITHOUT disrupting the curriculum. This session reviews how you can make huge strides with just the right strategic partnering and a twinge of change.

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Location: Empire A, Hershey Lodge

Hook 'Em Into Math

Learn ways teachers can hook their students into their elementary and middle level math class with strategic integration of technology along with other best practices. We will explore technology resources that can be used in the math class to help teachers engage learners while promoting rigor in mathematics.

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Location: Empire B, Hershey Lodge

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Download Course Materials

Using AI to Teach the Writing Process

By the end of this presentation, attendees will know how to use specific AI apps and tools during every stage of the writing process. This model will teach students how to use AI ethically as a complement to the writing process. For each step in the writing process, participants will practice using AI tools for both instruction and student support.

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Location: Empire C, Hershey Lodge

Two resources for teaching Machine Learning

Machine Learning remains an essential technology that is central to the concepts of Artificial Intelligence (AI) and advanced technologies including self-driving cars. This presentation will review two hands-on learning resources that provide high school students the opportunity to learn Machine Learning concepts using physical robotics tools.

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Location: Empire D, Hershey Lodge

Construction Responses: Writing with Lego

While many students are relying on AI for answers, educators are looking for new ways to engage them and get them thinking for themselves. Bysteping back to what children naturally do- build and create- we can get students to step out of academic paralysis and craft strong and complex responses in content area classes.



Location: Magnolia A, Hershey Lodge



Lego Writing- To Share.pdf

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 69/71



Creating a Dynamic K-12 CS Program Together

Join Tamar McPherson for an interactive session on building a comprehensive K-12 computer science program. Discover effective strategies, resources, and curricula to create an inclusive and engaging CS education pathway. Learn to overcome challenges, integrate CS into existing courses, and inspire students with innovative projects/activities.



Location: Magnolia B, Hershey Lodge



Creating a Dynamic K-12 CS Program Together.pdf

Transforming Social Studies with Google Apps

Discover innovative ways to enhance K-12 social studies education using Google Apps. This session will demonstrate practical applications, share real-world applications, and provide interactive strategies for integrating tools like Google Docs, Sheets, and Maps to foster student engagement and improve learning outcomes.



Location: Magnolia C, Hershey Lodge

Differentiation and all that Jazz

Struggling with differentiation? Join us to learn strategies for supporting both advanced learners and those needing scaffolds. We'll cover SDIs, spaced practice, reteaching, summative projects, audio/video aids, guided notes, individualized notebooks, and more. Get practical examples to implement in your classroom.

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Location: Magnolia D, Hershey Lodge

PowerPoint Video Games: Unleash Creativity!

In this hands-on presentation, I will cover the basics of creating real video games using ONLY Microsoft PowerPoint and guide you to making your first game. Everything you will need to teach your students how to create mind-boggling PowerPoint games will be shared during the presentation, including mini-lessons, instructional videos, and examples.

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Location: Wild Rose A, Hershey Lodge

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Download Course Materials

Building a Classroom Economy with G Suite

Financial literacy is an often overlooked necessary life skill. Join a Google Certified Educator on a journey to transform a regular classroom into a booming student-driven economy complete with student job applications, jobs, paychecks, banking, entrepreneurship, and investments by integrating Google Suite Tools into your classroom.

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Location: Wild Rose B, Hershey Lodge

The Power of Belonging

☐

Location: Chocolate Ballroom, Hershey Lodge

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11:45 AM - 2:00 PM EST

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 70/71

7/16/25, 9:08 PM 2025 Program

<https://www.peteandc.org/2025/program.cfm> 71/71

Title of Training: NAGC Teacher's Summit

Presenters: Varied – See below for all speakers & sessions

Provider: NAGC Organization

Date of Training: February 25-February 26, 2025

Agenda:

- See below for all speakers and available session selections

AHCCS Attendees:

Victoria Nesti, AHCCS Gifted Education Coordinator

NAGC 2025 Teachers Summit Sessions & Schedule

Note that the keynote session and featured sessions will be presented live.

Breakout sessions are live broadcasts of recorded sessions with live chats with the speakers.

[Register Now!](#)

Tuesday, February 25, 11:00 a.m.-12:00 p.m. ET: Keynote Session



Embracing the Playful Life: Prioritizing Self-Care Through Play

Jed Dearybury

K-12 | Gifted 101/New to Gifted Education | Teacher Self-Care, Social-Emotional Learning

Step into the world of joyful self-care with Embracing The Playful Life—a transformative keynote speech celebrating the power of play in our everyday. In this invigorating session, educators will discover how integrating play into their lives can nurture well-being and enhance their ability to support students effectively. (Live Session)

Jed Dearybury began his education career in 2001. He was featured in GQ Magazine as Male Leader of the Year, met President Obama as the South Carolina honoree of the Presidential Award for Excellence in Math and Science Teaching, and was named top 5 finalist for SC Teacher of the Year. He was also the very first Milken Fellow from South Carolina in 2016. Since leaving second grade in 2015, he has been leading professional development across the country and training the next generation of educators through teaching in higher education. His books include *The Playful Classroom*, *The Courageous Classroom*, and *The Playful Life*.

Tuesday, February 25, 12:15 p.m. ET: Breakout Sessions

Building Blocks of Brilliance: Primary Education With a Thinking Lens

Alicia Schroeder-Schock

K-5 | Gifted 101/New to Gifted Education | Early Childhood, Curriculum, Differentiation Strategies

Discover how to elevate your advanced, young learners! This session will provide practical, ready-to-implement techniques and strategies for creating standards-based objectives that blend thinking skills with content to challenge gifted and high-achieving students. Learn an actionable approach to infusing critical thinking into your lessons to challenge your brightest learners, fostering deeper engagement and academic growth from an early age. (Prerecorded With Live Chat)



Alicia Schroeder-Schock, Ed.D., is a K-5 gifted and talented teacher in North Dakota. She received her masters from UConn in educational psychology with a concentration in giftedness and her doctorate from William & Mary in educational leadership with a concentration in gifted administration. Alicia presents at the state and national level with an emphasis on instructional practices for high-ability learners.

Gifted and Vulnerable: Tackling the Challenges No One Talks About

Alia Pineda Medina and Abigael Allen

9-12 | Intermediate/Some Experience With Gifted Education | High School, Mental Health Needs of the Gifted

Gifted students are not exempt from bullying, anxiety, or trauma. These experiences can be magnified by their sensitivity and unique challenges. This session invites educators to explore these often overlooked issues, identify signs of distress, and develop strategies for a safer, more supportive environment where gifted learners can thrive. Let's shift the conversation and tackle the struggles no one talks about. (Prerecorded With Live Chat)



Alia Pineda Medina, M.Ed., is a Ph.D. Candidate at the Gifted Education Research and Resource Institute (GER2I) at Purdue University, where she serves as an undergraduate teaching assistant and youth program coordinator. With GER2I, she has dived into curriculum development, creating and teaching history-based enrichment curricula for grades 7-12. Her research interests are preservice teachers' perspectives, teacher training, and multiexceptionality.



Abigail Allen is a doctoral student in gifted education at Purdue University, with six years of experience in the secondary English classroom. She is currently a teaching assistant for preservice teacher courses, and research assistant on the HOPE+SIM Javits grant. Her research interests include identification equity, multiexceptionality, curriculum, and teacher training.

Next Level With AI: Advanced Prompts for Deeper Learning

Emily Mofield

K-12 | Intermediate/Some Experience With Gifted Education | Curriculum, Differentiation Strategies, Technology and AI

Learn to design engaging, rigorous AI prompts and evaluate outputs for alignment with best practices in gifted education. This session equips educators to assess the quality of AI-driven responses with ideas for enhancing creativity, critical thinking, and problem-solving. Practical examples and practice using these prompts will equip educators to elevate their instructional practices and inspire deeper learning with gifted learners. (Prerecorded With Live Chat)



Emily Mofield, Ed.D., is an Associate Professor at Lipscomb University, an award-winning author, and a former teacher with more than 20 years of experience in gifted education. She's passionate about equipping teachers to support gifted and high-potential students through effective curriculum, differentiation, and social-emotional strategies. Emily's sessions are engaging, practical, and packed with resources educators can use right away.

Strategies for Challenging Gifted & High Ability Students

Ashley Badger

K-5 | Gifted 101/New to Gifted Education | Elementary, Curriculum, Differentiation Strategies

Do you have students who walk into your classroom with skills already mastered? Do you feel obligated to teach every skill? In this session, unlock the mysteries of preassessment and free your students to the possibilities of deep, enriching challenge! A strong preassessment and enrichment plan ensures students are continuously learning, as they are provided complex material to foster growth. (Live Session)



Ashley Badger has been in the gifted education field for 18 years, currently serving as a Gifted & Accelerated Coordinator and managing extended learning opportunities, such as summer enrichment camps. Professional development and curriculum planning, individualized learning plan development, and resource creation are a part of her role. She is National Board Certified in Exceptional Needs Specialist-Gifted and endorsed in Gifted Education K-8.

Tuesday, February 25, 1:45 p.m. ET: Breakout Sessions

It's Your Choice: A Differentiation Celebration

Vanessa Heller

K-12 | Intermediate/Some Experience With Gifted Education | Curriculum, Differentiation Strategies, Technology and AI

Differentiation allows for choice and voice but doesn't have to be complicated to plan. Teach standards/concepts/content through choice in process and product. Differentiate using Depth & Complexity icons, Content Imperatives, Universal Themes, TLAD, and then go further using G.R.A.P.E.S., or a human rights lens for real-world relevance and diversity of needs and representation. This will be a fun and fast-paced session! (Prerecorded With Live Chat)



Vanessa Heller taught for 26 years and served as GATE and DEI Coordinators. She contributed to Teaching for Racial Equity: Becoming Interrupters, journals, and blogs. She presents on gifted education, inquiry, and educational technology. She is a board member of Tri-County GATE Council, founded/directed the Oak Park Inquiry Institute, and was department chair, a peer coach, and a technology mentor.

Harnessing AI to Differentiate Secondary ELA Lessons for Every Learner, Including Gifted Students

Halo Rogers

6-12 | Gifted 101/New to Gifted Education | High School, Differentiation Strategies, Technology and AI

Discover how AI can transform secondary ELA lessons through the workshop model. Learn to use AI tools to design student-centered, differentiated lessons that meet diverse needs, including gifted and advanced students. Create AI-enhanced lessons that foster engaging and inclusive learning experiences for all learners. (Prerecorded With Live Chat)



Halo Rogers is an accomplished educator with a master's degree in curriculum and instruction, extensive experience as a middle school ELA teacher and Gifted and Talented Specialist, and a proven track record of leading curriculum development and facilitating professional development on integrating technology and AI in the classroom.

Nurturing and Developing Students' Talents Through Student-Created Museums

German Diaz and Martha Lopez

K-8 | Intermediate/Some Experience With Gifted Education | Elementary, Equity/Culturally Responsive Teaching, Differentiation Strategies

This session focuses on the Student-Created Museum framework as a pedagogical, rigorous, and nontraditional approach to nurturing and developing talent. The presenters will explain how arts integration paired with culturally responsive teaching are effective ways to differentiate and provide enrichment. Participants will be guided through the eight steps of planning, developing, and creating a student-created museum. (Prerecorded With Live Chat)



Dr. German Diaz has been instrumental in developing and implementing new programs to increase services and equity in identification methods. His leadership and advocacy for the development of inclusive and equitable identification practices resulted in the identification of more students of color. His vision is to implement a talent development model focusing on early identification and access to enrichment programs.



Dr. Martha Lopez is a nationally known speaker. She works for Milwaukee Public Schools as a Teacher/Coach in the implementation of multiple gifted initiatives. She cowrote and was awarded several Department of Public Instruction GT Grants and the most recent 2E Milwaukee Project Javits Grant. Since 2023, she has cochaired the NAGC SIG Rompiendo Barreras/Breaking Down Barriers for Gifted Hispanic/Latino Populations.

Talent Team-Up: How General and Gifted Teachers Can Collaborate to Nurture Student Strengths

Beth Taylor and Melissa Springer

Pre-K-12 | Gifted 101/New to Gifted Education | Elementary, Middle School, Identification

Do you LOVE working with gifted students but often feel like a “lonely only”? Ever wish for more collaboration and crossover with teachers—a team approach? This is the place to be! Join two veteran gifted teachers who maximized collaboration—building stronger programs for their students. Get the buy-in you need to take gifted education outside of the gifted classroom! (Live Session)



Beth Taylor is an Instructional Staff Developer with more than 20 years experience in education. Beth has experienced a variety of roles and program structures, including resource, coteaching, and full-time gifted centers. Her passion for gifted education and talent development has led her to share what she has learned in hopes to make a difference for future generations of teachers, students, and families.



With 20 years of teaching experience, **Melissa Springer** has taught in various gifted education roles, including a full-time gifted center, cluster, and pull-out programs. She holds a master's in elementary math and science education. She is passionate about teaching and advocating for gifted students, and continuously seeks to enhance her skills through national conferences and professional development.

Tuesday, February 25, 3:00 p.m. ET: Breakout Sessions

Designing Engaging and Rigorous Assessments for Gifted Learners

Michelle Hock and Leighann Pennington

K-12 | Advanced/High Level of Experience With Gifted Education | Middle School, High School, Assessment

This session will include strategies for constructing complex, rigorous, creative, and engaging assessments for gifted learners. We will review fair assessment principles and provide a strategy toolkit to support teachers in creating, modifying, and/or differentiating assessments for diverse, academically advanced children across a range of educational settings. (Prerecorded With Live Chat)



Michelle Hock is a postdoctoral research associate at the University of Virginia's School of Education. She holds both an Ed.D. and M.Ed. in Curriculum and Instruction with a focus on gifted education from the University of Virginia. Her teaching and research interests include preservice teacher education, gifted education, and classroom assessment. She previously taught secondary English in Pennsylvania.



Leighann Pennington is an assistant professor at Sweet Briar College and a former middle school teacher and educator of gifted students. She holds an M.Ed. in Educational Psychology and Gifted Education and Ed.D. in Curriculum and Instruction from UVA. Her interests include curriculum implementation and talent development among diverse learners.

Developing Citizens of the World through Global Awareness

Theresa Newsom, Alisa Johnson, & Teresa Mapson Reddish

K-5 | Intermediate/Some Experience With Gifted Education | Social-Emotional Learning, Differentiation Strategies, STEM

The National Assessment of Educational Progress addressed educational equity to strengthen all students' academic performance toward career readiness and the enrichment of fulfilling their potential in a global world. This session provides strategies for educators of gifted students that integrate diverse perspectives through personalized learning and collaborative conversations/activities to develop skills for making positive contributions in our world. (Prerecorded With Live Chat)



Theresa Newsom, Ph.D., is a Gifted and Talented Resource Specialist, University of Colorado Colorado Springs College of Education Collaborators' Council Member, Diversity, Equity, Inclusion Advisor, and member of The Colorado Academy of Educators for the Gifted, Talented and Creative. She served on the LEAP framework writing team and is the founder of Children with Promise Educational Services.



Alisa Johnson, M.Ed., is a Gifted Education Specialist at Paradise Valley Unified School District, Phoenix, AZ, and a professional development presenter for NAGC and the Arizona Association of Gifted and Talented.



Teresa Mapson Reddish, Ed.S., is a teacher, gifted and creative education specialist, and Gifted Endorsement Instructor in suburban Atlanta, GA. She serves on the executive board of the Georgia Association for Gifted Children as cofacilitator of the Coalition for Access and Equity in gifted education.

Pop Culture Meets the Boardroom: Teaching Gifted Students to Think Like Leaders

Justin Mitchell

6-12 | Intermediate/Some Experience With Gifted Education | Middle School, High School, Leadership

Explore how pop culture icons like Marvel superheroes, Taylor Swift, and Stranger Things inspire gifted students to build leadership and entrepreneurial skills. This session offers creative lesson plans,

activities, and strategies blending storytelling, decision-making, and innovation. Whether students aim to lead a team, launch a startup, or change the world, you'll gain tools to guide them toward their goals—all while keeping learning relatable and energizing! (Prerecorded With Live Chat)



Justin Mitchell is an eighth-grade social studies teacher and gifted and talented coordinator at Franklin-Simpson Middle School. A 2021 Kentucky History Teacher of the Year and 2023 Kentucky Middle School Teacher Achievement honoree, he also serves as Chair of the Education Professional Standards Board, Secretary of the Kentucky Association for Gifted Education, and a member of NAGC's Public Policy and Advocacy Committee.

What Every Educator Needs to Know About Gifted/Autistic 2e Learners

Emily Kircher-Morris

K-12 | Intermediate/Some Experience With Gifted Education | 2e, Social-Emotional Learning

How well do you know the twice-exceptional gifted/autistic students in your classroom? As the body of research surrounding autism grows, so does our understanding of how characteristics of autism influence their success in the academic setting. This session will share vital information about masking, alexithymia, Pathological Demand Avoidance, and more so educators can support their high-ability autistic students. (Live Session)



Emily Kircher-Morris, LPC, is the host of The Neurodiversity Podcast, which explores the psychological, educational, and social needs of neurodivergent people. She is the author of several books related to the development of children and teens who are neurodivergent and cognitively gifted. She works as a mental health counselor in private practice outside of St. Louis, MO.

Tuesday, February 25, 4:00 p.m.-4:30 p.m. ET: Roundtable Conversations With Tuesday Speakers

Join Tuesday's speakers live in conversation about the day's sessions and topics. Bring your questions and come ready to share any aha moments from the day's learning with your fellow attendees! As a bonus, learn more about how you can use the Teachers Summit reflection guide post-event to keep building on your learning!

Wednesday, February 26, 11 a.m. ET: Featured Sessions

An Overview of Culturally Responsive Gifted Pedagogy

Corey Gray

PreK-12 | Gifted 101/New to Gifted Education | Curriculum, Equity/Culturally Responsive Teaching

What does it mean to be a culturally responsive gifted educator? In this session, we will explore this critical question by exploring the history of gifted education, gain frameworks and strategies to nurture the brilliance in all high-ability learners. Join us to reflect and learn, and leave inspired to champion equity, excellence, and justice in gifted education! (Live Session)



Corey Gray is a Ph.D. Candidate at the University of Georgia, studying Gifted and Creative Education. An educator and instructional leader in Atlanta, he has taught at the elementary, middle school, and university level and served in traditional public, independent, and public charter schools. His research interests include culturally responsive pedagogical frameworks, creativity-based education, and excellence gaps in underrepresented communities.

LEAP Into Differentiating Instruction

Jessica LaFollette and Teresa Mapson Reddish

K-12 | Gifted 101/New to Gifted Education | Curriculum, Differentiation Strategies, Technology and AI

This session examines some of the research-based practices and strategies that the NAGC LEAP program provides for differentiating instruction including higher-level thinking, flexible grouping, and problem-based inquiry. Opportunities are provided throughout the session to practice making DI decisions based on data and to critically analyze useful AI tools. Portions of the presentation will be differentiated to model the practices. (Live Session)



Jessica LaFollette, Ph.D., teaches gifted learners at Piper Middle School in Kansas City, KS, and is an adjunct professor at the University of Missouri where she instructs graduate courses in gifted education. She is past president of the Kansas Association for the Gifted Talented and Creative and chair of NAGC's Parent, Family & Community network.



Teresa Mapson Reddish, Ed.S., is a teacher, gifted and creative education specialist, and Gifted Endorsement Instructor in suburban Atlanta, GA. She serves on the executive board of the Georgia Association for Gifted Children as cofacilitator of the Coalition for Access and Equity in gifted education.

The GIFT of Self-Care: Nurturing Educators of the Gifted

Stephanie Higgs

K-5 | Gifted 101/New to Gifted Education | Social-Emotional Learning, Teacher Self-Care

Teachers are selfless humans, but we can't pour from empty cups! Join this presenter for a feel-good, yet research-based, action-packed session to support your happiest year yet. When you feel better, you teach better. Think of this as the virtual spa treatment of NAGC! You'll leave feeling replenished, reflective, and restored, resulting in your students' happiest year yet, too! (Live Session)



Stephanie Higgs, [@littlemissgifted](#) on Instagram, is an award-winning, Nashville-living gifted educator. Stephanie is a quick thinking, fast talking, passionate international presenter, featuring sessions with immediate, easily implemented, FUN takeaways. Stephanie's your #1 hype girl, here to love and serve. You'll leave her sessions energized, equipped, and empowered to prioritize YOU in 2025!

The Remix You Didn't Know You Needed: Classic Gifted Strategies Reinvented (Brian's Version)

Brian Housand

K-8 | Intermediate/Some Experience With Gifted Education | Curriculum, Social-Emotional Learning, Differentiation Strategies

"Brian's Version" reimagines classic gifted education techniques, remixing time-honored strategies with the latest resources, tools, and insights for 2025. Like Taylor Swift's re-recorded albums, these familiar approaches have been updated with fresh relevance, "tailored" to meet the needs of today's students. Join us as we revisit and revitalize gifted instruction, making it meaningful for a NEW ERA. (Live Session)



Dr. Brian Housand is the coordinator of the gifted program at University of North Carolina Wilmington and creator of Gifted360.com. Brian has worked in education as a classroom teacher, a teacher of the gifted, and a university professor for more than 25 years. Brian is a lover of technology, Star Wars, all things Disney, video games, and fonts.

Wednesday, February 26, 12:15 p.m. ET: Breakout Sessions

Building Gifted Support: PLCs & Teacher Collaboration Strategies

Karen Cristalli

PreK-12 | Intermediate/Some Experience With Gifted Education | Social-Emotional Learning, Differentiation Strategies, PLCs

In this session, attendees will explore strategies to build professional learning communities and find consortia resources and support structures for teachers serving gifted students. Topics include coteaching, collaboration, self-care, and gaining administrative support. (Prerecorded With Live Chat)



Karen Cristalli, M.Ed., is the District Instructional Supervisor in Kearny, NJ. In 2024, she received the Administrator Award from the New Jersey Association for Gifted Children. Karen is co-president of the Hudson County Gifted and Talented Consortium and chairs the Intersectionality of Cognitive and Affective Needs Subcommittee for the Strengthening Gifted and Talented Education Act Committee.

Cracking the Code: Teaching K-5 Gifted Students Depth & Complexity Icons Using Fables

Susan Flores

K-5 | Gifted 101/New to Gifted Education | Elementary, Curriculum, Differentiation Strategies

This session explores using Depth and Complexity Icons to support K-5 gifted learners, focusing on critical thinking through the study of fables. Participants will gain practical strategies, downloadable resources, and scenario-based activities to apply in their classrooms, fostering intellectual engagement and enhancing the learning experience for gifted students. (Prerecorded With Live Chat)



Susan Flores is a passionate gifted differentiation coach who loves working with gifted students. With years of experience as a third-grade gifted cluster teacher and fourth-grade comprehensive gifted classroom teacher, she has also presented at AAGC and district workshops. Susan models differentiated lessons in classrooms and advocates for critical thinking using strategies like Depth and Complexity.

Cultivating Perseverance & Navigating Pathways for Gifted and Talented Students

Fangfang Mo

PreK-12 | Intermediate/Some Experience With Gifted Education | Elementary, Secondary, Social-Emotional Learning

Perseverance is pivotal for the academic and social-emotional growth of gifted students (Datu et al., 2022). Individualized pathways allow them to pursue their passions and reach their goals. This session involves participants with practical strategies to cultivate perseverance in gifted students and introduces personalized pathways through an engaging activity, empowering the audience to acquire practical insights and skills. (Live Session)



Fangfang Mo is a doctoral candidate in Educational Studies with a concentration in Gifted, Creative, and Talented Studies at Purdue University. Her research focuses on the intersection of AI and creativity, underachievement among underrepresented populations, twice- and multiexceptionalities, identifying giftedness through the lens of positive psychology, and the social-emotional well-being of gifted adolescents.

Engaging Gifted Learners Through Advanced Learning Labs: High-Level Tasks for K-12 Students

Crissy Brown and Stephanie Cyrus

K-12 | Intermediate/Some Experience With Gifted Education | Elementary, Secondary, Curriculum

To support the needs of K-12 advanced learners and teachers, North Carolina has developed Advanced Learning Labs (ALLs). These high-level tasks are aligned to 20 overarching concepts as well as academic standards and are translated into Spanish. Teachers may use ALLs to enrich, extend and accelerate instruction, in-person or remotely. Come to learn more about these 920 ready-to-use tasks! (Prerecorded With Live Chat)



Dr. Crissy Brown is a State Consultant in the Division of Advanced Learning and Gifted Education at the NC Department of Public Instruction (NCDPI). Crissy works alongside public school district and charter school leaders, and other stakeholders to effectively implement Local AIG plans and programs, and support other legislation and policy initiatives impacting gifted and advanced learners across the state.



Stephanie Cyrus is a State Consultant in the Division of Advanced Learning and Gifted Education at the NC Department of Public Instruction (NCDPI). Stephanie works alongside public school district and charter school leaders, and other stakeholders to effectively implement Local AIG plans and programs, and support other legislation and policy initiatives impacting gifted and advanced learners across the state.

Wednesday, February 26, 1:45 p.m. ET: Breakout Sessions

Exercising Creative Brains: Arts Integration Warm-Ups for Beginners

Amanda O'Neil and Barbara "Bobbie" Parmann

K-8 | Gifted 101/New to Gifted Education | Elementary, Middle School, Differentiation Strategies

Discover the power of arts integration with engaging, beginner-friendly warm-ups designed for gifted learners! Explore simple, effective activities that blend visual art, music, drama, and movement into core subjects, sparking creativity and critical thinking. Energize learning, foster collaboration, and activate students' minds with ready-to-use strategies that make every lesson a dynamic and inspiring experience. (Prerecorded With Live Chat)



Amanda O'Neil has over a decade of teaching experience. She has learned many different strategies in helping with gifted students including critical thinking, games, and creativity. She piloted the GATE program at a charter school in Las Vegas and has since moved to a different charter school where she continues to teach gifted students daily.



Barbara "Bobbie" Parmann taught GATE for 5 years and supported the GATE program at her school. Over the last 14 years, she has supported individual student needs in the resource room, taught English to students in China, Kindergarten, sixth-grade ELA, and GATE, and is in her second year of being MTSS/RJ Coordinator.

Gifted Well-Being as a Measure of Equity

Kate Bachtel

K-8 | Intermediate/Some Experience With Gifted Education | 2e, Curriculum, Social-Emotional Learning

Emotional intelligence (EQ) accounts for approximately 50% of the variance in life outcomes. As EQ increases, so does the ability to navigate stress and conflict. EQ is critical for gifted youth given their sensitivities and vulnerability to educational neglect. This session will engage educators with strategies to cultivate emotional and regulation skills so students can soar to new heights. (Prerecorded With Live Chat)



Dr. Kate Bachtel is a gifted and special education teacher in Boulder Valley School District and president of SoulSpark Learning. Her masters is from CU Boulder (equity & diversity - multicultural and bilingual education) and doctorate from DU (curriculum & instruction - gifted). She is also a past SENG president and Six Seconds EQ practitioner. Kate is a neurodivergent gifted equity firebrand.

Saving Planning Time with Colleague.AI

A.J. Balatico

K-12 | Intermediate/Some Experience With Gifted Education | Curriculum, Differentiation Strategies, Technology and AI

Colleague.AI is a prompt-based AI platform that assists teachers in creating time-saving, standards-aligned lesson plans, rubrics, and professional learning community (PLC) meetings. Features like “show

chain of thought/reflection” allow teachers to validate lesson components, including special population considerations, differentiation, grouping, timing, and budgets. Ultimately, time saved using Colleague.AI supports professionals to continuously customize classroom learning for gifted students. (Prerecorded With Live Chat)



A.J. Balatico is a Ph.D. Candidate in Learning Sciences and Human Development at the University of Washington. He has research interests in gifted education equity, STEM trajectories, and cognitive/computational neuroscience. Previous research positions include UW's School of Medicine, the Robinson Center, and NSF grant funded research. Previously, A.J. was a high school science teacher and robotics mentor in Louisiana.

Teach Them to Fish

Anna Cassalia and Emily Hollett

K-8 | Intermediate/Some Experience With Gifted Education | Elementary, Curriculum, Differentiation Strategies

Give a teacher a scripted curriculum, and they will teach for today. Equip them with best practices, and they will educate for a lifetime. In this session, practitioners will learn a variety of easy-to-implement, high-impact strategies. Participants will learn new ways to level up questions, add depth and complexity to their lessons, and extend their students’ learning. (Live Session)



Anna Cassalia is a gifted educator and author dedicated to ensuring learning opportunities for all students to reach their highest potential. Anna is passionate about writing advanced curriculum for gifted students and presenting her work at gifted conferences. She is serving as co-president for the Tennessee Association for the Gifted and teaching elementary gifted students full-time.



Emily Hollett is an award-winning gifted educator from Nashville, TN. As the coauthor of numerous units for gifted learners, including the Integrated Lessons in Higher Order Thinking Skills series (Routledge, 2022), Emily loves to share her passion for gifted curriculum through professional speaking. Emily is the co-president of Tennessee Association for the Gifted, as well as full-time elementary gifted educator.

Wednesday, February 26, 3:00 p.m. ET: Breakout Sessions

Beyond Boundaries: Activities That Promote Critical Thinking and Connection-Making in Gifted Classrooms

Heather Dorey

K-8 | Advanced/High Level of Experience With Gifted Education | Elementary, Middle School, Curriculum

In this session, participants will explore engaging activities that challenge gifted students to think critically and make meaningful connections across people, disciplines, and ideas. From planning a thought-provoking "Dinner Party" to solving "Clever Connections" puzzles, these strategies encourage deep reasoning, creativity, and collaboration. Attendees will leave with ready-to-implement activities designed to enrich learning and foster cross-disciplinary thinking in gifted classrooms. (Prerecorded With Live Chat)



Heather Dorey is a dedicated gifted educator with extensive experience supporting gifted and twice-exceptional learners in virtual and in-person settings. As the Gifted Education Specialist at Tennessee Virtual Academy and founder of The Gifted Garden LLC, she creates innovative, engaging activities that foster critical thinking, creativity, and meaningful connections, while addressing the whole child, including their social-emotional needs.

Bridges to Success: Strengthening Partnerships with Gifted Families and Communities

Ty'Bresha Glass and Alia Pineda Medina

K-12 | Gifted 101/New to Gifted Education | Equity/Culturally Responsive Teaching, Social-Emotional Learning, Parents & Communities

Teaching gifted and talented students is not a solo sport—it is a collective effort that thrives on the involvement of caregivers and the communities that students are rooted in. This session empowers education professionals with strategies rooted in agency, engagement, and connectedness to support gifted learners from diverse backgrounds through innovative and culturally responsive strategies. (Live Session)



Ty'Bresha Glass is a fourth-year doctoral researcher at Purdue University where she serves as a graduate research and teaching assistant. Ty'Bresha has experience as an enrichment program coordinator, and her research interests include (but not limited to) the “Acting White” Phenomenon, social/emotional/moral dilemmas for Black gifted youth, and retention/attrition of teachers from marginalized communities.



Alia Pineda Medina, M.Ed., is a Ph.D. Candidate at the Gifted Education Research and Resource Institute (GER2I) at Purdue University, where she serves as an undergraduate teaching assistant and youth program coordinator. With GER2I, she has dived into curriculum development, creating and teaching history-based enrichment curricula for grades 7-12. Her research interests are preservice teachers' perspectives, teacher training, and multiexceptionality.

Defining Mastery Beyond Grade-Level Standards for Gifted Learners

Elizabeth Greenwood

K-5 | Intermediate/Some Experience With Gifted Education | Elementary, Curriculum, Assessment

Gifted students often exceed grade-level standards, rendering traditional mastery definitions inadequate. This workshop redefines mastery by emphasizing depth, complexity, and individual progress. Attendees will explore tools to assess above-grade-level achievement and design challenging, standards-aligned tasks. Participants will leave equipped with strategies to set and evaluate mastery goals that empower gifted learners to reach their full potential. (Prerecorded With Live Chat)



With more than 13 years of experience as a gifted educator, **Elizabeth Greenwood** is dedicated to empowering gifted learners through innovative instructional strategies. As a mother of gifted children, she understands their unique needs and advocates for their success. Elizabeth Greenwood specializes in creating rigorous learning experiences that challenge students beyond grade-level standards, fostering mastery and engagement in the classroom.

Unleashing Potential: Transforming Gifted Learners Into Tomorrow's Leaders

Kimberly Clayton-Code and Sara Runges

9-12 | Intermediate/Some Experience With Gifted Education | High School, Social-Emotional Learning, STEM

Unlock the leadership potential of gifted and high-potential students with proven strategies for cultivating leader identity. This session equips educators with tools to foster confidence, develop social-emotional skills, and nurture authentic leadership traits. Explore practical approaches to inspire and challenge gifted learners, empowering them to lead with purpose and thrive in both academic and real-world settings. (Prerecorded With Live Chat)



Dr. Kimberly Clayton-Code is a professor in the College of Education at Northern Kentucky University. She holds degrees from the University of Louisville, Northern Kentucky University, and Purdue University. She teaches courses in gifted and talented education and educational foundations. Her interests include leadership development, developing inclusive curriculum, advocating for empowerment of educators and students to unlock their full potential.



Dr. Sara Runges is an Associate Professor in the College of Education at Northern Kentucky University. She holds degrees from the University of Cincinnati, Xavier University and Northern Kentucky University. Dr. Runge works with preservice education students and teaches a Peer Mentoring and Leadership course. Her research interests focus on utilizing peer mentoring for student success.

4:00 p.m.-4:30 p.m. ET: Roundtable Conversations With Wednesday Speakers

Join Wednesday's speakers live in conversation about the day's sessions and topics. Bring your questions and come ready to share any aha moments from the day's learning with your fellow attendees! As a bonus, learn more about how you can use the Teachers Summit reflection guide post-event to keep building on your learning!

[Register Now!](#)

Thursday, February 27, 12:00 p.m.-1:00 p.m.: Coordinators Summit: Welcome From NAGC & Featured Session

Gaining Support for Innovative Gifted Services From District Leaders

Natasha Straayer, Dornswalo Wilkins-McCorey, and Debi K. Torres, moderated by Viviana Prieto

Hear from other gifted coordinators who have made significant changes in their districts as they share their tips and strategies for building support for innovative gifted services. Walk away ready to put your big ideas into action through developing strong relationships with your district administrators!



Natasha Langjahr Straayer, Director of Advanced Academics and Gifted Programming for Douglas County School District, CO, brings 30 years of leadership and advocacy for equitable access and student empowerment. She collaborates with state, district, and school leaders to plan, implement, and evaluate PreK-12 advanced academics and gifted programs.



Dr. Dornswalo Wilkins-McCorey is a supervisor of Gifted Education in the Department of Exceptional Learning in Chesapeake Public Schools (CPS). The programs and services in which she coordinates focus on underrepresented populations. In her 25 years as an educator, Dr. McCorey has served in various leadership capacities throughout many school divisions and several gifted organizations in the Commonwealth of Virginia.



Debi K. Torres is a Ph.D. student studying Educational Psychology with a specialization in gifted education at Baylor University. She was a former teacher and gifted education coordinator, was a primary investigator of a Javits grant, and is a member of NAGC's Diversity and Equity Committee. Debi's gifted education research interests are related to equity and professional learning.



Viviana Prieto has been in the gifted education field for about 20 years. She has taught gifted students in elementary grades in public schools, as well as in the Montessori setting. She has been the gifted coordinator in her district for 12 years. She facilitates gifted endorsement courses in Florida and is on the board of the Florida Gifted Network.

Thursday, February 27, 1:15 p.m.-2:45 p.m.: Workshops

The Audacity to Lead With Equity: Transforming Gifted & Advanced-Level Programs

Javetta Jones Roberson and Kristina Henry Collins

Now more than ever, we need educational leaders equipped with the "audacity" to champion equitable practices within gifted and advanced-level programs. Participants in this session will explore the critical role of equity in gifted education, navigating the complexities of implementing equity-focused practices, including addressing potential challenges and differing viewpoints. Participants will be provided with practical strategies and actionable steps for creating more equitable and inclusive gifted programs by fostering an environment where each gifted learner can thrive.



Dr. Javetta Jones Roberson currently serves as the District Coordinator of Advanced Academics & Collegiate Partnerships in McKinney ISD. Javetta also serves as a lecturing professor at the University of North Texas in the Teacher Education and Administration department. Dr. Roberson is a fourth-generation educator with experience in campus and district administration and mentorship in K-12 and postsecondary settings. Her research interests include supporting diverse gifted and advanced academic populations, culturally responsive and equity-based pedagogy, college and career readiness, and professional learning of teachers.



Dr. Kristina Henry Collins is the Endowed Executive Director for University of Washington's Robinson Center for Young Scholars and former board member for NAGC. She is a national speaker, expert educator-trainer, and award-winning author to include the newly released, *Sparkling Change for Equity: Implementing Culturally Responsive Leadership Practices in Gifted and Advanced Programs*. Dr. Collins has more than 30 years of K-20 teaching and leadership in gifted, accelerated, and STEM programming.

The Gifted Onboarding Framework: An Intentional Approach to Preparing Gifted Learners and Their Families for the Gifted Experience

Andi McNair

When a learner is identified as gifted, the first thing they should receive is clarity. The Gifted Onboarding Framework provides an intentional and practical approach to helping gifted learners and their families understand what giftedness is, what giftedness isn't and what their learning journey will look like moving forward. Together, we'll explore key elements of the framework, discuss common challenges, and learn actionable steps to create a gifted onboarding experience that will set gifted learners and their families up for success.



Andi McNair was a classroom teacher for 16 years before pursuing her passion to change education by sharing practical ways to engage and empower today's gifted learners. She is now a published author, international speaker, gifted education specialist at ESC Region 12 in Waco, TX.

Implementing a Talent Development Program: Opportunities, Challenges, and Solutions

Susan Corwith, Paula Olszewski-Kubilius, and Eric Calvert

Today, talent development models are beginning to take root within schools primarily because of the focus on a broader range of students and talent areas. Talent development as an approach has the potential to integrate fully with districts' strategic priorities, provide more equitable services, address excellence gaps, and yield cost effective services. In this session, we share our experiences, particularly opportunities and challenges regarding identification, programming (using an MTSS framework), resources, and policies with an eye towards helping schools avoid pitfalls and achieve success.



Susan Corwith, Ph.D., is director of Northwestern University's Center for Talent Development (CTD) and an assistant professor in the School of Education and Social Policy. Dr. Corwith's expertise includes talent development program design and evaluation, advocacy, and professional learning. She received her Ph.D. from the University of Wisconsin-Madison in educational leadership and policy analysis with an emphasis on high-quality programs for advanced learners. Dr. Corwith has worked as a K–12 educator, program administrator, author, and researcher. Her research interests include standards and professional learning, program evaluation, and the impact of talent development programming.



Dr. Paula Olszewski-Kubilius is the immediate past director of the Center for Talent Development at Northwestern University and professor emeritus in the School of Education and Social Policy. Over the past 40 years, she created multiple programs for diverse groups of gifted learners from preschool through high school. Dr. Olszewski-Kubilius speaks and writes extensively on conceptual models of giftedness and talent development, issues in talent development across the lifespan, best practices regarding the identification and programming for underrepresented gifted students and outside-of-school, and accelerative models of gifted education. She has published more than 140 articles and book chapters.



Eric Calvert, Ed.D., is Associate Director of the Center for Talent Development at Northwestern University. Previously, he served as state director for gifted education and global learning initiatives at the Ohio Department of Education where he led development of the state's policy on academic acceleration which has since become a national model. He also previously served as Director of Youth Programs at Purdue University's Gifted Education Research and Resource Institute.

Thursday, February 27, 3:00 p.m.-3:45 p.m.: Roundtable Conversations & Networking

Roundtable Facilitators: Michelle DuBois, Viviana Prieto, Scarlett Mooney, Sherri-Lee Heath

Being a gifted coordinator or leader in your gifted program can be isolating, but here's your chance to meet other gifted leaders, swap ideas, share your challenges, and build your gifted education community! Come prepared to connect, share, and learn more about the NAGC Gifted Coordinators Network! **Topics include:**

- Differentiation/PD Support
- Commensurate Growth
- Twice-Exceptional Learners
- Misconceptions of Gifted Education

Title of Training: Microsoft Education Transformation – Reading Coach

Presenters: Curriculum & Ed Design Team – August 29th, Andrew Guy – Lead Presenter

Provider: AHCCS

Date of Training: August 29, 2024

Agenda:

-Microsoft Education Learning Opportunities via the Portal

-AI Tools

-Literacy AI Tools/Special Education

AHCCS Attendees:

All AHCCS 10 and 12 Month Instructional Staff

Title of Training: Curriculum & Ed Design: Student Centered Learning in Cyber – August 23 – Curriculum & Ed Design Teams

Presenters: Curriculum & Ed Design Team – August 23, Andrew Guy – Lead Presenter

Provider: AHCCS

Date of Training: August 23, 2024

Agenda:

- Student Centered Learning – What is it?
- Student Centered Learning Strategies for the Cyber Environment

AHCCS Attendees:

All AHCCS 10 and 12 Month Instructional Staff

Title of Training: Structured Literacy Training

Presenters: AHCCS Reading Specialists, Crystal Hitt, Renee Kaighn

Provider: AHCCS

Date of Training: August 30, 2024

Agenda:

- What is Structured Literacy?
- Structured Literacy Strategies for the Cyber Classroom
- Evidence-Based Programming Introduction (Dreambox Reading)

AHCCS Attendees:

All AHCCS 10 and 12 Month Instructional Staff

Title of Training: CDT Training and Set Up Part 1 & Part 2

Presenters: Jodi Byrne/Curriculum Coordinator

Provider: AHCCS

Date of Training: 09/25/2024, 10/2/2024

1 hour per session

Agenda:

- CDT rationale
- CDT setup
- CDT instruction,
- CDT implementation

AHCCS Attendees:

All 10 and 12 Month Instructional and Non-Instructional Staff Members, IT Department

Title of Training: EL Strategies Training – AHCCS Induction Team

Presenters: Joe Murphy/EL Teacher, Jodi Byrne/Curriculum Coordinator

Provider: Chester County Intermediate Unit

Date of Training: 04/15/2025

Agenda:

- EL Overview
- EL Resources
- EL Strategies

AHCCS Attendees:

AHCCS Induction Team

Title of Training: September Lunch & Learn

Presenters:

Trina Knauff, Director of Special Education

Sherri Emrich, SE Compliance Specialist

Zach Carroll, Transition Coordinator

Provider: AHCCS

Date of Training: 9-18-2024

Agenda:

-IEP Meeting: What to Expect

-Main parts of the IEP

-How to advocate for your child at an IEP Meeting

AHCCS Attendees:

-SE Department Staff Members

-All AHCCS Parent(s)/Guardian(s) & Students currently enrolled, with an IEP, were invited.

Title of Training: October Lunch & Learn

Presenters:

Trina Knauff, Director of Special Education

Sherri Emrich, SE Compliance Specialist

Zach Carroll, Transition Coordinator

Provider: AHCCS

Date of Training: 10-16-2024

Agenda:

-AHCCS Special Education Related Services

-AHCCS Learning, Emotional, Autistic, and Life Skills Support

-AHCCS Programs

AHCCS Attendees:

-SE Department Staff Members

-All AHCCS Parent(s)/Guardian(s) & Students currently enrolled, with an IEP, were invited.

Title of Training: November Lunch & Learn

Presenters:

Trina Knauff, Director of Special Education

Sherri Emrich, SE Compliance Specialist

Zach Carroll, Transition Coordinator

Provider: AHCCS

Date of Training: 11-13-2024

Agenda:

-Online, School and Community Literacy Resources

-AHCCS Evidence-Based Programs (IXL/Read Naturally)

AHCCS Attendees:

-SE Department Staff Members

-All AHCCS Parent(s)/Guardian(s) & Students currently enrolled, with an IEP, were invited.

Title of Training: December Lunch & Learn

Presenters:

Trina Knauff, Director of Special Education

Sherri Emrich, SE Compliance Specialist

Zach Carroll, Transition Coordinator

Provider: AHCCS

Date of Training: 12-11-2024

Agenda:

-Post-Secondary Training Options (Tech Schools, Trade Schools, 2 and 4 year colleges, on-the-job training, Job Corp, Hiram G. Andrews, and short-term certificate programs)

AHCCS Attendees:

-SE Department Staff Members

-All AHCCS Parent(s)/Guardian(s) & Students currently enrolled, with an IEP, were invited.

Title of Training: January Lunch & Learn

Presenters:

Trina Knauff, Director of Special Education

Sherri Emrich, SE Compliance Specialist

Zach Carroll, Transition Coordinator

Provider: AHCCS

Date of Training: 1-15-2025

Agenda:

-Part-Time, Full-Time, Supported Employment Services (OVR/MHID)

-Job Coaches OVR Vs. MHID

AHCCS Attendees:

-SE Department Staff Members

-All AHCCS Parent(s)/Guardian(s) & Students currently enrolled, with an IEP, were invited.

Title of Training: February Lunch & Learn

Presenters:

Trina Knauff, Director of Special Education

Sherri Emrich, SE Compliance Specialist

Zach Carroll, Transition Coordinator

Provider: AHCCS

Date of Training: 2-12-2025

Agenda:

-OVR & MHID Supports

-Supported Living Options

-Independent & Transitional Living Options

-Waivers

-Transportation Supports

-Community Programs

AHCCS Attendees:

-SE Department Staff Members

-All AHCCS Parent(s)/Guardian(s) & Students currently enrolled, with an IEP, were invited.

Title of Training: March Lunch & Learn

Presenters:

Trina Knauff, Director of Special Education

Sherri Emrich, SE Compliance Specialist

Zach Carroll, Transition Coordinator

Provider: AHCCS

Date of Training: 3-19-2025

Agenda:

-AHCCS Behavioral Assessments & Related Services

-Individualized Token Economy Systems

-School-Wide PBSP

AHCCS Attendees:

-SE Department Staff Members

-All AHCCS Parent(s)/Guardian(s) & Students currently enrolled, with an IEP, were invited.

Title of Training: April Lunch & Learn

Presenters:

Trina Knauff, Director of Special Education

Sherri Emrich, SE Compliance Specialist

Zach Carroll, Transition Coordinator

Provider: AHCCS

Date of Training: 4-9-2025

Agenda:

-Autism: Barriers to Learning

-Autism: Strategies to Overcome Barriers to Learning

-Autism Supports in the School, Home & Community

AHCCS Attendees:

-SE Department Staff Members

-All AHCCS Parent(s)/Guardian(s) & Students currently enrolled, with an IEP, were invited.

Title of Training: May Lunch & Learn

Presenters:

Trina Knauff, Director of Special Education

Sherri Emrich, SE Compliance Specialist

Zach Carroll, Transition Coordinator

Provider: AHCCS

Date of Training: 5-21-2025

Agenda:

- Purpose of Progress Monitoring
- Measurable Annual Goals & Progress Monitoring
- Formats/Types of Progress Monitoring

AHCCS Attendees:

- SE Department Staff Members
- All AHCCS Parent(s)/Guardian(s) & Students currently enrolled, with an IEP, were invited.

Title of Training: Simplifying IEP Paperwork: Tools and Tips for Educators

Presenters: PATTAN Panel of Special Educators

Provider: PATTAN

Date of Training: Tuesday March 25, 2025 9:00 AM - 10:30 AM - Webinar

Agenda:

Objectives

At the end of this session, participants will be able to:

- Identify and discuss actionable strategies and tools shared by experienced special education professionals to streamline the IEP writing process, aiming to improve efficiency and clarity in documentation

AHCCS Attendees:

- AHCCS Special Education Compliance Teachers

Title of Training: AHCCS Gifted Education Bootcamp

Presenters: CCIU Gifted Education Staff: Erin Cummings

Provider: CCIU

Date of Training: September 10, 8-9:30 (1.5 hours), September 12 (1:30-3:00) – 1.5 hours

Agenda:

Session I Agenda:

- Gifted IEP
- Gifted Timelines
- Gifted Legalities
- Gifted Program Requirements
- Enrichment Overview
- Acceleration Overview

Session II Agenda:

-Gifted Written Report

-Gifted Invite

-Gifted NORA

-Gifted Procedural Safeguards

AHCCS Attendees:

- SE Compliance Teachers
- Director of Special Education
- Transition Coordinator

Title of Training: Gifted and Talented Education Internal Program Overview

Presenters: Victoria Nesti/Gifted Education Coordinator/AHCCS

Provider: AHCCS

Date of Training: August 27, 2024, follow up on 12/11/2024

Agenda:

- Gifted and Talented Education Internal Program Review
- Staff watches a video made by the AHCCS Gifted Education Coordinator
- Staff submits questions on Microsoft Form to be addressed on 12/11 Q & A Session

AHCCS Attendees:

- All AHCCS 10 and 12 Month Instructional Staff

Title of Training: Gifted and Talented – Enrichment and Acceleration

Presenters: Erin Cummings/CCIU

Provider: Chester County Intermediate Unit

Date of Training: 2/6/2025

Agenda:

- Enrichment Overview
- Acceleration Overview

AHCCS Attendees:

- All AHCCS 10 and 12 Month Instructional Staff

Model Memorandum of Understanding/Mutual Aid Agreement

**MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN**

UWCHLAN TWP POLICE DEPT
717 North Ship Road
Exton, PA 19341

(Law Enforcement Authority)

and

Achievement House Cyber Charter School
102 Pickering Way, 2nd Floor
Exton, PA 19341

(School Entity)

March 10, 2024

(Date)

I. Join Statement of Concern

A. Parties

The following Law Enforcement Authority or Authorities enter into and agree to adhere to the policies and procedures contained in this Memorandum of Understanding (hereinafter "Memorandum"):

Uwchlan Twp Police Dept.
717 North Ship Road, Exton, PA 19341

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

Achievement House Cyber Charter School
102 Pickering Way, 2nd Floor, Exton, PA 19341

- B. The purpose of this Memorandum is to establish procedures to be followed when certain specific incidents – described in Section II below – occur on school property, at any school sponsored activity or any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus.

C. It is further the purpose of this Memorandum to foster a relationship of cooperation and mutual support between the parties hereto as they work together to maintain the physical security and safety of the School Entity. Thus, the School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate – to parents, students and the Family Policy Compliance Office – what circumstances led it to determine that a health or safety emergency existed and why the disclosure was justified.

D. Priorities of the Law Enforcement Authority

1. Investigate all incidents reported to have occurred on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus. The investigation of all reported incidents shall involve as little disruption of the school environment as is practicable.
2. 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 of the school environment as is practicable.
3. Assist the School Entity in the prevention of the incidents described in Section II of this document.

E. Priorities of the School Entity

1. Create safe learning environments, which support each student's well-being and opportunities to reach their full potential while balancing and protecting the rights of all students.
2. Establish and maintain cooperative relationships with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
3. Foster partnerships with the Law Enforcement Authority for the education and guidance of students to create a school climate and knowledge base conducive to learning and personal growth.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

F. Legal Authority

1. The parties to this Memorandum enter into this agreement in accordance with the provisions of the act of March 10, 1949 (P.L. 30, No. 14), as amended, 24 P.S. §§13-1301-A et seq. hereinafter "Safe Schools Act"), requiring all school entities to develop a memorandum of understanding with local law enforcement which sets forth procedures to be followed when an incident involving an act of violence or possession of a weapon, as further specified in Section II of this document, by any person occurs on school property. Law enforcement protocols shall be developed in cooperation with local law enforcement and the Pennsylvania State Police. 24 P.S. §13-1303-A(c).
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.

II. Notification of Incidents to Law Enforcement

A. Mandatory Notification

The School Entity shall immediately report by the most expeditious means possible to the Law Enforcement Authority the occurrence of any of the following incidents occurring on school property, at any school sponsored activity, or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus:

1. The following offenses under 18 Pa. C.S (relating to crimes and offenses):
 - a. Section 908 (relating to prohibited offensive weapons).
 - b. Section 912 (relating to possession of a weapon on school property).
 - i. As used in this Memorandum "weapon" shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, metal knuckles, billy club, blackjack, grenade, incendiary device and any other tool, instrument or implement capable of inflicting serious bodily injury.
 - ii. This reporting requirement does not apply to a weapon which is: (a) used, as part of a school-approved program, by an individual who is participating in the program; or (b) an unloaded weapon possessed by an individual while traversing school property for the purpose of obtaining access to public or private lands used for lawful hunting if the entry on school premises is authorized by school authorities.
 - c. Chapter 25 (relating to criminal homicide).
 - d. Section 2701 (relating to simple assault).
 - e. Section 2702 (relating to aggravated assault).

- f. Section 2706 (relating to terroristic threats).
- g. Section 2709 (relating to harassment).
- h. Section 2709.1 (relating to stalking).
- i. Section 2901 (relating to kidnapping).
- j. Section 2902 (relating to unlawful restraint).
- k. Section 3121 (relating to rape).
- l. Section 3122.1 (relating to statutory sexual assault).
- m. Section 3123 (relating to involuntary deviate sexual intercourse).
- n. Section 3124.1 (relating to sexual assault).
- o. Section 3124.2 (relating to institutional sexual assault).
- p. Section 3125 (relating to aggravated indecent assault).
- q. Section 3126 (relating to indecent assault).
- r. Section 3127 (relating to indecent exposure).
- s. Section 3301 (relating to arson and related offenses).
- t. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
- u. Section 3502 (relating to burglary).
- v. Section 3503(A) AND (B)(I)(V) (relating to criminal trespass).
- w. Section 3701 (relating to robbery).
- x. Section 3702 (relating to robbery of motor vehicle).
- y. Section 5501 (relating to riot).
- z. Section 6110.1 (relating to possession of firearm by minor).

2. The possession, use or sale of a controlled substance or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act."
 - a. As used in this Memorandum, "controlled substance" shall include the possession, use or sale of controlled substances as defined in title act of April 14, 1972 (P.L. 233, No. 64) known as "The Controlled Substance, Drug, Device and Cosmetic Act" (hereinafter "Drug Act") including, but not limited to, marijuana, cocaine, crack cocaine, heroin, LSD, PCP, amphetamines, steroids and other substances commonly known as "designer drugs." *See 35 P.S. §§ 780-101 et seq.*
 - b. Included in this reporting provision shall be the possession, use or sale of drug paraphernalia, as defined in the Drug Act, including, but not limited to, hypodermic syringes, needles and, depending on the circumstances, rolling papers, as well as all other equipment or materials utilized for the purpose of ingesting, inhaling, or otherwise introducing controlled substances into the body. *See 35 P.S. § 780-102.*
3. Attempts, solicitation or conspiracy to commit any of the offenses listed in subsections (1) and (2).
4. An offense for which registration is required under 42 Pa. C.S. § 9795.1 (relating to registration).
5. Purchase, consumption, possession or transportation of liquor or malt or brewed beverages by a person under 21 years of age. *See 18 Pa. C.S. § 6308(a).*

B. Discretionary Notification

The School Entity may report to the Law Enforcement Authority the occurrence of any of the following incidents occurring on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus:

1. The following offenses under 18 Pa. C.S (relating to crimes and offenses):
 - a. Section 2705 (relating to recklessly endangering another person).
 - b. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - c. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - d. Chapter 39 (relating to theft and related offenses).

- e. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - f. Section 5503 (relating to disorderly conduct).
 - g. Section 6305 (relating to sale of tobacco).
 - h. Section 6306.1 (relating to use of tobacco in schools prohibited).
2. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (1).
- C. Notification of the Law Enforcement Authority when incident involves children with disabilities
- 1. In accordance with 34 CPR 300.535 nothing will prohibit the school entity from reporting a crime committed by a child with a disability to the Law Enforcement Authority or 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.
 - 2. The school entity, when reporting a crime committed by a child with a disability, must 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.
 - 3. 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 the Federal Educational Rights and Privacy Act (hereinafter "FERPA").
 - 4. If someone other than the school entity has reported an incident, which results in the student's arrest, the school entity may as allowable under FERPA release the student's records.

[Describe any specific procedures to be followed for incidents involving a student with a disability as required by 22 Pa. Code § 14.104 (relating to special education plans)]

- D. 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 were notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. All other such information as is known to the school authority which can be deemed relevant to the incident under investigation.
- E. Additionally, in anticipation of the need for the Law Enforcement Authority to respond to incidents described herein, the School Entity shall furnish the Law Enforcement Authority with the following information:
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. Current 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; and
 10. Cable/satellite television shutoff location and procedures.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority shall 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
 - e. Secure any physical evidence at the scene.
 - f. Identify involved persons and witnesses.
 - g. Conduct investigation.
 - h. Exchange information.
 - i. 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 involving delayed reporting
 - a. In the event that a reportable incident occurs on school property, at a school sponsored event, or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus, either after the conclusion of the school day or after the conclusion of the event at which the incident occurred, the School Entity shall report the incident to the Law Enforcement Authority immediately upon its notification.
 - b. If such incident is initially reported to the School Entity, the School Entity shall proceed as outlined in paragraphs II (A - C) above.
 - c. If the incident is initially reported to the Law Enforcement Authority, Law Enforcement Authority shall proceed directly with its investigation and shall immediately notify the School Entity of the incident, with all pertinent and reportable information, by the most expeditious means possible as if the reporting was not delayed.

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 if:
 - 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; or
 - 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 to conduct and behavior over the pupils attending school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardian or persons in parental relation to such pupils may exercise over them.

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 any public conveyance providing transportation to or from school or school sponsored activity.

B. Notification of Parent or Guardian

1. Taking into consideration the totality of the circumstances, parents or guardians of students involved in acts of violence, possession of weapons, sexual assault, or the possession use, or sale of a controlled substance or the underage possession of alcohol or intoxication from alcohol should be notified of the involvement as soon as possible.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims, witnesses and suspects of incidents reportable to law enforcement authorities pursuant to the terms of this agreement.
3. Except in cases in which the suspect student has been injured and requires medical attention, the decision to notify a suspect's parents or guardians shall be a cooperative decision between school officials and law enforcement authorities.

C. Scope of School Entity's Involvement

1. Victims
 - a. The Law Enforcement Authority does not need to secure parental permission to interview a victim.
 - b. 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 department policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
 - c. In the event a victim is interviewed by Law Enforcement Authority on school property, guidance counselor or similar designated personnel shall be present during the interview.
2. Witnesses
 - a. The Law Enforcement Authority does not need to secure parental permission to interview a witness to a reportable incident.
 - b. 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 department policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
 - c. In the event a witness is interviewed by Law Enforcement Authority on school property, guidance counselor or similar designated personnel shall be present during the interview.
3. Suspects
 - a. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations,

searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the expertise of the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect an interest of the School Entity.

b. Custodial Interrogation

- i. Depending upon the individual circumstances of the incident, a juvenile suspect may or may not be competent to waive his/her rights to consult with an interested adult and/or an attorney prior to interrogation by law enforcement authorities.
- ii. The School Entity shall cooperate with 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.
- iii. In the event an interested adult cannot be contacted, the School Entity shall defer to the policies, procedures and direction of the investigating Law Enforcement Authority who shall act in a manner consistent with the protection of the student suspect's legal and constitutional rights.

4. Conflicts of Interest

- a. The parties to this Memorandum recognize that in the event that a School Entity employee, contractor, or other person acting on behalf 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. Where the possibility of such a conflict exists, 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 and Exchange of Information

1. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - a. Criminal History Record Information Act, 18 Pa. C.S. §§ 9101 et seq.
 - b. The prohibition against disclosures, specified in paragraph IV(C)(4) of this Memorandum.
2. When sharing information and evidence necessary for the Law Enforcement Authority to complete their investigation, the School Entity shall:

- a. Comply with 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 and any amendments thereto.
 - b. Comply with the requirements of the Public-School Code of 1949, 24 P.S. §§ 13-1303-A and 13-1317.2 and any amendments thereto.
 - c. Complete reports as required by the Public-School Code of 1949, 24 P.S. § 13-1303-A and any amendments thereto.
3. All school entities are required to submit an annual report, which will include violence statistics and reports to the Department of Education's Office of Safe Schools. This annual report must include all new incidents described in Section II (A) above. Prior to 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 indicate any discrepancies between the report and police incident data.
 - c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
 - d. Where a police department fails to take action as required under clause (a) or (b), the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause (a) or (b).
 - e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:
 - i. **The Chief School Administrator and the Head of the Law Enforcement Agency, or their designee, shall meet in person at least once and exchange any written or other information that supports or contradicts the accuracy of the respective reports; and**
 - ii. **To the extent that the discrepancies remain after such meeting, the Annual Report shall indicate that discrepancies exist between the School Entity's incident data and that police incident data, and detail in writing such discrepancies.**

V. Media Relations

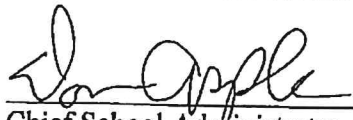
A. Release of information

1. The release of information concerning incidents reportable to the Law Enforcement Authority pursuant to the terms of this Memorandum shall be coordinated between the Law Enforcement Authority and the School Entity.
2. The parties shall release as much information as is allowable by law with due deliberation given to the investigative considerations and the need to limit disruptions to school functions and protect the privacy of the students and staff involved.

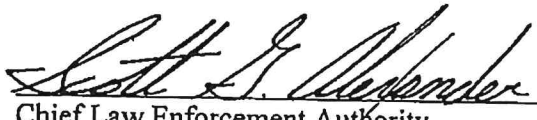
VI. General Provisions

- A. This Memorandum is not intended to and does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any additional signatory authorities or entities, or their respective officer, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties, but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. In the event of changes in state or federal law that necessitate changes to this Memorandum, the parties shall collaborate to amend this Memorandum to assure compliance by the parties with state and federal requirements.
- 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.

AND NOW, this 10 day of March 2024, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.


Chief School Administrator

Achievement House Cyber Charter School
School Entity


Chief Law Enforcement Authority

Uwchlan Twp. Police Dept.
Law Enforcement Authority


Building Principal

Achievement House Cyber Charter School
School Building

Board Affirmation Statement

Achievement House Cyber Charter School

102 Pickering Way, Suite 200, Exton, PA 19341

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 24 day of July, 2025

By:

Marilyn B. Strangarity

(Signature of Board President)

MARILYN B. STRANGARITY

(Print Name)

AHCCS

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 24 day of JULY, 2025

By: [Signature] (Signature of Board President)

MARLA JE STRANGARITY (Print Name)

ATCCS 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 24 day of July, 2025

By: Marilyn J. Strangarity (Signature of Board President)

MARILYN JE. STRANGARITY (Print Name)

AHCCS 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 24 day of July, 2025

By: Marilyn J. Strangarity (Signature of Board President)

MARILYN JE. STRANGARITY (Print Name)

AHCCS 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 24 day of July, 2025

By: [Signature] (Signature of Board President)

MARTIN JZ STRANGARDY (Print Name)

ATCCS 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 24 day of July, 2025

By: [Signature] (Signature of Board President)

MARTIN JZ STRANGARDY (Print Name)

ATCCS Board of Trustees