PENNSYLVANIA DISTANCE LEARNING CS

Charter School Annual Report | 2024 - 2025

School Profile

LEA Name
Pennsylvania Distance Learning CS

AUN
115220003

Address 1
2605 Nicholson Road

Address 2
Suite 4100

City
Sewickley

State
PA

Zip Code
15143

Chief Administrator Name
Dr Michael Leitera

Chief Administrator Email
michael.leitera@padistance.org

Chief Administrator Phone
(888) 997-3352 - 114

Extension

Charter School Principal

Principal Name
Kelly Crooks

Principal Email
kelly.crooks@padistance.org

Principal Phone
7247196648

Extension
159

Authorizing District(s)

Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload a summary of the Wellness Check Data collected from the previous school year (pdf only)
Attendance Tracking for Act 55 2024v1.0.docx (1).pdf

PADL Annual Report Wellness Check Summary Data SY2425.pdf

Upload Current Charter (PDF only)
PDE Approved Charter Signed by Board (1) (3).pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
John Marous		
William Donahue		
Stephen Catanzarite		
Richard Cavett		**(CHECKED)**
Nicole Huggler		**(CHECKED)**

Explanation of Board of Trustees Changes

Additional members added to comply with Act 55 changes and to increase the perspectives on Board Governance

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

Marous Advanced Act 55 Training 101222 Final (1).pdf

Bill_Donahue_10.12.22 - Certificate of Completion Governance Training.pdf

John_Marous_10.12.22 - Certificate of Completion Governance Training.pdf

PA Distance Learning Mail - FW_ Advanced Act 55 Board Training.pdf

Board of Trustees Meeting Schedule

Location	Date	Time
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2024-08-08	4:00 pm
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2024-09-23	4:00 pm

2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2024-12-02	4:00 pm
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2025-01-21	4:00 pm
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2025-03-06	4:00 pm
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2025-05-06	4:00 pm
2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	2025-06-09	4:00 pm

Upload Board Minutes

Minutes 03062025.pdf

Minutes 09232024.pdf

Minutes 05062025.pdf

Minutes 01212025.pdf

Minutes 12022024.pdf

Minutes 08082024.pdf

Draft Minutes 06092025.docx

Leadership Team

Name	Title/Position	Check if New Member
Michael Leitera	Chief Administrator	
Kelly Crooks	Chief Academic Officer	

Dean Pappaterra	Other	
Nick Kocuba	Other	
Nicholas Morelli	Business Manager	
Robert Digiandomenico	Other	
Charles Mort	Principal	
David Anney	Principal	**(CHECKED)**
Aubrey Ploesch	Principal	
Stephanie Faith	Director of Special Education	

Explanation of Leadership Changes

Kim Crandall left the school for another position, Dr. David Anney took her place as Middle School Principal.

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

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	0	0	1
Chief Administrative Officer	1	1	0	0	0	1
Principal	3	3	0	0	0	3
Assistant Principal	2	2	0	0	0	2
Classroom Teacher (including Master Teachers)	56	56	0	0	0	56
Specialty Teacher (including Master Teachers)	20	20	0	0	0	20
Special Education Teacher (including Master Teachers)	26	26	0	0	0	26
Special Education Coordinator	1	1	0	0	0	1
Counselor	9	9	0	0	0	9
Psychologist	0	0	0	0	0	0

School Nurse	2	2	0	0	0	2
IT Director	1	1	0	0	0	1
Business Administrator	1	1	0	0	0	1
ISD, Curriculum Developers, Tech Support	0	0	0	0	0	0
HR Manager	1	1	0	0	0	1
Student Support Manager, Facilities Manager	10	10	0	0	0	10
Business Office, Administrative Support Staff, Teaching Assistants	24	24	0	0	0	24
Other	0	0	0	0	0	0
Totals	158	158	0	0	0	158

There were no substantial differences. (CHECKED)

Fiscal Matters

Major Fundraising Activities

There were no fundraising activities for the 2024-2025 school year. There are no plans for fundraising activities for the 2025-2026 school year.

Fiscal Solvency Policies

The school did not make any changes to procedures during the 2024-25 school year. The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocations throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. The monthly financial reporting includes the following monthly reports: - Comparative Balance Sheets with dates as of the last fiscal year end and the most recent month end - Budget versus Actual for the month period ending as of the most recent month end - End of year projection versus the annual budget - Accounts Receivable as of the most recent month end

Accounting System

The school contracts with Vertex Education (formerly Charter Choices) to provide business services to the school including accounts payable, receivables, and financial reporting. Vertex currently uses the Sage Intacct system and naming conventions/account designations to match state required protocols. We have a retired business manager that now comes on site two days a week to enhance operations and oversight.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Board approved draft budget preliminary Revenues are $25,035,625 and Expenditures are $24,758,790. the total fund balance on the June 30, 2024 audit report was $16,710,063; the projected change in fund balance for the current fiscal year is $2,912,802; the projected operating expenditures for the current fiscal year is $24,390,050; the fund balance policy strives to maintain unassigned fund balances between 5% and 12% of operating expenditures; PA Distance hereby commits an additional $5,500,000 of the General Fund balance for a total committed balance of $14,732,802. AND BE IT RESOLVED that PA DISTANCE Board of Trustees reassigns the previously committed and assigns the newly committed General Fund Balance as follows: • $3,000,000 is committed to future costs associated with the increasing costs of the PSERS retirement program. • $14,732,802 is committed for future operational needs. • $1,017,198 is committed as collateral for the letter-of-credit required under the facility lease *adopted the 9th day of June, 2025.

Upload Statements of Revenues, Expenditures & Fund Balances

PDE Annual Report Work Paper FY24-25 (1).pdf

Financial Audit Basics

Audit Firm

HBK CPAs & Consultants

Date of Last Audit

2024-12-15

Fiscal Year Last Audited

2023-2024

Explanation of the Report

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

Upload Financial Audit Document(s)

Issued PA Distance Financial Statements 6-30-24.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
There were no citations for the latest audit, see attached Financial Statements	There were no responses as there were no citations in the latest audit, see attached Financial Statements .

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

No

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Director of Special Education	PA Distance Learning Charter School, Sewickley, PA	411	5	21
Assistant Director of Special Education	PA Distance Learning Charter School, Sewickley, PA	411	5	21
School Psychologist	PA Distance Learning Charter School, Sewickley, PA	411	5	21

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Deaf & Hard of Hearing Teacher	1.5 hours	Intermediate Unit	3
Audiologist	45 minutes per month	intermediate Unit	3
Vision Support	1.5 hours	Outside provider	4
BSC	97 hours	Outside provider; PA Distance Learning Charter School	50
Learning Coach	168.5 hours	Outside provider; PA Distance Learning Charter School	53
Speech & Language Pathologist	116 hours	Outside provider; PA Distance Learning Charter School	144
BCBA	35 hours	Outside provider	24

Social Skills	10.5 hours	Outside provider; PA Distance Learning Charter School	20
Counseling	9.5 hours	Outside provider; PA Distance Learning Charter School	11
Occupational Therapy	36 hours	Outside provider; PA Distance Learning Charter School	68
Physical Therapy	6 hours	Outside provider	11
Special Education teacher	13.5 hours	Outside provider	14

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2023-11-06

Upload Executive Summary (pdf only)

Pennsylvania_Distance_Learning_CS_Initial_CAV_CS_2023.pdf

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

IEP Meeting Checklist - Google Forms.pdf

Did you receive a corrective action report?

Yes

Upload Corrective Action report (pdf only)

115220003_23_CS_ICAP_2023 (1).pdf

Special Education Personnel Development

Autism

Description of Training			
Using the Metacognitive Cycle to Improve Executive Functioning			
Lead Person/Position		**Year of Training**	
Emily Kircher-Morris, LPC		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	PDE	SE Administrators, Teachers, school psychologists

Training Date Complete

2025-02-05

Copy of Executive Functioning Metacognitive Cycle.pdf

PA Distance Learning Mail - We have received your response for 2025 PDE Conference Verification Survey.pdf

Training Date Complete

2024-08-06

Special Education Training PD Responses 8 2024.pdf

Special Education Training for 24-25 SY _ by Slidesgo (2).pdf

BehaviorSupport

Description of Training			
Student - Counseling Tiers of Behavior Support			
Lead Person/Position		**Year of Training**	
Kelly Crooks, CAO		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	PDLCS	SE Teachers and staff

Training Date Complete

2025-03-26

Student-Counseling Tiers of Support.pdf

March SE PD Training - 3-26-25.pdf

Training Date Complete

2025-02-05

2025-PDE-Conference-Session-Rooms.pdf

PaTTAN_Certificate_Attendance.pdf

Training Date Complete

2025-02-06

2025-PDE-Conference-Session-Rooms_81d0036c.pdf

PaTTAN_Certificate_Attendance (1).pdf

Training Date Complete

2024-08-06

24-25 Behavior Training .pdf

Behavior Training PD Comply 8 2024.pdf

Paraprofessional

Training not offered.

Transition

Description of Training			
My Plan for Success Overview and Procedural Training			
Lead Person/Position		**Year of Training**	
PaTTAN		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
2	1	PaTTAN	SE Administrators, PaTTAN staff

Training Date Complete

2025-04-10

PaTTAN_Certificate_Completion.pdf

a27f84f5-ff55-436d-9c2b-f0e97dcdb559.pdf

Training Date Complete

2025-04-10

PACCT Spring Event Catalog 2025 (4).pdf

PA Distance Learning Mail - Re_ Upcoming PACCT Virtual Transition Age Event-Please Share.pdf

Training Date Complete

2025-05-28

24-25 Special Education Meeting_ Transition Rolling Agenda Template.pdf

24-25 Special Education Meeting_ Transition Rolling Agenda Template.pdf

ScienceofLiteracy

Description of Training			
Structured Literacy Training			
Lead Person/Position		**Year of Training**	
Vicki Ryan, AIU consultant		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
7	2	Allegheny Intermediate Unit	K-2 teachers, Reading specialists, Special Education

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Training Date Complete

2024-10-24

SoR Training Exit Ticket (Responses) - 10.29.24 Year 2.pdf

Structured Lit PDCLS Training 10.10.23 and 1.23.24 (1).pptx.pdf

ParentTraining

Description of Training			
Parent's Role in State Testing			
Lead Person/Position		**Year of Training**	
Laura Bailey, Testing Coordinator		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	PDLCS	Parents

Training Date Complete

2025-04-09

Workshop Wednesday Parent Training Form - 4_9_25 (Responses) - Form Responses 1.pdf

Parent Session Parent's Role in State Testing (SY 24-25).pdf

Training Date Complete

2025-01-15

What is ESY_ (slides).pdf

PA Distance Learning Mail - Parent Workshop Wednesdays_ What is ESY_ 24-25 SY.pdf

Training Date Complete

2025-03-26

Workshop Wednesday Parent Training Form - 3_26_25 (Responses) - Form Responses 1.pdf

Specially Designed Instruction Workshop.pdf

IEPDevelopment

Description of Training			
IEP Development during SE Monthly Department Meetings			
Lead Person/Position		**Year of Training**	
Stephanie Faith, Director of SE		2024-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
2	10	PDLCS	SE Teachers and Staff

Training Date Complete

2025-05-28

24-25 Special Education Meeting_ IEP Development Rolling Agenda Template.pdf

24-25 Special Education Meeting_ IEP Development Rolling Agenda Template.pdf

Training Date Complete

2024-08-06

Special Education Training for 24-25 SY _ by Slidesgo (2)_1b286e36.pdf

Special Education Training PD Responses 8 2024_ed2836ea.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 2	Multiple	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		37
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	5 to 14

Age Range Justification	FTE %
Speech services - done individually in sessions	0.57

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 1	Multiple	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		39
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	5 to 16
Age Range Justification		**FTE %**
Speech services - done individually in sessions		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 21	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.02

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.35

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.3

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.05

Building Name
Pennsylvania Distance Learning CS
Support Type
Autistic Support

Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.25

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.12

This individual has exceeded 1FTE

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Teacher 20	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
High school program with graduation recovery students - waiver completed by parents		0.04

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
High school program with graduation recovery students - waiver completed by parents		0.05

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
High school program with graduation recovery students - waiver completed by parents		0.08

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
High school program with graduation recovery students - waiver completed by parents		0.6

Building Name
Pennsylvania Distance Learning CS
Support Type
Autistic Support

Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
High school program with graduation recovery students - waiver completed by parents		0.17

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
High school program with graduation recovery students - waiver completed by parents		0.12

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 19	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.12

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

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.1

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.2

Building Name
Pennsylvania Distance Learning CS
Support Type
Autistic Support

Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.08

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 16
Age Range Justification		**FTE %**
		0.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 18	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

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

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.2

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Teacher 17	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**
		0.1

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Teacher 16	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name
Pennsylvania Distance Learning CS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.22

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 15	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 19
Age Range Justification		**FTE %**
High school program with graduation recovery students - waiver completed by parents		0.24

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 19
Age Range Justification		**FTE %**
High school program with graduation recovery students - waiver completed by parents		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 14	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.24

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16

Age Range Justification	FTE %
	0.05

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

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 13	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name	
Pennsylvania Distance Learning CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
High School Program with graduate recovery students		0.26

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 17
Age Range Justification		**FTE %**
		0.05

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.02

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

	0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 12	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.24

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 11	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning 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)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Full-time program with waiver competed by parents		0.47

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Full-time program with waiver competed by parents		0.62

This individual has exceeded 1FTE

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Teacher 10	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning 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)		6
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Full-time life skills program with waiver competed by parents		0.4

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 21
Age Range Justification		**FTE %**
Full-time program with waiver competed by parents		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 9	Multiple	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	12 to 16
Age Range Justification		**FTE %**
Age waiver competed by parents for AS/ES program grades 6-8		0.14

Building Name
Pennsylvania Distance Learning CS
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	12 to 16
Age Range Justification		**FTE %**
Age waiver competed by parents for AS/ES program grades 6-8		0.25

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	12 to 16
Age Range Justification		**FTE %**
Age waiver competed by parents for AS/ES program grades 6-8		0.1

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	14 to 14
Age Range Justification		**FTE %**
		0.08

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	13 to 15

Age Range Justification	FTE %
	0.17

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	15 to 16
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 8	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.1

Building Name	
Pennsylvania Distance Learning 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 15
Age Range Justification		**FTE %**
		0.75

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

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Teacher 7	Secondary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
		0.22

Building Name
Pennsylvania Distance Learning CS
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.35

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 13
Age Range Justification		**FTE %**
		0.02

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 13
Age Range Justification		**FTE %**
		0.12

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Teacher 6	Elementary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name

Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 13
Age Range Justification		**FTE %**
		0.18

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 13
Age Range Justification		**FTE %**
		0.3

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	12 to 12
Age Range Justification		**FTE %**
		0.02

Building Name
Pennsylvania Distance Learning CS
Support Type
Autistic Support
Support Sub-Type

Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 13
Age Range Justification		**FTE %**
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 5	Elementary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.1

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.25

Building Name
Pennsylvania Distance Learning CS

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 11
Age Range Justification		**FTE %**
		0.05

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
		0.17

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Teacher 4	Elementary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.08

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.4

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

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 11
Age Range Justification		**FTE %**
		0.08

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Teacher 3	Elementary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.1

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.1

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 9
Age Range Justification		**FTE %**
		0.1

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 10
Age Range Justification		**FTE %**
		0.05

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Teacher 2	Elementary	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.25

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8

Age Range Justification	FTE %
	0.16

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 7
Age Range Justification		**FTE %**
		0.05

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 6
Age Range Justification		**FTE %**
		0.08

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Teacher 1	Multiple	Full-time (1.0)	09/26/2025 11:15 AM

Building Name		
Pennsylvania Distance Learning CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 13
Age Range Justification		**FTE %**
Full-time life skills program with waiver competed by parents		0.75

Building Name		
Pennsylvania Distance Learning 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)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.4

This individual has exceeded 1FTE

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Computer Equipment	2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	632,896
Furniture and Fixtures	2605 Nicholson Road, Suite 4100, Sewickley, PA 15143	7,262

Facility Plans and Other Capital Needs

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

The only facility alteration we plan to make this year is to rent a shared workspace in the Lehigh Valley. This will be an individual office space for three days a week. This will be pursued to hire a community engagement coach in the eastern part of the state to better serve our students and families. This will only be a shared workspace, no purchase will be made, and the lease will be in 30 day increments so as not put a long term financial burden on the school.

Memorandum of Understanding

Organization	Purpose
Franklin Park Police Department	school safety
Allegheny Intermediate Unit AIU	Comprehensive services agreement
Allegheny Intermediate Unit Title III	Title III services and support
DAO of Philadelphia - Project GO	Attendance/Truancy
Allegheny County Children Youth and Families	- Transportation

Education Stability Plan-Best Interest Determination-Allegheny Co.	Notice of Responsibilities of LEA and ACCYF under ESSA

**Upload of Memorandum of Understanding Document(s)
Do not include MOUs already reported in the Safe Schools Reports.**
115220003.pdf

25-26 Title III MOU (2) (1).pdf

Allegheny County CYS Foster Care BID MOU (2).pdf

Allegheny County CYS Foster Care Transportation MOU (2).pdf

PA DISTANCE LEARNER Complete_with_Docusign_AIU_Comprehensive_Ser.pdf

Project Go MOU 24-25.pdf

Articulation Agreements

Partnering Institution
Community College of Allegheny College

Agreement Type

Program/Course Area
Core Academic subjects

Upload Articulation Agreement
CCAC MOU_ Effective Date-8_2_2023 (1).pdf

Partnering Institution
Community College of Philadelphia

Agreement Type

Program/Course Area
Core Academic Subjects

Upload Articulation Agreement
CCP MOU_ Effective Date-7_1_23.pdf

Partnering Institution
Lackawanna College

Agreement Type

Program/Course Area
Core academic Subjects

Upload Articulation Agreement
Lackawanna MOU_ Effective Date-7_1_24.pdf

Partnering Institution
Luzerne County Community College

Agreement Type

Program/Course Area
Core Academic Subjects

Upload Articulation Agreement
Luzerne Updated MOU.pdf

Partnering Institution
Penn West

Agreement Type

Program/Course Area
core academic subjects

Upload Articulation Agreement
Penn West MOU_ Expiration Date-8_2_2028 (2).pdf

Partnering Institution
Cedar Crest College

Agreement Type

Program/Course Area
core academic subjects

Upload Articulation Agreement
Cedar Crest MOU_ Expiration Date-6_9_2029.pdf

Management Survey

Charter School Management Survey

Charter School Name
Pennsylvania Distance Learning CS

Point of Contact Name
Michael Leitera

Point of Contact Telephone Number
7247196648

Extension
114

Point of Contact Email
michael.leitera@padistance.org

Management Organization Information

As of the start of the 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
Board Affirmation Statement - signed 2025.pdf

Date of Approval
2025-07-28

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
Michael Leitera

Charter School Law Affirmation

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

Chief Administrator
Michael Leitera

Ethics Act Affirmation

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

Chief Administrator
Michael Leitera

Charter School Annual Background Check Affirmation

Board President

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

Chief Administrator

Michael Leitera

Charter Annual Administrative Certification Affirmation

Board President

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

Chief Administrator

Michael Leitera

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

Board President

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

Chief Administrator

Michael Leitera

PADL Annual Report Wellness Check Summary Data SY2425

By way of compliance with the new regulations of Act 55 of 2024 for seeing students on camera in a Cyber Charter School setting, PA Distance Learning Charter School implemented tools to allow teachers and staff to note within the school's SIS any time that a student was seen on camera in Live Class, Resource Sessions, online meetings or counselling sessions, and even during In-person Events.

PA Distance staff pulled reports every week to identify and address students that had not been seen on camera at intervals of 7, 14, 21, and 28 **calendar days** (5, 10, 15, 20 school days). Students on these lists were contacted and interventions were put in place as needed, depending on the length of time that they have been non-compliant.

The summary data below shows the average number of students that were seen on camera, over the course of the school year for each of those intervals:

Students Seen on Camera - 2024-25 School Year Average					
Grade	**ADM Enrollment**	**7 Days**	**14 Days**	**21 Days**	**28 Days**
K	55.17	91.00%	95.29%	99.21%	96.37%
1	41.39	91.79%	96.46%	99.52%	96.86%
2	59.11	91.15%	95.09%	99.44%	96.17%
3	73.89	90.26%	94.95%	98.65%	95.94%
4	86.90	90.30%	94.44%	98.96%	96.24%
5	81.69	86.98%	93.02%	97.84%	93.63%
6	85.46	87.91%	92.39%	97.46%	90.79%
7	124.18	81.05%	87.20%	92.70%	82.31%
8	140.38	82.29%	87.72%	92.54%	77.06%
9	254.43	81.71%	88.05%	92.17%	71.26%
10	153.21	81.68%	89.47%	93.45%	78.46%
11	129.62	80.71%	87.76%	92.44%	78.45%
12	121.48	81.89%	89.19%	93.61%	76.59%
TOTAL	1406.91	84.35%	90.30%	94.75%	82.83%

The following pages provide the raw weekly data for students not seen on camera over those intervals.

PA Distance Learning CHARTER SCHOOL
WHERE TEACHING STILL MATTERS
2605 Nicholson Road
Suite 4100
Sewickley, PA 15143
1-888-997-3352
F: 1-866-977-3527
www.padistance.org

Standard Operating Procedure
Title: Attendance Tracking for Act 55 of 2024

Department	**Administration**		**Version No.** PDLCS-2024v1.0
Prepared by:	Dean Pappaterra	Date: 9/3/2024	Supersedes: N/A
Approved by:	Michael Leitera	Date: 9/3/2024	Date Issued: 9/3/2024
Last reviewed by:	Michael Leitera	Date: 10/22/2024	

Document Owner: CCO/CEO

Affected Parties: All students and attendance-taking staff

Purpose: This procedure outlines the steps that must be taken in Infinite Campus to capture whether a student has been seen on camera during class.

Data Needed: None

Resources Needed: Act 55 of 2024, Infinite Campus Access

Guidelines and/or Procedures:

1. Overview: With the passage of Act 55 of 2024, new regulations were enacted including a requirement for Cyber Charter Schools to check in visually and communicate with each student as least once per week in order to verify the students' well-being.
    a. Cyber Wellness Checks: Requires cyber charter schools to conduct virtual or in-person wellness and participation checks for all enrolled students at least once per week. During a wellness and participation check, enrolled students must be seen and communicated with in real time by a cyber school employee. Further, if abuse or neglect is observed, the cyber employee must make a report in accordance with their responsibilities as a mandated reporter.
2. In order to properly capture attendance to indicate whether a student has been seen and heard, PA Distance Learning Charter School will utilize custom attendance options within Infinite Campus. Specifically, those taking attendance must utilize the **Participation Type** dropdown in your class attendance tool in Infinite Campus.
3. All staff taking classroom attendance will be required to record their Live Learning attendance in **Infinite Campus**. This includes teachers in all subject areas, including Special Education Resource Rooms and Title I sessions.
    a. Under the Participation Type there are four options listed. You will need to select one of the options for each student.
        - **PRES: Present - Student on Camera**. *Choose this option if the student attends class, and you see them on Camera during that session.*
        - **PR-NOCAM: Present - Not on Camera**. *Choose this option if the student is engaged in class, but you do not see them on Camera in that session.*
        - **PNE: Present - Not Engaged.** *Choose this option for students that just sign in and never engage in that class session*
        - **DNA: Did Not Attend.** *Choose the option for class sessions where the student is not in attendance.*

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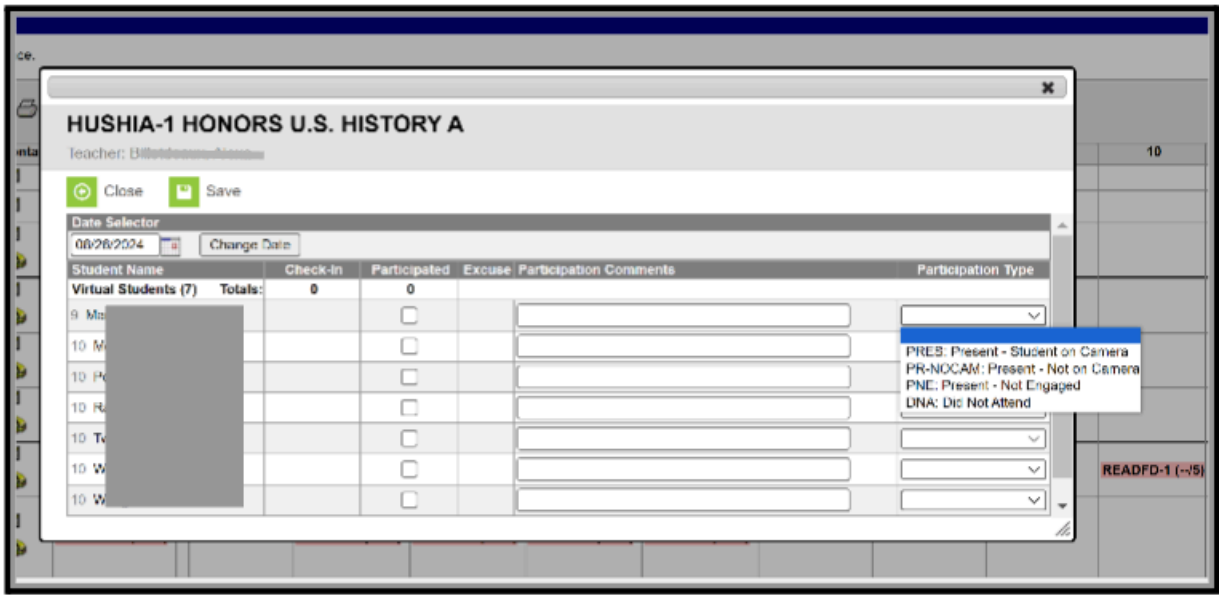

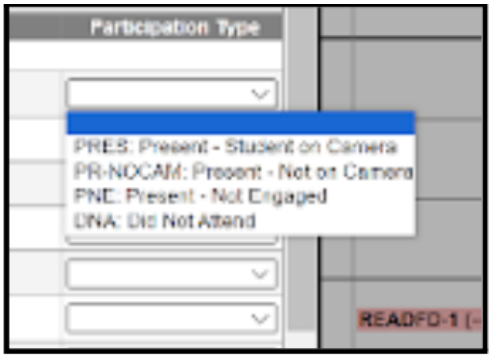

4. On a weekly basis, the Counselors will pull customized reports to identify students who have not been seen/heard on camera or in-person for the last 7, 14 and 21 calendar days.
    a. For students who have not been seen/heard for 7 calendar days, a communication will be generated and sent by email/text via the Student Information System.
    b. For students who have not been seen/heard for 14 calendar days, a second communication with additional language and guidance will be mailed to the student's home.
    c. For students who have not been seen/heard for 21 calendar days, a third communication with additional language and guidance will be mailed to the student's home.
    d. For students who have not been seen/heard for 28 calendar days, the school may ChildLine and /or request a police wellness check.

COMMONWEALTH OF PENNSYLVANIA

CHARTER

to operate a public school known as

PENNSYLVANIA DISTANCE LEARNING CYBER CHARTER SCHOOL

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

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

1) Pennsylvania Distance Learning Cyber Charter School's Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§ 17-1741-A – 17-1751-A, any amendments thereto enacted during the term of this Charter and any regulations or standards applicable to cyber charter schools;

2) Pennsylvania Distance Learning Cyber Charter School may not expand its enrollment beyond a 10% increase of the highest October snapshot count from the previous 3 years. The baseline in this case would be 1412, from the October 2020 snapshot. The Pennsylvania Department of Education will calculate the enrollment parameter and will communicate the enrollment parameter to Pennsylvania Distance Learning Cyber Charter School. Such enrollment parameter may not be surpassed during any period Pennsylvania Distance Learning Cyber Charter School retains the accountability designation of CSI or until a written amendment, which reflects a mutual agreement of Pennsylvania Distance Learning Cyber Charter School and the Pennsylvania Department of Education, modifies this enrollment parameter. If section 1725-A of the Charter School Law, 24 P.S. 17-1725-A (related to Funding for charter schools), is amended, the Department would be willing to meet with PA Distance to discuss whether a change in the enrollment parameter would be warranted.

3) Pennsylvania Distance Learning Charter will add at least one additional board member to its Board of Trustees;

4) The granting of this Charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Renewal Application, submitted by the Board of Trustees on October 1, 2019, any previous application(s) approved by the Pennsylvania Department of Education, and the enrollment parameter stated herein. Said Renewal Application and previous application(s) are incorporated by reference as if fully set forth herein;

5) This Charter constitutes a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;

6) This Charter may be renewed for additional periods of five-year durations and upon any such renewal, a new charter shall be executed by the parties;

7) The Pennsylvania Department of Education reserves the right to continue to assess and review Pennsylvania Distance Learning Cyber Charter School's operation of the cyber charter school and notify Pennsylvania Distance Learning Cyber Charter School of any violation of this Charter or other applicable requirements and seek correction of the violation, and to take action against the Pennsylvania Distance Learning Cyber Charter School, if necessary, including revocation or nonrenewal of this Charter based on any information that was or could have been reviewed prior to this charter renewal or that may be discovered during future or ongoing assessments or reviews; and

8) This Charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this 31st day of Jan., 2024.

ATTEST:

Lisa Ann Lord

Lisa Ann Lord

Lynn Y Johnson

BOARD OF TRUSTEES

Stephen Catanzarite

William Donahue

ATTEST:

Lisa Dishong

PENNSYLVANIA DEPARTMENT OF EDUCATION

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

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Patricia A. Hennessy, Esquire

Pennsylvania Coalition of Public Charter Schools
ACT 55 Training
October 12, 2022

OH NO! IT'S THE DISCLAIMER !

DISCLAIMER:

I encourage questions and open dialogue, but any statements or representations made during this session do not constitute legal advice.

We Know Charter Schools

- Barton Gilman's Charter School Practice – Offices in Boston, Providence, New York City, Milford and Philadelphia!
- Represent Charter Schools and Charter School Networks in PA, RI, MA, CT, NY, NJ, MD
- Represent or act as Legal Advisors to the Massachusetts Charter Public Schools Association, the Connecticut Charter Schools Association, the Northeast Charter Schools Network, Pennsylvania Coalition of Public Charter Schools, Phila Charter Schools for Excellence, the Philadelphia School Partnership, Maryland Alliance of Public Charter Schools, New Jersey Charter Schools Association, the New York Association of Charter Schools and the New York City Charter Schools Center
- Three sitting members of the National Alliance for Public Charter Schools' Legal Advisory Council, and one of our team members is a Senior Fellow for the NAPCS
- Partnership with the Center for Learner Equity (formerly the National Center for Special Education in Charter Schools) which hosts the National CMO Special Education Network which provides technical assistance and professional development for charter schools nationwide
- Five former/current teachers on the attorney team, one active college professor, four adjuncts and one special education due process master

What Are Our Goals ?

1. Refresher on Board Role's
2. Update on School Law and pending legal cases
3. Financial considerations
4. Understand Trauma Informed Instruction

Role of a PA Charter School Board

Board – Self appointing – not like other school boards

- *shall have the authority to decide matters related to the operation of the school, including, but not limited to budgeting, curriculum and operating procedures, subject to the school's charter*.

- *shall have the authority to employ, discharge and contract with necessary professionals and nonprofessional employees subject to the school's charter and the provisions of the Charter School Law.*

ROLE OF THE BOARD

Oversight and direction - vested in the Board of Trustees.

Essential function: policy making, assurance of sound management and active participation in the provision of necessary funds.

The by-laws act the board "statutes' which govern the functions of the Board.

Role of the Board

- Oversees School Administration and Management of School
  - CEO is in-charge of day-to-day operations but reports directly to Board of Trustees.
  - CEO ensures that the mission and vision of the board and the school are carried out and should report to the Board regularly. BUT the Board determines the mission and the vision!
- Oversee fiscal accountability
  - Follow general accounting practices
  - Audit requirements

Role of the Board

- Approve all employee terminations and new hires
- Community relations
- Vision of School and adherence to charter
- Student expulsions and discipline
- Approve real estate and financing transactions
- School Safety

Legal Updates

Act 158 of 2018: Graduation Pathways

- Act 158 of 2018 created new graduation requirements that begin with the graduating class of 2023
- There are 5 pathways for a student to graduate from a public school in Pennsylvania
  - Keystone Proficiency
  - Keystone Satisfactory Composite
  - Alternative Assessment
  - Career and Technical Pathway
  - Evidence-Based Pathway

Graduation Pathway: Keystone Proficiency

- Students can graduate by scoring Proficient or Advanced on each Keystone Exam
  - Algebra I
  - Literature
  - Biology
- This graduation pathway was already in place before the passage of Act 158

Graduation Pathway: Keystone Satisfactory Composite

- A student may meet graduation requirements by earning a satisfactory score of 4452 on the Keystone Exams
- The requirements to graduate in this manner includes the following:
  - Student must obtain a Proficient or Advanced Score on at least one of the three Keystone Exams; AND
  - Student must obtain at least a Basic score on the other two Keystone Exams

Graduation Pathway: Alternative Assessment

- A student may graduate by completing an alternative assessment
- The requirements to graduate using an alternative assessment include:
  - A student must receive a passing grade in the courses associated with each Keystone Exam; AND
  - Complete one of the following:
    - An alternative assessment (SAT, PSAT, ACT, ASVAB, Gold Lever ACT Work Keys)
    - Advanced coursework (AP, IB, dual enrollment courses)
    - Pre-apprenticeship
    - Acceptance in a 4-year non-profit institution of higher education for college-level coursework

Graduation Pathway: Career and Technical

- A student may graduate through a Career and Technical Pathway
- The requirements to graduate in this manner include:
  - A student must receive a passing grade in the courses associated with each Keystone Exam; AND
  - Pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute for Metalworking Skills (NIMS) assessment in an approved career and technical education concentration

Graduation Pathway: Evidence-Based

- A student can graduate by demonstrating readiness for postsecondary education
- The requirements to graduate in this manner include:
  - A student must earn a passing grade in the courses associated with each Keystone Exam; AND
  - Demonstrate readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to the student's goals and career plan.
    - Examples of evidence include:
      - Alternative assessments
      - Advanced coursework
      - Higher education acceptance
      - Community learning project
      - Industry-recognized credentials
      - Successful completion of an internship, externship, or co-op
      - Guarantee of full-time employment

Act 158 Graduation Waivers

- A school's chief school administrator may waive the graduation requirements on a case-by-case basis for good cause
- Waivers may be granted to a 12th grade student who experiences extenuating circumstances
  - Extenuating circumstances includes serious illness, death in student's immediate family, family emergency, frequent school transfers, transfer from out-of-state in grade 12.
- Each student granted a waiver shall complete locally established, grade-based requirements for academic content areas associated with each Keystone Exam
- If waivers granted exceed 5% of graduating class, PDE will require the school to submit an improvement plan
  - If more than 5% for 2 consecutive years, PDE will conduct an audit, provide technical assistance, and create a three-year improvement plan
  - If PDE determines that 5% threshold was exceeded because waivers were granted to students who experience extenuating circumstances, the improvement plan and audit will not apply

Students with Disabilities Graduation Requirement

- Any student with a disability who satisfactorily completes a special education program developed by an IEP team and who does not otherwise meet the graduation pathways mentioned earlier shall be provided a regular high school diploma
- Students with disabilities are entitled to participate in commencement ceremonies with the student's graduating class even if the student is not graduating until later

Changes in the Law: Act 1 of 2022

Act 1 of 2022: Educational Instability

- Act 1 provides additional pathways to graduation and offers extra supports for students experiencing educational instability
  - Education instability means one or more changes in school entity enrollment during a single school year as a result of any of the following:
    - Homelessness as defined in McKinney-Vento
    - An adjudication of dependency
    - An adjudication of delinquency
    - An adjudication as part of court-ordered services under a voluntary placement or custody agreement
- Student's graduating pursuant to Act 1 of 2022 may be able to obtain a diploma from:
  - Current school;
  - Prior school entity; or
  - Keystone Diploma

Act 1: Requirements

- School entities must identify students who experience education instability
- School entities must provide support for all eligible students
  - School entities must be flexible in determining eligibility based on minimal documentation
- School entities must assign a Point of Contact to all eligible students

Act 1: Duties of Point of Contact

- A Point of Contact must work with school staff to:
  - Facilitate a student's expedited consultation with the school counselor or mental health professionals as appropriate;
  - Facilitate the prompt placement of a student in the appropriate courses;
  - Connect the student with educational services that meet the student's specific needs;
  - Immediately request that the prior school entity, county agency, and the student's educational decision maker provide the student's complete education record, including IEP or 504 service agreement if applicable.
    - School entities in PA must provide the requested student's records to ensure a smooth transfer
  - For students in grades 9-12, develop and execute a graduation plan in collaboration with the student to support the student's on-time graduation

Act 1: School Entity Responsibilities

- School entities must develop clear policies and procedures to ensure equal access to educational activities, extra-curricular activities, and school-sponsored events, even if deadlines have passed and a student arrives mid-year
- School entities must adopt policies regarding credit assessments from the prior school entity
- School entities cannot penalize a student for delays in obtaining school uniforms
- School entities must waive fees that would otherwise be assessed against a student:
  - Examples of fees for students experiencing educational instability include: school ID fees, uniform fees, participation fees, materials fees, parking or driving fees, lunch fees, library fees, technology fees, and graduation regalia fees

Act 1: Graduation Planning/Progress

- A key purpose of Act 1 is to ensure timely graduation of students who have experienced education instability
- School entities must ensure students are awarded full or partial credits for work satisfactorily completed at prior school entities, including a school associated with a residential placement.
  - Schools must clearly define how full and partial credits will be assessed to remove barriers to graduation caused by education instability
  - The Point of Contact must investigate whether a student has already completed a course at another school that meets a requirement
    - Example: A course called Mythology in one school entity could fulfill the credit requirements for English 9 in another school entity

Act 1: Graduation Planning/Progress

- A school entity may waive any course needed for graduation if the student has:
  - Completed similar coursework at another school entity; or
  - Demonstrates competence in the content area
    - Competence may be demonstrated in different forms, including:
      - Submission of an essay, presentation, or project; or
      - Student has already successfully completed a higher-level course, experiential learning opportunity, or internship that demonstrates competence in a content area
- If a course cannot be waived, the school entity must provide an alternative or modified course that will assist a student with acquiring the required work or competency requirements by the student's anticipated graduation date

Act 1: Graduation Pathways

- Current school entity: A student may graduate from the current school entity if the student meets graduation requirements
- Prior school entity: If a student is unable to graduate from their current school after all credits are verified, all required courses are waived, and all alternative courses have been offered, then the receiving school may solicit a diploma from the student's prior school if the student meets the graduation requirements of the prior school entity
- Keystone Diploma: If a student is not able to graduate from their current school or prior school entity, the students current school must work with PDE to determine whether the student is eligible to receive a Keystone Diploma.
  - A student is eligible to receive a Keystone Diploma is it meets the statewide graduation requirements under Act 158

School Code Changes : Act 55 of 2022

Act 55: Areas of Changes

- Special Education Enrollment
- Industry-recognized credential and transcripts
- Certification and Continuing Professional Education
- School Safety Programs
- School Food Programs
- Drug and Alcohol Programs
- Disability Inclusive Curriculum

Act 55: Special Education Enrollment

- A student with a disability who was enrolled during the 2021-22 school year and turned age 21 during the 2021-22 school year, or between the end of 2021-22 and the beginning of the 2022-23 school year, to attend a school entity during the 2022-23 school year and receive services as outlined in the student's most recent IEP with all protections under the IDEA
- Students and parents needed to opt in by August 1 of this year

Act 55: Industry-recognized credential

- Beginning in the 2022-23 school year, an industry-recognized credential attained by a student shall be included on the student's transcript
  - Particularly important for students pursuing the Career and Technical graduation pathway under Act 158

Act 55: Certification and Continuing Professional Education

- Out-of-State Applicants for CTE Certification
  - A Career and Technical Instructional I Certificate to an out-of-state candidate who satisfies the following:
    - Hold a valid and current career and technical instructional certificate or equivalent certificate issued by another state;
    - Has completed a minimum of 4 years wage-earning experience in the occupation to be taught;
    - Has at least 2 years of classroom teaching experience and demonstrates satisfactory educator performance in the 2 most recent years of classroom teaching; and,
    - Meets all requirements of 22 Pa. Code § 49.12 (relating to eligibility)
- Continuing professional education requirements suspended for one year
- PDE establishes program of professional development in structured literacy

Act 55: School Safety Programs

- School Safety and Security Coordinator
  - Schools are required to appoint a school administrator as the safety and security coordinator and give the contact information to the PA School Safety and Security Committee
  - Must appoint the safety and security coordinator within 30 days of passage of Act 55 and replace the coordinator within 30 days of any vacancy
- School Safety and Security Coordinator training
  - The School Safety and Security Committee has not released the required training, but Safety and Security Coordinators will need to complete the mandatory training within one year of when the training is released

Act 55: School Safety Programs (cont'd)

- School Safety and Security Coordinators Training Criteria
  - Situational awareness (30 minutes)
  - Physical assessments and physical security (45 minutes)
  - Emergency preparedness (60 minutes)
  - Coordination and communication with law enforcement and emergency personnel (60 minutes)
  - Emergency procedures and training drills (60 minutes)
  - Trauma-informed approaches (30 minutes)
  - Behavioral health awareness (30 minutes)
  - Suicide and bullying awareness (30 minutes)
  - Substance use awareness (30 minutes)
  - Leadership (30 minutes)
  - Appropriate staffing (15 minutes)
- The School Safety and Security Coordinator should be prepared to discuss the school's policies in relation to the above training criteria once the training is created and issued

Act 55: School Safety Programs (cont'd)

- Training requirements expanded
  - Employees need to complete 2 hours of training per year, in person or virtually, in situational awareness, trauma-informed approaches, behavior health awareness, suicide and bullying awareness, and substance use awareness
  - Employees need at least 1 hour of in-person training on emergency training drills, including fire natural disaster, active shooter, hostage situation, bomb threat, and identification of student behavior that may be a threat to other students, school employees, or school facilities
- Additions to permissible uses of school safety and security grants
  - Grants may be used for suicide awareness and prevention curriculum, mental health early intervention, suicide and bullying prevention, and training related to mental health

Act 55: School Safety Programs (cont'd)

- Creation of new grants
  - School Mental Health Grants (Section 1315-B)
    - Charter schools are eligible to receive $70,000 for school mental health grants to meet the tier 1 baseline criteria for behavior health and school climate criteria established by the School Safety and Security Committee
  - School-based Mental Health Internship Grant Program (Section 1318-B)
    - PDE will award grants to individuals who are pursuing an educational specialist preparation program that leads to certification in school nursing, school psychology, school counseling, or school social work

Act 55: School Food Programs

- Increases the amount of unpaid balance for school meals from $50 to $75 before a school may provide student with alternative meals instead of the school food program meals
- Schools are required to offer assistance with applying for participation in the school food program
- Schools are not permitted to require a student or staff to discard a school meal after it was served to a student due to the student's inability to pay for the meal or for an earlier unpaid balance

Act 55: Drug and Alcohol Programs

- The Drug and Alcohol Recovery High School Program becomes permanent and is no longer a pilot program
- There is no longer a requirement that a student has at least 3 days of sobriety at the time of application for enrollment
  - New standard: "The student commits to sobriety from drug or alcohol abuse or addiction and participates in a drug and alcohol recovery program at the time of the application."
- A resident school district must approve or disapprove a written request to enroll in the program within 15 days of receipt of the request from the student's parent or guardian

Act 55: Disability Inclusive Curriculum Pilot Program

- Establishes a 3-year pilot program to provide instruction to students on the political, economic, and social contributions of individuals with disabilities beginning in the 2023-24 school year (Section 1701-D)
- To be eligible for the pilot program, a school entity must submit a proposal to PDE by May 15, 2023 that identifies how the school entity will meet the guidelines established by PDE for the pilot program
  - PDE will establish guidelines by March 15, 2023

Proposed Rule-Making – PDE Regulations

- PDE issued proposed rule-making in Fall 2021 – with public comment due in October 2021
- PDE issued their final form charter regulations on February 10, 2022
  - Included its review of feedback from the stakeholders (including from the General Assembly, Independent Regulatory Review Commission (IRRC), supporters and detractors and respond/make changes
  - Ignored much of the feedback from charter school community, the legislature and the IRRC
- IRRC voted along party lines on March 21, 2022 to approve the final form regulations
- The House and Senate Education Committees voted on resolutions opposing the final form regulations, which then required an affirmative vote of the full House and Senate
- Delay tactic or budget negotiation point to more charter reform legislation
- Effort was defeated with this year's omnibus school code

Dual Enrollment

- DUAL ENROLLMENT
  - Charter Schools will now be able to participate in dual enrollment, meaning that which charter high school students can enroll in and receive credit for college courses
  - Pennsylvania Public School Code now permits charter schools to enter into agreements with one or more IHEs approved to operate in Pennsylvania in order to allow its students to attend those IHEs, while enrolled at the charter school and receive credits toward completion of courses at the school district and the IHE.

Changes in the Law: National

Kennedy v. Bremerton SD (SCOTUS)

- Kennedy v. Bremerton School District
  - SCOTUS ruled in favor of public school coach who was suspended for leading prayers on football field after games
  - Holding: The free exercise clause and free speech clause of the First Amendment protect an individual engaging in a personal religious observance from government reprisal; the Constitution neither mandates nor permits the government to suppress such religious expression
  - Implications: Schools need to be more careful with dealing with employee's religious expression, particularly when it can be considered "private, personal prayer"
  - Schools have the following obligations:
    - Teachers and coaches may not coerce students to pray
    - Schools are required to allow teachers and coaches to say personal, private prayers outside of instructional time
    - Schools may not sponsor prayer

Carson v. Makin (SCOTUS)

- Background: Maine is largely rural and many district do not have public secondary schools. The state provides funding for students to attend a neighboring public school or approved private school in order to meet its obligation to provide a public education. Maine did not fund tuition for students attending religious private schools and only funded private schools that were nonsectarian.
- Holding: Maine's nonsectarian requirement for otherwise generally available tuition assistance payments to parents who live in school district that do not operate a secondary school of their own violates the free exercise clause of the First Amendment.
- Implications: No day-to-day implications for the operation of a charter school, but may influence political and legislative efforts.

USDOE – OCR "Supporting Educational Environments Free from Discrimination"

- OCR provides in depth resources for LEAs to address all forms of discrimination and there is an increased push by OCR to conduct investigations of discrimination
- Title VI
  - Bullying and Harassment
  - COVID-19
  - Discipline
  - English Learners
  - Equal Access to Schools, Facilities, and Resources
  - Race Discrimination in Special Education
  - Religious and Shared Ancestry Discrimination
  - Retaliation
- Discrimination Based on Disability
- Section 504 and Title II

Peltier v. Charter Day School

- The 4th Circuit ruled that a K-8 public charter school is required to comply with constitutional and federal law requirements that apply to traditional public schools in a case involving a uniform policy requiring girls to wear skirts as a condition of attending school.
- The students challenging the policy, who were in kindergarten, fourth, and eighth grades when the case was filed, argued that the skirts requirement signaled that school administrators valued their education less than that of boys and that wearing skirts limited their movement and made them uncomfortable in various weather conditions and other school situations like playing freely at recess or sitting on the floor.
- Charter Day School argued before the court of appeals that its students did not have any constitutional rights while attending school and that Title IX, the federal law prohibiting gender discrimination in publicly-funded schools did not prohibit dress codes that impose different rules for boys and girls. It justified the dress code by arguing that boys and girls are different and that girls are more delicate and in need of protection than boys.
- The Fourth Circuit ruled against Charter Day School observing that it was "difficult to imagine a clearer example of a rationale based on impermissible gender stereotypes" than the school's justifications for the policy.
- The Court further recognized that Title IX, the federal law that prohibits sex discrimination in federally-funded education programs, applies to dress codes that draw distinctions based on sex
-

Title IX

- TITLE IX
  - On June 23, 2022, the U.S. Department of Education proposed amendments to its Title IX regulations to ensure full protection for students, teachers, and employees from all forms of sex discrimination. The public comment period just ended so these regulations are not yet in effect.
  - The proposed regulations emphasize protecting pregnant students and protecting LGBTQI+ students from discrimination based on sexual orientation, gender identity, and sex characteristics.
  - The proposed regulations would require schools to provide supportive measures to students and employees affected by conduct that may constitute sex discrimination.

Financial

- Advanced Act 55 Board Training requires a session on advanced school finance
- However, it does not describe what that actually means

Financial

2014 Special Education Commission constituted by the General Assembly found that Special Education should be funded with the use of three categories or tiers based on student costs

- Category 1: costs less that $25,000 per year
- Category 2: $25,000 - $49,000 per year
- Category 3: $50,000 and up/year

Applied to traditional public school districts – but only less than 10 percent of the overall special education funding. The overwhelming amount is distributed as "hold harmless" proposition and was phased in.

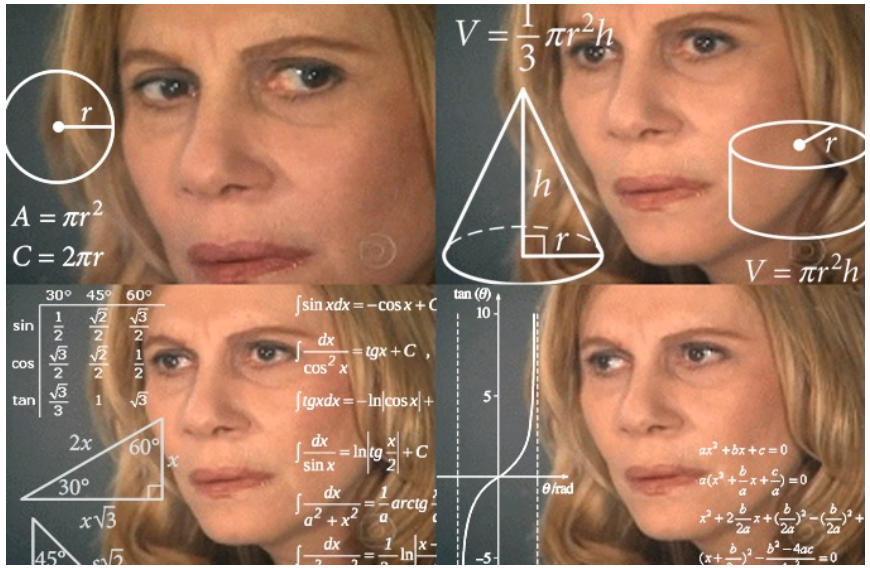
Financial

Proposed special education funding to charter schools:

- No "hold harmless"
- Only the 3-tiered system
- Not phased in

Financial

- Proposed Special Education Funding Legislation - amends Section 1725-A to now provide the amount of a general education student x 1.51 for each special education student for whom the annual expenditure is in Category 1 as reported to the Department; x 3.77 for each annual expenditure Category 2 special education student and x 7.46 for each Category 3 annual expenditure special education student.



Financial

- **Tiered SpEd Funding:**
  - Rates are currently based on average SpEd expenditures of the student's home district, utilize ADM and assume a 16% "student mix" and are agnostic to disability type.
  - New system utilizes the charter school's reported SpEd expenditures to establish a 3-tier system of funding:
    - Cat 1: student cost between $1 and $24,999 = weight 1.51
    - Cat 2: student cost between $25K and $49,999 = weight 3.77
    - Cat 3: student costing $50K+ = weight 7.46
- **Current Climate:**
  - COVID, Parents "voting with their feet"
  - Gubernatorial Election looming – will it split the CS movement?

Financial

How to determine special education expenditures (according to PDE guidance):

- Only expenditures for IEP's count
- 504 Plan are not included (not funded already under 1725-A)
- Other ineligible costs: "administrative costs"
- May also not apply to supplies and materials for inclusive classrooms

Financial

- Proposed Reduction in Cyber Charter Funding:
  - From district-by-district, PDE-363 Rates (~11K RegEd, ~$29K SpEd) to a flat rate of $9500/student)
- Summer 2022 Update
  - 2022-23 Budget Passed July 8th
  - $1.8B increase in Basic Ed Funding, $225M in Level Up Funding
  - $100M Investments in Mental Health & Security
  - Good News: No Adverse Impacts to Charters (yet)!

Financial

Financial Management in the Age of COVID-19

Two Years In:

- School closures have not (yet) adversely affected school finances
- Revenues have largely been preserved….so far
- New/additional costs – safety measures, Chromebooks for all – have been offset by savings in other areas
- Federal government has demonstrated leadership through rounds of funding (CARES, ESSER 2, ARP/ESSER 3)
- Impact on local school districts – the primary source of charter school funding – remains unclear
- **Politically-driven threats, namely Governor's plan to cut Special Ed funding for charter schools, are largest threat to funding**

Financial

Looking ahead and proactively managing:

- There will be financial hardship for charters in the next 1-5 Years
- District funding rate reductions will arrive in 22-23 due to "lag effect" (district 21-22 budgets set 22-23 rates)
  - COVID impact on district revenues
  - **Lower spending = Lower charter school rates**
  - **Federal funds not included in charter school rate calculations**
- Federal ESSER funds are great, but use them wisely
  - Timeframes and deadlines
  - Don't seek to fund permanent positions with temporary funds
  - Understand what are allowable uses and proper Federal rules and regulations, e.g. Multiple bids/proposals above certain $$ thresholds

Financial

Things to Plan For:

- Conservative budgeting of tuition reimbursement rates in FY22-23; recommend a default of 5% decrease in General Education due to districts supplanting costs with ESSER funds
- Inflation – even if reduced in next few months – will cause pain
- Include Federal ESSER funds in next 1-2 budget cycles
- Health benefits costs have historically outpaced inflation and other costs; unlikely to change
- Increased Federal funds bring higher auditing efforts, standards, costs
- PSERS ER and/or EE contribution rates could increase in coming years

TRAUMA INFORMED SCHOOLS

- Why?

- In 2019, Governor Wolf signed into law a transformative approach to education for Pennsylvania:
- Schools must implement approaches to student learning that recognizes the signs and symptoms of trauma
- Integrates that knowledge into education-based policies, learning, procedures and practices
- Mandatory training for school staff
- Requires that school board directors received training on this

As a school board member, you must ensure resources and compliance. And expand vocabulary.

Integrating Trauma INFORMED Practices

- Requires a paradigm shift at the staff and organizational level
- Focus on the full package of the child rather than on conduct alone
- Requires the whole school to be sensitive to trauma, and providing a safe, stable, and understanding environment for students and staff.
- Do no harm: prevent adding to trauma through the review of the events and triggers; avoid punishment while shifting to redirection and support.
- Trauma-specific interventions can be implemented to address the trauma needs of individual students.
- In becoming trauma-informed, think "why," instead of "what" in terms of student behavior

Why are schools addressing trauma? Data on Trauma

- Research shows that:
  - more than two thirds of children in the U.S. report experiencing a traumatic event by age 16.
  - One out of every four children in school has been exposed to a traumatic event.
  - Approximately two out of three children has been exposed to violence.
  - 75% who were victimized reported more than one type of victimization.
  - 1 in 10 report 5 or more exposures to violence.
- Such exposure to traumatic experiences that have the potential to impact brain development, social functioning, and ability to learn and engage in school.

What is Trauma?

- Overwhelms ability to cope.
- Results in feelings of terror, helplessness, and powerlessness.
- Interferes with sense of control, connection, and meaning

WHAT IS TRAUMA

- Acute Trauma: Event that occurs at a particular time and place and is usually short-lived (e.g., natural disaster, accident, sudden loss, onetime experience of violence).
  - Eg COVID-19 Pandemic

- Chronic Trauma: Experiences that occur repeatedly over long periods of time (e.g., chronic abuse/neglect, on-going community violence, long-term illness, chronic homelessness, forced displacement, chronic exposure to poverty and deprivation, structural oppression, racism).

- Historical trauma: The collective and cumulative trauma experienced by a particular group across generations still suffering the effects (e.g., violent colonization, assimilation policies, slavery, segregation, racism, discrimination).

What is Trauma?

- Complex Trauma: Chronic exposure to trauma that begins early in life, often within care-giving relationships and leads to immediate and long-term difficulties in many areas

- Examples: All forms of child abuse, neglect, adverse **childhood** experiences, community violence – domestic and family violence, civil unrest, war **trauma** or genocide, cultural dislocation, sexual exploitation and trafficking.

How does trauma affect students?

- Thinking brain frequently off-line
- Prolonged activation of stress response system
- Emotional brain remains in survival mode

In other words, students who remain in fight or flight mode are impeded in their ability to focus on learning and interpersonal development

Impact of Complex Trauma

- Smaller brain size and structures.
- Fewer neural connections
- Heightened baseline level of arousal
- Difficulties with learning, memory, and emotional regulation
- Difficulty trusting others and forming healthy relationships
- Increased behavioral issues
- Dissociative responses
- Increased risk for mental health issues
- Lower self-esteem
- Focus on survival vs. future orientation
- Increased risk for other system involvement

Impact on LEARNING

- Difficulty paying attention and learning
- Trouble building relationships with teachers and peers
- More time out of class
- Increased risk of failing, poor test scores
- More likely to be suspended or expelled
- Higher rates of referral to special education
- Higher risk of incarceration, drop-out, truancy
- School violence

Impact on School Staff

Teachers and Staff

- Can suffer from secondary traumatic stress or compassion fatigue
- Can develop PTSD symptoms caused by at least one indirect exposure to traumatic material
- Vicarious Trauma – the toll that is taken when dealing with traumatized students and families as a result of responsibility for an empathic engagement.
  - The well runs dry

Impact on Conditions for Learning

- Everyone in the school is in survival mode
- Negative impact on school safety and culture
- Environment less conductive for learning
- Increased risk for harm.

How are schools addressing trauma? A Multi-tiered Approach

- Tier 1 - School-wide/universal strategies that are informed by an understanding of trauma and designed to build resilience, mitigate impact, support healing, and minimize trauma in school.

- Tier II: Targeted services for some students exposed to trauma and at risk for further impact

- Tier III:
  - Individualized, trauma-specific mental health services (e.g., Cognitive Behavioral Therapy in Schools)

Guiding Principles FOR TRAUMA INFORMED SCHOOLS

- Understanding trauma and its impact
- Believing that healing happens in relationships
- Ensuring physical and emotional safety.
- Supporting choice, control, and empowerment for all
- Ensuring cultural awareness
- Viewing students holistically
- Using a collaborative approach.

What are trauma-INFORMED practices?

Supporting Staff Development

Trauma 101 – educating on trauma and its impact on students and staff; reviewing trauma responses and triggers (including variations by age, gender, culture)

Trauma-Sensitive Approach – the development of the schools "core principles" of a trauma-sensitive approach.

Self Care - Techniques and strategies for enhancing self-awareness and mindful practice

Skill Building

- Social and emotional learning (e.g., self-regulation).
- Positive behavioral interventions and restorative practices.

What are trauma-INFORMED practices? Environment

Creating a Safe and Supportive Environment

Classroom Strategies

- Establish clear, predictable routines
- Plan for changes and transitions and anticipate student responses.
- Set clear rules and expectations and enforce them consistently.
- Use of respectful language and tone.
- Adopt a positive, strengths-based approach.
- Use praise and reinforce positive behaviors.
- Present material in multiple ways
- Provide opportunities for student choice and sense of control
- Provide options and spaces for calming down
- Being prepared to offer additional support when needed
- Checking assumptions – considering why a student is responding in a particular before reacting
- Cultural competency

What are trauma-INFORMED practices? Environment (cont)

Recognizing Triggers

- Loud, chaotic environments
- Physical touch
- Authority figures
- Limit setting
- Uncertainty about expectations or transitions
- Emergency responders and police
- Situations that generate feelings of helplessness, vulnerability, or lack of control

What are trauma-INFORMED practices? Environment

- Preventing and Managing Crises
  - Prevention:
    - Be aware of potential triggers in the classroom and throughout the building.
    - Minimize triggers where possible (e.g., clear transitions, respectful tone, well-monitored spaces)
    - Recognize early warning signs (e.g., acknowledge, listen, validate, offer choices and positive reinforcement).
  - Support:
    - Shift to non-verbal support (e.g., calm tone, body language and gestures, space) when student is in escalated state
    - Use grounding techniques to help deescalate (e.g., breathing, space, things to hold)
    - Avoid arguing, directing, punishing in the moment.
    - Repair
    - Debrief and learn
    - Reconnect and repair
    - Avoid isolation and disconnection
    - Develop plans (e.g., triggers, warning signs, what helps/hurts, safe people and places).

What are trauma-INFORMED practices? Assessment

- Include trauma in all school-based evaluations or assessments
- Consider the potential impact of trauma on learning, behavior, testing results, and diagnoses
- Conduct assessments in a trauma-sensitive manner
- Include a place for trauma-related considerations in all individualized plans
- Be aware of age-, gender-, and culture-specific variations to trauma responses
- Ensure students have access to Tier 2 and Tier 3 interventions that address trauma
- Consider culture-specific practices for healing
- Educate students and families about trauma and its impact.

What are trauma-sensitive practices? Collaborating with Families

- Encourage caregiver involvement
- Be flexible when scheduling meetings
- Establishing a respectful and empathic tone
- Be aware of potential trauma reactions from caregivers
- Anticipate potential triggers related to interactions with caregivers
- Support family choice and control
- Consider how meeting space is arranged, where people are seated, what language/jargon is used, and how to support caregiver safety and empowerment
- Consider cultural factors that impact relationship-building (e.g., language, tone, what questions are asked and how, a particular group's experiences with the educational system).

What are trauma-INFORMED practices? Policies and Procedures

- School discipline practices must be positive, respectful, and restorative
- Retraumatizing practices are avoided (e.g., harsh, punitive approaches, isolation and disconnection from the community)
- Communication procedures include respecting confidentiality, being aware of triggers for students and caregivers, focusing on how issues are addressed information is shared.

Next Steps for TRAUMA INFORMED SCHOOLS

- School leaders, teachers and staff – training and education
- Building multidisciplinary teams to support
- Assessing readiness
- Examining current best practice related to trauma sensitivity
- Developing plans for implementation of trauma sensitive practice
- Aligning with other initiatives
- Revisiting readiness
- Evaluating success and failure
- Responding to changing needs
- Sustaining school-wide change

BARTON

GILMAN

Patricia A. Hennessy, Esquire

BARTON GILMAN
1617 J.F.K. Boulevard, 20th Floor
Philadelphia, PA 19106
phennessy@bglaw.com

CERTIFICATE *Of* COMPLETION

Bill Donahue

has completed a Pennsylvania Department of Education-approved training program for Returning Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS

PRESENTED BY: *Dr. Anne Clark, Chief Executive Officer*

ON THIS DAY: *10/12/2022*

CERTIFICATE *Of* COMPLETION

John Marous

has completed a Pennsylvania Department of Education-approved training program for Returning Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS

PRESENTED BY: *Dr. Anne Clark, Chief Executive Officer*

ON THIS DAY: *10/12/2022*

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

Board Meeting

Date:	August 8, 2024
Time:	4:00 pm
Location:	Pennsylvania Distance Learning Charter School and via Teleconference

MINUTES

MEETING TYPE: ☐ Regular ☒ Special ☐ Proposed ☐ Approved

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

B. Roll Call

Board Member Attendance:

John Marous, President	x Present phone	☐Absent
William Donahue, Vice President	x Present phone	☐Absent
Stephen Catanzarite, Trustee	x Present phone	☐ Absent

Other Attendees:

Michael Leitera, Chief Executive Officer, PDLCS	x Present	☐Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present	☐Absent
Nick Kocuba, Chief Operating Officer, PDLCS	x Present	☐Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present	☐Absent
Robert DiGiandomenico, Chief Communications Off., PDLCS	x Present phone	☐ Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present phone	☐Absent
Kim Crandall, Middle School Principal, PDLCS	☐ Present	☐ Absent
Charles Mort, High School Principal, PDLCS	x Present	☐ Absent
Stephanie Faith, Special Education Coordinator, PDLCS	☐ Present	x Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present	☐ Absent
Michael Whisman, Charter Choices	☐ Present	x Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present phone	☐Absent

C. Pledge of Allegiance

D. Public Comment – none

E. Review of Agenda

F. New Business

i. CSI Plan Approval

Dr. Leitera provided introductory remarks regarding the School's CSI plan and commended its primary architect, Ms. Crooks for her diligent work and the relationships that have been built with the CSI Team.

Ms. Crooks provided background into the process; indicating that the needs assessment portion was far more intensive this year than in years past. As a result the priority statements center around three main areas (1) Data Culture and Literacy; (2) Quality Instruction and (3) Parent Engagement. She stressed that this is a three year plan with yearly targets and provided a brief outline of the plan which is to be submitted to PDE prior to the start of the 24-25 school year.

Mr. Marous made a motion to approve the CSI Plan. Mr. Donahue seconded. The motion carried unanimously.

Ayes: 3 **Opposed**: 0

ii. Title IX Policy Approval

Mr. Pappaterra provided a brief overview of the proposed changes to the Title IX policy.

Mr. Catanzarite made a motion to approve the Title IX Policy. Mr. Donahue seconded. The motion carried unanimously.

Ayes: 3 **Opposed**: 0

iii. School Mission/Vision Approval

Mr. Marous provided background into the process that the school had taken with regards to the Mission/Vision statements. He indicated that with the start of the 24-25 school year, this was an opportune time to formally approve the final output. Dr. Leitera commended the dialogue and discussion that took part in the process by the committee made up of all facets of the School's organization and stressed that this will guide the School in its strategic planning. Mr. Catanzarite made a motion to approve the School Mission/Vision. Mr. Donahue seconded. The motion carried unanimously.

Ayes: 3 **Opposed**: 0

iv. Artificial Intelligence Policy

Mr. Pappaterra presented the School's Artificial Intelligence Policy as it is an emerging issue in education. He explained the input and vetting process to get to this final policy. Mr. Donahue made a motion to approve the Artifical Intelligence Policy. Mr. Catanzarite seconded. The motion carried unanimously.

Ayes: 3 **Opposed**: 0

G. Reminder of Next Board Meeting
Mr. Marous indicated that the date of the September Board Meeting will need to be moved. More information will follow.

I. Executive Session - none

The meeting adjourned at 4:46 p.m.

MINUTES CERTIFICATION

Proposed minutes respectfully submitted.

Leigh Anne Lord — 9/24/2024/
Recording Secretary, Leigh Anne Lord — Date

William Donahue — 9-24-24
Board Secretary, William Donahue — Date

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

Board Meeting

Date:	September 23, 2024
Time:	4:00 pm
Location:	Pennsylvania Distance Learning Charter School and via Teleconference

MINUTES

MEETING TYPE: ☒ Regular ☐ Special ☐ Proposed ☐ Approved

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

B. Roll Call

Board Member Attendance:

John Marous, President	x Present	☐Absent
William Donahue, Vice President	x Present phone	☐Absent
Stephen Catanzarite, Trustee	☐ Present	x Absent

Other Attendees:

Michael Leitera, Chief Executive Officer, PDLCS	x Present	☐ Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present	☐ Absent
Nick Kocuba, Chief Operating Officer, PDLCS	x Present	☐ Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present	☐ Absent
Robert DiGiandomenico, Chief Communications Off., PDLCS	x Present	☐ Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present	☐ Absent
Charles Mort, High School Principal, PDLCS	x Present	☐ Absent
Stephanie Faith, Special Education Coordinator, PDLCS	x Present	☐ Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present	☐ Absent
Michael Whisman, Charter Choices	x Present -phone	☐ Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present phone	☐ Absent
David Anney, Incoming Middle School Principal	x Present	☐ Absent
Matthew Dayka, Teacher, PDLCS	x Present	☐ Absent
Isaiah Estremera, Student, PDLCS	x Present	☐ Absent

C. Pledge of Allegiance

D. Public Comment – none

E. Review of Agenda

F. Standard Business

i. Meeting Minutes of June 10, 2024 Board of Trustees Meeting

Mr. Marous asked for a motion to approve the August 31, 2024 Financial Report. Mr. Donahue made the motion. Mr. Marous seconded. The motion carried unanimously.

Ayes: 2 **Opposed:** 0

iii. State of School Report

Dr. Leitera discussed the increase in total enrollment, as well as increase of special education students in the new enrollments total and its human capital impacts. He provided an update to the PCCD grant indicating that as long as the grant is submitted, the School will continue to be eligible for $70,000 annual for a Social Worker. Then he gave an update to the new Charter law and its implications. First, the Basic Education Circulars (BECs) have not been received yet. The School has audited expenditure which is reporting status and needs. In addition, the composition of the Board of Trustees has changed indicating that a parent and a fifth member should be placed on the Board. The School has one parent interested and the search for a fifth member is underway. The deadline is 180 days; however, the School hopes to have this ready for the December Board Meeting. There is also a requirement for an internal audit committee. Both our auditors and Charter Choices have confirmed that we are progressing in a positive direction with all aspects of the new charter school law. While there are policy gaps, the Chief Compliance and Dr. Leitera are working to present new and revised Board polices for the December meeting. The School is waiting for more clarity on enrollee wellness checks as the BEC has not been received. The School is aware that there is a requirement to ensure weekly real-time verification of well-being and participation. In addition, the school is waiting for more clarification on access to testing facilities. Our Testing Coordinator has already been contacting intermediate units and community colleges to replace hotel testing environments and we had positive responses to those changes after Spring Testing.

Mr. Marous asked what happens if we don't have real-time visual communication in a given week? What happens if we can't get facilities? Dr. Leitera indicated that there has been no discussion on next steps. However, the BEC should advise on the steps that will need to be taken when a student does not comply with the regulations.

Mr. Marous also asked if there were any systematic reasons for the Staff departures. Dr. Leitera indicated that most are due to the availability to fully work from home with the new institutions. Systematic reasons that the Board of Trustees should be concerned of? Work from home.

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

Ayes: 2 **Opposed:** 0

iv. Internal Audit Committee - Consisting of John Marous, William Donahue and Stephen Catanzarite to review the charter school's annual certified audit related to the operations of this Charter School

Mr. Marous noted that the Board will recognize all members of the board to be members of the internal audit committee. Current internal audit responsibilities and control fall to Marous, Donahue, and Catanzarite.

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

MINUTES CERTIFICATION

Proposed minutes respectfully submitted.

Leigh Anne Lord
Recording Secretary, Leigh Anne Lord

12/3/24
Date

William Donahue
Board Secretary, William Donahue

12-2-24
Date

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

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

Board Meeting

Date:	December 2, 2024
Time:	4:00 pm
Location:	Pennsylvania Distance Learning Charter School and via Teleconference

MINUTES

MEETING TYPE: ☒ Regular ☐ Special ☐ Proposed ☐ Approved

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

B. Roll Call

Board Member Attendance:

John Marous, President	x Present	☐Absent
William Donahue, Vice President	x Present phone	☐Absent
Stephen Catanzarite, Trustee	x Present phone	☐ Absent

Other Attendees:

Michael Leitera, Chief Executive Officer, PDLCS	x Present	☐ Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present	☐ Absent
Nick Kocuba, Chief Operating Officer, PDLCS	x Present	☐ Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present	☐ Absent
Robert DiGiandomenico, Chief Communications Off., PDLCS	x Present	☐ Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present	☐ Absent
Charles Mort, High School Principal, PDLCS	x Present	☐ Absent
Stephanie Faith, Special Education Coordinator, PDLCS	x Present phone	☐ Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present	☐ Absent
Michael Whisman, Charter Choices	x Present	☐ Absent
Andrea Brauer, Charter Choices	x Present	☐ Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present	☐ Absent
David Anney, Middle School Principal, PDLCS	x Present	☐ Absent
Tim Gagen, HBK	x Present	☐ Absent
Jarmon Sargeant, Student, PDLCS	x Present	☐ Absent
Jennifer McDiffit, Potential Board Member	x Present	☐ Absent
Rick Cavett, Potential Board Meeting	x Present	☐ Absent

C. Pledge of Allegiance

D. Public Comment – none

E. Review of Agenda

F. Standard Business

i. Meeting Minutes of September 23, 2024 Board of Trustees Meeting

Mr. Marous asked for a motion to approve the minutes of the June 10, 2024 Board of Trustees Meeting. Mr. Donahue made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

Ayes: 3 **Opposed**: 0

G. NEW BUSINESS

i. Student Report – Jarmon Sargeant

Dr. Ploesch introduced 5th Grader, Jarmon Sargeant. Jarmon explained that this is his first year attending the school and he has learned a lot and enjoys his teachers and the curriculum. He appreciates his interactions with his teachers and other students. He gave a brief overview of current and future activities at the High School, Middle School and Elementary. Mr. Marous asked him what he liked best about the school and he indicated being Principal for the day!

ii. Audit Report

Mr. Gagen presented the Draft of the School's Financial Statements for the year ending June 30, 2024. He expressed appreciation over the interaction with both the School's staff and Charter Choices. There were material issues found and the report is currently undergoing quality control.

Mr. Marous asked for a motion to conditionally approve the final report pending quality control. Mr. Catanzarite made the motion. Mr. Donahue seconded. The motion carried unanimously.

Ayes: 3 **Opposed**: 0

iii. Financial Report

Mr. Whisman presented the financial statements as of October 31, 2024. He indicated that total revenues for the period were greater than budgeted. This was due in part to increased student enrollment combined with increased district tuition rates. Mr. Whisman indicated that special education funding rates will decrease in January 2025 which could impact the School's ability to provide the necessary and required services. Mr. Marous asked that Dr. Leitera, Mr. Whisman and Ms. Faith meet to develop a plan in advance of the next Budget Meeting.

Mr. Marous asked for a motion to approve the financial statements. Mr. Donahue made the mostion. Mr. Marous seconded. The motion carried unanimously.

Ayes: 3 **Opposed**: 0

iv. State of the School Report

Dr. Leitera presented the State of the School report indicating that not only had total enrollment increased to 1,360 but also the special education enrollment has increased to 356 students. He asked Dr. Ploesch to highlight October's Open House activities which took place at various zoos around the state. Both students, parents and staff members attended and participation increased from

approximately 30 to nearly 300 students. It was a strong opportunity for students and family to interact with the staff and plans are in the works on how to further improve this event for the 2025-26 school year. Mr. Pappaterra and Mr. DiGiandomenico presented the findings of an internal audit aimed at the School's onboarding process. Based on the audit, it was determined that families were not getting a consistent experience between registration and the start of school. A joint effort between Compliance, Communications, Enrollment and Academic Leadership has been launched designed to improve the quality of information families receive. Finally, Ms. Crooks provided data showing the progress that has been made in several of the tested areas. So while proficiency rates on standardized tests still fall short, progress (some substantial) has been made in certain tested subjects and within various student groups.

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

Ayes: 3 **Opposed**: 0

v. 2025-2026 Proposed Academic Calendar

Dr. Leitera presented the proposed academic calendar for the 2025-2026 school year.

Mr. Marous asked for a motion to approve the 2025-2026 Academic Calendar. Mr. Donahue made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

Ayes: 3 **Opposed**: 0

vi. Policy Change: Title IX Policy and Procedures

Mr. Pappaterra provided updates to the School's Title IX policy which had been vetted through outside sources.

Mr. Marous asked for a motion to approve the Title IX Policy. Mr. Catanzarite made the motion. Mr. Donahue seconded. The motion carried unanimously.

Ayes: 3 **Opposed**: 0

vii. New Policies: Gifted Education Policy, Contracted Services Policy, Cooperative Purchasing Policy, Purchases Budgeted Policy and Investment of School Funds Policy

Mr. Pappaterra presented several new school policies were a result of a recent ESSER audit. Each had been vetted through outside sources.

Mr. Marous asked for a motion to approve the new school policies. Mr. Catanzarite made the motion. Mr. Donahue seconded. The motion carried unanimously.

Ayes: 3 **Opposed**: 0

viii. Potential New Board Member Introduction

Mr. Marous presented two potential trustees to the school - Jennifer McDiffit, whose children attended the school and Rick Cavet, a long standing member of the education system in Western

Pennsylvania. Each was asked to provide a brief introduction to those in session. An Executive Session will be held following the open meeting.

H. Reminder of Next Board Meeting
To be held at the Pennsylvania Distance Learning Charter School and by teleconference on March 3, 2025.

I Executive Session -- The trustees moved into Executive Session at 5:25 p.m.

MINUTES CERTIFICATION

Proposed minutes respectfully submitted.

Leigh Anne Lord
Recording Secretary, Leigh Anne Lord

3/7/2025
Date

William Donahue
Board Secretary, William Donahue

3/7/2025
Date

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

Board Meeting

Date:	January 21, 2025
Time:	4:00 pm
Location:	Pennsylvania Distance Learning Charter School and via Teleconference

MINUTES

MEETING TYPE: ☐ Regular ☒ Special ☐ Proposed ☐ Approved

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

B. Roll Call

Board Member Attendance:

John Marous, President	x Present	☐Absent
William Donahue, Vice President	x Present phone	☐Absent
Stephen Catanzarite, Trustee	x Present phone	☐ Absent
Richard Cavett, Trustee	x Present phone	☐ Absent

Other Attendees:

Michael Leitera, Chief Executive Officer, PDLCS	x Present	☐ Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present	☐ Absent
Nick Kocuba, Chief Operating Officer, PDLCS	x Present	☐ Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present	☐ Absent
Robert DiGiandomenico, Chief Communications Off., PDLCS	x Present	☐ Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present phone	☐ Absent
David Anney, Middle School Principal, PDLCS	x Present phone	☐ Absent
Charles Mort, High School Principal, PDLCS	x Present	☐ Absent
Stephanie Faith, Special Education Coordinator, PDLCS	x Present phone	☐ Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present	☐ Absent
Michael Whisman, Charter Choices	x Present phone	☐ Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present phone	☐ Absent
Nicole Huggler, Potential Board Member	x Present phone	☐ Absent

C. Pledge of Allegiance

D. Public Comment – none

E. Review of Agenda

F. New Business

i. New Board Member Recommendation

Dr. Leitera indicated to the Board that Nicole Huggler was participating in the call as a potential Board Member. Mr. Marous introduced her and asked her to provide to the members a brief introduction to add to the written introduction previously provided. Mrs. Huggler indicated that she had two children enrolled at PA Distance Learning Charter School and they were in their fourth year of attendance and enjoyed the school very much. Mr. Cavett asked if her children had ever attended the local school in her area and she indicated that they lived in a very small town, but yes, they had attended for several years. Her daughter, Grade 10, really appreciates the Honors classes that she attends and her younger son is also appreciative of his teachers and our program.

Mr. Marous asked for a motion to approve the addition of Mrs. Huggler as the parent trustee to the Board. Mr. Catanzarite made the motion. Mr. Cavett seconded. The motion carried unanimously.

Ayes: 4 **Opposed: 0**

ii. zSpace – Innovative Hardware/Software Investment Project

Dr. Leitera presented an opening explanation of this project. The goal is to combine teaching and innovative technologies in order to provide increased academic support to our students. The net investment is anticipated at $100,000 and the School would like to trial the program with 10-15 students and the school's intent is to be very judicious in the student selection process. He asked Ms. Crooks, CAO, to provide further information. She indicated that this program would provide a hands-on learning experience in a virtual setting and would enhance Career Readiness initiatives and support the new STEELS objectives centered around the Sciences curriculum. She also indicated that the School's certified Technology and Engineering Teachers would also be working in the trial program. Mr. Cavett indicated that it appeared to be an exciting proposal with endless potential. He asked about the repair and warranty process. Dr. Leitera indicated that the program provided a three year guarantee with the equipment/computers provided and the subscription costs were very affordable. He also emphasized that the software also incorporated training around the Trades, offering substantial credibility. This could potentially assist the school in building partnerships with local entities and therefore enhancing the curriculum further. Mr. Marous asked what grades the students piloting the process would be in and Dr. Leitera indicated that it would focus initially on 11th and 12 graders or students interested in Engineering

Mr. Marous made a motion to explore the project in order to develop a pilot process with zSpace for academic purposes. Mr. Catanzarite seconded. The motion carried unanimously.

Ayes: 4 **Opposed: 0**

iii. PDE/Franklin Area Partnership Project – Update

Dr. Leitera provided an update to this project indicating that Franklin Area School District is interested in a cooperative effort with our school to allow approximately 30 cyber students to join our school and therefore making our program their internal cyber program. They have indicated that they would ask for a 12% reduction in the rate; however, it could be more in order to advance the project. Currently, both entities are in a review with the Department of Education in order to execute a pilot meeting. Both entities are scheduled to meet with PDE in

late February. Mr. Marous highlighted that this would be the first time that a public cyber school would be working with a public school district.

Mr. Catanzarite asked if the students in the PA Distance Learning School program would be considered our students or Franklin Area School District students. Dr. Leitera indicated that they would be students of PA Distance Learning Charter School. Mr. Catanzarite followed up with an additional question of asking if this was legal in Pennsylvania. Dr. Leitera indicated that legal had not yet been consulted as both districts were waiting for the February 25th meeting with PDE and then PDE's determination. Mr. Marous stressed that the School would not pursue the project further without the agreement of PDE and legal counsel.

G. Reminder of Next Board Meeting
To be held at the Pennsylvania Distance Learning Charter School and by teleconference on March 3, 2025.

H. Executive Session – none

The meeting adjourned at 4:35 p.m.

MINUTES CERTIFICATION

Proposed minutes respectfully submitted.

Leigh Anne Lord
Recording Secretary, Leigh Anne Lord

3/6/2025
Date

William Donahue
Board Secretary, William Donahue

3/6/2025
Date

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

Board Meeting

Date:	March 6, 2025
Time:	4:00 pm
Location:	Pennsylvania Distance Learning Charter School and via Teleconference

MINUTES

MEETING TYPE: ☒ Regular ☐ Special ☐ Proposed ☐ Approved

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

B. Roll Call

Board Member Attendance:

John Marous, President	x Present	☐ Absent
William Donahue, Vice President	x Present phone	☐ Absent
Stephen Catanzarite, Trustee	☐ Present phone	x Absent
Richard Cavett, Trustee	x Present phone	☐ Absent
Nicole Huggler, Trustee	x Present phone	☐ Absent

Other Attendees:

Michael Leitera, Chief Executive Officer, PDLCS	x Present	☐ Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present	☐ Absent
Nick Kocuba, Chief Operating Officer, PDLCS	x Present	☐ Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present	☐ Absent
Robert DiGiandomenico, Chief Communications Off., PDLCS	☐Present	x Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present	☐ Absent
David Anney, Middle School Principal, PDLCS	x Present	☐ Absent
Charles Mort, High School Principal, PDLCS	x Present	☐ Absent
Stephanie Faith, Special Education Coordinator, PDLCS	x Present	☐ Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present	☐ Absent
Michael Whisman, Charter Choices	☐ Present	x Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present phone	☐ Absent
Nicholas Morelli, Business Manager, PDLCS	x Present phone	☐ Absent
Amy Thornton, Instructional Specialist, PDLCS	x Present	☐ Absent

C. Pledge of Allegiance

D. Public Comment – none

E. Review of Agenda

F. Standard Business

i. Meeting Minutes of December 2, 2024 Board Meeting

Mr. Marous made the motion to approve minutes of the December 2, 2024 Board meeting. Mr. Donahue seconded. The motion carried unanimously.

Ayes: 4 **Opposed: 0**

ii. Meeting Minutes of January 21, 2025 Special Board Meeting

Mr. Marous recommended some adjustments to the minutes of the January 21, 2025 Special Board Meeting. He made a motion to accept the minutes as changed. Mr. Donahue seconded the motion.

Ayes: 4 **Opposed: 0**

G. New Business

i. Student Report – Lens Emile

Lens gave an update on each building. At the high school, students were continuing to prepare for Keystone Testing by completing writing prompts and completing math problems connected to real world scenarios. During Black History month, students had the opportunity to participate in over 70 events.

The Science Department has instituted a program where students are recognized for their attendance, participation and achievement. Students earn spots on the Wall of Science and Science certificates when reaching various goals throughout the year. Approximately 50% of our student scientists have earned a spot on the wall so far this year.

In the elementary school, students celebrated Read Across America Week. Throughout the week, students learned about the importance of literacy with guest readers and by reading special texts. On June, 3, 2025, the second annual Field Day will take place at Ingram Park. This year, the event will include both elementary and middle school students and families.

Mr. Marous asked Lens what his favorite class is and what he could change at the school. Lens indicated that Music was his favorite class and he wished classes were longer.

ii. State of School Report

Dr. Leitera presented the State of the School Report. He indicated that the current enrollment was now at 1,485 with a projected enrollment in the next week of 1,500. This is the highest enrollment to date. The new student retention rate is six percent higher from last year's rate. Highest grade level enrollment continues to be the 9th grade. Enrollment of Special Education students has risen from 25% (351 students) last school year to 27% (405 students). Mr. Marous inquired about how potential special education students are evaluated. Ms. Faith indicated that the school receives a written or verbal request. The school then issues testing permissions within ten days of receipt of the request. Once permissions are received, the school has sixty days to finalized testing. She pointed out the 60%-70% of students qualify.

Ms. Huggler asked what would happen when the School reached the enrollment cap. Mr. Pappaterra indicated that there would be a weekly random lottery.

Ms. Crooks presented the CSI exit criteria. The School received its first CSI designation in 2018 and its second in 2022. It is likely that we will receive another designation in 2025. In order to exit, each year's designation will need to be exited.

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

Ayes: 4 **Opposed: 0**

iii. Financial Report

Dr. Leitera emphasized that with increased enrollment, revenues have increased. Mr. Marous inquired how the School was managing the increase effectively. Dr. Leitera discussed additional positions that were being added to the School staff after a critical analyzation of the School's needs. Dr. Leitera indicated that at the next Board meeting, there will be a presentation of the review of our cyber security efforts and processes.

Mr. Marous asked for a motion to approve the Financial Report. Mr. Cavett made the motion. Mr. Donahue seconded. The motion carried unanimously.

Ayes: 4 **Opposed: 0**

iv. 2025-2026 Proposed Parent/Student Handbook

Mr. Pappaterra indicated that addition to the Handbook was the inclusion of the Gifted Education Program, which is now regulatory.

Mr. Marous asked for a motion to approve the 2025-2026 Parent/Student Handbook. Mr. Donahue made the motion. Mr. Marous seconded. The motion carried unanimously.

Ayes: 4 **Opposed: 0**

v. Policy Change: Title IX Policy and Procedures

Mr. Pappaterra indicated that in 2024, the new policy was struck down and hence, the School is reverting back to the 2020 prior policy.

Mr. Marous made the motion to approve the Title IX Policy and Procedures. Mr. Cavett seconded. The motion carried unanimously.

Ayes: 4 **Opposed: 0**

vi. Policy Change – Procurement Using Grant Funds Policy

Mr. Pappaterra indicated that the 2025 procurement thresholds table was updated.

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

Ayes: 4 **Opposed: 0**

vii. Policy: Student and Employee Immigration – New Policy

Mr. Marous asked for a motion to approve the new Student and Employee Immigration Policy. Mr. Donahue made the motion. Mr. Marous seconded. The motion carried unanimously.

Ayes: 4 **Opposed: 0**

viii. Policy Removal – Transgender and Gender Non-Conforming Youth Policy

This policy was removed as a result of Executive Order dated 1/1/2025.

Mr. Marous asked for a motion to approve the new Student and Employee Immigration Policy. Mr. Donahue made the motion. Mr. Marous seconded. The motion carried unanimously.

Ayes: 4 **Opposed: 0**

ix. Updates

Mr. Marous indicated that the meeting with PDE was very useful and provided good, positive dialogue. We are awaiting further information from the State in order to determine if the program will progress further.

Dr. Leitera indicated that five cyber charter schools underwent an audit performed by the State. Some of the results indicated that due to charter renewal delays, it caused increases in fund balances and PDE is recommending improved processing of charter renewals. Due to an increase in enrollment, revenues, expenditures and fund balances were also increased. The Auditor General is recommending a task force to be created to revise the charter funding formula and order to exercise greater cyber charter school transparency.

Mr. Marous asked, beginning with the next Board meeting, for an inclusion to the State of School Report an update to the Board on School Complaints. The current procedure should be a logical process which integrates an appeal process, escalation process and directions to staff. The additional report should indicate how many complaints were submitted since the last meeting and what needs to be elevated to the Board for discussion.

H. Reminder of Next Board Meeting
To be held at the Pennsylvania Distance Learning Charter School and by teleconference on May 5, 2025.

I. Executive Session – none

The meeting adjourned at 5:15 p.m.

MINUTES CERTIFICATION

Proposed minutes respectfully submitted.

Leigh Anne Lord — 05/06/2025

Recording Secretary, Leigh Anne Lord — Date

William Donahue — 5-6-2025

Board Secretary, William Donahue — Date

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

Board Meeting

Date:	May 6, 2025
Time:	4:00 pm
Location:	Pennsylvania Distance Learning Charter School and via Teleconference

MINUTES

MEETING TYPE: ☒ Regular ☐ Special ☐ Proposed ☐ Approved

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

B. Roll Call

Board Member Attendance:

John Marous, President	x Present	☐ Absent
William Donahue, Vice President	x Present phone	☐ Absent
Stephen Catanzarite, Trustee	x Present phone	☐ Absent
Richard Cavett, Trustee	x Present phone	☐ Absent
Nicole Huggler, Trustee	x Present phone	☐ Absent

Other Attendees:

Michael Leitera, Chief Executive Officer, PDLCS	x Present	☐ Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present	☐ Absent
Nick Kocuba, Chief Operating Officer, PDLCS	x Present	☐ Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present	☐ Absent
Robert DiGiandomenico, Chief Communications Off., PDLCS	x Present	☐ Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present	☐ Absent
David Anney, Middle School Principal, PDLCS	x Present	☐ Absent
Charles Mort, High School Principal, PDLCS	☐ Present	☐ Absent
Stephanie Faith, Special Education Coordinator, PDLCS	x Present	☐ Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present	☐ Absent
Michael Whisman, Vertex Education	x Present	☐Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present	☐ Absent
Nicholas Morelli, Business Manager, PDLCS	x Present	☐ Absent
Andrea Brauer, Vertex Education	x Present	☐ Absent
Peter Mysels, Teacher, PDLCS	x Present	☐ Absent
Katherine Heiles, Assistant Principal, PDLCS	x Present	☐ Absent
Piper Harris, Student, PDLCS	x Present	☐ Absent

C. Pledge of Allegiance

D. Public Comment – none

E. Review of Agenda

F. Standard Business

i. Meeting Minutes of March 6, 2025 Board Meeting

Mr. Marous asked for a motion to approve the minutes of the March 6, 2025 Board Meeting. Mr. Cavette made the motion. Mr. Donahue seconded. The motion carried unanimously.

Ayes: 5 **Opposed: 0**

G. New Business

i. Student Report – Piper Harris

Piper gave a short introduction. A 9th Grader, she has been a student with the School for two years. She stressed that one of the positive aspects of the School as the manner in which the students and teachers communicated. She pointed out several of the School's teachers who have made a positive impact: Mr. Barr, Ms. Jordan and Mr. Mysels. She is a member of the Dungeon and Dragons club and indicated that while the club is a lot of fun, it also provided her with the opportunity to practice communication skills.

Mr. Marous explained to Piper that the School's enrollment increased during the Pandemic and while the initial assessment was that students would enroll and then go back to their home district once the Pandemic subsided, the actual outcome was that many students enrolled in our School and then stayed. He asked her why she had stayed. Piper indicated that she has previously been enrolled in another cyber charter school but it had not made a good impression. At PDLCS, she was impressed by the teachers not only taught the curriculum but delved more into it. She stayed because she could see being an active part of the School.

ii. State of School Report

Dr. Leitera presented the State of the School Report. He presented the overall data for enrollment, Special Education rates and staff changes. He highlighted that Administration was quite excited about the new staff who had recently joined the school. He then asked Mr. Peter Mysels, HS Social Studies Teacher, to present the School's recent Pandacon event. Mr. Mysels explained that Pandacon was a celebration of the School's After School Clubs and in response to Mr. Cavett's question, indicated that this was the second year of the event. Last year's participation was 107 and had increased to 177 students, families and staff. With each year, the program has been expanded and there are plans in the works for a Pandacon-East in the 2025-2026 school year – where a similar event will take place in the eastern part of the State.

Dr. Leitera gave a brief overview of the School's Ed Camp program – an internal staff development day which was completely organic – staff members teaching staff members. Overall there were 22 presentations throughout the course of the day and he commended the staff on their active participation.

Dr. Leitera moved to what he explained as a "true culture builder" – Senior Buddies. Ms. Katherine Heiles, HS Assistant Principal, presented a brief overview of the program, which is in its first year. Designed to provide assistance to students who might graduate if they are able to complete their graduation, the program is made up of staff member volunteers who act as senior

buddy volunteers or graduation plan facilitators for these students. She proudly indicated that the teaching staff had actively and immediately volunteered assistance and as a possible result, the School may obtain its CSI Graduation Rate.

Ms. Crooks, Chief Academic Officer, gave a brief update on the School's CSI plan as we have entered its final quarter. We are currently meeting our Quarter 3 goal for Career Readiness and Attendance; however, we are not meeting the goal for Graduation, ELA, Math and Science. We believe that this is due largely because of participation, which is difficult during the standardized testing window. The School will continue on its CSI plan into the 2025-2026 academic year. Planning has begun and a draft of the plan will be presented at the June Board of Trustees meeting.

Mr. Kocuba, Chief Operations Officer, presented a report on the School's Cyber Security measures. The School's Technical Services Provider utilizes several programs designed to protect devices from Ransomware, Malware and Viruses. Emails are scanned for malicious attachments and links. Emails from outside the organization are tagged with a warning. Access to data is limited to user groups as needed. Remote access to the School's network via VPN is limited to only school personnel who require access to perform duties when off-site. The Network is backed up nightly and employees receive annual cyber security awareness training. He highlighted that in the event of an attack, the School's network could be fully recovered within 8-12 hours.

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

Ayes: 5 **Opposed: 0**

iii. Financial Report

Mr. Whisman gave a brief financial report for the period ending March 31, 2025. All indicators remain healthy and positive and there no expected changes for this fiscal year. Mr. Marous stressed that historically; budgeting has been conservative and has had a positive impact.

Mr. Marous asked for a motion to approve the Financial Report. Mr. Cavett made the motion. Mr. Catanzarite seconded. The motion carried unanimously.

Ayes: 5 **Opposed: 0**

iv. 2025-2026 Draft Budget

Mr. Marous provided background as to the budget process and that it needed to be posted for 30 days prior to its final approval at the June 2025 Board of Trustees meeting. While our budgeting process is both effective and efficient, this year's final budget will hinge on outcomes at the State government level. Dr. Leitera indicated that budgeting has been based on multiple scenarios so that when funding is determined, the School will be ready to make any necessary adjustments.

Mr. Marous made a motion to approve the draft 2025-2026 Budget for posting. Mr. Catanzarite seconded. The motion carried unanimously.

Ayes: 5 **Opposed: 0**

v. PA Association of Public Cyber Charter Schools – Membership

Mr. Marous explained that as a result of the cyber charter school budget discussions, there has been an increased interest in a dedicated lobbying effort and the School has been asked to join a newly created association of cyber charter schools. Dr. Leitera indicated that the cost of joining would be $10,000 plus $4.00/student. He also explained that he had asked the Association for more information related to its bylaws and planned projects. To date, no further information had been received.

Mr. Marous indicated that while the School does not want to be out of the discussion, there are concerns that the messaging of the Association would not align with our School goals. He asked for the opinion of each of the Board Members. Mr. Catanzarite expressed concern that the creation of this Association would provide a split between brick and mortar charter schools and cyber charter school and could potentially send the wrong message. Mr. Donahue agreed and highlighted that based on the size of the member School's and the amount of their fund balances, these organizations' agendas could be different from ours. Both Mr. Cavett and Ms. Huggler agreed. As a result, Mr. Marous indicated that further discussion may take place when/if additional information and clarity is provided.

vi. SY 2025 - 2026 Board Appointments

Mr. Marous asked each individual Board Member if he/she was able to continue to serve as a Board Member for the 2025-2026 school year. Each member accepted.

Mr. Marous made a motion to approve to approve the proposed 2025-2026 Board Appointments. Mr. Catanzarite seconded. The motion carried unanimously.

Ayes: 5 **Opposed: 0**

vii. Satellite Office Space – East Side Pennsylvania

Ms. Angela Abbiati, Community Engagement Coordinator, presented a proposal to implement a remote Community Engagement Coach focused on the eastern side of the state. She focused on the current barriers which included (1) in person response times for student and family support; (2) limited regional presence during critical testing windows and (3) high travel, lodging and per diem staff costs. The potential and likely benefits of positioning a Coach on this side of the state would not only increase efficiencies and operational savings but would provide added support for underserved regions of the state.

The proposal would include the hiring of a remote Community Engagement Coach (not a new position but a replacement position of a Coach originally based in Pittsburgh), dedicated parking for one of the School's van, shared work space which would provide flexibility (no long term lease) and centralized access to not only the Lehigh Valley, but also to Greater Philadelphia, Scranton/Wilkes Barre, Reading, York and Lancaster.

Mr. Marous made a motion to move forward with the project. Mr. Cavett seconded. The motion carried unanimously. (Mr. Donahue had exited the meeting.)

Ayes: 4 **Opposed: 0**

viii. Board Resolution

In response to a request by the United Stated Department of Education, the Board has been asked to file a Board Resolution that would certify compliance with certain obligations in order to continue to receive federal financial assistance. Mr. Marous suggested a minor change to the resolution.

Mr. Marous made a motion to approve the Resolution as revised. Mr. Cavett seconded. The motion carried unanimously. (Mr. Catanzarite had exited the meeting.)

Ayes: 3 **Opposed: 0**

ix. SY 2025-2026 Board Meeting Dates

Mr. Marous made a motion to approve the proposed 2026-2026 Board Meeting Dates. Mr. Cavett seconded. The motion carried unanimously.

Ayes: 3 **Opposed: 0**

x. Annual Review – Right to Know Policy

Mr. Pappaterra, Chief Compliance Officer, indicated that there were no changes to the Right to Know Policy; however, annual approval was required for Federal Programs compliance.

Mr. Marous made a motion to approve the Right to Know Policy. Mr. Cavett seconded. The motion carried unanimously.

Ayes: 3 **Opposed: 0**

xi. 2025-2026 Employee Handbook

Dr. Leitera indicated that the most significant change were to the School's Compliant policy which make it more structured and concise.

Mr. Motion made a motion to accept the changes to the 2025-2026 Employee Handbook as presented. Mr. Cavett seconded. The motion carried unanimously.

Ayes: 3 **Opposed: 0**

H. **Reminder of Next Board Meeting**
To be held at the Pennsylvania Distance Learning Charter School and by teleconference on June 9, 2025.

I. **Executive Session** – none

The meeting adjourned at 6:00 p.m.

MINUTES CERTIFICATION

Proposed minutes respectfully submitted.

Leigh Anne Lord
Recording Secretary, Leigh Anne Lord

6/16/2025
Date

William Donahue
Board Secretary, William Donahue

6/16/2025
Date

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

Board Meeting

Date:	June 9, 2025
Time:	4:00 pm
Location:	Pennsylvania Distance Learning Charter School and via Teleconference

MINUTES

MEETING TYPE: ☒ Regular ☐ Special ☐ Proposed ☐ Approved

A. Call to Order: The meeting convened at 4:01 p.m.

B. Roll Call

Board Member Attendance:

John Marous, President	x Present phone	☐ Absent
William Donahue, Vice President	x Present phone	☐ Absent
Stephen Catanzarite, Trustee	x Present phone	☐ Absent
Richard Cavett, Trustee	x Present phone	☐ Absent
Nicole Huggler, Trustee	x Present phone	☐ Absent

Other Attendees:

Michael Leitera, Chief Executive Officer, PDLCS	x Present	☐ Absent
Kelly Crooks, Chief Academic Officer, PDLCS	x Present phone	☐ Absent
Nick Kocuba, Chief Operating Officer, PDLCS	x Present	☐ Absent
Dean Pappaterra, Chief Compliance Officer, PDLCS	x Present	☐ Absent
Robert DiGiandomenico, Chief Communications Off., PDLCS	x Present	☐ Absent
Aubrey Ploesch, Elementary Principal, PDLCS	x Present phone	☐ Absent
David Anney, Middle School Principal, PDLCS	x Present	☐ Absent
Charles Mort, High School Principal, PDLCS	x Present	☐ Absent
Stephanie Faith, Special Education Coordinator, PDLCS	x Present	☐ Absent
Sheryl Allmon, Procurement Coordinator, PDLCS	x Present	☐ Absent
Michael Whisman, Vertex Education	x Present	☐Absent
Leigh Anne Lord, Recording Secretary, PDLCS	x Present	☐ Absent
Nicholas Morelli, Business Manager, PDLCS	x Present	☐ Absent

C. Pledge of Allegiance

D. Public Comment – none

E. Review of Agenda

F. Standard Business

i. Meeting Minutes of May 6, 2025 Board Meeting

Mr. Marous asked for a motion to approve the minutes of the May 6, 2025 Board Meeting. Mr. Donahue made the motion. Mr. Cavett seconded. The motion carried unanimously.

Ayes: 5 **Opposed: 0**

G. New Business

i. State of the School Report

Dr. Leitera gave a short update on the LinkIt! Dashboard Project. He presented the background concerning the data being imported and the rollout to staff sequence. He indicated that at the present time, reactions amongst certified staff was somewhat mixed but this was primarily due to the amount of data that is being imported, which can be somewhat overwhelming. However, more professional development will be provided to staff prior to the start of the 25-26 school year and LinkIt! will be hosting their Data Forward Summit Institute at our offices in July and ten staff members will be participating along with other local school representatives.

Ms. Crooks presented an update on the 2025-26 CSI. First, she highlighted that the 24-25 data indicates a 75.29% graduation rate, which is the highest rate ever. The priorities for the 25-26 CSI will focus on (1) data culture, (2) quality instruction and (3) engagement. The focus will be continue on graduation rates, plus achievement in Math and ELA score and the focus will be on individual student needs and family engagement. The 25-26 CSI plan will need to be submitted no later than August 31, 2025.

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

Ayes: 5 **Opposed: 0**

ii. SY 2025-2026 Budget

The draft budget was posted to the School's website for the required period of time with no public comment. The final 25-26 Budget remains unchanged from the draft. Should there be any changes in funding, this will be addressed.

Mr. Marous asked if there were any questions regarding the 2025-2026 draft budget. There were none.

Mr. Marous made a motion to approve 2025-2026 Budget. Mr. Catanzarite seconded. The motion carried unanimously.

Ayes: 5 **Opposed: 0**

iii. Fund Balance Resolution

Mr. Marous provided background to the resolution to reassign funds of the General Fund to the committed General Fund Balance. There were no additional questions regarding the resolution.

Mr. Marous made a motion to approve Fund Balance Resolution. Mr. Cavett seconded. The motion carried unanimously.

Ayes: 5 **Opposed: 0**

iv. Pennsylvania School District Liquid Asset Fund additional investment

Mr. Marous explained that the Pennsylvania School District Liquid Asset (PSDLAF) provides a low risk investment with attractive returns. The School already has an investment with this fully liquid product. The proposed resolution would allow for an additional amount to be moved from its current account with PNC to PSDLAF. There were no questions regarding the resolution.

Mr. Marous made a motion to approve Fund Balance Resolution. Mr. Cavett seconded. The motion carried unanimously.

Ayes: 5 **Opposed: 0**

v. Safety and Security Coordinator Report

Mr. Kocuba, Chief Operations Officer and Safety and Security Coordinator presented the 2024-25 Safety and Security Committee Report. The report provided information on what was implemented in the 2024-2025 school year which included not only completing annual Act 55 training but also holding CPR and AED refresher training to the staff. He did highlight that the School's Social Worker was added to the PA Safe2Say system.

Mr. Marous asked for a motion to approve the Safety and Security Coordinator Report. Mr. Donahue made the motion. Mr. Cavett seconded. The motion carried unanimously.

Ayes: 5 **Opposed: 0**

vi. 2025-2026 CSI Plan

Ms. Crooks presented the 2025-2026 CSI Plan in the State of the School Report. It did not require Board Approval.

vii. Auditor Assignment

Mr. Marous recommended that the School maintain its relationship will Hill, Barth & King, LLC (HBK) as the School's auditors. There were no concerns voiced.

Mr. Marous made a motion to accept the HBK proposal for the 2025 audit and assign the firm as the School's auditors. Mr. Cavett seconded. The motion carried unanimously.

Ayes: 5 **Opposed: 0**

H. Reminder of Next Board Meeting
To be held at the Pennsylvania Distance Learning Charter School and by teleconference on September 8, 2025.

I. Executive Session – none

The meeting adjourned at 4:41 p.m.

MINUTES CERTIFICATION

Proposed minutes respectfully submitted.

_____ _____
Recording Secretary, Leigh Anne Lord Date

_____ _____
Board Secretary, William Donahue Date

PDE-414 | Pennsylvania Distance Learning Charter School | July 9, 2025 | SY 2024-25

Complete the following information for all professional s

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	ANDERSON, GABRIELLAH	English 7-12	7	Middle Level English 7-9	40 per week	100%	0%
2	ANNEY, DAVID	Mathematics 7-12; Secondary Principal 7-12; Letter of Eligibility Superintendent PK-12	6-8	Middle School Principal	40 per week	100%	0%
3	AUGUST, CASSANDRA	Elementary & Secondary School Counselor PK-12	9-12	Secondary School Counselor	40 per week	100%	0%
4	AULT, BRINA	Special Education PK-8; Grades PK-4	K-8	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
5	BALSOMICO, APRIL	Elementary K-6; Special Education PK-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
6	BARLAMAS, GEORGIA	Chemistry 7-12; Mathematics 7-12; Physics 7-12	9-12	Chemistry, General Science, Physics	40 per week	100%	0%
7	BARR, NICHOLAS	English 7-12	9-12	English/Communication 10-12; Other Not Listed Above (certificated personnel)	40 per week	100%	0%
8	BARTRUG, CASEY	Grades PK-4; Special Education PK-8	6	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
9	BATE, JAMIE	School Speech & Language Pathologist PK-12	K-12	Speech Correction, Elementary, PreK-6	40 per week	100%	0%
10	BATEMAN, AMANDA	English 7-12	9-12	English/Communication 10-12	40 per week	100%	0%
11	BIGOS, JOANNA	Elementary School Counselor K-6; Secondary School Counselor 7-12; Principal PK-12	K-12	Secondary School Counselor	40 per week	100%	0%
12	BILLETDEAUX, ALEXA	Social Studies 7-12	9-12	History 10-12; Middle Level Social Studies 7-9	40 per week	100%	0%
13	BLOSE, SARAH	Special Education N-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
14	BODE, JILL	Elementary K-6; Early Childhood N-3	4-5	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
15	BORGHETTI, LAUREN	English 7-12; Biology 7-12	9-10	Middle Level English 7-9	40 per week	100%	0%
16	BOWMAN, COURTNEY	Early Childhood N-3; Elementary K-6	1	Elementary Primary Grades 1-3	40 per week	100%	0%
17	BRECHT, JOSEPH	Social Studies 7-12; General Science 7-12	9-12	General Science Intermediate 10-12; Earth and Space Science	40 per week	100%	0%
18	BRECHT, KAYLIE	Special Education PK-8; Grades PK-4	K	Kindergarten age 5 (K5)	40 per week	100%	0%
19	BRENC, CATHERINE	Mathematics 7-12	9-10	Middle Level Mathematics 7-9	40 per week	100%	0%
20	BRICE, JENNA	Mathematics 7-12	9-10	Middle Level Mathematics 7-9	40 per week	100%	0%
21	BUCHANAN, ERIKA	Educational Specialist II School Psychologist PK-12	K-12	School Psychologist	7 per week	100%	0%
22	BUDD, LAURA	Special Education PK-12; Principal PK-12; Elementary K-6	K-12	Assistant or Vice Secondary Principal	40 per week	100%	0%
23	BUTTER, MARISSA	Elementary PK-4; English as a Second Language	K-12	English as Second Language, K-12 Resource (Take student out for language support)	40 per week	100%	20%
24	CAMPBELL, MACKENZIE	English 7-12; Grades 4-6; ELA 7-8	9-12	English/Communication 10-12	40 per week	100%	0%
25	CARNEVAL, OLIVIA	Grades PK-4; Special Education PK-8	K-2	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
26	CHAVERS, JESSICA	Grades PK-4	3	Elementary Primary Grades 1-3	40 per week	100%	0%
27	CLODFELTER, CHRISTINA	Elementary K-6	6	Elementary Intermediate Grades 4-6	40 per week	100%	0%
28	CLUTTER, KAREN	Health K-12; Special Education N-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
29	COLBERT, JESSICA	Mental or Phys Handicapped K-12; Principal PK-12; Reading Specialist PK-12	9-12	Assistant or Vice Secondary Principal	40 per week	100%	0%
30	COMBEMALE, CAROLINE	Grades PK-4; Grades 4-8; Grades 5-6; English 7-12; Art PK-12; Technology Education PK-12	7	Middle Level Science 7-9	40 per week	100%	0%
31	CONTOS, TANYA	Elementary K-6; Citizenship 6-9; English 6-9; Supvr Curriculum & Inst PK-12; Principal PK-12	K-12	Assistant or Vice Secondary Principal	40 per week	100%	0%
32	CORCORAN, MADISON	Social Studies 7-12; Special Education 7-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
33	CROOKS, KELLY	English 7-12; Supvr Curriculum & Inst PK-12; Principal PK-12	K-12	Assistant Superintendent	40 per week	100%	0%

PDE-414 | Pennsylvania Distance Learning Charter School | July 9, 2025 | SY 2024-25

Complete the following information for all professional s

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
34	CULLO, NICHOLAS	Grades 4-8; Mathematics 7-12; Reading Specialist PK-12; Special Education PK-8; Special Education 7-12	9-12	Title I/Remedial Math, Elementary, PreK-6	40 per week	100%	0%
35	CUTLER, STEPHEN	Social Studies 7-12	7-8	Middle Level Social Studies 7-9	40 per week	100%	0%
36	DAYKA, MATTHEW	English 7-12; Computer Science 7-12	9-12	English/Communication 10-12; Computer Science Secondary 7-12	40 per week	100%	0%
37	DELEO, NADINE	Home and School Visitor PK-12; School Social Worker PK-12	K-12	School Social Worker PK-12	40 per week	100%	0%
38	DEMARK, JOYOUS	Music PK-12	K-5	Music Elementary PreK-6	40 per week	100%	0%
39	DEMPSEY, LINDSAY	Elementary K-6; Mid-Level English 6-9; Special Education PK-12	7	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
40	DERONER, VICTORIA	Instructional Tech Spec PK-12; Social Studies 7-12; Citizenship 7-12; Mid Level English 6-9	9-12	Instructional Technology Specialist; Citizenship	40 per week	100%	0%
41	DONAHUE, TAMARA	Elementary K-6; Special Education PK-12; Reading Specialist PK-12	K-5	Title I/Remedial Math, Elementary, PreK-6	40 per week	100%	0%
42	DONOFRIO, LAUREN	English 7-12	9-12	Middle Level English 7-9	40 per week	100%	0%
43	DUNN, AMY	Grades PK-4; Special Education PK-8; Special Education Expansion 7-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
44	ESHELMAN, ELAINE	Mathematics 7-12	9-12	Mathematics 10-12	40 per week	100%	0%
45	EVANCHAK, MATTHEW	Elementary K-6; Special Education N-12; Reading Specialist PK-12	6	Elementary Intermediate Grades 4-6	40 per week	100%	0%
46	FAGLEY, JULIE	Communications 7-12; Family-Consumer Sci PK-12; English as a Second Language (ESL) PK-12	6-12	English as Second Language, English 10-12, Family/Consumer Science	40 per week	100%	0%
47	FAITH, STEPHANIE	Elementary K-6; School Psychologist PK-12; Principal PK-12	K-12	Supervisor Special Education	40 per week	100%	0%
48	FANNING, LINDSEY	Mathematics 7-12; Principal PK-12	6-8	Assistant or Vice Secondary Principal	40 per week	100%	0%
49	FEICHT, BRITTNEY	Elementary K-6; Mid-Level Mathematics 6-9; Reading Specialist PK-12; Special Education PK-12	3-5	Title I/Remedial Math, Elementary, PreK-6	40 per week	100%	0%
50	FEIL, GABRIELLA	Grades PK-4; Reading Specialist PK-12	4	Elementary, Intermediate Grades 4-6	40 per week	100%	0%
51	FISCHER, SARAH	Special Education PK-12; Grades PK-4	6-8	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
52	FOX, AMBER	Art PK-12	9-12	Art Secondary (7-12)	40 per week	100%	0%
53	GALANDO, MATTHEW	Elementary K-6; Special Education PK-12	8	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
54	GARAND, JOANN	Special Education PK-12	7	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
55	GARREN, DANIELLE	Social Studies 7-12; Special Education 7-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
56	GATES, CLARE	English 7-12; Art PK-12	9-12	English/Communication 10-12; Other Not Listed Above (certificated personnel)	40 per week	100%	0%
57	GATES, JENNIFER	Speech & Language Impaired PK-12	K-8	Speech Correction, Elementary, PreK-6, Speech Correction, Secondary, 7-12	40 per week	100%	0%
58	GATES, MATTHEW	Bus-Computer Info TechPK-12; Computer Science 7-12; Technology Education PK-12	9-12	Computer Science, Secondary, 7-12; Business Education, Secondary, Technology Education PK-12	40 per week	100%	0%
59	GLANCY, MELISSA	Elementary K-6; Special Education PK-12	4-5	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
60	GLASER, ANDREW	English 7-12	9-12	English/Communication 10-12	40 per week	100%	0%
61	GREGORY, REBECCA	Grades PK-4; Grades 5-6; Special Education PK-12; Visually Impaired PK-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
62	HALL, DAVID	Health & Physical Educ PK-12	K-8	Health and Physical Education, Elementary, PreK-6	40 per week	100%	0%

Complete the following information for all professional s

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
63	HAMMOND, ISABELLE	Grades PK-4; Special Education PK-12	3	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
64	HART, WILLIAM	Music PK-12; Mid Level Math 7-9; Mid Level Science 7-9; Special Ed PK-8; Grades PK-4	3-8	Music Elementary PreK-6 Music Secondary 7-12	40 per week	100%	0%
65	HARTMANN, KATIE	Social Studies 7-12; English as a Second Language; Safety/Drivers Ed 7-12	9-12	History 10-12; Driver Education Geography 10-12	40 per week	100%	0%
66	HEILES, KATHERINE	English 7-12; Principal PK-12	9-12	Assistant or Vice Secondary Principal*	40 per week	100%	0%
67	HEINLEIN, ASHLEY	Grades PK-4; Special Education Expansion PK-8	3	Elementary Primary Grades 1-3	40 per week	100%	0%
68	HEINZ, LEAH	Special Education PK-8; Grades PK-4; Instructional Coach PK-12; Reading Specialist PK-12	K-2	Title I/Remedial Math Elementary PreK-6	40 per week	100%	0%
69	HINDEN, NICOLE	Inst Technology Specialist PK-12; Elementary K-6; Mid-Level English 6-9; Mid-Level Citiz. Ed 6-9; English 7-12;	9	Middle Level English 7-9	40 per week	100%	0%
70	HOFFMAN, AUBREY	Occupational Therapist	K-12	Occupational Therapist	40 per week	100%	0%
71	HONAKER, KARLEY	English 7-12	8	Middle Level English 7-9	40 per week	100%	0%
72	IANNESSA, MAUREEN	Elementary K-6; Family and Consumer Science K-12	K-6	Title I	40 per week	100%	0%
73	JOHNSON, KENNETH	English 7-12; Social Studies 7-12	8-9	Middle Level Social Studies 7-9	40 per week	100%	0%
74	JOHNSTON, MAGGIE	English 7-12	9-12	English/Communication 10-12	40 per week	100%	0%
75	KIST, JORDAN	Elementary & Secondary School Counselor PK-12	1-2	Elementary School Counselor	40 per week	100%	0%
76	KOCUBA, NICHOLAS	Mathematics 7-12; Safety/Drivers Ed 7-12; Principal PK-12	K-12	Supervisor, Instructional Technology; School Safety and Security Coordinator	40 per week	100%	0%
77	KORBER, JEFFREY	Mathematics 7-12	9-12	Middle Level Mathematics 7-9; Mathematics 10-12	40 per week	100%	0%
78	KRIGER, JODI	Library Science PK-12; Special Education PK-12; English 7-12; Social Studies 7-12	9-12	History 10-12; English 7-12	40 per week	100%	0%
79	KVASAGER, MELISSA	Grades 4-8	6	Elementary Intermediate Grades 4-6	40 per week	100%	0%
80	LAMBERTON, ALYSON	Elementary & Secondary School Counselor PK-12	K - 5	Secondary School Counselor	40 per week	100%	0%
81	LANG, JENNIFER	Social Studies 7-12; English 7-12; Special Education 7-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
82	LEITERA, MICHAEL	Principal PK-12; Social Studies 7-12; LOE Superintendent PK-12	K-12	Chief Administrative Officer (charter schools only)	40 per week	100%	0%
83	LEVENSON, ASHLEY	Elementary PK-4; Special Education K-8	K-8	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
84	LINGAYAT, EMILY	Biology 7-12	9-12	Biology	40 per week	100%	0%
85	LOWRY, BRIANNA	Spanish PK-12	9-12	Spanish 7-12	40 per week	100%	0%
86	MARTIN, STACY	Elementary K-6; Reading Specialist PK-12; Special Education PK-12	6	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
87	MAUK, SAMANTHA	Grades 4-8 (All subjects 4-6; Science 7-8)	8	Science 7-8	40 per week	100%	0%
88	MCKRUIT, JOSH	Elementary K-6	3-5	Elementary Intermediate Grades 4-6	40 per week	100%	0%
89	MCNEIL, LAURA	Nurse (contracted 1099 employee)	K-12	School Nurse	20 per month	100%	0%
90	METZ, VALERIE	Special Education PK-8; Special Education 7-12; Grades PK-4	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
91	MIDDLEMISS, KENNETH	Grades PK-4; Grades 5-6	5	Elementary Intermediate Grades 4-6	40 per week	100%	0%
92	MILHARCIC, HEATHER	Veterinarian Assistant 7-12; Biology 7-12	9-12	Biology	40 per week	100%	0%
93	MORRONE, MICHAEL	Art PK-12	K-12	Art Elementary (PreK-6) Art Secondary (7-12)	40 per week	100%	0%
94	MORT, CHARLES	Elementary PK-6; Principal PK-12	9-12	Secondary Principal	40 per week	100%	0%
95	MORT, MICHELE	Nurse (contracted 1099 employee)	K-12	School Nurse	24 per week	100%	0%
96	MUDD, BETH	Elementary K-6	2	Elementary Primary Grades 1-3	40 per week	100%	0%

Complete the following information for all professional s

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97	MULVEY, KERIANNE	Grades PK-4; Special Education PK-8	3-4	Art Elementary (PreK-6); Art Secondary (7-12)	40 per week	100%	0%
98	MYSELS, PETER	Social Studies 7-12; Inst Technology Specialist PK-12; English 7-12	9-12	Government 10-12; Psychology Social or Behavioral Science; History 10-12	40 per week	100%	0%
99	NAUGLE, CRYSTAL	Elementary K-6; Special Education N-12; Reading Specialist PK-12	2	Elementary Primary Grades 1-3	40 per week	100%	0%
100	O'KANE-FENK, JENNIFER	Mid-Level English 6-9; English 7-12; Social Studies 7-12; English as a Second Language (ESL) PK-12	7	Middle Level English 7-9	40 per week	100%	0%
101	OTIS, JANINE	Special Education PK-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
102	PAYNE, BRANDON	Elementary & Secondary School Counselor PK-12; Principal PK-12	7-12	Secondary School Counselor, Assistant or Vice Secondary Principal*	40 per week	100%	0%
103	PELLONI, ANGELA	Mathematics 7-12; Physics 7-12	8	Middle Level Mathematics 7-9	40 per week	100%	0%
104	PETRAGLIA, MARISA	7-12 Social Studies; 7-12 English; Family Consumer Science PK-12	9-12	Psychology, Social or Behavioral Science, Family/Consumer Science	40 per week	100%	0%
105	PICCIAFOCO, MATTHEW	Citizenship 7-12; Elementary K-6; Social Studies 7-12; Mid Level Math 6-9	6-8	Title I/Remedial Math Secondary 7-12	40 per week	100%	0%
106	PLOESCH, AUBREY	Mathematics 6-9; Music PK-12; Principal PK-12	K-5	Elementary Principal	40 per week	100%	0%
107	POLLOCK, PAUL	Grades 4-8 (all subjects 4-6); English 7-8; Math 7-8; Administrative I Principal PK-12	6	Elementary Intermediate Grades 4-6	40 per week	100%	0%
108	PONTIUS, BRAD	Health & Physical Education PK-12	9-12	Health and Physical Education Secondary 7-12	40 per week	100%	0%
109	POTTS, BRYCE	Social Studies 7-12; English 7-12	9-12	History 10-12	40 per week	100%	0%
110	PROTHO, AMY	Principal K-12; Elementary & Secondary School Counselor PK-12	6-7	Secondary School Counselor	40 per week	100%	0%
111	RAMIREZ, ALLISON	Grades PK-4; Special Education PK-8	4	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
112	RAUENZAHN, MANDY	Elementary & Secondary School Counselor PK-12	9-12	Secondary School Counselor	40 per week	100%	0%
113	REDA, ANTHONY	Health & Physical Education PK-12	6-8	Health and Physical Education Secondary 7-12	40 per week	100%	0%
114	REYNOLDS, JAMIE	Elementary K-6; Reading Specialist PK-12; Special Education PK-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
115	RILEY, ANTONIETTA	English 7-12; Social Studies 7-12	9-12	English/Communication 10-12	40 per week	100%	0%
116	ROMAN, GABRIEL	Mathematics 7-12	9-12	Mathematics 10-12	40 per week	100%	0%
117	ROONEY, CAROLINE	Grades PK-4; Special Education PK-8	K-3	Elementary Primary Grades 1-3	40 per week	100%	0%
118	ROSE, ELIZABETH	Elementary K-6; English 7-12; Social Studies 7-12; Special Education PK-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
119	RUDZKI, HANNAH	Grades PK-4	K	Elementary Teacher - Kindergarten	40 per week	100%	0%
120	SABOL, STEPHANIE	Health & Physical Education PK-12	K-8	Health and Physical Education Elementary PreK-6	40 per week	100%	0%
121	SAPP, JESSICA	Music K-12	9-12	Music Secondary 7-12	40 per week	100%	0%
122	SCHMIECH, MEGAN	Biology 7-12	9-12	Biology; General Science Intermediate	40 per week	100%	0%
123	SCOTTO, DEANNA	Elementary K-6	K-6	Elementary Intermediate Grades 4-6	40 per week	100%	0%
124	SELLINGER, SAMANTHA	General Science 7-12; Biology 7-12	9-12	Biology	40 per week	100%	0%
125	SHIRLEY, AMBER	English 7-12	7	Middle Level English 7-9	40 per week	100%	0%
126	SMIALEK, CAROL	Social Studies 7-12; English 7-12; Principal PK-12	6-8	Assistant or Vice Secondary Principal	40 per week	100%	0%
127	SMITH, STEPHANIE	Health & Physical Education PK-12	6-8	Health and Physical Education Elementary PreK-6 Health and Physical Education Secondary 7-12	40 per week	100%	0%
128	STEELE, AIMEE	Early Childhood N-3; Elementary K-6	4	Elementary Intermediate Grades 4-6	40 per week	100%	0%

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129	STEIN, COURTNEY	Elementary & Secondary School Counselor PK-12	9-12	Secondary School Counselor	40 per week	100%	0%
130	THORNTON, AMY	Special Education PK-12; Elementary K-6	K-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support; Staff Coach (Not Math, Literacy, Science, or Special Education)	40 per week	100%	0%
131	TIMMERMAN, KATHLEEN	Secondary School Counselor 7-12	K-12	Homeless & Foster Liaison, Secondary School Counselor	40 per week	100%	0%
132	VERANGA-MULCAHY, VERNICE	Chemistry 7-12; Physics 7-12; Mathematics 7-12	9-12	Middle Level Mathematics 7-9; Chemistry	40 per week	100%	0%
133	VERTULLO, JULIA	Grades 4-8 (All subjects 4-6; Mathematics 7-8) (3100)	6	Elementary Intermediate Grades 4-6	40 per week	100%	0%
134	VILELLA, VANESSA	Grades PK-4	K	Kindergarten age 5 (K5)	40 per week	100%	0%
135	WALDRON, RASHONDA	Elementary K-6	K-5	Title I/Remedial Math Elementary PreK-6	40 per week	100%	0%
136	WALLACE, MICHELLE	Grades PK-4	1	Elementary Primary Grades 1-3	40 per week	100%	0%
137	WALMSLEY, CHRISTINE	Elementary K-6; Ment and/or Phys Handicapped K-12; English 7-12	9-12	English/Communication 10-12	40 per week	100%	0%
138	WATENPOOL, AMY	Elementary K-6; Early Childhook N-3; Special Education N-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
139	WEDDELL, ERIC	Social Studies 7-12; Bus-Computer-Info Tech PK-12	9-12	Computer Science Elementary PreK-6 Other Not Listed Above (certificated personnel)	40 per week	100%	0%
140	WHITE, CHELSEA	Special Education PK-8; Grades PK-4; Special Education 7-12	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%
141	WIER, CHRISTINA	Elementary K-6 (2810); Mid-Level Mathematics 6-9 (2860); Special Education PK-12 (9225); Reading Specialist PK-12 (7650)	6-12	Developmental Reading Secondary Classes 7-12	40 per week	100%	0%
142	WIERDAK, LISA	Elementary K-6; Special Education PK-8; Exceptional Case Special Education 7-12	6-8	Computer Science Elementary PreK-6; Other Not Listed Above (certificated personnel)	40 per week	100%	0%
143	WINTER, ADAM	Grades PK-4; Special Education K-8	3	Elementary Primary Grades 1-3	40 per week	100%	0%
144	WISNIEWSKI, ALAN-MICHAEL	Grades 4-6 (all subjects); Mathematics 7-8	7	Middle Level Mathematics 7-9	40 per week	100%	0%
145	ZENONE, DANIELLA	Special Education PK-8; Grades PK-4	9-12	Special Ed, Life Skills, Autistic and Multiple-Disability Support	40 per week	100%	0%

Total Number of Administrators (do not include CEO): 12 CEO (certified) 1

Total Number of Teachers: 119 Counselors: 9 School Nurses: 2 Others: 7

Total Number of Professional Staff: 145

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

Name of School: Pennsylvania Distance Learning Charter School

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

CEO Signature _____

REVENUES

6000			**REVENUE FROM LOCAL SOURCES**	-
				-
6500			**EARNINGS ON INVESTMENTS**	-
	6510		Interest on Investments and Interest-Bearing Checking Accounts	622,786
	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	-
	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	26,461,461
		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	138,108
		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	3,816
	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)	25,236
	7340		Unassigned	-
	7350		Sewage Treatment Operations / Environmental Subsidies	-
	7360		Safe Schools (PCCD security grants)	52,102
				-
				-
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	-
				-
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	-
		7502	Dual Enrollment Grants	12,181
		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)	378,971
	8520		Vocational Education	-
	8530		Child Nutrition Program	-
	8540		Nutrition Education and Training	-
	8560		Federal Block Grants	791,765
	8570		Unassigned	-
	8580		Child Care and Development Block Grants	-
	8590		Unassigned	-
				-
8600			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	-
	8610		Homeless Assistance Act	-
	8620		Adult Basic Education	-
	8640		Headstart	-
	8650		Unassigned	-
	8660		Workforce Investment Act (WIA)	-
	8670		Unassigned	-
	8680		Unassigned	-
	8690		Other Restricted Federal Grants-in-Aid through the Commonwealth	-
				-
8700			FEDERAL STIMULUS FUNDING	-
	8740		CARES Act, CRRSA Act, and ARP Act Funding	-
				-
				-
8800			MEDICAL ASSISTANCE REIMBURSEMENTS	-
				-
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				28,486,425

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

Name of School: Pennsylvania Distance Learning Charter School

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

CEO Signature _____

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

EXPENDITURES

1000		**INSTRUCTION**	
1100		REGULAR PROGRAMS - ELEMENTARY / SECONDARY	9,589,445
			-
1200		SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	4,596,707
			-
1300		VOCATIONAL EDUCATION	-
			-
1400		OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	50,925
			-
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	694,918
	2130	Attendance Services	-
	2140	Psychological Services	37,313
	2150	Speech Pathology and Audiology Services	189,928
	2160	Social Work Services	66,682
	2170	Student Accounting Services	-
	2190	Other Pupil Personnel Services	2,981,611
			-
2200		SUPPORT SERVICES - INSTRUCTIONAL STAFF	-
	2210	Supervision of Educational Media Services	-

	2220	Technology Support Services	-
	2230	Educational Television Services	-
	2240	Computer-Assisted Instruction Support Services	-
	2250	School Library Services	-
	2260	Instruction and Curriculum Development Services	-
	2270	Instructional Staff Professional Development Services	-
	2280	Nonpublic Support Services	-
	2290	Other instructional staff services	-
			-
2300		SUPPORT SERVICES - ADMINISTRATION	-
	2310	Board Services	-
	2320	Board Treasurer Services	-
	2340	Staff Relations and Negotiations Services	-
	2350	Legal Services	36,455
	2360	Office of the Superintendent (Executive Director) Services	998,504
	2370	Community Relations Services	443,371
	2380	Office of the Principal Services	1,607,977
	2390	Other Administration Services	-
			-
2400		SUPPORT SERVICES - PUPIL HEALTH	133,707
			-
2500		SUPPORT SERVICES - BUSINESS	-
	2510	Fiscal Services	848,832
	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	1,321,954
	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	-
			-
3200		STUDENT ACTIVITIES	14,171
	3210	School Sponsored Student Activities	-
	3250	School Sponsored Athletics	-
			-
3300		COMMUNITY SERVICES	98,586
	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 SPEICIFICATIONS 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	15,271
			-
5200		FUND TRANSFERS	-
			-
5300		TRANSFERS INVOLVING COMPONENT UNITS	-
			-
5400		INTRAFUND TRANSFERS OUT	-
			-
5800		SUSPENSE ACCOUNT	-
			-
5900		BUDGETARY RESERVE	-
			-
			-
TOTAL EXPENDITURES			23,726,357

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2025 4,760,068

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

June 30, 2024

HBK
CPAs & Consultants

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December 18, 2024

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

Independent Auditor's Report

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School (the School), as of and for the year ended June 30, 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 financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School as of June 30, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

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

Responsibilities of Management for the Financial Statements

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

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

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Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 to 10, budgetary comparison information on page 37, schedule of proportionate share of the net pension liability on page 38, schedule of proportionate share of the net OPEB liability on page 39, and schedule of proportionate OPEB contributions on page 40 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 18, 2024, on our consideration of the Pennsylvania Distance Learning Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Pennsylvania Distance Learning Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Pennsylvania Distance Learning Charter School's internal control over financial reporting and compliance.

Hill, Barth & King LLC

Certified Public Accountants

Management's Discussion and Analysis

As management of the Pennsylvania Distance Learning Charter School (the "School"), a charter school, we offer readers of our financial statements this narrative overview and analysis of the financial activities of the Pennsylvania Distance Learning Charter School for the fiscal year ended June 30, 2024. The intent of this discussion and analysis is to look at the School's financial performance as a whole. Readers should also review the basic financial statements and the notes to the financial statements to enhance their understanding of the School's financial performance.

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

Financial Highlights

- In accordance with GASB 68, the School is reporting its share of the June 30, 2023 total PSERS pension liability calculated at $12,412,000.
- In accordance with GASB 75, the School is reporting its share of the June 30, 2023 total OPEB liability calculated at $505,000.
- In total, net position increased $1,418,586 which represents a 22 percent increase compared to 2023. This increase was primarily related to an increase in current year per pupil district revenue.
- Total assets increased $2,251,479, which represents a 9 percent increase from 2023. This increase was due to the increase in district receivables and cash.
- Total liabilities increased $1,153,718, which represents a 5 percent increase from 2023. The increase in liabilities is due to an increase in the PSERS net pension liability which was offset by a reduction in the GASB 87 lease obligation for current year payments.

Overview of the Financial Statements

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

Government-Wide Financial Statements

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

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

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

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

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

Fund Financial Statements

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

Governmental Funds

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

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

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

Government-Wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by $7,977,992 at the close of its fiscal year. It is important to note that this equity includes $12,917,000 of Net Pension and OPEB liabilities.

Statement of Net Position

The Statement of Net Position answers the question of how the School did financially during fiscal year 2024. This statement includes all assets and liabilities, both financial and capital, and short-term and long-term, using the accrual basis of accounting and economic resources focus, which is similar to the accounting used by most private-sector companies. This basis of accounting takes into account all revenues and expenses during the year, regardless of when the cash is received or paid.

Table 1 provides a summary of the School's Net Assets for the fiscal years 2024 and 2023:

(Table 1)
Summary Statements of Net Position

	2024	2023
Current Assets	$ 17,115,034	$ 14,341,140
Noncurrent Assets	8,920,237	9,442,653
Total Assets	26,035,271	23,783,793
Deferred Outflows of Resources Related to Pension and OPEB	4,680,863	4,481,038
Current Liabilities	3,268,327	2,625,568
Noncurrent Liabilities	19,198,815	18,687,857
Total Liabilities	22,467,142	21,313,425
Deferred Inflows of Resources Related to Pensions and OPEB	271,000	392,000
Investment in Capital Assets	662,736	876,249
Unrestricted Net Surplus	7,315,256	5,683,157
Total Net Position	$ 7,977,992	$ 6,559,406

Total assets increased $2,251,478, which represents a 9 percent increase from 2023. This increase was due to the increase in district receivables and cash. The increase in liabilities is primarily due to an increase in the PSERS net pension liability offset by the decrease in the GASB 87 lease obligation for current year payments.

Capital Assets

At the end of fiscal year 2024, the School had $662,736 in capital assets which represented a decrease of $213,513 from 2023. Table 2 shows the respective balance for fiscal years 2024 and 2023.

(Table 2)

	2024	2023
Capital Assets, net	$ 662,736	$ 876,249

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

Statement of Activities

(Table 3)

Changes in Net Position

	2024	2023
General Revenues:		
District Funding	$ 22,514,335	$ 21,378,712
Federal Entitlement Grants	3,095,627	3,589,161
State Reimbursement	36,731	62,186
Other	564,111	333,011
Total General Revenues	26,210,804	25,363,070
Expenses:		
Instruction	14,459,990	14,215,630
Support Services	7,982,858	9,224,561
Capital Expenses	1,981,195	1,774,310
Interest on Debt	368,176	348,728
Total Expenses	24,792,217	25,563,229
Change in Net Position	$ 1,418,586	$ (200,159)

Table 3 shows the changes in net position for fiscal years 2024 and 2023, as well as a listing of revenues and expenses.

The reason for the increase in overall revenues in 2024 was primarily due to an increase in per-pupil allotment from 2023. The School's expenses decreased primarily as a result of decreased personnel and technology costs.

Statement of Revenues, Expenditures, and Changes in Fund Balances, Budget and Actual – General Fund For the Year Ended June 30, 2024

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

	Budget	Actual
Revenues:		
Local Revenues	$ 22,198,480	$ 23,078,446
State Revenues	37,681	36,731
Federal Revenues	2,799,464	3,095,627
Total Revenues	25,035,625	26,210,804
Expenditures:		
Instruction	14,209,853	14,083,839
Support Services	10,305,637	7,198,833
Capital Expenses	230,000	318,905
Debt Service	13,300	1,696,424
Total Expenses	24,758,790	23,298,002
Change in Fund Balance	$ 276,835	$ 2,912,802

- Total actual revenues during 2024 were $1,175,179 higher than budgeted. The School received more per-pupil allotment revenue than budgeted as well higher than budgeted interest income due to the increase in rates during the year.

- Total actual expenses during 2024 were $1,460,788 lower than budgeted. The primary driver of this variance is reduced personnel costs and lower technology expenditures than budgeted while debt service increased with lease payments.

Financial Analysis of the School's Funds

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

General Fund

In particular, unassigned fund balance is a useful measure of the School's net resources available for spending at the end of the fiscal year. As of the end of the current fiscal year, the School's general fund reported an ending Unassigned Fund Balance of $3,087,147. This represents approximately 12% of the total year's funding, which will be available to the School in subsequent years.

Long-Term Debt

As of June 30, 2024, the School has no long-term debt.

Current Financial Issues

I. District Funding Receivable

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

The School billed 297 various Districts in fiscal year 2024. By year end, the School had collected approximately 96% of its billed revenues, as opposed to a 97% collection rate in fiscal year 2023.

II. Enrollment

For the school year ended June 30, 2024, the School had a final Average Daily Membership (ADM) of 1,258 students, generating $22.6 million in billed revenues. In the coming year, enrollment (ADM) was budgeted at 1,310 students.

III. Miscellaneous Statistics

The following represents some miscellaneous financial statistics of the School during the 2024 fiscal year:

Number of Districts billed: 297

Number of Students served: 1,590 (had enrollment days at some point during the year)

(Regular Education Funding)	
Lowest District Funding Amount:	$8,527
Highest District Funding Amount:	$22,928
Average District Funding Amount:	$13,656
(Special Education Funding)	
Lowest District Funding Amount:	$18,693
Highest District Funding Amount:	$61,214
Average District Funding Amount:	$32,024

Economic Factors and Next Year's Budgets and Rates

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

Pennsylvania Governor Shapiro signed Act 55 of 2024 (Act 55) on July 11, 2024. Act 55 amends various provisions of the Public School Code of 1949, including a provisions that affect cyber charter school funding. Beginning on January 1, 2025, the district's actual special education Average Daily Membership will be used when calculating the per-pupil funding for charter school special education students.

Requests for Information

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

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

STATEMENT OF NET POSITION
June 30, 2024

	Governmental Activities
Assets	
Current Assets	
Cash and Cash Equivalents	$ 14,502,161
District Funding Receivable (Net of Allowance)	1,637,707
Grants Funding Receivable	558,882
Other Receivable	43,368
Prepaid Expenses	372,916
Total Current Assets	17,115,034
Noncurrent Assets	
Certificate of Deposit - Limited Use	1,130,462
Capital Assets (Net of Depreciation)	662,736
Leased Right-of-Use-Assets (Net of Amortization)	6,364,800
Subscription-Based Asset	739,229
Security Deposits	23,010
Total Noncurrent Assets	8,920,237
Total Assets	26,035,271
Deferred Outflows of Resources	
Deferred Outflows of Resources Related to Pension and OPEB	4,680,863
Liabilities	
Current Liabilities	
Accounts Payable	420,284
Accrued Expenses	629,177
District Funding Payable	508,982
Subscription Liability, Current Portion	394,200
Lease Liability, Current Portion	1,315,684
Total Current Liabilities	3,268,327
Noncurrent Liabilities	
Lease Liability, Noncurrent	5,936,786
Subscription-Based Liability	345,029
Net OPEB Liability	505,000
Net Pension Liability	12,412,000
Total Noncurrent Liabilities	19,198,815
Total Liabilities	22,467,142
Deferred Inflows of Resources	
Deferred Inflows of Resources Related to Pension and OPEB	271,000
Net Position	
Net Investment in Capital Assets	662,736
Unrestricted Net Assets	7,315,256
Total Net Position	$ 7,977,992

See accompanying notes to financial statements

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

STATEMENT OF ACTIVITIES
Year ended June 30, 2024

Functions/ Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Change in Net Position
Governmental Activities:					
Instruction	$ 14,459,990	-	-	-	$ (14,459,990)
Support Services	7,982,858	-	-	-	(7,982,858)
Depreciation	1,981,195	-	-	-	(1,981,195)
Interest	368,176	-	-	-	(368,176)
Total Governmental Activities	$ 24,792,217	-	-	-	(24,792,217)
General Revenues:					
District Funding					22,514,335
Federal Entitlement Grants					3,095,627
State Reimbursements					36,731
Other					564,111
Total General Revenues					26,210,804
Change in Net Position					1,418,586
Net Position, Beginning					6,559,406
Net Position, Ending					$ 7,977,992

See accompanying notes to financial statements

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

BALANCE SHEET - GOVERNMENTAL FUNDS
June 30, 2024

	General
Assets	
Cash and Cash Equivalents	$ 14,502,161
Certificates of Deposit - Limited Use	1,130,462
District Funding Receivable	1,637,707
Federal Receivable	558,882
Other Receivable	43,368
Prepaid Expenses	372,916
Security Deposits	23,010
Total Assets	$ 18,268,506
Liabilities	
Accounts Payable	$ 420,284
Accrued Expenses	629,177
District Funding Payable	508,982
Total Liabilities	1,558,443
Fund Balances	
Nonspendable	372,916
Committed	13,250,000
Unassigned	3,087,147
Total Fund Balances	16,710,063
Total Liabilities and Fund Balances	$ 18,268,506

See accompanying notes to financial statements

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
Year ended June 30, 2024

	General
Revenues	
Local Revenues	$ 23,078,446
State Revenues	36,731
Federal Revenues	3,095,627
Total Revenues	26,210,804
Expenditures	
Instruction	14,083,839
Support Services	7,198,833
Capital Expenses	318,905
Capital Outlay Expenditure	1,092,048
Debt Service	1,696,424
Total Expenditures	24,390,050
Excess of revenues over expenditures	1,820,754
Other Financing Sources	
Lease Financing	1,092,048
Total Other Financing Sources	1,092,048
Net Change in Fund Balances	2,912,802
Fund Balances--July 1, 2023	13,797,261
Fund Balances--June 30, 2024	$ 16,710,063

See accompanying notes to financial statements

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
June 30, 2024

Total Fund Balances per Fund Financial Statements	$	16,710,063
Capital assets are not reported in this fund financial statement because they are not current financial resources, but they are reported in the Statement of Net Position:		
Capital Assets		662,736
Leased Assets		6,364,800
Subscription-Based Asset		739,229
Some liabilities, including lease liabilities, net pension and OPEB obligations, are not due and payable in the current period and, therefore, are not reported in the fund financial statement:		
Pension and OPEB		(12,917,000)
Lease Liability		(7,252,470)
Subscription-Based Liability		(739,229)
Deferred outflows and inflows or resources related to pension and OPEB are applicable to future periods and, therefore, are not reported in the funds:		
Deferred inflows of resources related to pension and OPEB		(271,000)
Deferred outflows of resources related to pension and OPEB		4,680,863
Net Position for Governmental Activities	$	7,977,992

See accompanying notes to financial statements

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

RECONCILIATION OF THE STATEMENT OF REVENUES EXPENDITURES AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
June 30, 2024

Net Change in Fund Balances per Fund Financial Statements	$	2,912,802
Capital outlays are reported as expenditures in this fund financial statement because they are current financial resources, but they are presented as assets in the Statement of Activities and depreciated over their estimated economic lives.		318,905
Right-of-use leased assets used in governmental activities are not financial resources and therefore are not reported in the funds.		12,235
Subscription-based assets used in governmental activities are not financial resources and therefore are not reported in the funds.		1,079,813
Depreciation and amortization expense on governmental capital assets and right-of-use assets are included in the governmental activities in the Statement of Activities.		(1,981,195)
Lease liabilities and payments on leases used in governmental activities are not financial resources and therefore are not reported in the funds.		
Lease liability recognized		(12,235)
Principal payments on lease liabilities		987,664
Subscription-based liablities and payments on subscription-based liabilities used in governmental activities are not financial resources and therefore are not reported in the funds.		
Subscription-based liability recognized		(1,079,813)
Principal payments on subscription-based liabilities		340,584
Governmental funds report School pension and OPEB contributions as expenditures. However in the statement of activities, the cost of pension and OPEB benefits earned net of employee contributions is reported as expense.		(1,160,175)
Change in Net Position of Governmental Activities	$	1,418,586

See accompanying notes to financial statements

NOTE 1: ORGANIZATION

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

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity

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

Government-Wide and Fund Financial Statements

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

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

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

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

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Measurement Focus, Basis of Accounting and Financial Statement Presentation

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

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

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

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

The School reports the following major governmental fund:

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

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

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Budget Information

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

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

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

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

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

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

Estimates

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

Assets, Liabilities, and Net Position or Fund Balance

Cash and Cash Equivalents

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

Accounts Receivable

The School considers the district funding and grant funding receivables to be fully collectible. An allowance of $156,058 has been recorded as of June 30, 2024, based on management's estimates of uncollectible amounts. If amounts become uncollectible based on management's periodic review, they will be written off at the time deemed uncollectible.

Prepaid Expenses

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

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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

Capital Assets

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

As of June 30, 2024, the School's capital assets had a net book value of $662,736. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; five years for "Vehicles" and "Furniture and Fixtures," three years for "Computers and Software," and ten years or remaining life of the lease for "Leasehold Improvements." The depreciation expense for the year ended June 30, 2024 was $532,418. Capital assets at June 30, 2024 consisted of the following:

	June 30, 2023	Additions	Dispositions	June 30, 2024
Leasehold Improvements	$ 171,952	$ -	$ -	$ 171,952
Furniture and Fixtures	405,108	-	-	405,108
Computer and Software	1,013,827	318,905	(785,947)	546,785
Vehicles	227,233	-	-	227,233
Capital Assets, at Cost	1,818,120	318,905	(785,947)	1,351,078
Less Accumulated Depreciation	941,871	532,418	(785,947)	688,342
Capital Assets, Net of Depreciation	$ 876,249	$ (213,513)	$ -	$ 662,736

Government-Wide Net Position

Government-wide net position is divided into three components:

- Net investment in capital assets - consist of the historical cost of capital assets less accumulated depreciation and less any debt that remains outstanding that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets.

- Restricted net position - consist of assets that are restricted by the School's creditors (for example, through debt covenants), by state enabling legislation (through restrictions on shared revenues), by grantors (both federal and state), and by other contributors.

- Unrestricted net position - all other net position is reported in this category.

Fund Statements - Fund Balance

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

- Nonspendable - amounts that cannot be spent because they are either (1) not in a spendable form or (2) legally or contractually required to remain intact.

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fund Statements - Fund Balance (Continued)

- Restricted - the part of fund balance that is restricted to be spent for a specific purpose. The constraints on these amounts must be externally imposed by creditors, grantors, contributors or laws or regulations of other governments; or by enabling legislation. Enabling legislation authorizes the government to assess, levy, change or mandate and includes a legally enforceable requirement on the use of these funds.

- Committed - the portion of fund balance that can only be used for specific purposes as a result of formal action by the School's highest level of authority, the school board. Once the item is committed, it cannot be used for any other purpose unless changed by the same procedures used to initially constrain the money, which is the passage of a motion. The School committed $9,232,802 for future operations use given the potential for district rate reductions, $3,000,000 for future PSERS contribution expenditures associated with the increasing mandated annual state employer contribution. An additional $1,017,198 is committed as collateral for the letter-of-credit required under the facility lease. The total committed funds as of June 30, 2024 are $13,250,000.

- Assigned - reflects the School's intent to use the money for a specific purpose but is not considered restricted or committed. Fund balance may be assigned by the chief executive officer.

- Unassigned - represents the part of spendable fund balance that has not been categorized as restricted, committed or assigned. The general fund is the only fund permitted to have a positive unassigned fund balance.

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

NOTE 3: CASH, CASH EQUIVALENTS AND CERTIFICATES OF DEPOSIT

Deposits

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

- Obligations of (a) the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, (b) the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or (c) any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

- Deposits in savings accounts, time deposits, or share accounts of institutions insured by the Federal Deposit Insurance Corporation (FDIC) to the extent that such accounts are so insured and, for any amounts above the insured maximum, provided that approved collateral, as provided by law, is pledged by the depository.

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

Deposits (Continued)
The deposit policy of the School adheres to state statutes and prudent business practice. Deposits of the School as of June 30, 2024 are maintained in demand deposit and time deposit accounts. There were no deposit or investment transactions during the year that were in violation of either the state statutes or the policy of the School. Pursuant to Act 72 of the Pennsylvania State Legislature, a depository must pledge assets to secure state and municipal deposits. The pledged assets must at least be equal to the total amount of such assets required to secure all of the public deposits at the depository and may be on a pooled basis. Additionally, all such pledged assets must be delivered to a legal custodian.

At June 30, 2024, the deposits of the School can be categorized to indicate the level of risk assumed. The School had no investments at June 30, 2024 that required disclosure by risk category. The risk categories are as follows:

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

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

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

	Category 1	Category 2	Category 3	Bank Balance	Carrying Amount
Deposits					
June 30, 2024	$ 1,075,642	$ -	$ 14,556,981	$ 15,632,623	$ 15,632,623

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

NOTE 4: DISTRICT FUNDING RECEIVABLE

The School invoices the resident school district of each enrolled student based on reimbursement rates established by the Pennsylvania Department of Education. The "District Funding Receivable" on the Statement of Net Position and Balance Sheet - Governmental Funds represents the amounts invoiced to the various school districts, but not collected as of June 30, 2024 reduced by management's estimates of uncollectible amounts based on known circumstances and past experience. The amount of the receivable at year end was $1,793,765. An allowance of $156,058 has been recorded as of June 30, 2024, based on management's estimates of uncollectible amounts.

NOTE 5: GRANTS FUNDING RECEIVABLE

The School has recorded a grant receivable in the amount of $558,882 to account for the portion of its federal grant awards allocated to the School, but not received as of June 30, 2024.

NOTE 6: AGREEMENTS

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

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

NOTE 7: DEFINED BENEFIT PENSION PLAN

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

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

General Information about the Pension Plan

Plan Description

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

Benefits Provided

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

NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)

General Information about the Pension Plan (Continued)

Benefits Provided (Continued)

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

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

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

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

NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)

General Information about the Pension Plan (Continued)

Member Contributions

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

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

Shared Risk Program Summary				
Membership Class	**Defined Benefit (DB) Base Rate**	**Shared Risk Increment**	**Minimum**	**Maximum**
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%

NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)

Employer Contributions

The School's contractually required contribution rate for fiscal year ended June 30, 2024 was 34.00% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the School were $1,387,249 for the year ended June 30, 2024.

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

At June 30, 2024, the School reported a liability of $12,412,000 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 June 30, 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 .0279 percent, which was an increase of .0032 percent from its proportion measured as of June 30, 2022.

For the year ended June 30, 2024, the School recognized pension expense of $2,510,849. At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net Difference Between Expected and Actual Investment Earnings	$ -	$ -
Changes in Assumptions	185,000	-
Changes in Proportions	2,506,000	-
Difference Between Projected and Actual Experience	3,000	(170,000)
Difference Between Projected and Actual Investment Earnings	351,000	-
Contributions Subsequent to the Measurement Date	1,387,249	-
	$ 4,432,249	$ (170,000)

NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)

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

The $2,501,000 reported as deferred outflows of resources related to pensions resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30:		
2024	$	1,368,000
2025		663,000
2026		727,000
2027		117,000
Total	$	2,875,000

Changes in Actuarial Assumptions

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

- Valuation Date - June 30, 2022
- Actuarial cost method - Entry Age Normal -level % of pay
- Investment return - 7.00%, includes inflation at 2.50%
- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50%, and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale
- The discount rate used to measure the Total Pension Liability remained at 7.00% as of June 30, 2022 and as of June 30, 2023.
- Demographic and economic assumptions approved by the Board for use effective with the June 30, 2021 actuarial valuation:
    - Salary growth rate – decreased from 5.00% to 4.50%.
    - Real wage growth and merit or seniority increases (components for salary growth) – decreased from 2.75% and 2.25% to 2.50% and 2.00%, respectively.
    - Mortality rates - Previously based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. Effective with the June 30, 2021 actuarial valuation, mortality rates are based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.

NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)

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

Changes in Actuarial Assumptions(Continued)

The actuarial assumptions used in the June 30, 2023 valuation were based on the results of an actuarial experiences study that was performed for the five-year period through June 30, 2020.

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

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

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Public Equity	30.0%	5.2%
Private Equity	12.0%	7.9%
Fixed Income	33.0%	3.2%
Commodities	7.5%	2.7%
Infrastructure/MLPs	10.0%	5.4%
Real Estate	11.0%	5.7%
Absolute Return	4.0%	4.1%
Cash	3.0%	1.2%
Leverage	-10.5%	1.2%
	100.0%	

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 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.

NOTE 7: DEFINED BENEFIT PENSION PLAN (CONTINUED)

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

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

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
School's Proportionate Share of Net Pension Liability	$ 16,089,000	$ 12,412,000	$ 9,309,000

Pension Plan Fiduciary Net Position

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

NOTE 8: DEFINED CONTRIBUTION RETIREMENT PLAN

As an alternative to the PSERS plan, the School offers a 403(b) plan which covers all new employees. PenServ Plan Services, Inc. is designated as the plan administrator. For participating employees, the School matches 100% or the first 5% of mandatory employee pre-tax deferrals to the plan. The plan's initial effective date was July 1, 2015, but the plan was amended effective March 1, 2017. The amendment stated that employees hired after July 1, 2015 and previously participated in PSERS had a right to choose to participate in this plan or participate in PSERS. Also, employees hired after March 1, 2017 who previously participated in PSERS and have not received a break of greater than 60 days in PSERS contributions prior to being hired at the School had the right to choose between participating in the 403(b) plan or continuing to participate in PSERS. Employees are immediately 100% vested in employer contributions. Employee and employer contributions to the plan were approximately $381,000 and $296,000 for the year ended June 30, 2024, respectively.

NOTE 9: OTHER POST EMPLOYMENT BENEFITS (OPEB)

Other Postemployment Benefits

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

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

General Information about the Health Insurance Premium Assistance Program

Health Insurance Premium Assistance Program

The System provides Premium Assistance which, is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of $100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 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 24 ½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age

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

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

Pension Plan Description

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

Benefits Provided

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

Employer Contributions

The School's contractually required contribution rate for the fiscal year ended June 30, 2024 was 0.64% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the School were $26,614 for the year ended June 30, 2024.

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

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

At June 30, 2024, the School reported a liability of $505,000 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 total OPEB liability as of June 30, 2022 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, 2024, the School's proportion was .0279 percent, which was an increase of .0032 percent from its proportion measured as of June 30, 2023.

For the year ended June 30, 2024, the School recognized OPEB expense of $63,189. 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
Net Difference Between Expected and Actual Investment Earnings	$ 1,000	$ -
Changes in Assumptions	44,000	(96,000)
Changes in Proportions	174,000	-
Difference Between Projected and Actual Experience	3,000	(5,000)
Contributions Subsequent to the Measurement Date	26,614	-
	$ 248,614	$ (101,000)

The $26,614 reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ending June 30:	
2024	$ 36,000
2025	30,000
2026	25,000
2027	21,000
2028	10,000
Total	$ 122,000

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

Actuarial Assumptions

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

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return – 4.13% - 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 age 65 at 70%

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

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 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: The actual data for retirees benefitting under the Plan as of June 30, 2021 was used in lieu of the 63% utilization assumption for eligible retirees.
- Mortality tables for Males and Females, adjusted to reflect PSERS' experience projected using a modified version of the MP-2015 Mortality Improvement Scale.

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

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

Actuarial Assumptions (Continued)

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

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	100.0%	1.2%

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 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 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.

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

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

The following presents the System net OPEB liability for June 30, 2023, calculated using current Healthcare cost trends as well as what the System net OPEB liability would be if Healthcare cost trends were 1 percentage point lower or 1 percentage point higher than the current rate:

	1% Decrease	Current Trend Rate	1% Increase
System net OPEB liability	$ 505,000	$ 505,000	$ 505,000

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

The following presents the net OPEB liability, calculated using the discount rate of 4.13%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (3.13%) or 1-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 Net OPEB Liability	$ 571,000	$ 505,000	$ 450,000

OPEB Plan Fiduciary Net Position

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

NOTE 10: RISK MANAGEMENT

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

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

NOTE 11: COMMITMENTS AND CONTINGENCIES

Grants

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

Letter of Credit

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

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

NOTE 12: LEASE OBLIGATIONS AND SUBSCRIPTION-BASED INFORMATION TECHNOLOGY ARRANGEMENTS

The School entered into a lease for office space located in Sewickley, Pennsylvania. The lease term is one hundred twenty-two months and commenced on June 1, 2020. In June 2021, the School entered into two additional leases in Sewickley, Pennsylvania. The first lease commenced on July 1, 2021 and expires on May 31, 2024 with the option for two additional three-year renewal terms. Monthly payments are $16,023 and escalate annually. The second lease commenced on January 1, 2022 and expires on May 31, 2027 with the option for two additional three-year renewal terms. Monthly payments are $6,987 and escalate annually. Rent expense for the year ended June 30, 2024 totaled $1,086,295. The School has various pieces of equipment under lease through 2027 with monthly payments ranging from $192 through $1,345. The School has a subscription-based information technology arrangement (SBITA) related to internet security monitoring. The lease term is thirty six month and commenced on July 1, 2023. Monthly payments related to the SBITA are $32,850.

Total right-of-use assets under lease for the year ended June 30, 2024 are:

	Cost	Accumulated Amortization
Buildings	$ 10,410,123	$ 4,086,879
SBITA	1,079,813	340,584
Equipment	153,728	74,619
Total	$ 11,643,664	$ 4,502,082

NOTE 12: LEASE OBLIGATIONS AND SUBSCRIPTION-BASED INFORMATION TECHNOLOGY ARRANGEMENTS (CONTINUED)

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

Year ending June 30:	Principal	Interest
2025	$ 1,418,936	$ 293,293
2026	1,464,754	235,055
2027	1,171,430	185,981
2028	1,228,692	140,626
2029	1,312,251	83,015
2030	1,358,484	29,073

NOTE 13: LITIGATION

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

NOTE 14: SUBSEQUENT EVENTS

The School evaluated its June 30, 2024 financial statements for subsequent events through December 18, 2024, which is the date the financial statements were available to be issued. The School is not aware of any subsequent events which would require recognition or disclosure in the financial statements or notes.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES,
BUDGET TO ACTUAL - GENERAL FUND (UNAUDITED)
Year ended June 30, 2024

	Budgeted Amounts			Variance with Final Budget Positive
	Original	Final	Actual	(Negative)
Revenues				
Local Revenues	$ 22,198,480	$ 22,198,480	$ 23,078,446	$ 879,966
State Revenues	37,681	37,681	36,731	(950)
Federal Revenues	2,799,464	2,799,464	3,095,627	296,163
Total Revenues	25,035,625	25,035,625	26,210,804	1,175,179
Expenditures				
Instruction	14,209,853	14,209,853	14,083,839	126,014
Support Services	10,305,637	10,305,637	7,198,833	3,106,804
Capital Expenses	230,000	230,000	318,905	(88,905)
Debt Service	13,300	13,300	1,696,424	(1,683,124)
Total Expenditures	24,758,790	24,758,790	23,298,002	1,460,788
Net Change in Fund Balances	276,835	276,835	2,912,802	2,635,967
Fund Balances--July 1, 2023	13,797,261	13,797,261	13,797,261	-
Fund Balances--June 30, 2024	$ 14,074,096	$ 14,074,096	$ 16,710,063	$ 2,635,967

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

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

	June 30, 2024	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
School's proportion of the net pension liability	0.02790%	0.02470%	0.01990%	0.0170%	0.0163%	0.0153%	0.0140%	0.0143%	0.0158%	0.0140%
School's proportionate share of the net pension liability	$ 12,412,000	$ 10,981,000	$ 8,170,000	$ 8,420,000	$ 7,626,000	$ 7,345,000	$ 6,914,000	$ 7,087,000	$ 6,843,000	$ 5,542,000
School's covered-employee payroll	$ 4,273,950	$ 3,634,624	$ 2,822,102	$ 2,384,567	$ 2,249,477	$ 2,059,924	$ 1,867,749	$ 1,850,478	$ 1,852,051	$ 2,029,850
School's proportionate share of the net pension liability as a percentage of its covered-employee payroll	290.41%	302.12%	289.50%	353.10%	339.01%	356.57%	370.18%	382.98%	369.48%	273.03%
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%

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

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

	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019
School's proportion of the net OPEB liability	0.0279%	0.0247%	0.0199%	0.0170%	0.0163%	0.0153%
School's proportionate share of the net OPEB liability	$ 505,000	$ 455,000	$ 472,000	$ 367,000	$ 347,000	$ 319,000
School's covered-employee payroll	$ 4,273,950	$ 3,634,624	$ 2,822,102	$ 2,384,567	$ 2,249,477	$ 2,059,924
School's proportionate share of the net OPEB liability as a percentage of its covered-employee payroll	11.82%	12.52%	16.73%	15.39%	15.43%	15.49%
Plan fiduciary net position as a percentage of the total OPEB liability	7.22%	6.86%	5.30%	5.69%	5.56%	5.56%

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

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

	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019
School's contractually required contribution rate	0.75%	0.80%	0.82%	0.84%	0.83%	0.83%
School's contributions recognized by the plan	$ 32,098	$ 29,082	$ 23,084	$ 20,043	$ 18,670	$ 17,097
Difference between employer contributions and proportionate share of total contributions	$ 77	$ (70)	$ (34)	$ (4)	$ 379	$ 402
School's covered-employee payroll	$ 4,273,950	$ 3,634,624	$ 2,822,102	$ 2,384,567	$ 2,249,477	$ 2,059,924
School's proportionate contributions as a percentage of its covered-employee payroll	0.75%	0.80%	0.82%	0.84%	0.83%	0.83%

* Until a full 10-year trend is compiled,

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year ended June 30, 2024

Federal Grantor Pass-Through Grantor Program Title	Federal Assistance Listing Number	Pass-Through Grantor's Number	Grant Amount	Federal Expenditures
U.S. Department of Education				
Pass-Through Pennsylvania Department of Education				
Title I Grants to Local Educational Agencies (LEAs)	84.010	013-241044	$ 614,132	$ 614,132
Title I Grants to Local Educational Agencies (LEAs)	84.010	042-231044	77,637	77,637
Total Title I Expenditures				691,769
Supporting Effective Instruction State Grant	84.367	020-241044	44,603	44,603
Total Title II Expenditures				44,603
Student Support and Academic Enrichment Grants	84.424	144-241044	48,473	48,473
Total Title IV, Part A Expenditures				48,473
Pass-Through Pennsylvania Department of Education				
Allegheny IU				
Special Education Cluster				
English Language Acquisition State Grants	84.365	N/A	1,395	1,395
Total Title III Expenditures				1,395
COVID-19 Response and Relief Funding				
American Rescue Plan Elementary and Secondary Schools Emergency Relief Fund	84.425U	223-211044	3,619,422	1,860,097
American Rescue Plan Elementary and Secondary Schools Emergency Relief Fund	84.425U	225-211044	200,937	13,720
American Rescue Plan Elementary and Secondary Schools Emergency Relief Fund	84.425U	225-211044	40,187	16,095
Total ARP ESSER Expenditures				1,889,912
Pass-Through Allegheny IU				
Special Education Cluster:				
Special Education - Grants to States (IDEA, Part B)	84.027	N/A	338,386	369,196
Special Education - Preschool Grants (IDEA Preschool)	84.173	N/A	279	279
Special Education - Grants to States (IDEA, Part B)	84.027	062-24-0033	50,000	50,000
Total Special Education Cluster Expenditures				419,475
Total U.S. Department of Education				3,095,627
Total Expenditures of Federal Awards	Total			$ 3,095,627

See accompanying notes to schedule of expenditures of federal awards

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year ended June 30, 2024

NOTE A: BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal grant activity of Pennsylvania Distance Learning Charter School under programs of the federal government for the year ended June 30, 2024. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles*, *and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Pennsylvania Distance Learning Charter School, it is not intended to and does not present the statement of net position, statement of activities, or cash flows of Pennsylvania Distance Learning Charter School.

NOTE B: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

NOTE C: INDIRECT COST RATE

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

December 18, 2024

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School (the School), as of and for the year ended June 30, 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 audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

Report on Compliance and Other Matters

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

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Purpose of this Report

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

Hill, Barth & King LLC

Certified Public Accountants

December 18, 2024

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

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

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Pennsylvania Distance Learning Charter School's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on Pennsylvania Distance Learning Charter School's major federal programs for the year ended June 30, 2024. Pennsylvania Distance Learning Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Pennsylvania Distance Learning Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

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

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

Responsibilities of Management for Compliance

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

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Auditor's Responsibilities for the Audit of Compliance

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

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

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

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

Report on Internal Control Over Compliance

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

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

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

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

Hill, Barth & King LLC

Certified Public Accountants

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year ended June 30, 2024

SECTION 1 – SUMMARY OF AUDITOR'S RESULTS

Type of Financial Statement Opinion	Unmodified
Were there any material weaknesses in internal control reported at the financial statement level (GAGAS)?	No
Were there any other significant deficiencies in internal control reported at the financial statement level (GAGAS)?	None reported
Was there any reported material noncompliance at the financial statement level (GAGAS)?	No
Were there any material weaknesses in internal control reported for major federal programs?	No
Were there any other significant deficiencies in internal control reported for major federal programs?	None reported
Type of Major Programs' Compliance Opinion	Unmodified
Are there reportable findings under the Uniform Guidance?	No
Major Programs (list):	American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund AL No. 84.425U
Dollar Threshold: Type A/B Programs	Type A: > $750,000 Type B: all others
Low Risk Auditee?	Yes

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
Year ended June 30, 2024

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

None

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

None

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS
Year ended June 30, 2024

None

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

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

Charter School: **Pennsylvania Distance Learning CS**

Chief Executive Officer: **Dr. Michael Leitera**

Special Education Director/Coordinator: ___

BSE Special Education Adviser: **Cortney Verner**

Date of Report: **January 16, 2024**

Date Final Report Sent to LEA: **January 16, 2024**

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

First Visit Date:

Y	N	NA	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.			
	N					10. **FSA-INDEPENDENT EDUCATIONAL EVALUATION** **Standard:** The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. **FSA-LEAST RESTRICTIVE ENVIRONMENT** **Standard:** The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. **FSA-EXTENDED SCHOOL YEAR SERVICES**			
Y						13. **FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING**			
Y						15. **FSA-PARENT TRAINING** **Standard:** Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

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

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. **FSA-INTENSIVE INTERAGENCY APPROACH** **Standard:** The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. **FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION** **Standard:** The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. **TRANSITION REQUIREMENTS** **Standard:** The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.		
						Topical Area 2: Delivery of Service			
Y						17. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** The LEA's percentage of children with disabilities served in special education is comparable to state data.			
	N					17A. **FSA-PUBLIC SCHOOL ENROLLMENT**			
	N					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.			
Y						23. **FSA-EDUCATIONAL BENEFIT REVIEW** **Standard:** The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
14	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
14	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	14		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
7	0	7		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
5	0	9		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
10	0	4		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
14	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					4	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					1	Don't Know			
					0	Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						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.			
					5	Always			
					0	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
						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.			
					5	Always			
					0	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
						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.			
					5	Always			
					0	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			

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

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

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. **FSA-EFFECTIVE USE OF DISPUTE RESOLUTION** **Standard:** The LEA uses dispute resolution processes for program improvement.			
	N					6. **FSA-GRADUATION RATES (SPP)** **Standard:** The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	Improvement plan not required as the LEA currently utilizes SSIP and CIS plans to support graduation rate improvement consistent with needs for students identified as special education.		
	N					7. **FSA-DROPOUT RATES (SPP)** **Standard:** The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	Improvement plan not required as the LEA currently utilizes SSIP and CIS plans to support drop-out rate improvement consistent with needs for students identified as special education.		
		X				8A. **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 submit an improvement plan addressing participation in state assessments as it applies to Math grades 4 and 8 and ELA grades 4 and 8.		
Y						16A. **FSA-LOCAL ASSESSMENT**			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
3	0	7				FR 153. PTE-Consent Form is present in the student file			
3	0	7				FR 154. Demographic data			
3	0	7				FR 155. Reason(s) for referral for evaluation			
3	0	7				FR 156. Proposed types of tests and assessments			
3	0	7				FR 157. Contact person's name and contact information			
3	0	7				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
3	0	7				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
6	0	4				FR 194. PTRE-Consent Form is present in the student file			
6	0	4				FR 195. Demographic data			
6	0	4				FR 196. Reason for reevaluation			
6	0	4				FR 197. Types of assessment tools, tests and procedures to be used			
6	0	4				FR 198. Contact person's name and contact information			
6	0	4				FR 199. Parent has selected a consent option			
6	0	4				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						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)			
3	0	7				FR 160. ER is present in the student file			
3	0	7				FR 161. Evaluation was completed within timelines			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 162.	A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
3	0	7				FR 163.	Demographic data			
3	0	7				FR 164.	Date report was provided to parent			
3	0	7				FR 165.	Reason(s) for referral			
3	0	7				FR 166.	Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
3	0	7				FR 167.	Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
3	0	7				FR 168.	Teacher observations and observations by related service providers, when appropriate			
3	0	7				FR 169.	Recommendations by teachers			
3	0	7				FR 170.	The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
3	0	7				FR 171.	Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
2	0	8				FR 172.	If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
3	0	7				FR 173.	Lack of appropriate instruction in reading			
3	0	7				FR 174.	Lack of appropriate instruction in math			
3	0	7				FR 175.	Limited English proficiency			
3	0	7				FR 176.	Present levels of academic achievement			
3	0	7				FR 177.	Present levels of functional performance			
3	0	7				FR 178.	Behavioral information			
3	0	7				FR 179.	Conclusions			
3	0	7				FR 180.	Disability Category			
3	0	7				FR 181.	Recommendations for consideration by the IEP team			
3	0	7				FR 182.	Evaluation Team Participants documented			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
7	0	3				FR 207. RR is present in the student file			
7	0	3				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
7	0	3				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
7	0	3				FR 210. Demographic data			
7	0	3				FR 211. Date IEP team reviewed existing evaluation data			
7	0	3				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
7	0	3				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 214. Aptitude and achievement tests			

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

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 239. Documentation of Evaluation Team Participants			
4	0	6				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
6	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
6	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
6	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	4	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	6	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
4	0	6				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
5	0	5				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
5	0	5				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
4	0	6				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			
5	0	5				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 267. Local Education Agency Representative			
3	0	7				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
7	0	3				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student’s present levels of academic achievement			
10	0	0				FR 282. Student’s present levels of functional performance			
7	0	3				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student’s disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			

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

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
2	0	8				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
3	0	7				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 312.	If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 313.	If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
10	0	0				FR 314.	If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315.	Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316.	A conclusion regarding student eligibility for ESY			
10	0	0				FR 317.	Information or data reviewed by the IEP team to support the ESY eligibility determination			
5	0	5				FR 318.	Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
5	0	5				FR 319.	Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)				
10	0	0				FR 320.	Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321.	Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322.	Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323.	Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324.	Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325.	Location of student's program (name of School Building where the IEP will be implemented)			
1	0	9				FR 326.	If child will not be attending his/her neighborhood school, reason why not			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
6	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
6	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
6	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
2	0	4	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
6	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
6	0	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you?			
6	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
5	0	0	1			P 35. Was the current IEP developed at the IEP meeting?			
5	0	0	1			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
6	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	6	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		6	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
8	0	2				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	2	5				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	7				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						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?			
6	0	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
8	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	2				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
9	0	1				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	1				SE 117b. If yes, in what ways? Has made extreme progress in all needed areas and skills. Engagement with same age peers and exposure to the general education curriculum. Able to participate with same age peers and develop social skills. It allows for participation with same age peers. Receiving academic support, socializing with peers, seeing all areas of the grade level curriculum. Socially adaptable. Adapted curriculum. Able to engage with peers and have exposure to grade level curriculum and socialization. Has some academic needs but is progressing well with appropriate supports.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						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?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			
					6	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			
					6	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
6	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
10	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
3	0	7				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
0	0	10				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				GE 79c.	If yes, what reasons were discussed for recommending removal?			
0	0	10				GE 79d.	If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
3	0	7				GE 79e.	In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
3	0	7				GE 84.	If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				GE 92.	If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105.	Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109.	Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110.	Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111.	If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113.	If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114.	Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120.	Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)				

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	4	0			P 42.	If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
5	1	0	0			P 43.	Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
5	1	0	0			P 44.	Did you receive an explanation of what would make your child eligible for ESY services?			
5	0	0	1			P 45.	Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	6	0			P 46.	If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
3	0	3	0			P 47.	If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121.	Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
3	0	7				SE 122.	If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a.	At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b.	Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c.	Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d.	Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e.	If yes, are needed supplementary aids and services being provided to this student?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
3	0	3	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
6	0	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
6	0	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	0	0			P 50c. If yes, what reasons were discussed for recommending removal? The team discussed my child's academic need for more individualized instruction. We discussed my child's academic needs. It was based on my child's academic needs. My child had specific academic concerns that required supports. We discussed my child's needs and the team contributed. It was based on my child's academic need for individualized instruction.			
0	0	0	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? It was based on my child's need in particular academic subjects. This was a team decision. It was an IEP team decision. It was based on what was needed. IEP team. It was based on my child's schedule and academic needs.			
6	0	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
6	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						My child loves school and is doing really good. It has helped my child with the development of social skills. My child enjoys classes and has an opportunity to participate. Does not need that much. Teachers do address my child and I can walk away knowing the staff are on top of it. In general my child is benefiting, but also participation in non-academic subject areas.			
0	0	6	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
						P 59. I am satisfied with the transition services developed for my child.			
					3	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					3	Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
					6	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
5	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
7	0	3				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
		0	0			P 66. Tell me anything you really like about your child's special education program.			
					1	c. staff-aide ratios			
					3	d. staff's knowledge, training			
					1	e. instructional materials			
					5	g. staff open to suggestions, good communication			
					1	h. follow the IEP			
					3	i. support services			
					1	j. student ratios			
					5	k. staff's understanding and attitude			
		4	1			P 67. Tell me anything you would like to change about the program.			
					1	n. other			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
		0	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
					1	a. Very strongly agree			
					2	b. Strongly agree			
					3	c. Agree			
						P 69. Additional comments about your child's program. Thank you for finding those teachers. I think it is a wonderful program. We are thrilled with the program and the progress our child has made and strongly wish all parents would investigate this option.			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
10	0	0				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
0	0	10				SE 101b. If no, what training or support would assist you?			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
5	0	5				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						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.			
					6	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			

IEP Meeting Checklist

Steps to follow during an IEP meeting

1.

Check all that apply.

- [ ] Set up IEP meeting: Call parent with dates & times. Make sure you use find a time on the google calendar to make sure SE Director and teachers are available to attend. Also, make sure you reserve the conference room (if we come back to working in the office.) Invite teachers, LEA (SE Director or Principal if SE Director cannot attend), SEA (specialed.assistant@padistance.org), counselor, parent , student, service providers, and OVR if applicable.
- [ ] Once the SE Assistant receives the google calendar invite, she will send out the input form to the teachers
- [ ] All IEP meeting will be held in Zoom. The day before the meeting confirm with parent as to how they are going to attend; either online or phone conference.
- [ ] Make sure you have the current IEP downloaded on your desktop so you can screen share the document.
- [ ] Greet parent and student and introduce them to the team in attendance.
- [ ] Ask the parent if they received the Procedural Safeguards letter and ask if they would like an electronic copy of the procedures.
- [ ] If a teacher states that he/she is able to attend the meeting and at the last minute is unable to attend, in IEPWriter where it says "written input received from the following members" include the teachers name if that teacher is on the invite.
- [ ] When you get to the signature page, remind them they will be receiving an e-signature page via email by IEPWriter.
- [ ] Make sure all of the demographic information on the first page is correct - including grade level and county.
- [ ] You do not have go through the IEP page by page and you do not have read word for word. Summarize the most important points in each section. Review testing, attendance, grades, progress monitoring, and classroom behaviors. Allow teachers, school counselor, and related service providers to provide input and any current testing results.
- [ ] For the parent input section, ask them if there is anything else they want included.
- [ ] If the student is of transition age and completed the student-led IEP, share the slides and allow the student to take his/her part in the IEP. If the student does not feel comfortable on camera, you can share the information with the team. This is where you can create the transition goals.
- [ ] Discuss PSSA/Keystone testing accommodations.
- [ ] For the academic goals, share the progress monitoring data and propose new goals with the team.
- [ ] For specially designed instruction and modifications, ask student and parent if there which modifications he/she is utilizing. Ask if they have any suggestions for the team - maybe they use a strategy we are not offering.
- [ ] At the end mention placement reporting (student is receiving Itinerant Learning Support...)
- [ ] Thank them for attending the meeting.

- [ ] Other: _____

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Google Forms

School District Individual Corrective Action Plan - Bureau of Special Education.

CONFIDENTIAL

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

School District: **Pennsylvania Distance Learning CS**

Superintendent: **Dr. Michael Leitera**

Special Education Director/Coordinator: **Stephanie Faith**

BSE Special Education Adviser: **Cortney Verner**

Date of Report: **January 21, 2025**

Student Name: [redacted]
PA Secure ID:
Grade: 0
Disability:

	Corrective Action	CA Due	Date Verified	Not Enrolled
12d. **FSA-EXTENDED SCHOOL YEAR SERVICES**	Revise the document and provide to BSE Advisor for review	01/15/2025	01/09/2025	☐

Student Name: [redacted]
PA Secure ID:
Grade: 0
Disability:

		Corrective Action	CA Due	Date Verified	Not Enrolled
12d.	**FSA-EXTENDED SCHOOL YEAR SERVICES**	Revise the document and provide to BSE Advisor for review	01/15/2025	01/09/2025	X

Student Name: [redacted]
PA Secure ID:
Grade: 0
Disability:

	Corrective Action	CA Due	Date Verified	Not Enrolled
12d. **FSA-EXTENDED SCHOOL YEAR SERVICES**	Revise the document and provide to BSE Advisor for review	01/15/2025	01/09/2025	X

Student Name: [redacted]
PA Secure ID:
Grade: 0
Disability:

		Corrective Action	CA Due	Date Verified	Not Enrolled
17B.	**FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** Timely provision of FAPE for students who transfer public agencies within state, and from another state.	Review the need for compensatory education and document outcome to BSE Advisor	01/15/2025	01/09/2025	X

“Executive Functioning Metacognitive Cycle” by Emily Kircher-Morris (2024):

Overview

The presentation explains how educators and parents can help students—especially neurodivergent learners—improve **executive functioning skills** by using a structured **metacognitive cycle**. Executive functioning involves cognitive processes like planning, organization, time management, emotional regulation, and decision-making.

Executive Functioning Skills

These are divided into two main categories:

- **Metacognitive Skills:**
    - Decision making
    - Planning
    - Working memory
    - Time management
    - Organization
    - Metacognition (thinking about one’s thinking)
- **Behavioral Regulation Skills:**
    - Response inhibition
    - Shifting focus
    - Task initiation and persistence
    - Sustained attention

- Cognitive flexibility

The Metacognitive Cycle

A continuous, self-reflective process consisting of three stages:

1. **“What am I doing?”** – Collecting data and becoming aware of current behaviors.
2. **“What do I need to change?”** – Developing new strategies based on observed patterns.
3. **“How am I doing?”** – Evaluating effectiveness and adjusting as needed.

This process is meant to be **gradual, adjustable, personalized, and simple**.

Case Studies

1. **Alex (Emotional Regulation)**
    - Struggles with intense emotions and black-and-white thinking.
    - Uses data tracking to identify triggers (e.g., needing help).
    - Develops strategies like planned teacher check-ins to build self-advocacy.
2. **Keira (Time Management)**
    - Often late and forgets items.
    - Tracks morning routines and realizes she has more time than expected.
    - Uses this insight to create consistent habits and improve punctuality.
3. **D’Andre (Task Initiation & Time Estimation)**
    - Feels overwhelmed by homework and procrastinates.
    - Tracks estimated vs. actual task times.

    - Learns to make realistic time estimates and schedule tasks effectively.

Practical Strategies (Rapid-Fire Section)

- **3-Minute Rule:** Start any task for just three minutes to overcome resistance.
- **Visual Roadmaps:** Use checklists or mind maps to plan and track progress.
- **First-Then Statements:** Reinforce sequencing and prioritization.
- **Sticky Note Brain Dump:** Write and arrange tasks by priority.
- **Decision Dice:** Roll to decide between tasks when stuck.
- **Task Batching:** Group similar tasks for efficiency.
- **Externalize Time:** Use timers or alarms to make time visible.
- **Visual Cues:** Use physical markers to indicate start/stop points.
- **Two-Minute Tidy:** Clean up quickly before switching tasks to reset focus.

Key Takeaway

Executive functioning can be **explicitly taught** through reflection, structure, and strategy-building. The **metacognitive cycle** empowers students to become more aware of their habits, evaluate them objectively, and make sustainable improvements in self-management.

PA Distance Learning

Stephanie Faith <stephanie.faith@padistance.org>

We have received your response for 2025 PDE Conference Verification Survey

1 message

PDE Conference <noreply@formresponse.com> Fri, Feb 14, 2025 at 11:24 AM
Reply-To: pdeconferenceregistration@pattankop.net
To: stephanie.faith@padistance.org

2025 PDE Conference Verification Survey

First Name	Stephanie
Last Name	Faith
Home Address 1	100 Castle View Dr
City	McKees Rocks
State	PA
Zip Code	15136
Email Address:	stephanie.faith@padistance.org
The role that best represents your position:	Education Administrator

Your employer:	PA Cyber Charter School
Your PaTTAN Region: (choose all that may apply)	PaTTAN West (Pittsburgh)
Which conference type are you registered for:	IN-PERSON Conference
Were you a new on-site registrant the day of the conference?	No, I was registered before the conference
Please select the attendance verification you are requesting:	CREDIT: Act 48, ASHA, Psych, BACB, Instructional hrs., along with certificate of attendance
Please select which continuing education credits you are requesting:	Act 48
Act 48: Enter your PPID # (seven digit Pennsylvania teacher #)	1060359
Note: If information entered does not match PaTTAN's data, Act 48 credit may not be awarded.	I understand that, if eligible, I can receive up to 11 Act 48 clock hours and a certificate of attendance will be available in my PaTTAN online account.
Did you attend sessions on Wednesday, February 5th?	Yes
Did you attend the 1:30pm - 2:30pm Opening Keynote session (Wednesday)?	Yes - What Students Wish We Knew (Kyle Schwartz)
Opening Keynote Session Code:	ABC27
Describe at least two new ideas or concepts you	I really enjoyed the I wish my teacher knew movement and thought that the students sharing throughout the presentation was very powerful. It

learned in this session:	also brought me back to considering all situations when looking at what students are going through outside of school
Explain how you might incorporate any new learnings from this session into your professional/personal practices (i.e. teaching, service delivery, support):	I want to take the "I wish my teacher knew" prompt and use it with my teachers as an admin - this was similar to when she spoke about how it was used in the military. It also brought me back to considering all situations when looking at what students are going through outside of school
Indicate the 2:50pm -3:50pm session you attended on Wednesday:	7. Using the Metacognitive Cycle to Improve Executive Functioning (Emily Kircher-Morris)
2:50pm -3:50pm session Code	PM530
Describe at least two new ideas or concepts you learned in this session:	Executive functioning solidifies around 2-3 grade and onward so early ADHD is not a great diagnosis. Working memory doesn't generalize but there are strategies that can be used or taught.
Explain how you might incorporate any new learnings from this session into your professional/personal practices (i.e. teaching, service delivery, support):	Provide explicit instruction for students. Super necessary. Break down steps. We think common sense but not that easy. Use of visual roadmaps and sticky note brain dump
Indicate the 4:10pm -5:10pm session you attended on Wednesday:	15. 1306: Educational Programs in Non-Educational Placements (Roni Russell)
4:10pm -5:10pm session Code	LR799
Describe at least two new ideas or concepts you learned in this session:	Host school district is district where the school is located - not enrolled. Same with FAPE and special ed and 504 plans. They cannot refuse to educate that student unless a count order requires elsewhere or the IEP requires a different placement. The BID process has to happen for foster care and immediately enrolled in new school - either home school or foster school

Explain how you might incorporate any new learnings from this session into your professional/personal practices (i.e. teaching, service delivery, support):	I will work with my social worker and counselors to ensure that the proper district is providing the education for the student. I will share this with my Chief Compliance Officer. I will also try to take part in the BID process when needed.
Did you attend sessions on Thursday, February 6th?	Yes
Did you attend the 8:30am - 9:30am Morning Keynote session?	Yes - Mental Health Starts With Me (Ross Szabo)
8:30am -9:30am Keynote session Code	TAM82
Describe at least two new ideas or concepts you learned in this session:	He was amazing! I though that his openness in sharing his mental health struggles was refreshing. I thought that when he spoke to his own classmates about his mental health, that was much better than having them make terrible assumptions or have a teacher speak to them.
Explain how you might incorporate any new learnings from this session into your professional/personal practices (i.e. teaching, service delivery, support):	I will be bringing back a lot of the mental health awareness and openness to the admin team and SE team that I manage so that we can have hard conversations about how to support these students.
Indicate the 9:50am -10:50am session you attended on Thursday:	I did not attend a session during this timeframe.
Indicate the 11:10am -12:10pm session you attended on Thursday:	I did not attend a session during this timeframe.
Indicate the 1:40pm -2:40pm session you attended on Thursday:	35. Tailoring Success: Advancing SDI From Principal to Practice (Nicole Barrion)

1:40am -2:40pm session Code	FS251
Describe at least two new ideas or concepts you learned in this session:	This training was amazing. Opened my eyes to explicit instruction and how I need to ensure that all teachers are providing this to students. The fact that SDIs are instruction only - we discussed where we would then put accommodations since most teachers would not follow them without it being in an IEP.
Explain how you might incorporate any new learnings from this session into your professional/personal practices (i.e. teaching, service delivery, support):	I am definitely presenting a lot of the SDI info in my next SE department meeting since we do more accommodations and not enough instruction modification
Indicate the 3:00pm -4:00pm session you attended on Thursday:	40. Inclusive Leadership Matters! Providing Meaningful Supports for Success (Nichole Barrion)
3:00pm -4:00pm session Code	PHL33
Describe at least two new ideas or concepts you learned in this session:	This session really focused on types of co-teaching and discussed the three most effective types of co-teaching - all of which were similar because the students were receiving instruction in small groups by a RE or SE teacher. Discussion of collaboration time needed and also scheduling these co-taught classes first.
Explain how you might incorporate any new learnings from this session into your professional/personal practices (i.e. teaching, service delivery, support):	I have already talked to my principals about scheduling time with them to do SE schedules before all of the rest is done. I also have talked to admin about looking at more of a co-teaching role instead of a support person role for the SE teachers.
Did you attend sessions on Friday, February 7th?	Yes
Indicate the 8:30am -9:30am session you attended on	46. Emotion Regulation for Gifted and Distractible Learners (Julie Sikolnick)

Friday:	
8:30am -9:30pm session Code	ZNR44
Describe at least two new ideas or concepts you learned in this session:	Amazing speaker. Learned so much about the 5 overexcitabilities and the Sloknick process for emotion regulation. Also I loved the Know, Show, Control method for students with dual exceptionalities.
Explain how you might incorporate any new learnings from this session into your professional/personal practices (i.e. teaching, service delivery, support):	Again, present this to the staff for a PD session and also talk to our admin that work around SE and gifted. I also want to support my nephew who is 2e with some of the strategies that I have learned and share them with his mother.
Indicate the 9:50am -10:50am session you attended on Friday:	57. The Uncanny Likeness between Giftedness and ADHD (Julie Skolnick)
8:30am -9:30am session Code	JTU95
Describe at least two new ideas or concepts you learned in this session:	I found that I related to this topic a lot myself since I was and am a 2e person with ADHD. The discussion about perfectionism leading to executive function weakness, misunderstanding and anxiety - this was a great way to break things down. The similarities between giftedness and ADHD were also interesting and eye opening for me.
Explain how you might incorporate any new learnings from this session into your professional/personal practices (i.e. teaching, service delivery, support):	Again, present this to the staff for a PD session and also talk to our admin that work around SE and gifted. I also want to support my nephew who is 2e with some of the strategies that I have learned and share them with his mother.
Did you attend the 11:15am-12:15pm Closing Keynote session?	No
Would you kindly participate in a brief survey about your	Yes

experience at the conference?	
I attended the majority of my sessions:	In person

The Keynote session informed, inspired, and/or impacted my future endeavors.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Did Not Attend
Wednesday Opening Keynote (Schwartz)	☑					
Thursday Opening Keynote (Szabo)	☑					
Friday Closing Keynote (Mielke)						☑

The concurrent sessions I attended increased my knowledge, skill, and awareness of relevant topics.	Strongly Agree
The knowledge and ideas I gained from the concurrent sessions I attended will impact my work and professional/personal practice.	Strongly Agree
I am likely to implement the ideas and strategies I learned in the concurrent sessions.	Strongly Agree

Please rate the overall quality of this year's PDE Conference.

Special Education Training for 24-25 SY

Presented by Stephanie Faith, Director of Special Education

Meeting Norms

- I will respect everyone’s time by starting and ending on time
- Be present for the meeting
- Come with an open mind
- Maintain confidentiality
- Come empowered to make commitments for your area in education
- Assume good intentions
- Ask questions for clarification to help avoid making assumptions

Agenda

1

Special Education at PDLCS

Updates for the 24-25 SY

2

Testing updates

PASA update from the state

3

Special Education Trends

Summary from PDE

4

Legal Updates

From the Bureau of Special Education and our solicitor

5

Any Questions?

-

1

Special Education at PDLCS

Special Education Changes

Staff Additions

- ★ April Balsomico - SE Teacher
- ★ Elizabeth Rose - SE Teacher
- ★ Christina Beck - BSC
- ★ Raegan Domenica - LC
- ★ Heather Upchurch - LC
- ★ Jennifer Gates - SLP

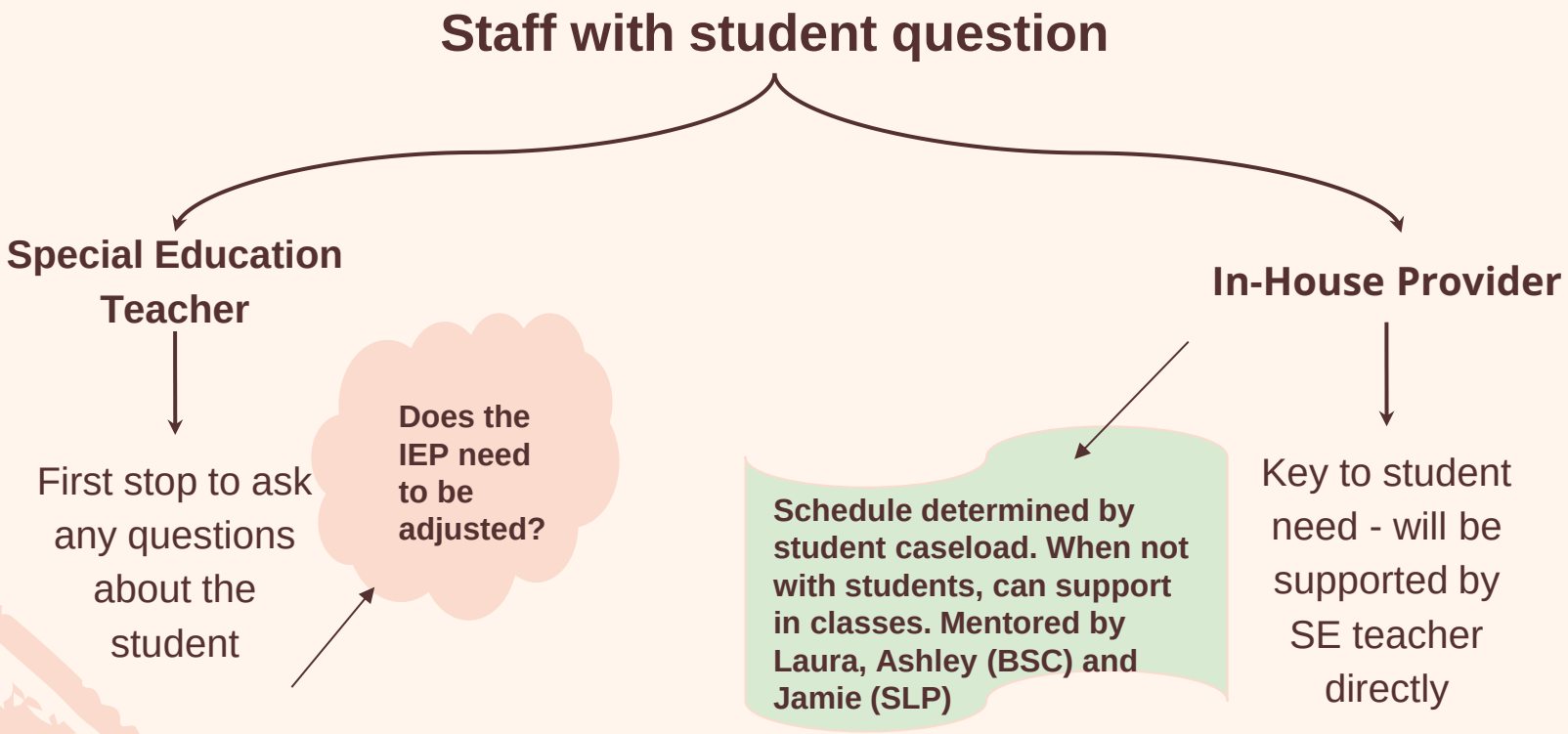
Department changes

- ❖ Laura Budd - Special Education Coordinator
- ❖ Heidi Paul - Related Service Specialist (SE focused)
- ❖ Mary Alicandro - Records Specialist (NEW SE Student records)
- ❖ Ashley Levenson - Behavioral Specialist
- ❖ Karen Clutter will be GS only and Felicia Batrack has left PDLCS

Scenario

You have been working with a student on academic tasks. After the first 9 weeks, the grades do not indicate progress and/or passing grades. The student has an in-house learning coach. What do you do?

In-house Related Services - COLLABORATION IS KEY!!



Supplemental specialized support

Small group of SE students that are on the “bridge” between full-time life skills and supplemental learning support. While considered supplemental - they will be receiving intensive reading and math instruction, in addition to adapted assignments and grading in regular education classes. These students qualified based on IEP needs and through an intensive individualized process. Special and Regular Ed teachers will HAVE to work closely to ensure that needs are met.

Note - we have many students that are supplemental support - IEPs are individualized!

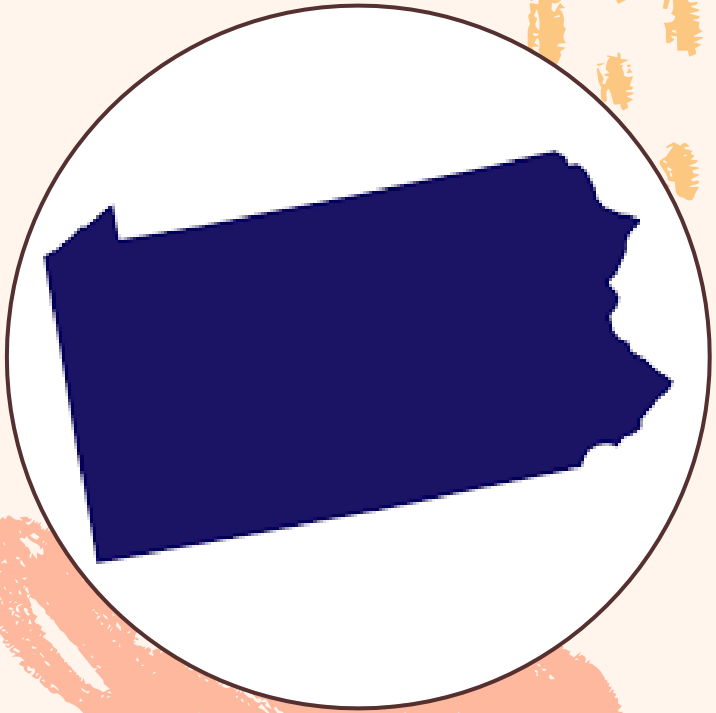
Teacher input forms - reminders

- All teacher input forms will be coming from Heidi Paul. The subject will contain the date that they are due.
- Input has to be objective and data-driven, focused on exact skills, strengths, and needs. **Attendance to your class is ESSENTIAL to note on your form, as looking at the IC attendance can be confusing for reporting.**
- All input forms are due when it is noted in the email - usually within a week. **Your supervisor will be notified if there are multiple forms turned in late or not turned in at all.**
- Teacher input forms have directions provided for all staff. This includes using student's formal name, **speaking in the 3rd person**, using complete sentences, using professional language. Please no ! or :) or "they're great!"
- Remember that everything you put in writing can be used in any lawsuit or hearing.
- Teacher input should not recommend anything that is a related service or change of placement (i.e. "this student needs 1:1 since they cannot work in a group.")

2

Testing Update

PASA vs. PSSA



PASA qualifications - 1% or less should qualify with “YES” in all 6 areas

Grade level

Grades 3-8 and 11

Cognitive

Significant cognitive abilities in all academic content areas, adaptive behaviors, and functional skills

Instruction

Intensive, direct, repeated instruction in academic, functional and adaptive behaviors

Life Skills

Extensive adaptation and support in everyday life activities

Modifications

Substantial modifications - Alternate Eligible Content

IEP goals with STOs

Measurable annual goals with short-term objectives

3 Special Education Updates from PDE

SE Trends, Family Engagement, Trauma-informed SE, AI in SE

Trends

Enrollment is down, but % of students with disabilities (SWD) is up.
Autism and OHI are seeing the highest increases.
Least Restrictive Environment (LRE) is a focus.
Increase in graduation rate and decrease in dropout in the last 2 years.
Challenges: Exponential growth of population, elevating low incidence disabilities, increase in due process and legal cases.

Family Engagement

Importance: School leaders set the tone for successful home-school partnerships.
Four core beliefs:

- All families have dreams for their children.
- All families can support children's learning.
- Family and school staff are equal partners.
- Responsibility for partnerships rests with school staff.

Strategies: Encourage family involvement (not just "doing to" families), consider including info on trauma histories in reports, assessments need to be family-friendly.

SE Trends, Family Engagement, Trauma-informed SE, AI in SE

Trauma-informed SE

Definition: Acknowledges the impact of adverse experiences on learning and behavior.
Strategies:

- Build safe and supportive environments.
- Understand trauma's effects on cognitive and emotional development.
- Integrate knowledge into IEPs to build student capacities (coping strategies, skills).
- Consider ACES (Adverse Childhood Experiences)

AI in SE

Definition: Artificial Intelligence (AI) is a tool that can be used to help with tasks.
Applications:

- Personalize learning.
- Increase student persistence.
- Text to speech, language translation = **differentiation!**

Considerations:

- AI won't replace teachers or solve every problem.
- Promote AI literacy with students.
- Address potential limitations and biases (e.g., data privacy, algorithmic bias).

4

Legal updates

Child Find Obligations under IDEA and Section 504

Key Points:

- The letter discusses the recent case, *B.S.M. v. Upper Darby Sch. Dist.*, which clarified the relationship between Child Find obligations under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
- **IDEA** mandates special education services through Individualized Education Programs (IEPs) for students with disabilities. It includes the "Child Find" requirement to identify and evaluate all children needing special education.
- **Section 504** is a broader civil rights law requiring reasonable accommodations for students with disabilities to ensure equal access to education.
- The *B.S.M.* case established that:
  - Evaluating a child under IDEA does not automatically fulfill the evaluation requirement under Section 504.
  - A student may qualify for services under Section 504 even if they don't qualify for an IEP under IDEA.
- **Implications for LEAs:**
  - Conduct separate evaluations for IDEA and Section 504.
  - Be vigilant in identifying students who may qualify under either statute.
  - Understand the different procedural requirements for IDEA and Section 504 claims.

In essence, the letter emphasizes the importance of distinct Child Find processes for IDEA and Section 504, and the need for school districts to be aware of their obligations under both laws.

PA Distance Learning CS

SECTION 504 EVALUATION REPORT

Section 504 of the Rehabilitation Act of 1973
Chapter 15 of the Regulations of the Pennsylvania State Board of Education

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Name and Address of Parent/Guardian:

[redacted]

Meeting Date: 7/6/2024

Child's Name: [redacted] **Birth Date:** 7/22/2006

Student ID: [redacted] **Grade:** [redacted]

School: PA Distance Learning CS

Participants:

NAME	TITLE	SIGNATURE

Nature of the student's disability:

The major life activity that the student's disability limits:

The basis for determining the disability:

Educational impact of the disability:

The aids, services or accommodations are as follows:

ACCOMMODATIONS	RESPONSIBLE PARTY	START DATE	END DATE

Awesome words

“Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them.”

–Dr. Kevin Maxwell

Thanks!

Do you have any questions?

stephanie.faith@padistance.org
Ext. 105

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Compliance	Questionna	Email Addr	Last Name	First Name	Questionna	Original Su	User Cycle	User Cycle
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Sheryl Allmon	5	5	5	5	5	3
Cassandra August	5	5	5	5	5	5
Brina Ault	5	5	5	5	5	5
Georgia Barlamas	5	5	5	5	5	5
Nicholas Barr	5	5	3	5	5	5
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Alexa Billetdeaux	5	5	5	5	5	5
Ashley Blocker	5	5	5	5	5	4
Sarah Blose	5	5	5	5	5	5
Lauren Borghetti	5	4	5	5	5	5
Courtney Bowman	4	4	4	4	4	4
Joseph Brecht	5	5	5	5	5	5
Catherine Brenc	5	5	5	5	5	5
Marissa Butter	5	5	5	5	5	5
Mackenzie Campbell	4	5	5	5	4	4
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Tony Reda	5	5	5	5	5	5
Antonietta Riley	5	5	5	5	5	5
Gabriel Roman	5	5	5	5	5	5
Caroline Rooney	4	4	5	5	4	5
Hannah Rudzki	4	4	4	4	5	4
Stephanie Sabol	4	5	4	4	5	4
Jessica Sapp	5	5	5	5	5	5
Megan Schmiech	5	5	5	5	5	5
Deanna Scotto	5	5	5	5	5	5
Samantha Sellinger	5	5	5	5	5	5
Amber Shirley	5	5	5	5	5	5
Carol Smialek	5	5	5	5	5	3
Adam Smith	5	5	5	5	5	5
Aimee Steele	5	5	5	5	5	5
Courtney Stein	5	5	5	5	5	5
Cathy Talento	5	5	5	5	5	5
Amy Thornton	5	5	5	5	5	5
Kathy Timmerman	5	5	5	5	5	5
Julia Vertullo	5	5	5	5	5	5
Vanessa Vilella	5	5	5	5	5	5
Rashonda Waldron	4	4	4	5	4	4
Michelle Wallace	5	5	5	5	5	5
Amy Watenpool	5	5	5	5	5	5
Eric Weddell	5	5	5	5	5	5
Chelsea White	5	4	4	5	5	5
Christina Wier	4	5	4	4	4	4
Lisa Wierdak	5	5	5	5	5	5
Samantha Wilfert	5	5	5	5	5	5
Nicole Williams	5	5	5	5	5	5
Adam Winter	5	5	5	5	5	5
Alan-Michael Wisniews	5	5	5	5	5	5
Daniella Zenone	5	5	5	5	5	5
Laura Budd	5	5	5	5	5	5

April Balsomico	5	5	5	5	5	5
Christina Beck	5	5	5	5	5	5
Raegan Domenico	5	5	5	5	5	5
Jennifer Gates	5	5	5	5	5	5
Elizabeth Rose	5	5	5	5	5	5
Heather Upchurch	5	5	5	5	5	5
Gabriella Feil	4	4	4	4	4	4
Laura Bailey	5	5	5	5	5	5
Stephanie Smith	5	5	5	5	5	5
Steve Cutler	5	5	5	5	5	5
Bebe Shutak	5	4	3	5	5	1
Mary Ann Calderone	5	5	5	5	5	5
Michael Morrone	5	5	5	5	5	5
Linda Williams	5	4	4	5	5	5
Kaylie Brecht	5	5	5	5	5	5
Nadine DeLeo	5	5	5	5	5	5

This activit	This activit	This activit	This activit	This activit	This activit	1. How did	2. What ne
5	5	5	5	5	5	Important	Considerin
3	3	3	3	3	3	na	na
3	3	3	3	3	3	The trainin	It was inter
5	5	5	5	5	5	It is helpful	Using 3rd p
5	5	5	5	5	5	I am a spec	I saw what
5	5	5	5	5	5	I know how	Just how to
4	2	4	5	5	5	Workshop	So far my i
5	5	5	5	5	5	Good over	Learning m
5	4	5	5	5	5	working wi	nothing ne
5	5	5	5	5	5	As teachers	We learnec
4	4	4	4	4	4	Just having	I am not a t
4	5	5	5	5	5	All of it doe	I liked learr
5	3	3	4	4	4	Special Edu	It was inter
4	4	4	4	4	4	We have sp	Ideas for ev
5	5	5	5	5	5	As a Classro	The concep
5	3	5	5	5	5	Because th	I plan to wo
5	5	5	5	5	5	I will now b	I plan to pa
4	3	4	4	4	4	This trainin	There are r
5	5	5	5	5	5	This has all	When we h
5	3	4	3	3	5	It is always	Ms. Faith sl
5	1	1	5	3	5	The trainin	I recently le
5	5	5	5	5	5	Special Ed t	Adding a su
5	4	4	4	3	4	As an instru	Considerin
5	5	5	5	5	5	Stephanie (	This will he
5	5	5	5	5	5	This worksl	I gained ne
4	3	4	4	1	5	The trainin	It helped te
5	5	5	5	5	5	Directly spo	collaboratio
5	5	5	5	5	5	It hasn't	It hasn't
5	5	5	5	5	5	Very inforn	I will try to
5	5	5	5	5	5	This gave n	The reminc
4	4	4	4	4	4	N/A	N/A
5	5	5	5	5	5	Updates to	We have ne
5	5	5	5	5	5	Since we ha	There is no
5	5	5	5	5	5	It provided	I liked learr
5	4	5	5	5	5	It applied to	Nothing rea
5	4	5	5	4	5	This trainin	This year w
5	5	5	5	5	5	I ran this tr	I ran this tr
5	3	5	3	3	5	It highlight	Supplemen
4	4	3	3	3	3	in my depa	ACE test
5	5	5	5	5	5	The worksh	I plan on ke
5	5	5	5	5	5	sped teach	to ensure a
5	5	5	5	5	5	It made me	See above.
5	5	5	5	5	5	This worksl	I will be im

4	4	5	4	4	4	This worksl	I have learr
5	5	5	5	5	5	Special edu	Having lear
5	5	5	5	5	5	As a specia	Family enga
5	5	5	5	5	5	I have quite	It was bene
5	5	5	5	5	5	I teach esp	I think it str
5	3	5	5	5	5	More infor	Remember
5	5	5	5	5	5	SE Updates	Collaborati
5	5	5	5	5	5	As a regula	I plan to im
4	4	5	5	5	5	This trainin	I noticed th
5	5	5	5	5	5	I have spec	The new br
5	5	5	5	5	5	This sessio	The new pe
5	4	5	5	5	5	This worksl	I ike the ide
5	5	5	5	5	5	Help with I	The resour
5	4	5	4	5	5	This trainin	I hope to p
3	3	3	3	3	3	N/A	N/A
5	5	5	5	5	5	This worksl	It was help
3	3	3	5	3	4	Even thoug	Even thoug
4	4	4	4	4	4	It is import	It takes tim
1	1	2	3	1	1	Refresher c	Refresher c
5	5	5	5	5	5	Being a cou	We spoke a
4	4	4	4	4	4	I am regula	being more
4	1	3	5	5	5	This is ever	Definitely g
4	4	5	5	4	5	I teach stuc	I learned ab
5	5	5	5	5	5	This relatec	Making sur
5	5	5	5	5	5	Special Edu	Changes fo
5	5	5	5	3	5	As educato	Typically, I
5	5	5	5	5	5	Special Edu	Great Refre
5	5	5	5	5	5	good refres	na
5	5	5	5	5	5	Gain a bett	I will be abl
5	5	5	5	5	5	I am a spec	More collal
4	5	5	5	5	4	It related to	I plan on ut
3	1	3	5	3	4	I work with	I plan on cr
5	5	5	5	5	5	The worksh	Preview on
5	5	5	5	5	5	Reviewed v	Updates to
3	4	4	5	5	5	Good refre	Increased k
5	5	4	5	4	5	As an elem	I feel I will l
5	5	5	5	5	5	It refreshec	If I exit a st
5	5	5	5	5	5	As a conter	I am eager
5	5	5	5	5	5	I have spec	I learned ab
5	5	5	5	5	5	This worksl	The new su
5	5	5	5	5	5	It provided	Learning ab
5	5	5	5	5	5	It may help	Additional i
4	4	4	4	4	4	I work in th	New staff t
5	4	5	5	5	5	This helpec	I am hopefu
5	5	5	5	5	5	This meetir	I did not kn

5	5	5	5	5	5	I have stud	No new ide
4	4	4	4	5	5	The trainin	The reminc
5	5	5	5	5	5	Organized	From a bro
5	3	3	4	3	3	Learning n	I am going
5	5	5	5	5	5	I like to see	I am lookin
5	5	5	5	5	5	Using IEPs	Using the s
5	3	5	5	5	5	As a social	I plan to ke
5	5	5	5	5	5	Informatio	N/A
3	3	4	4	4	4	This trainin	This was m
5	4	4	5	5	5	Updates or	Ways to wo
4	4	4	4	4	4	We work w	Learning ke
5	5	5	5	5	5	Update on	The bridge
5	4	5	5	4	5	As someon	We have sc
5	5	5	5	5	5	Provided u	I gained an
4	4	4	4	4	4	Review of	Wondering
5	4	4	5	5	5	This relate	I can collab
5	5	5	5	5	5	This works	We now ha
5	5	5	5	5	5	I have a hig	I am more
5	5	5	5	5	5	This works	I learned ab
5	2	3	3	3	5	Provided in	Gained a be
5	3	5	5	5	5	We have a	Having in-s
5	3	4	5	4	4	When supp	Although le
5	5	5	5	5	5	Does not re	Does not re
5	5	5	5	5	5	Reminding	I loved the
5	5	5	5	5	5	Updates to	I didn't real
5	5	5	5	5	5	N/a	N/a
5	5	5	5	5	5	It is essenti	I have learr
5	5	5	5	5	5	Provided m	n.a
5	5	5	5	5	5	This is relat	Discussing
5	5	5	5	5	5	Prepared a	It was reite
4	4	4	4	4	5	I may have	How to wri
5	5	5	5	5	5	I work with	I am more
5	5	5	5	5	5	This was di	New proce
5	5	5	5	5	5	Helpful rev	The inform
4	4	4	4	4	5	Gained insi	We began t
3	1	1	4	3	3	This sessio	One idea th
5	5	5	4	5	5	This was a	The roles o
5	5	5	5	5	5	It was direc	I love the id
5	5	5	5	5	5	IEP's and 5	Constant co
5	5	5	5	5	5	It helped m	I don't kno
5	5	5	5	5	5	Enrollment	Possibly us
5	1	5	5	5	5	This trainin	I need som
4	4	5	5	4	4	This trainin	I need to e

5	4	5	5	5	5	As a new e	The new in
5	5	5	5	5	5	BSC learne	Informatio
5	5	5	5	4	5	I was able t	I was able t
5	4	5	5	5	5	This preser	I am more
5	5	5	5	5	5	The entire	Many since
5	5	5	5	5	5	It was grea	I did not kn
4	4	4	4	4	4	This trainin	I will use th
5	5	5	5	5	5	I work with	To have mo
5	5	5	5	5	5	Special Edu	I think that
5	5	5	5	5	5	This trainin	We have o
1	4	1	4	4	3	This partic	NA
5	5	5	5	5	5	I rely on Sp	N/A
5	5	5	5	5	4	I am respo	Working wi
4	5	5	4	4	5	I am more	I am not su
5	5	5	5	5	5	This works	I was able t
5	5	5	5	5	5	How social	Provide soc

3. What inf	4. What sp	Additional comments:
All of it.	None at this time.	
na	na	na
It was all in	It was well	Thank you.
Learning ab	None	
Refresh of	None	
Going over	none	
Yes the info	Possibly a list of do's and don'ts with specific examples of for the IEP forms.	
All of it was	None! It w	Great presentation and great presenter!
all informa	n/a	
I always ap	N/A	
That child f	I do not have any suggestions at this time.	
Knowing th	none	
Special Edu	None at this time.	
Ideas for e	None	
The concep	No Suggestions	
Learning ab	None, Mrs. Faith did amazing.	
Reminders	None	
Informatio	The training could be improved through breakout rooms or more engaging activities.	
Knowing W	none at thi	n/a
The quote	None at this time :)	
The teache	Provide opportunities for hand-on practice	A grade level training to review incoming studen
I feel that	None	
Trends in t	None, the presentation was well organized and included engagement opportunities like the	
The data o	NA	
Informatio	I do not ha	Although teachers will have access to information regarding related services in t
Updates or	Live questi	Thanks!
new flow-c	none	Hello.
These are b	None.	
The refresh	I would like to know what is the chain of command when I want to follow up with a specific	
The inform	N/A	
N/A	N/A	
All of it	None	
Child Find i	No suggestions!	
I loved the	none	
The remind	none	
I thought t	I don't think there was anything needed to improve this activity.	
I wanted to	Keep monitoring teacher input forms	
Input for n	None- all good!	
learning ab	N/A	
All of the ir	none	na
all of it	none, great information and timing	
The inform	None	None
Input form	none	

That we ha	None at this time.	
The inform	N/A	N/A
Everything	None	
It seems sir	none	Receiving each students At a Glance will be helpful.
Everything,	Honestly n	Nope!
Yes	none	
All	None	Thank you, Stephanie!
I appreciat	Nothing, it was very informative and planned.	
The input f	None at this time.	
special ed t	n/a	
The exemp	none at this time	
Knowing th	None, it wa	Stephanie did a great job and offered a wealth of knowledge.
The availab	N/A	Helpful and informative training!
The roles a	None	
updated SF	N/A	Entered 3 (neutral) for Professional Practice questions as they do not apply to m
It was inter	No suggestions at this time.	
The plan fo	None	Some of these questions need an N/A option. I put in 3's where I though the que
Taking a cl	NA	NA
Refresher c	none	
The inform	There are no suggestions at this time. Thanks Steph!	
all of it	None	
INPUT FOR	None!	A lot of great information to refresh the importance of our department!
Clarifying w	None	
Learning ab	Providing specific examples of good vs bad input forms, written communication, etc when d	
Hearing the	None	
I did not re	None, Stephanie delivered a lot of information in a small time frame, and it was all useful kn	
All informa	Great presentation	
nice review	none	did not attend live but did review the slides and ppt
funding up	N/A	
Staff chang	None	
The discuss	None really.	
The role de	Provide more flowcharts on where to go when we need support.	
All of it- re	Nothing at this time	
All info and	None	
Increased k	NA	NA
The reminc	Nothing at this time.	
The inform	I don't have any suggestions. I thought the training met the objectives it needed to, especial	
I liked to se	None to note at this time.	
The inform	No suggestions to improve this activity - it was very well put and easy to understand.	
The inform	Very informative presentation!	
The depart	No specific suggestions as I felt that it was well outlined.	
Recent cas	None	
New staff t	Good overview.	
All of the ir	Nothing at this time. Very informative!	
Mainly the	None	

Reminders	None.	
Learning th	None at this time, I appreciated the very direct approach.	
Honestly, ju	N/A	
Case law	NA	
The lawsuit	None at thi	Very informative!
The new in	More interactive activities	
Being infor	None.	
N/A	Separate instruction modified for Student Services	
It was all va	None at this time.	
How servic	Nothing, it	None
Teacher Inp	None at thi	None at this time, thanks for the training and clarifications.
Knowledge	None	
Knowing ab	none	
Explanatior	None	
New testin	Would be great to have a single sheet handout with a list of SpEd department/who does wh	
It was gooc	Less lecture	
I appreciate	N/A	
The inform	none	none
Honestly, I	I have no specific suggestions on how to improve this activity.	
Which staff	Provide guide beforehand	
Staffing up	N/A	
The extra la	There seemed to be a lot of questions from the group. Collecting questions in a Padlet or sh	
Does not re	With the new in house related services, have a portion of the presentation relate to how the	
Yes, very va	None	
The full rev	N/A	
N/a	N/a	N/A
All the info	No suggestions at this time.	
updates on	none it was	n/a
Informatio	None	
I appreciate	None at this time.	
reminder o	none	
Filling out f	nothing, it	thanks for the info!
All of the ir	None at this time.	
The 4 areas	N/A	Not sure what to put for some of the questions in section B because some of the
All of it. It i	None!	
All of the ir	No suggestions for improvement.	
Reminder c	N/a	
Staffing, In	None needed	
Always add	None	
Learning ab	I think this training did exactly what it was supposed to. It informed us what special educatic	
A review or	None, it was great!	
Hearing ab	I think make it more interactive and make it more student focused. Highlight some of the gr	
It was grea	Nothing at	N/A

The entire	n/a	
I appreciat	NA	
yes, I was a	None	
The 504 pl	I would have liked even more detail on the 504 plan, but I know that's coming later this wee	
The presen	None	
PASA	N/A	I really appreciate what Faith had said about including parents in the partnership
The new ch	N/A	
PASA testir	NA	
Reviewing	No suggest Great training and great information. Thank you!	
The specifi	Steph was direct, informative and purposeful in her presentation.	
The new st	Instead of having a combined training with the academic team, I think that the student servi	
Knowing th	Attach Pow Thank you!	
Updates to	Could not find link to resources used, maybe I missed it?	
I am more	I do not ha no additional comments	
I liked learr	It was great!	
Better und	na	

ts so we are all on the same page.

scenario, it was not all lecture.T

he student IEPs, it would be cool if that could be added as a flag in Infinite Campus. This would be resou

2nd grader/1st grader/etc. Sometimes we're not in the loop about certain updates on diagnosis or disab

y position.

stion was not applicable to this training.

ealing with special education students (although there have been other examples provided in previous t

owledge.

ly with so much information needing to be shared.

at/who to contact when as a quick reference sheet for hanging up in our cubes

ared document could be a good resource between the two training sessions.
ey should be reported to PDE, what information is needed from other employees, etc.

se questions do not apply to this training. There should be a N/A option in the drop down.

on was going to look like this year and what our expectations are.

eat things that some of the special white students did this past school year.

k, so I do not have any suggestions for improvement at this time.

for their student's learning. All parents want to be involved and want what's best for their child, they m

ices team could benefit more from a SPED refresher.

rceful for reg ed teachers who have multiple students with various providers to quickly remember the n

ɔilities, and just as Aubrey stated, it would be nice to know when those updates are found/implemented

trainings and workshops - just was something I would have liked to see in this activity. Examples are alw

ıay not know how best to do that. We can be the guide for them. We can partner with them to give ther

ames of providers to contact on a needed basis.

l. In those situations, who will contact me or who should I contact?

ays helpful)

m any support that they may need to help their children.

PA Distance Learning CHARTER SCHOOL

WHERE TEACHING STILL MATTERS

2605 Nicholson Road
Suite 4100
Sewickley, PA 15143

1-888-997-3352
F: 1-866-977-3527
www.padistance.org

PA Distance Learning Offers the Following Counseling Supports to Students:

- Small Intervention Groups
- Small Counseling Groups
- In-House Counseling
- School-Based Therapy

No other "virtual" counseling services are available at this time, including counseling related services previously provided in an IEP. For individual student concerns please consult with the Director of Special Education. All counseling support should be referred to SAP.

Small Intervention Groups (Universal)

*These groups can be offered to **ALL** students. They are a universal support that any certified educator or counselor can provide. Typically these groups focus on topics that help students succeed in school: attendance, organization, self-advocacy, independent learning, etc (often associated with PBIS). These small intervention groups would likely last 6-8 weeks, and a new group would start each quarter.*

What do I do if I suspect a student needs Small Intervention Groups?	Who sets up Tier I Intervention Groups for the student?	Who communicates with the Academic Team or who monitors progress?	Does Small Intervention need to be outlined in the student's IEP?
Make a SAP referral or mention these in grade-level team meetings. **Current Groups Include:** **ES:** Attendance, Friendship, Peaceful-Pandas-Aly **MS:** Organization Skills, Independent Learning, Self-Advocacy **HS:** 21-Day Growth Mindset, Academic Success, Attendance, Leadership/Mentoring	The SAP Team or School Counselor / Success Coach	The leader of the small intervention group will communicate with the academic team.	No. Small intervention groups are short-term universal support offered to all students who might benefit. *The school counselor or success coach will ensure that an intervention group does not interfere with live learning classes.*

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Small Counseling Groups (Targeted)

*While these groups can be offered to all students, they are a **targeted support** offered to students who many need a higher level of social, emotional, behavioral, or social skills support. These groups are offered by a School Counselor, the School Social Worker, or the Behavioral Specialist. This group would likely last 6-8 weeks, and a new group would start each quarter.*

What do I do if I suspect a student needs Small Intervention Groups?	Who sets up Tier II Intervention Groups for the student?	Who communicates with the Academic Team or who monitors progress?	Do Small Counseling need to be outlined in the student's IEP?
Make a SAP referral. **Current Groups Include:** **ES:** Coping Skills, Emotional Regulation, Family Changes, Grief, Social Skills Group **MS:** Family Changes, Grief, Self-Regulation, Coping Skills, Social Skills Group **HS**: Self-Regulation, Emotional Awareness, Grief **Behavioral Specialist:** ES Group (Executive Functioning Skills), MS Group (Executive Functioning Skills)	The SAP Team	The counselor leading the small counseling group will communicate with the academic team on a need-to-know basis.	No. Small counseling groups are short-term targeted support offered to students who might benefit from a more targeted social, emotional, or behavioral need. A student must complete a small counseling group session (6-8 weeks) before being recommended for in-house, one-on-one counseling. *The school counselor will ensure that a counseling session does not interfere with live learning classes.*

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In-House Counseling (Intensive)

In-House Counseling is a program or support provided by a school counselor within the educational setting, primarily focused on supporting students' mental, emotional, and social well-being by addressing issues that may impact their academic performance and overall development, often through individual or group sessions, and including interventions related to academics, career planning, and social-emotional concerns, all delivered within the school environment. This service can also include counseling on executive functioning, coping, or other problem-solving needs. This service is provided to students by our in-house School Counselors. ***Time and frequency of the service will be based on the student's individual situation and discussed with the SAP team.***

What do I do if I suspect a student needs in-house counseling?	Who sets up in-house counseling for the student?	Who communicates with the Academic Team or who monitors progress?	Does in-house counseling need to be outlined in the student's IEP?
Make a SAP referral.	The SAP Team or School Counselor	If needed, the School Counselor will communicate with the Academic or IEP team. This may not be needed depending on the reason for counseling. The Academic Team will only receive updates on a need-to-know basis.	No. Since PA Distance counselors are providing the service, it's unnecessary to add as a related service (not billed). It's also difficult to determine the length of the intervention, and a full year intervention is likely not needed. If long-term therapy is required, a SAP referral is needed. We offer in-house counseling to all students in need if they meet the criteria for receiving in-house counseling. This service does not impact the child's education plan or expectations during the school day. This service is not provided to the student because they have an IEP; rather, it is based on their social, emotional, or behavioral needs. There is no need to add counseling as an SDI, as it's not specifically designed instruction based on educational needs. One exception for listed counseling services in an IEP is if a student had the service listed in their previous IEP. In this case, we would likely build it into the IEP, collect and analyze data, and review the need in 30 days. *The school counselor will ensure that a counseling session does not interfere with live learning classes.*

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School-Based Therapy

School-Based Therapy is a program or support service that helps students with mental health and behavioral concerns. School-based therapy is a type of mental health counseling support that a student can receive during the school day. This service is provided to students through a contracted mental health provider with whom PA Distance Learning has a partnership.

What do I do if I suspect a student needs school-based therapy?	Who sets up school-based therapy for the student?	Who communicates with the clinician or who monitors progress?	Does School-Based Therapy need to be outlined in the student's IEP?
Make a SAP referral. *If it is a more urgent situation, contact the School Social Worker.*	School Social Worker	If needed, the School Social Worker will work with the agency/clinician assigned. This may not be needed due to HIPAA protections.	No. This is a clinical service that does not need to be added to the IEP. This service does not impact the child's education plan or expectations during the school day. This service is not provided to the student because they have an IEP; rather, it is based on their mental health needs. *If a student has a therapy session that interferes with a class, the Special Education teacher can work with the team to discuss a make-up plan if needed.* The IEP team may not know the progress that is made with the student receiving school-based therapy because of HIPAA protections.

Special Education

Special Education Department MEETING AGENDA

March 26, 2025

1:00-2:00

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees:** Faith, Budd, Mulvey, Meneice, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Balsomico, Rose, Corcoran, Carneval, Glancy, Ault, Gregory, Bate, Bartrug, Garren, Fischer, Hammond, Crooks **Note Taker:** Budd

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - Teachers Teaching Teachers
- Objective 3 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

		ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead. Notes: ● New staff introductions!
		OBJECTIVE 1 - SE Updates & Important Dates **Updates:** ● Extended School Year - FOLDER

		○ Please review the sheet pulled directly from IEP Writer and see who is there and who should be there or be removed ○ Posting for 6 teachers, 1 BSC, 1 OT, and 2 SLP will be out from Leigh Anne. If interested, please apply when this is posted ○ In the folder - you are responsible for completing ESY Goal/Progress Monitoring sheet for all of your students prior to ESY ● IEP meeting feedback ○ Do not read from the IEP! ○ The meeting should let all parties know that YOU know the student and are invested in that student ○ Remember to explain the difference between ESY and summer school ○ You do not have to read teacher input for those that are not there - but refer to it to the parent and point out any different opinions ○ Watch repeating the same info over again ● PSSA and Keystone accommodations ○ Make sure they fit the student need ○ 1:1 should only be for significant social/behavioral needs ○ Read aloud should only be for those that have a reading disability ○ I will be sending an updated accommodation sheet to Laura Bailey on April 7 ■ After April 7 - if there are any changes, you will have to send them directly to Laura ● SE Teacher and Counselor Input in the IEP ○ It is preferred that SE Teacher and Counselor input be placed in functional performance since most of the input is behavioral. ○ The SE Teacher can have input in academics as well if they are reporting on that piece (so could be in both functional and academic). ● Learning Coach Service Updates for 25-26 SY: ○ Need to look at reducing or eliminating LC time for students ○ LC Times need to align with the 45 min block scheduling ○ Add in the IEP “state testing” to frequency ■ excluding student absences, school holidays/closings and state testing. ● All related service updates ○ Please review the Related Service - BSC and LC document on the “If Then” for services ○ All services need to be in 30 (speech, OT, PT) or 45 minute increments. No more 60 minutes a session. ○ Need to ensure that services meet the needs of the student - use the RR and the data ○ Social Skills ■ What is this and how can it be provided and by WHO? ○ Add in the IEP “state testing” to frequency ■ excluding student absences, school holidays/closings and state testing. ● Small groups and resource room need the following blurb added for frequency:

		○ excluding student absences, school holidays/closings and state testing. ● IEP Writer Enhancements ○ Heidi sent these to you all and they are linked on the IEP Writer home page ○ Highlights - ■ When sending out multiple documents (first, second, third attempt, *etc.*), a note field will be added to record a history of how/why the document was sent. ■ The ability to track multiple notices sent will be added to the **PTE Oral Request** and **PTR**. ■ The Spanish version of the **PWN** and **PTRE 2024** documents will be updated. ■ A filter for e-sign notifications will be added for finalized documents so they can be better managed based on type of document. ■ The resend e-sign request feature will be adjusted to only resend to whoever has not yet signed the document. ■ A demo and/or view will be created for district staff to see what parents see on the e-sign portal during the e-signature process to better help them. ■ The e-sign IEP portal page will be translated to Spanish for those that have selected to have a Spanish version of the IEP. ■ The report for completed **Progress Reports** will be updated to ensure all goals in the active IEP are assigned a progress report. ■ **A District Option will be added to check before finalizing *IEP – Parental Concerns* in the Present Levels section.** ■ The **Procedural Safeguards** will be a standalone form that can be sent through the e-sign portal. ■ The **NOREP/NORA form** will allow users to pick from a dropdown menu list of signature images. **Important Dates:** ● March 28 - Quarter 4 ends - 3rd PLP goal needs to be submitted ● March 28 - HS SE Dept meeting ● April 1 - Q3 PM due to Steph by end of day ● April 4, 11, 29 - Steph out ● April 10 - ES SE Dept meeting ● April 16 - all in person - Ed Camp day! ● April 17-18 - Spring Break - No School for all ● April 25 - MS SE Dept meeting ● April 21-May 9 - PSSA Testing Window ● May 2 - HS SE Dept meeting ● May 9 - ES SE Dept meeting ● May 12-May 23 - Keystone Testing Window ● May 16 - All formal observations DONE ● May 23 - Final SPM due and 4th Q PLP due ● May 26 - NO SCHOOL for all

- May 28 - End of Year SE Department meeting - ALL STAFF in person - 11:45-3:30 - lunch provided!
- June 6 - Q4 PM Due
- June 7 - GRADUATION!

Notes:

- ESY (July 7-Aug 1)
  - 140 students
  - Steph will advise when you need to call families.
  - Please apply to work ESY once Leigh Anne sends out the information. 20 hours per week
  - Unique for LS
  - IXL for all others
    - PM from these and report out weekly
- IEP Meetings
  - Do not read from the IEP
  - Should be working off of the IEP not docs (unless LS)
  - ESY Folder has a cheat sheet to explain the difference between ESY and summer school.
  - Watch repeating information
  - Do not read input from the IEP for teachers who aren't there
- PSSA and Keystone Accommodations
  - Make sure they fit the student needs
  - 1-1 should only be for high needs
  - Read alouds-only for those with reading disabilities
  - PASA students were all tested!
  - Extra fidgets are available in Steph's office
- SE Teacher and Counselor Input
  - Counselors always functional
  - SE Teacher can be functional or academic depending on what is being reported
- Learning Coach Service Updates
  - Students have to attend all initial supports in order to be eligible to get LC services
  - 60 minutes need to be changed to 45 (except speech, OT, PT)
  - Add state testing into frequency (Heidi lets service providers know when testing takes place)
- All Related Service Updates
  - Review the BSC and LC Doc linked above
  - Services must meet the needs of the student based on RR/ER data.
  - Social Skills-there are a lot. Who is providing?
- IEP Writer Enhancements
  - Review highlights shown above
- PLP DUE MARCH 28TH
- DRAFT DAY!! May 28th

		Heidi Stuff Notes: ● In closet-busy (filing lol) ● 10s and 30s-put together ○ Penn Data is necessary for both ● Revisions-just need the revised pages ● Can use Laura's filing cabinet if needed
	1:40	**OBJECTIVE 2 - All Teach, All Learn!** **Kelly Crooks** ● Algebra I, Two Year and Reading Foundations Criteria ● Student-Counseling Tiers of Support ● Crisis Plan Update Notes: ●
		Objective 3 - SE Coordinator Updates 1. Updated Survey/Assessment Process (K-12) ● Continue to work on uploading completed surveys/assessments and completing student assessment planning sheets. ○ If you need any support on this, please reach out. 2. Teacher Observations (Q4) ● Email to be sent out the week of March 31st 3. PACCT Entrepreneurs Virtual Event (7-12) ○ April 10, 2025 / 8:45-12:00 ■ Admin Approved!! ● **Registration Deadline: March 31st**** 4. Additional Transition (Life After HS) Events ● OVR Pre-ETS PA Distance Sessions (9-12) ○ April 30th (Interviewing) ● Virtual Pre-ETS Series with OVR (Open to All Cybers; 9-12 Grade) ○ 2 Time Slots Available per Dates Shown Below ○ Students must have a completed Pre-ETS Release to attend. ■ Completed Student Release Forms Folder

		9:00-10:00 / 1:00-2:00 ■ March 31st-Informational Interviews & Labor Market Information ■ April 14th-Financial Literacy ■ April 28th-Employer Informational Interview ● Students must have a completed Pre-ETS Consent Form or an open case with OVR to participate. ● If you have interested students with completed Pre-ETS Consent Forms, please let me know so they can be registered. 5. Transition (Life After HS) Resources ● Project Life Referral Packet (Due April 18th) ● TCCAC Meeting Highlights (Last Meeting 3/26/2025) ● Life After HS Padlet - Events/Resources by County ○ PLEASE SHARE WITH FAMILIES** ● There are additional resources outside of my work area (please return after use). If you need a digital copy let me know and I will see what I can find. 6. Office Hours ● April 2nd, May 21st ○ Office Hours take place from 11:30-12:30 on the dates shown above. ***If you have any questions, or need additional support, please reach out.**
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Session Room Locations

(Subject to change. Please check the conference app for the most up-to-date locations.)

Wednesday – February 5, 2025

	Room Assignment
1:00 pm -1:30 pm **Welcoming Remarks** Dr. Daniel Currie and Dr. Carole Clancy	Great American Hall
1:30 pm – 2:30 pm **Opening Keynote: *What Students Wish We Knew*** Kyle Schwartz	Great American Hall
2:50 pm – 3:50 pm Concurrent Sessions	
01. ***A Soft Place to Land: Creating Classrooms Where Kids Feel Safe, Cared About, and Valued*** Kyle Schartz	Great American Hall (White)
02. ***Designing Learning First Steps: WHO and WHAT*** Jason Kennedy	Empire AB
03. ***Every Interaction Counts: Accelerating Language Development in Early Childhood Education*** Jill Gilkerson, Ph.D.	Wild Rose B
04. ***Evidence-Based Customized Professional Development and Technical Assistance*** Angela Kirby, Ed.D. and Chris Cherny	Great American Hall (Red)
05. ***Exploring the Connection of Executive Function and Increased Success in Mathematics*** Beatrice Luchin, Ph.D.	Cocoa 2 - 5
06. ***Meeting Immigrant Families Where They Are: Survivors to Leaders*** Young-chan Han	Wild Rose A
07. ***Using the Metacognitive Cycle to Improve Executive Functioning*** Emily Kircher-Morris, LPC	Great American Hall (Blue)
4:10 pm – 5:10 pm Concurrent Sessions	
08. ***Beyond Boundaries: Building Inclusive Schools with Include Me*** Nicole Emery	Great American Hall (White)
09. ***Creating Successful Productive Opportunities for Students Through Scaffolding*** Beatrice Luchin, Ph.D.	Cocoa 2 - 5
10. ***Designing Learning Next Steps: HOW*** Jason Kennedy	Empire AB
11. ***Empowering Future Educators: The Aspiring Educators Program at CWCTC***	**CANCELLED**
12. ***Give Teachers the Data: Quantifying Interactions for Dual Language Learners in Child Care Settings*** Jill Gilkerson, Ph.D.	Wild Rose B
13. ***Leadership Program for Immigrant Parents: What, How, and Why*** Young-chan Han	Wild Rose A

14. ***Neurodiversity-Affirming Learning Environments: Implementing Practical Support Strategies*** Emily Kircher-Morris, LPC	Great American Hall (Blue)
15. ***1306: Educational Programs in Non-Educational Placements*** Roni Russell, M.Ed.	Great American Hall (Red)

Thursday – February 6, 2025

8:30 am – 9:30 am Morning Keynote	**Room Assignment**
Mental Health Starts with Me Ross Szabo	Great American Hall
9:50 am – 10:50 am Concurrent Sessions	
16. ***Behind Happy Faces*** Ross Szabo	Trinidad
17. ***Data and Your Needs Assessment: School Improvement Planning Support for A-TSI and TSI*** Kristen Lewald, Ed.D.	Wild Rose A
18. ***Instruct with Intention: Utilizing Small Group Instruction to Make a Difference*** Jess Surles, M.Ed.	Cocoa 2 - 5
19. ***Linguistic Justice: Nurturing the Linguistic Freedoms of Black Students in Language Development*** April Baker-Bell, Ph.D.	Wild Rose B
20. ***The Bilingual-Bicultural Experience: Bilinguals Are Not Two Monolinguals in One Head*** Samuel Ortiz, Ph.D.	Cocoa Terrace
21. ***The New ABCs: Agency, Belonging, and Connectedness a Roadmap for School Completion*** Laura Moran, Ph.D. and Amira Hill-Yancy, Ed.D.	Crystal A
22. ***The Synergy Between UDL, AEM, and AT*** Kelli Suding	Empire ABCD
11:10 am – 12:10 pm Concurrent Sessions	
23. ***Assistive Technology is Not Cheating!*** Kelli Suding	Empire ABCD
24. ***Explicit Instruction: Bypass the Guess, Plan for Success!*** Jess Surles, M.Ed.	Cocoa 2 - 5
25. ***How Are We Doing? Taking a Closer Look at the State Performance Plan/Annual Performance Report*** Barbara Mozina and John Cica	Crystal A
26. ***Intensive Interagency Processes: Responsibilities, Reporting and Resources*** Roni Russell, M.Ed.	Magnolia ABC
27. ***Linguistic Justice From Theory to Praxis: Nurturing the Linguistic Freedoms of Black Children*** April Baker-Bell, Ph.D.	Wild Rose B
28. ***Square Pegs in Round Holes: Challenges in Educating and Evaluating Multilingual Learners*** Samuel Ortiz, Ph.D.	Cocoa Terrace & Cocoa 1
29. ***The Impact of Unified Champion Schools Programming at Different Grade Levels*** Mike Bovino	Wild Rose A
12:10 pm – 1:20 pm Plated Luncheon w/presentation by Dr. Carole Clancy	Great American Hall
1:40 pm – 2:40 pm Concurrent Sessions	
30. ***Could Less be More? Results of PA's Annual Parent Survey for Special Education Accountability*** Batya Elbaum, Ph.D.	Wild Rose AB
31. ***Getting to Know You is More Than Just a Name*** Bob Sattler	Trinidad
32. ***Pennsylvania Disability Inclusive Pilot Grant Program: Implementation and Priorities*** Timothy Krushinski and Nichole Kopco	Empire ABCD

33. ***Reimagining Approaches to Dismantling Disproportionality in Special Education and Beyond*** David Lopez	Magnolia ABC
34. ***Setting up Early Readers for Success: Three Implementation Journeys*** Andra Bell, M.Ed.	Cocoa Terrace & Cocoa 1
35. ***Tailoring Success: Advancing SDI From Principle to Practice*** Nicole Barrion	Cocoa 2 - 5
36. ***Translating the (Brain) Science of Reading to Instruction and Equity*** Donald Bolger, Ph.D.	Crystal A
3:00 pm – 4:00 pm Concurrent Sessions	
37. ***Beyond the Numbers: Learning from Students and Families when Addressing Disproportionality*** David Lopez	Magnolia ABC
38. ***Evaluating Pennsylvania's Attract, Prepare, and Retain Initiatives: Year 3 Findings*** Allison Gilmour, Marcy Stein, Ph.D., and Roddy Theobald, Ph.D.	Empire ABCD
39. ***I Wish I Knew Then What I Know Now...How to View Behavior as Communication*** Bob Sattler	Trinidad
40. ***Inclusive Leadership Matters! Providing Meaningful Supports for Success*** Nichole Barrion	Cocoa 2 - 5
41. ***Navigating Educational Needs of Students Who Do Not Bounce Back After Mild Traumatic Brain Injury*** Brenda Eagan-Johnson, Ed.D., CBIST-AP	Magnolia C
42. ***The Role of Language, Reading, and Executive Function in Math Word Problems*** Donald Bolger, Ph.D.	Crystal A
43. ***Woman of Many Hats: Rebecca Fogle Talks with Us about the Roles of Parents in Special Education*** Batya Elbaum, Ph.D. and Rebecca Fogle	Wild Rose AB
4:00 pm – 5:30 pm Poster Session Reception	Great American Hall (Blue)
4:30 pm – 6:30 pm F2MAX Network	Cocoa 1 and Terrace

Friday March 1, 2024

8:30 am – 9:30 am Concurrent Sessions	
44. ***Anyone Can Self-Monitor! The Who, What, When, and Why of Effective Self-monitoring Interventions*** Katharine Croce, Ed.D., BCBA-D and Jamie Salter, Ed.S., BCBA	Trinidad
45. ***Beyond Tradition: Creative Solutions for Nurturing Special Education Talent*** Jacquelyn Bartek, Gina Scala, Ph.D., and Ruth Auld, Ed.D.	Magnolia ABC
46. ***Emotion Regulation for Gifted and Distractible Learners*** Julie Skolnick, M.A., J.D.	Great American Hall (Blue)
47. ***How and When to Plan with General Education*** Scott Rhymer and Traci Hogan	Nigerian
48. ***Integrating Reading, Self-Regulation, and Emotional Support for Students in Elementary Grades*** Nathan Clemens	Great American Hall (Red)
49. ***Learning Mathematics "By Example"*** Julie Booth, Ph.D.	Wild Rose AB
50. ***The Benefits of Mediation*** Cindy Duch and Millicent Carvalho-Grevious	Aztec
9:50 am – 10:50 am Concurrent Sessions	
51. ***Anyone Can Self-Monitor! How to Set up Systematic Self-monitoring Interventions*** Katharine Croce, Ed.D., BCBA-D and Jamie Salter, Ed.S., BCBA	Trinidad
52. ***Creating Worked Example Assignments*** Julie Booth, Ph.D.	Wild Rose AB

53. ***Integrating Reading, Self-Regulation, and Emotional Supports for Students in Secondary Grades*** Nathan Clemens	Great American Hall (Red)
54. ***Shared Ownership at the School Level-Where to Start and How to Get Buy-in by ALL for ALL*** Scott Rhymer and Traci Hogan	Nigerian
55. ***The Benefits of IEP Facilitation*** Cindy Duch and Nancy Giacomini	Aztec
56. ***The Science of Stress Resilience*** Chase Mielke, M.Ed.	Great American Hall (White)
57. ***The Uncanny Likeness between Giftedness and ADHD*** Julie Skolnick, M.A., J.D.	Great American Hall (Blue)
11:10 am – 12:10 pm Closing Keynote	
In This Together: Unify Your School Culture with Purpose, Perspective, and Positivity Chase Mielke, M.Ed.	Great American Hall

Pennsylvania Training and Technical Assistance Network
Pennsylvania Department of Education

Certificate of Attendance

This Certificate of Attendance is awarded to **Stephanie Faith** for participation in:

Title: **2025 Pennsylvania Department of Education Conference: What Students Wish We Knew**

Start Date: 2/5/2025 End Date: 2/5/2025

Credits: 3 Act 48 Clock Hour

The location of this training was: Hershey Lodge and Convention Center

This activity was sponsored by the Pennsylvania Partnership for Professional Development, Pennsylvania Training and Technical Assistance Network.

A Certificate of Attendance is intended to be a confirmation of attendance only.
A Certificate of Attendance does not reflect the awarding of any continuing education credits.

Pennsylvania Training and Technical Assistance Network
Pennsylvania Department of Education

Certificate of Attendance

This Certificate of Attendance is awarded to **Stephanie Faith** for participation in:

Title: **2025 Pennsylvania Department of Education Conference: Behind Happy Faces**

Start Date: 2/6/2025 End Date: 2/6/2025

Credits: 2 Act 48 Clock Hour

The location of this training was: Hershey Lodge and Convention Center

This activity was sponsored by the Pennsylvania Partnership for Professional Development, Pennsylvania Training and Technical Assistance Network.

A Certificate of Attendance is intended to be a confirmation of attendance only.
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Behavior Training Refresher

25-26 School Year

Ashley Meneice - K-12 Behavior Specialist + 504 Coordinator
Stephanie Faith - Director of Special Education

The purpose of this training is to:

School Systems

Improve School Systems through efficient teaming, data systems, forms and procedures, understanding SWPBIS, to promote Behavior Intervention Plan development, implementation and evaluation.

School Culture

This training will help establish a common language and understanding of behavior and function-based interventions across all staff here at PA Distance.

Goals of SCHOOL-WIDE Behavior Training:

- Process and Role as a Behavior Specialist
- Review MTSS - Collect data to guide Tier 2 Intervention Planning
- SWPBIS - CORE 4
- To provide staff with a framework and tools for understanding problem behavior and behavioral interventions to support the problem behaviors in their classroom.
- To create a *common language* and framework across staff for understanding behavior and behavioral intervention.
    - (a) provide teachers and staff with additional skills and tools for understanding and intervening when they are working with students engaging in persistent challenging behavior
    - (b) increase teacher and staff ability to more effectively and efficiently participate in the behavior process for their students.

2024 - 2025 School Year

My main focus is student BEHAVIOR.
Getting to the function of the behavior, and doing something about it.
Behavior is not attendance.
Behavior is something to be observed.
Data will be your best friend.
I cannot help our students without data collected by teachers.
We are a Team.
YOU are the person of contact. YOU know your students best.
'All teach. All learn.'

My Plans for 2024-2025:

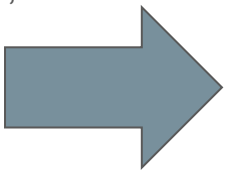
- Review and Analyze all FBAs/PBSPs in current, active Special Education Students IEPs
- Student Success Meetings - when RFC data is submitted for behavior
- Department Meetings
- Coordinate Section 504 plans
- Push-in to ES/AS Resource Room 1 x month
- Push-in to classrooms for observations when needed
- PBIS Committee and Events

Steps in the Process for Behavior

Instructional Staff

Steps to Take:

1. Identify an observed, pattern behavior
2. Document where and when this behavior is occurring (Tracker)
3. Collaborate with student's academic team, including interventionists and counselors to see if the behavior is occurring elsewhere and discuss problem-solving techniques
4. Contact the student and parent to discuss problem behavior and a plan of action
5. After 2 weeks of data collection, if there is minimal to no progress, THEN you can complete an RFC and use the "File Gallery" to upload any behavior tracker used.

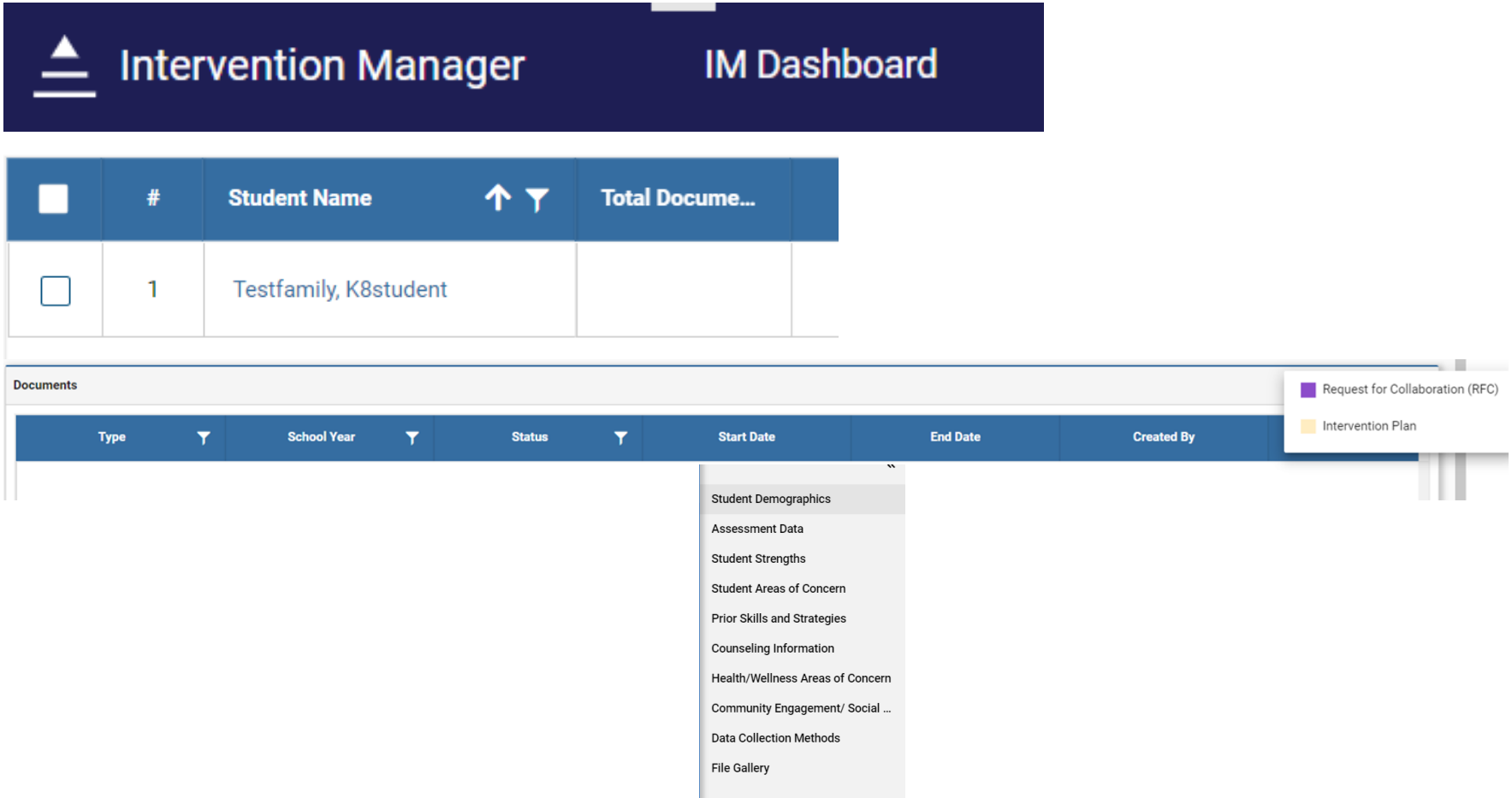


Behavior Specialist

Steps to Take:

1. Review the RFC
2. Reach out to the point of contact and grade level team
3. Review Data and Supports that were put in place to see what was successful and what was not.
4. Check-in with Parent to gather more information on problem behavior
5. Begin to discuss possible interventions with the team in which the problem behavior resides

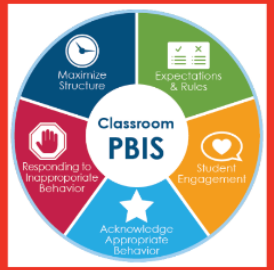
Quick look at Linkit - RFC - https://padistance.linkit.com/



PBIS & Core 4 at PA Distance

What is PBIS?

Positive Behavioral Interventions and Supports



1. Teaching and reinforcing school-wide BEHAVIOR expectations to all students.
2. Intervening early, often, and with a purpose. The focus is prevention, not punishment.
3. A multi-tiered system of supports
4. Ongoing monitoring of student progress

How do scholars use it?

This school year, students will need to demonstrate the specific month's CORE focus and character trait.

Observations are made by the teachers and documented.

How do teachers use it?

This school year, we will celebrate PBIS each month. The celebrations will be invite only!

You must earn participation in the event. Each month, there will be a different theme and character trait that we focus on.

ATTENDANCE

Attendance is a key indicator of success in school. Research shows that not attending school has long term consequences.

Absenteeism can lead to poor grades.

Absenteeism creates learning gaps in your knowledge.

Frequently missing school can lead to you feeling disconnected from your peers and school community.

Absenteeism now can lead to absenteeism in high school, which could then impact your college & career journey.

Organization

Developing effective organizational skills is crucial for success.

Organization means knowing your day to day schedule and having necessary materials daily.

Organization applies to your physical space and your online space.

Organization requires responsibility. When you are organized, you take ownership of your tasks and responsibilities, which is an essential life skill.

Self- Advocacy

Self-advocacy empowers you to take an active role in your education.

Self-advocacy is a critical skill that also builds confidence and prepares you for a successful future.

Self-advocacy is about using your voice and skills to shape your learning experience.

Self-advocacy is the ability to effectively express your own needs. It involves speaking up for yourself, making informed decisions, and actively seeking help when you need it.

Work-Independently

Independently- working on by yourself

Successful students have to be motivated to work independently.

At PA Distance, we have systems in place to help you successfully work independently.

This is a key skill that will prepare you for future academic and future professional endeavors.

Working Independently empowers you to be self-reliant, critical thinkers, and responsible individuals who are ready to excel now and in the years to come.

Universal Expectations

Attendance

- Log-in daily to Infinite Campus
- Attend ALL live classes
- Participate in live classes

Organization

- Designated workspace
- Chromebook and charger in workspace
- Course materials ready in workspace
- Dressed and fed

Working Independently

- Participate in live class and complete class work
- Complete independent homework
- Complete assessments

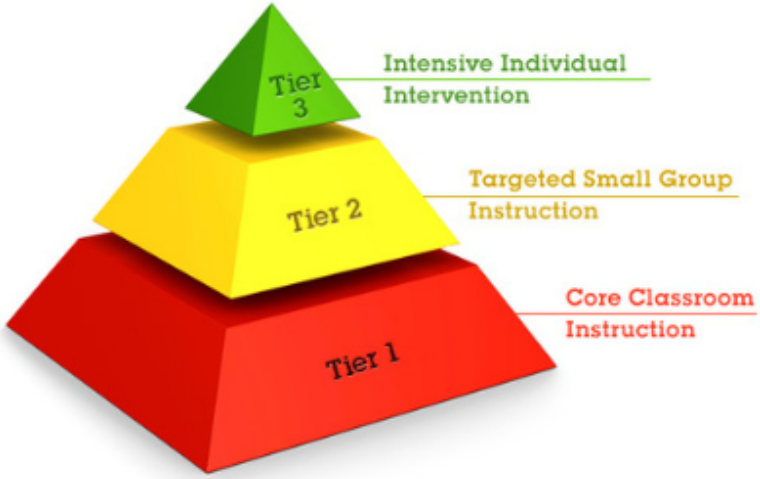
Self-Advocacy

- Regular communication
- Check email daily
- Ask teachers and adults for help when needed
- Share celebrations and challenges

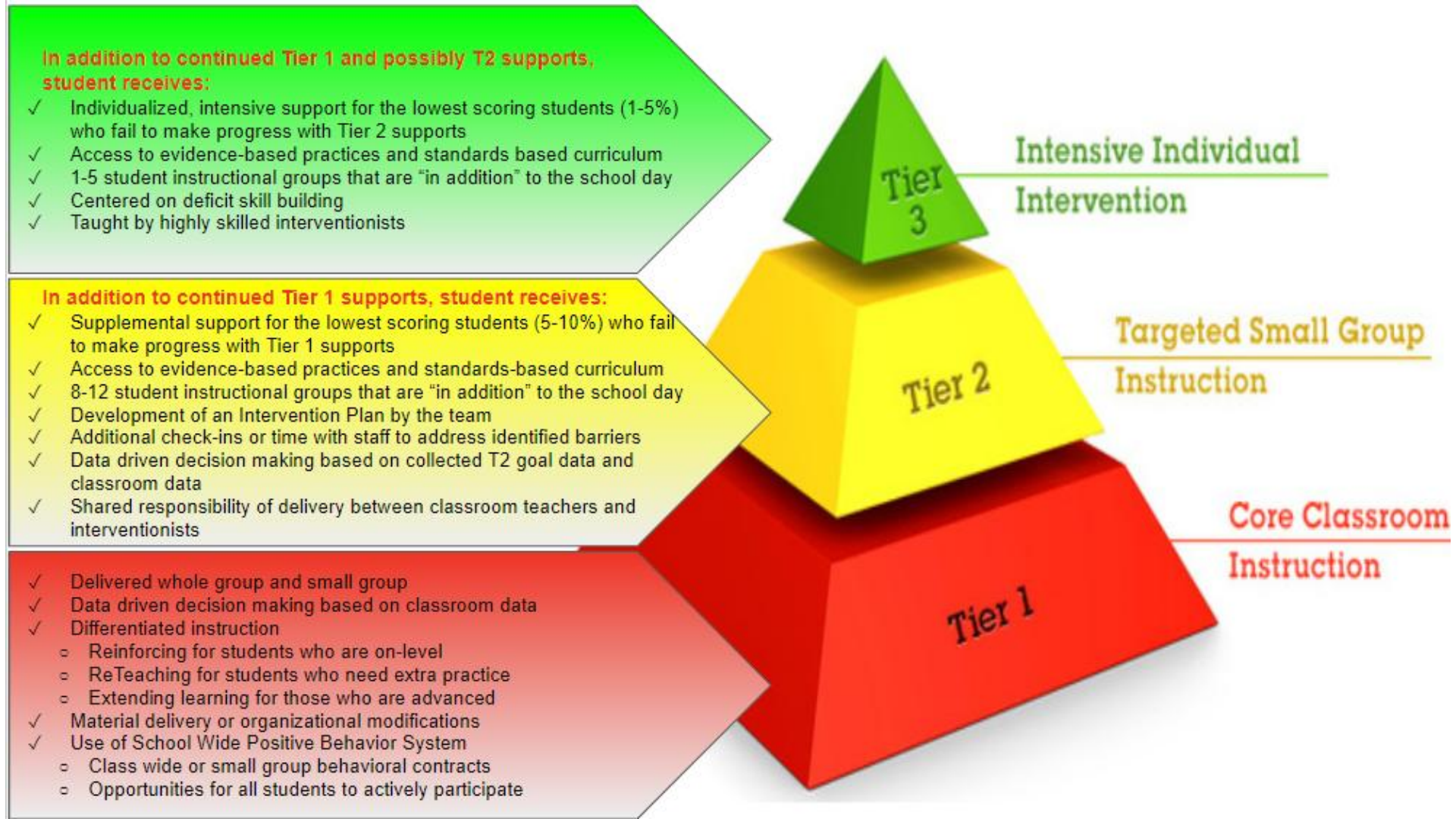
Multi- **T**iered **S**ystem of **S**upport

A school improvement FRAMEWORK for enhancing outcomes for **all students**:

*academic *behavioral *social-emotional



Providing a *continuum of supports* helps to ensure that **all students** have access to a world-class education that prepares them for college, career, and life


In addition to continued Tier 1 and possibly T2 supports, student receives:
✓ Individualized, intensive support for the lowest scoring students (1-5%) who fail to make progress with Tier 2 supports
✓ Access to evidence-based practices and standards based curriculum
✓ 1-5 student instructional groups that are "in addition" to the school day
✓ Centered on deficit skill building
✓ Taught by highly skilled interventionists
In addition to continued Tier 1 supports, student receives:
✓ Supplemental support for the lowest scoring students (5-10%) who fail to make progress with Tier 1 supports
✓ Access to evidence-based practices and standards-based curriculum
✓ 8-12 student instructional groups that are "in addition" to the school day
✓ Development of an Intervention Plan by the team
✓ Additional check-ins or time with staff to address identified barriers
✓ Data driven decision making based on collected T2 goal data and classroom data
✓ Shared responsibility of delivery between classroom teachers and interventionists
✓ Delivered whole group and small group
✓ Data driven decision making based on classroom data
✓ Differentiated instruction
○ Reinforcing for students who are on-level
○ ReTeaching for students who need extra practice
○ Extending learning for those who are advanced
✓ Material delivery or organizational modifications
✓ Use of School Wide Positive Behavior System
○ Class wide or small group behavioral contracts
○ Opportunities for all students to actively participate
Tier 3
Tier 2
Tier 1
Intensive Individual Intervention
Targeted Small Group Instruction
Core Classroom Instruction

Examples: Behavior Strategies and Interventions

TIER 1

- Greeting/Warm Welcome (address students by first name)
- SEL Check-In
- Warm-ups
- Breaks
- Homework Checklist
- Scholar Dollars
- Classroom Jobs
- Structured Environment- daily agenda/no surprises
- Clear/consistent rewards, consequences
- Acknowledge/Praise positive classroom behavior
- Redirect as needed/Ignore as needed
- Fidgets
- Timers
- 2x10 - Relationship building

TIER 2

- Visual Schedule
- Bi-weekly check-in
- FBA- classroom observations
- Peer buddy/Peer mentor
- Social Skills Groups
- Structured Breaks
- Required Office Hours
- After School Tutoring
- Self-management/Self-monitoring (task completion, participation, on task behavior

TIER 3

- Behavior Contract
- Behavior plans
- Daily Behavior Chart
- CICO
- Weekly Check-Ins w/ counselor or special education teacher, BS
- Weekly Parent Reports
- Small group intensive support (2-5 students)
- Weekly Reflections

What is a functional behavioral assessment?

A functional behavioral assessment (FBA) is a process for gathering information about behaviors of concern, **whether the behaviors are academic, social or emotional.** The FBA helps to better understand what may be prompting the behavior which occurs and to understand the function of the behavior.

For example:

Academic-related behaviors could be… not completing asynchronous assignments, putting in random answers on an assignment, or submitting work blank.

Observing using A-B-C Data

You must understand from the perspective of the student.

- **Antecedent** - the events, action, or circumstances that occur BEFORE a behavior

- **Behavior** - The action being observed

- **Consequences** - The action or response that happens AFTER the behavior occurs

Antecedents WHEN and WHERE the behavior occurs (Routines and Triggers)

Where = (Routines) where the problem behavior is most likely to occur (place and time)

Example: During ELA class, During an elective, during transition from one activity to another, Small group or Whole Group

When = Specific events (or antecedents) within a routine that “trigger” the problem behavior

Example: When asked to turn on the camera, when called on in class,when asked to complete an assignment

During Math class (routine), when asked to turn on mic and camera (trigger), the student spams the chat with inappropriate language.

Definitions of behaviors need to be:

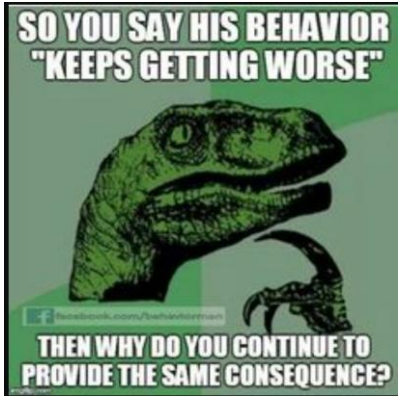
- ➔ **Specific:** clearly defined in detail

- ➔ **Observable:** action that can be seen

- ➔ **Measurable:** action that can be counted or times or any amount

**It should leave no doubt - anyone who does not know that student could recognize / point out the behavior.*

Consequence



To determine the consequence, identify what happens right after the behavior….

Identify the outcome that is most meaningful to the student.

Routine: Where, place, time **A**ntecedent (trigger): When ____ happens…	**B**ehavior: The student does (what) … _____	**C**onsequence: … and as a result _____

Example: During ELA class (**routine**), when asked to complete the activity (**antecedent**), the student turns off his camera (**behavior**) and as a result, the student does not complete the activity (**consequence**).

Function (Why)

Is it to…

Obtain / Get or **Escape / Avoid**

Function (Why)

Routine:
Where, place, time

Antecedent (trigger):

When ____ happens…

Behavior:

The student does (what) …
_____

Consequence:

… and as a result
_____

Function (Why)

Therefore, the function of the behavior is to _____

***Always see from the students perspective!!!**

How to complete the ABC Tracker

example

1. Identify one of your students with **recurring problem behavior**
2. Fill in the daily schedule on the Routines Analysis (on p.1 or Part A) for the times you are with the student during the day.
3. Rank the likelihood of behavior on 1 to 6 scale for the different routine on the students schedule. If the ranking is a 4 or higher describe the specific problem behavior and any current interventions in place.
4. Based on the ratings, prioritize the most concerning routine in the student's day.
5. On the ABC tracker (p.2/Part B) *each time the students engages in problem behavior during the prioritized routine, document the Behavior, Antecedent and Consequence.*
6. After 5-6 incidents of behavior have been documented (1-2 weeks), develop a Summary of Behavior and determine the function of student behavior.

Part A

ABC Tracker

Routines Analysis

Student: _____ Grade _____

Staff: _____ Date: _____

If you only work with the student during a single routine or subject (e.g. you are the P.E. teacher or you teach the student in one subject) you can disregard the routines analysis and go on to Part B.

ROUTINES ANALYSIS: Complete the student's daily schedule (Time & Routine/Subject columns). Next rate the Likelihood of Problem Behavior for each routine. ***For routines rated 5 or higher***, complete the final two columns: Identify the Problem Behavior and Current Interventions.

Time	Routine/Subject/Activity & Staff Involved	Likelihood of Problem Behavior	Identify Problem Behavior(s)	Current Intervention for the Problem Behavior
8:45-9:45	**Example:** *Math w/ Mrs. Jenkins*	Low 1 2 3 4 (5) High 6	*Disruptive/Defiant; negative comments*	*Move to Seat next to teacher's desk*
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5		
		1 2 3 4 5		
		1 2 3 4		
		1 2 3 4 6		
		1 2 3 4		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		

Prioritized Routine: Based on the ratings above select the routine or subject of greatest concern. Complete Part B of this form during the prioritized routine to track the student's A-B-C sequences.

	Routine/Subject/Activity	Problem Behavior(s): *Provide an Observable & Measurable Definition*
Routine # 1		

Is Behavior of Concern an Immediate Danger to self/others?	YES NO (Circle One)	If *YES*, refer case to Behavior Specialist immediately
If the behavior is ***NOT*** an immediate danger to self or others – the staff member should fully complete the ABC Tracker on the back side of this form to better understand the behavior.		

ABC Tracker

Part B

Student _____ Staff _____ Dates _____

Identify a student with recurring challenging behavior. Focus on a single routine (see Part A to identify and prioritize a routine) and track occurrences of the problem behavior during the prioritized ***routine (subject or time of day)***. Each time a problem behavior occurs during this routine over the next weeks document the A-B-C sequence. Use the data collected to identify patterns or trends across occurrences to form a **Summary Statement** describing the student's behavior below.

Prioritized Routine/ Subject/ Activity *(see p. 1)* →		**Time of Day:**	*Start time:* *End time:*
Date/Time	**When… (Antecedent)…happens**	**The Student…. (Behavior)**	**And as a result…. (Consequence)**
Example Date: *Feb 8* Time: *10:25*	*Asked to complete worksheet (multi-digit multiplication & work problems) independently*	*Verbally refuse to work, say "This is stupid", wander room & make negative comments*	*Teacher will leave student alone & students gets to avoid difficult task/worksheet*
1st Incident Date: Time:			
2nd Incident Date: Time:			
3rd incident Date: Time:			
4th incident Date: Time:			
5th incident Date: Time:			

Summary Statement

Routine:

Antecedent/Trigger: When _____ _____ happens → ***Behavior:*** the student_____ → ***Consequence/Outcome:*** and as a result, _____

Therefore, the function of the behavior is to **get / avoid** _____.
(circle one) (detail what is obtained or avoided)

Please fill out the Comply questionnaire for “Behavior Training”

GREAT Resource - PBIS World

Ashley Levenson
ashley.levenson@padistance.org
Ext. 102
Office Space 257

Thank you

Compliance	Questionna	Email Addr	Last Name	First Name	Questionna	Original Su	User Cycle	User Cycle
8-6-2024	B Profession	angela.abb	Abbiati	Angela	########	########	Approved	########
8-6-2024	B Profession	cassandra.a	August	Cassandra	########	########	Approved	########
8-6-2024	B Profession	brina.ault@	Ault	Brina	########	########	Approved	########
8-6-2024	B Profession	georgia.bar	Barlamas	Georgia	########	########	Approved	########
8-6-2024	B Profession	nicholas.ba	Barr	Nicholas	########	########	Approved	########
8-6-2024	B Profession	jamie.bate	Bate	Jamie	########	########	Approved	########
8-6-2024	B Profession	felicia.batr	Batrack	Felicia	Not Completed		Active	
8-6-2024	B Profession	joanna.big	Bigos	Joanna	########	########	Approved	########
8-6-2024	B Profession	alexa.billet	Billetdeaux	Alexa	########	########	Approved	########
8-6-2024	B Profession	sarah.blose	Blose	Sarah	########	########	Approved	########
8-6-2024	B Profession	lauren.bor	Borghetti	Lauren	########	########	Approved	########
8-6-2024	B Profession	courtney.b	Bowman	Courtney	########	########	Approved	########
8-6-2024	B Profession	joe.brecht(	Brecht	Joe	########	########	Approved	########
8-6-2024	B Profession	catherine.b	Brenc	Catherine	########	########	Approved	########
8-6-2024	B Profession	marissa.bu	Butter	Marissa	########	########	Approved	########
8-6-2024	B Profession	mackenzie.	Campbell	Mackenzie	########	########	Approved	########
8-6-2024	B Profession	elisa.carpe	Carpenter	Elisa	########	########	Approved	########
8-6-2024	B Profession	jessica.cha	Chavers	Jessica	########	########	Approved	########
8-6-2024	B Profession	christina.cl	Clodfelter	Christina	########	########	Approved	########
8-6-2024	B Profession	karen.clutt	Clutter	Karen	########	########	Approved	########
8-6-2024	B Profession	jessica.colb	Colbert	Jessica	########	########	Approved	########
8-6-2024	B Profession	tanya.cont	Contos	Tanya	########	########	Approved	########
8-6-2024	B Profession	madison.cc	Corcoran	Madison	########	########	Approved	########
8-6-2024	B Profession	kimberly.cr	Crandall	Kimberly	Not Completed		Expiring	
8-6-2024	B Profession	kelly.crook	Crooks	Kelly	########	########	Approved	########
8-6-2024	B Profession	matthew.d	Dayka	Matthew	########	########	Approved	########
8-6-2024	B Profession	joyous.den	DeMark	Joyous	########	########	Approved	########
8-6-2024	B Profession	victoria.de	DeRoner	Victoria	########	########	Approved	########
8-6-2024	B Profession	tamara.dor	Donahue	Tamara	########	########	Approved	########
8-6-2024	B Profession	lauren.don	Donofrio	Lauren	########	########	Approved	########
8-6-2024	B Profession	amy.dotson	Dotson	Amy	########	########	Approved	########
8-6-2024	B Profession	lainey.eshe	Eshelman	Elaine	########	########	Approved	########
8-6-2024	B Profession	matthew.e	Evanchak	Matthew	########	########	Approved	########
8-6-2024	B Profession	stephanie.f	Faith	Stephanie	########	########	Approved	########
8-6-2024	B Profession	lindsey.fan	Fanning	Lindsey	########	########	Approved	########
8-6-2024	B Profession	amber.fox(	Fox	Amber	Not Completed		Expired	
8-6-2024	B Profession	ashlee.free	Freeman	Ashlee	########	########	Approved	########
8-6-2024	B Profession	matthew.g	Galando	Matthew	########	########	Approved	########
8-6-2024	B Profession	joann.gara	Garand	Joann	########	########	Approved	########
8-6-2024	B Profession	clare.gates	Gates	Clare	########	########	Approved	########
8-6-2024	B Profession	matthew.g	Gates	Matthew	########	########	Approved	########
8-6-2024	B Profession	melissa.gla	Glancy	Melissa	########	########	Approved	########
8-6-2024	B Profession	andrew.gla	Glaser	Andrew	########	########	Approved	########
8-6-2024	B Profession	Rebecca.gr	Gregory	Rebecca	########	########	Approved	########
8-6-2024	B Profession	david.hall@	Hall	David	########	########	Approved	########
8-6-2024	B Profession	Bill.Hart@p	Hart	Bill	########	########	Approved	########

8-6-2024	B Profession	katie.hartm	Hartmann	Katie	########	########	Approved	########
8-6-2024	B Profession	Katherine.H	Heiles	Katherine	########	########	Approved	########
8-6-2024	B Profession	ashley.hein	Heinlein	Ashley	########	########	Approved	########
8-6-2024	B Profession	leah.heinz@	Heinz	Leah	########	########	Approved	########
8-6-2024	B Profession	aubrey.nas	Nassan	Aubrey	########	########	Approved	########
8-6-2024	B Profession	karley.hon	Honaker	Karley	########	########	Approved	########
8-6-2024	B Profession	maureen.ia	Iannessa	Maureen	########	########	Approved	########
8-6-2024	B Profession	ken.johnso	Johnson	Ken	########	########	Approved	########
8-6-2024	B Profession	maggie.joh	Johnston	Maggie	########	########	Approved	########
8-6-2024	B Profession	jordan.kist	Kist	Jordan	########	########	Approved	########
8-6-2024	B Profession	nicholas.ko	Kocuba	Nicholas	########	########	Approved	########
8-6-2024	B Profession	jeffrey.kor	Korber	Jeffrey	########	########	Approved	########
8-6-2024	B Profession	jodi.kriger@	Kriger	Jodi	########	########	Approved	########
8-6-2024	B Profession	alyson.lam	Lamberton	Alyson	########	########	Approved	########
8-6-2024	B Profession	jenna.latsk	Latsko	Jenna	########	########	Approved	########
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8-6-2024	B Profession	emily.linga	Lingayat	Emily	########	########	Approved	########
8-6-2024	B Profession	brianna.lov	Lowry	Brianna	########	########	Approved	########
8-6-2024	B Profession	stacy.marti	Martin	Stacy	########	########	Approved	########
8-6-2024	B Profession	samantha.r	Mauk	Samantha	########	########	Approved	########
8-6-2024	B Profession	josh.mckru	McKruit	Joshua	########	########	Approved	########
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8-6-2024	B Profession	reilly.meye	Meyer	Reilly	########	########	Approved	########
8-6-2024	B Profession	ken.middle	Middlemiss	Ken	########	########	Approved	########
8-6-2024	B Profession	emily.mille	Miller	Emily	########	########	Approved	########
8-6-2024	B Profession	charles.mo	Mort	Charles	########	########	Approved	########
8-6-2024	B Profession	bethann.m	Mudd	Beth	########	########	Approved	########
8-6-2024	B Profession	kerianne.m	Mulvey	Kerianne	########	########	Approved	########
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8-6-2024	B Profession	crystal.nau	Naugle	Crystal	########	########	Approved	########
8-6-2024	B Profession	janine.otis@	Otis	Janine	########	########	Approved	########
8-6-2024	B Profession	dean.papp	Pappaterra	Dean	########	########	Approved	########
8-6-2024	B Profession	angela.pat	Patxot	Angela	Not Completed		Active	
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8-6-2024	B Profession	angela.pell	Pelloni	Angela	########	########	Approved	########
8-6-2024	B Profession	marisa.pet	Petraglia	Marisa	########	########	Approved	########
8-6-2024	B Profession	matthew.p	Picciafoco	Matthew	########	########	Approved	########
8-6-2024	B Profession	david.pierc	Pierce	David	########	########	Approved	########
8-6-2024	B Profession	aubrey.plo	Ploesch	Aubrey	########	########	Approved	########
8-6-2024	B Profession	paul.polloc	Pollock	Paul	########	########	Approved	########
8-6-2024	B Profession	brad.ponti	Pontius	Brad	########	########	Approved	########
8-6-2024	B Profession	bryce.potts	Potts	Bryce	########	########	Approved	########
8-6-2024	B Profession	amy.protho	Protho	Amy	########	########	Approved	########
8-6-2024	B Profession	mandy.rau	Rauenzahn	Mandy	########	########	Approved	########

8-6-2024 B Professiona	anthony.re	Reda	Tony	########	########	Approved	########
8-6-2024 B Professiona	antonietta.	Riley	Antonietta	########	########	Approved	########
8-6-2024 B Professiona	gabriel.rom	Roman	Gabriel	########	########	Approved	########
8-6-2024 B Professiona	caroline.ro	Rooney	Caroline	########	########	Approved	########
8-6-2024 B Professiona	hannah.ruc	Rudzki	Hannah	########	########	Approved	########
8-6-2024 B Professiona	evan.rumb	Rumble	Evan	Not Completed		Active	
8-6-2024 B Professiona	stephanie.s	Sabol	Stephanie	########	########	Approved	########
8-6-2024 B Professiona	jessica.sap	Sapp	Jessica	########	########	Approved	########
8-6-2024 B Professiona	megan.sch	Schmiech	Megan	########	########	Approved	########
8-6-2024 B Professiona	deanna.scc	Scotto	Deanna	########	########	Approved	########
8-6-2024 B Professiona	samantha.s	Sellinger	Samantha	########	########	Approved	########
8-6-2024 B Professiona	amber.shir	Shirley	Amber	########	########	Approved	########
8-6-2024 B Professiona	sarah.simm	Simmons	Sarah	Not Completed		Active	
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8-6-2024 B Professiona	courtney.st	Stein	Courtney	Not Completed		Expired	
8-6-2024 B Professiona	amy.thornt	Thornton	Amy	########	########	Approved	########
8-6-2024 B Professiona	kathy.timm	Timmerma	Kathy	########	########	Approved	########
8-6-2024 B Professiona	alaina.turo	Turocy	Alaina	Not Completed		Active	
8-6-2024 B Professiona	Julia.vertul	Vertullo	Julia	########	########	Approved	########
8-6-2024 B Professiona	vanessa.vil	Vilella	Vanessa	########	########	Approved	########
8-6-2024 B Professiona	rashonda.w	Waldron	Rashonda	########	########	Approved	########
8-6-2024 B Professiona	michelle.w	Wallace	Michelle	########	########	Approved	########
8-6-2024 B Professiona	amy.waten	Watenpool	Amy	########	########	Approved	########
8-6-2024 B Professiona	eric.wedde	Weddell	Eric	########	########	Approved	########
8-6-2024 B Professiona	chelsea.wh	White	Chelsea	########	########	Approved	########
8-6-2024 B Professiona	christina.w	Wier	Christina	########	########	Approved	########
8-6-2024 B Professiona	lisa.wierda	Wierdak	Lisa	########	########	Approved	########
8-6-2024 B Professiona	samantha.v	Wilfert	Samantha	########	########	Approved	########
8-6-2024 B Professiona	nicole.willi	Williams	Nicole	########	########	Approved	########
8-6-2024 B Professiona	adam.wint	Winter	Adam	########	########	Approved	########
8-6-2024 B Professiona	alan-micha	Wisniewski	Alan-Micha	########	########	Approved	########
8-6-2024 B Professiona	daniella.ze	Zenone	Daniella	########	########	Approved	########
8-6-2024 B Professiona	laura.budd	Budd	Laura	########	########	Approved	########
8-6-2024 B Professiona	april.balsor	Balsomico	April	########	########	Approved	########
8-6-2024 B Professiona	christina.be	Beck	Christina	########	########	Approved	########
8-6-2024 B Professiona	raegan.don	Domenico	Raegan	########	########	Approved	########
8-6-2024 B Professiona	jennifer.sic	Sicilia	Jennifer	########	########	Approved	########
8-6-2024 B Professiona	elizabeth.r	Rose	Elizabeth	########	########	Approved	########
8-6-2024 B Professiona	heather.up	Upchurch	Heather	########	########	Approved	########
8-6-2024 B Professiona	gabriella.fe	Feil	Gabriella	########	########	Approved	########
8-6-2024 B Professiona	laura.baile	Bailey	Laura	########	########	Approved	########
8-6-2024 B Professiona	stephanie.s	Smith	Stephanie	########	########	Approved	########
8-6-2024 B Professiona	DUPLICATE	Riley	DuplicateA	Not Completed		Active	
8-6-2024 B Professiona	steve.cutle	Cutler	Stephen	########	########	Approved	########
8-6-2024 B Professiona	mike.morr	Morrone	Michael	########	########	Approved	########

8-6-2024	B Professiona	linda.williai	Williams	Linda	########	########	Approved	########
8-6-2024	B Professiona	kaylie.brec	Brecht	Kaylie	########	########	Approved	########

Name:	Course/Act	Course/Act	Course/Act	All necessa	Overall inst	This activity
Angela Abbiati	5	5	5	5	5	5
Cassandra August	5	5	5	5	5	5
Brina Ault	5	5	5	5	5	5
Georgia Barlamas	5	5	5	5	5	5
Nicholas Barr	4	4	5	3	4	4
Jamie Bate	5	5	5	5	5	5
Joanna Bigos	5	5	5	5	5	5
Alexa Billetdeaux	5	5	5	5	5	5
Sarah Blose	5	5	5	5	5	5
Lauren Borghetti	5	5	4	5	5	5
Courtney Bowman	3	3	3	3	3	3
Joseph Brecht	5	5	5	5	5	5
Catherine Brenc	5	5	5	5	5	1
Marissa Butter	5	5	5	5	5	5
Mackenzie Campbell	4	5	4	5	4	4
Elisa Carpenter	5	5	5	5	5	5
Jessica Chavers	5	5	5	5	5	5
Christina Clodfelter	5	5	5	5	5	5
Karen Clutter	5	5	5	5	5	5
Jessica Colbert	5	5	5	5	5	5
Tanya Contos	5	5	5	5	5	5
Madison Corcoran	5	5	5	5	5	5
Kelly Crooks	5	5	5	5	5	4
Matthew Dayka	5	5	5	5	5	5
Joyous DeMark	5	5	5	5	5	5
Victoria DeRoner	5	5	5	5	5	5
Tamara Donahue	5	5	5	5	5	5
Lauren Donofrio	5	5	5	5	5	5
Amy Dotson	5	5	5	5	5	5
Lainey Eshelman	5	5	5	5	5	5
Matt Evanchak	5	5	5	5	5	5
Stephanie Faith	4	4	5	3	4	5
Lindsey Fanning	5	5	5	5	5	5
Ashlee Freeman	4	5	5	4	4	5
Matthew Galando	4	4	5	5	5	5
Joann Garand	5	5	5	5	5	5
Clare Gates	5	5	5	5	5	5
Matthew Gates	5	5	5	5	5	5
Melissa Glancy	4	4	4	4	4	4
Andrew Glaser	5	4	4	5	5	5
Rebecca Gregory	5	5	5	5	5	5
David Hall	5	5	5	5	5	5
William Hart	5	5	5	5	5	5

Katie Hartmann	5	5	5	5	5	5
Katherine Heiles	5	5	5	5	5	5
Ashley Heinlein	4	5	5	5	5	5
Leah Heinz	5	5	4	4	5	4
Aubrey Hoffman	5	5	5	5	5	5
Karley Honaker	5	5	5	5	5	5
Maureen Iannessa	5	5	5	5	5	5
Ken Johnson	5	5	5	5	5	5
Maggie Johnston	5	5	4	5	4	3
Jordan Kist	5	5	5	5	5	5
Nick Kocuba	5	5	4	5	5	4
Jeffrey Korber	4	4	4	4	4	4
Jodi Kriger	5	5	4	5	5	1
Alyson Lamberton	5	5	5	5	5	5
Jenna Latsko	4	4	4	4	4	4
Ashley Levenson - Pres	5	5	5	5	5	5
Emily Lingayat	4	5	4	5	5	3
Brianna Lowry	5	5	5	5	5	5
Stacy Martin	5	5	5	5	5	5
Samantha Mauk	5	5	5	5	5	1
Joshua McKruit	5	5	5	5	5	5
Janie Messina	5	5	5	5	5	5
Valerie Metz	5	5	5	5	5	5
Reilly Meyer	4	4	5	5	5	5
Kenneth Middlemiss	5	5	4	5	5	4
Emily Miller	4	4	4	4	4	4
Charlie Mort	5	5	5	5	5	5
Beth Mudd	5	5	5	5	5	5
Kerianne Mulvey	5	5	5	5	5	5
Peter Mysels	5	5	5	5	5	5
Crystal Naugle	5	5	5	5	5	5
Janine Otis	5	5	5	5	5	5
Dean N. Pappaterra	5	5	5	5	5	5
Heidi Paul	5	5	5	5	5	5
Brandon Payne	4	5	5	4	5	5
Angela Pelloni	5	5	5	5	5	5
Marisa Petraglia	5	5	5	5	5	5
Matthew Picciafoco	4	5	5	4	5	5
David Pierce	5	5	5	5	5	5
Aubrey Ploesch	3	3	4	3	3	4
Paul Pollock	5	5	5	5	5	5
Brad Pontius	5	5	5	5	5	5
Bryce Potts	5	5	5	5	5	5
Amy Protho	4	5	4	4	5	5
Mandy Rauenzahn	5	5	4	5	5	5

Tony Reda	4	4	4	4	4	4
Antonietta Riley	5	5	4	4	4	5
Gabriel Roman	5	5	5	5	5	5
Caroline Rooney	5	5	5	5	5	5
Hannah Rudzki	4	4	4	4	4	4
Stephanie Sabol	5	5	5	5	5	5
Jess Sapp	5	5	5	5	5	5
Megan Schmiech	5	5	5	5	5	5
Deanna Scotto	5	5	5	5	5	5
Samantha Sellinger	5	5	5	5	5	5
Amber Shirley	5	5	5	5	5	5
Carol Smialek	5	5	5	5	5	3
Aimee Steele	5	5	5	5	5	5
Amy Thornton	5	5	5	5	5	5
Kathy Timmerman	5	5	5	5	5	5
Julia Vertullo	5	5	5	5	5	5
Vanessa Vilella	5	5	5	5	5	5
rashonda waldron	4	4	4	4	5	5
Michelle Wallace	5	5	5	5	5	5
Amy Watenpool	5	5	5	5	5	5
Eric Weddell	5	5	5	5	5	5
Chelsea White	5	5	5	5	5	5
Christina Wier	4	4	3	3	3	3
Lisa Wierdak	5	5	5	5	5	5
Samantha Wilfert	5	5	5	5	5	5
Nicole Williams	5	5	5	5	5	5
Adam WInter	5	5	5	5	5	5
Alan-Michael Wisniews	5	5	5	5	5	5
Daniella Zenone	5	5	5	5	5	5
Laura Budd	5	5	5	5	5	5
April Balsomico	5	5	5	5	5	5
Christina Beck	5	5	5	5	5	5
Raegan Domenico	5	5	5	5	5	5
Jennifer Gates	5	5	5	5	5	4
Elizabeth Rose	5	5	5	5	5	5
Heather Upchurch	5	5	5	5	5	5
Gabriella Feil	5	5	5	4	5	4
Laura Bailey	5	5	5	5	5	5
Stephanie Smith	5	5	5	5	5	5
Stephen Cutler	5	5	5	5	5	5
Michael Morrone	5	5	5	5	5	5

Linda Williams	5	5	5	5	5	5
Kaylie Brecht	5	5	5	5	5	5

This activit	This activit	This activit	This activit	This activit	This activit	1. How did	2. What ne
5	5	5	5	5	5	Important i	Who to cor
5	5	5	5	5	5	This provid	I loved the
5	5	5	5	5	5	In special e	Supports fc
5	5	5	5	5	5	I will be abl	I will try to
3	3	4	4	4	4	This worksl	I am still w
5	5	5	5	5	5	When deali	How to loo
5	5	5	5	5	5	Working wi	as presente
5	5	5	5	5	5	As teachers	The presen
5	5	5	5	5	5	All of it. I ai	This was a
4	5	5	4	3	4	Behavior S	The trainin
3	3	3	3	3	3	We deal wi	I learned di
5	5	5	5	5	5	As a classrc	New metho
5	5	5	5	5	5	This worksl	Making sur
5	5	5	5	5	5	The breakd	I plan to im
4	4	5	3	4	5	This worksl	I have bett
5	5	5	5	5	5	This directl	I liked that
5	5	5	5	5	5	As an educ	Implement
5	5	3	3	3	4	This trainin	I plan to us
5	5	5	5	5	5	This trainin	I learned th
4	4	4	4	3	3	Behavior is	A reminder
5	5	5	5	5	5	I appreciat	It was bene
5	5	5	5	5	5	This relatec	I have gain
4	4	4	3	1	5	I learned m	How to bet
5	5	5	5	5	5	Helped unc	Reframing
5	3	5	5	5	5	Related to	I now have
5	5	5	5	5	5	The trainin	The Tier 1 i
5	5	5	5	5	5	I learned th	I will follow
5	5	5	5	5	5	This trainin	I have thou
5	5	5	5	5	5	Working in	I better und
5	4	4	5	4	5	I work with	To start a t
5	5	5	5	5	5	This trainin	The import
5	3	4	4	4	5	This was or	I will be usi
5	4	5	4	3	5	Informatio	More thorc
4	4	4	5	4	4	This helpec	The differe
5	5	5	5	5	5	It was nice	I liked seei
5	5	5	5	5	5	understanc	be more m
5	5	5	5	5	5	This was a	The list of b
5	5	5	5	5	5	.	.
4	4	4	4	4	4	This course	Continue to
4	5	5	4	5	5	Student be	No new ide
5	5	5	5	5	5	This directl	ABC trackir
5	5	5	5	4	4	A lot of the	Different e
5	5	5	5	5	5	It relates to	It was a goo

5	5	5	5	5	5	The chart c	I like the 2/
5	4	5	5	5	5	Revisiting t	Nothing ne
5	4	5	5	5	5	This worksl	When the p
4	4	4	4	4	4	This worksl	Behavior su
5	5	5	5	5	5	I have man	behavioral
5	5	5	5	5	5	This relate	I plan to ac
5	5	5	5	5	5	This trainin	To make us
5	5	5	5	5	5	Helpful to a	How to trac
4	4	5	4	3	4	This trainin	To always a
5	5	5	5	5	5	As a school	Using the a
4	4	4	4	4	4		
4	4	4	4	4	4	Behavior e	Effective cl
3	1	5	5	1	4	This worksl	none at thi
5	5	5	5	5	5	School cou	Making sur
4	4	4	4	4	4	This was a	Tier 1 strat
5	1	4	5	5	5	I was the p	I was the p
4	3	4	5	4	5	Reviewed T	Better tier
5	5	5	5	5	5	It related t	The biggest
5	5	5	5	5	5	Special Edu	Considering
5	5	5	5	1	5	We are all	I am somec
5	5	5	5	5	5	Behavior tr	refresher a
5	5	5	5	5	5	Learned ab	How to ma
5	5	5	5	5	5	Related to	More docu
5	5	5	5	5	5	We, as the	Essentially,
4	1	5	3	1	4	Provided st	Following t
4	4	4	4	4	4	Reviewed t	New ideas
5	5	5	5	5	5	Attendance	Helping sta
5	5	5	5	4	5	This was a	I would like
5	5	5	5	5	5	As a specia	I will collab
5	5	5	5	5	5	Behavioral	I want to fo
5	5	5	5	5	5	We are the	I learned ab
5	5	5	5	5	5	This worksl	I learned ab
5	5	5	5	5	5	Helps with	More to po
5	5	5	5	5	5	Better und	Learned ad
5	5	5	5	5	5	This trainin	All of the d
5	5	5	5	5	5	This meetir	One new sy
5	5	5	5	5	5	I work with	ABC and tra
5	4	5	4	5	4	Dealing wit	I think a lot
5	5	5	5	5	5	CE is at the	Yeah, we a
4	3	3	3	2	1	It caused m	I plan to co
5	5	5	5	5	5	Talking abc	New ways t
5	5	5	5	5	5	It gave me	Keeping an
4	1	5	5	5	5	Behavior sp	Ashley shar
5	5	5	5	4	5	This was a	Not a lot of
5	5	5	5	5	5	This will he	Ways for te

4	4	4	4	4	4	Understanc	The behavi
5	5	5	5	5	5	Behavior St	2x10 strate
5	1	5	5	3	5	Going over	I've already
5	5	5	5	5	5	This inform	I appreciate
4	4	4	4	4	4	Nice review	Great to re
5	5	5	5	5	5	This trainin	I learned di
5	5	5	5	5	5	This worksl	If I see som
5	5	5	5	5	5	Understanc	I was remir
5	5	5	5	5	5	I see a varie	I have gaine
5	3	5	5	3	5	Helped me	Will commu
5	5	5	5	5	5	Sometimes	Tier 1, 2, ar
5	3	5	4	3	4	Clarifying t	As I comple
5	5	5	4	4	4	School-wid	Not a new i
5	5	5	5	5	5	This helpec	This year, v
5	5	5	5	5	5	Gave clear	yes, has me
5	5	5	5	5	5	This relates	I gained ne
5	5	5	5	5	5	This worksl	Using the C
4	3	5	5	4	5	The review	I liked the e
5	5	5	5	5	5	Learning ho	To use my r
5	5	5	5	5	5	As a specia	This was a r
5	5	5	5	5	5	I think with	The discuss
5	5	5	5	5	5	Knowing w	Just going c
3	1	1	3	3	3	I will use th	It was a goc
5	5	5	5	5	5	Working in	New hires a
5	5	5	5	5	5	Behavior is	Identifying
5	5	5	5	5	5	Attendance	Just always
5	4	5	5	5	5	This helpec	Keep data c
5	5	5	5	5	5	It layed out	The Tier 1,
5	5	5	5	5	5	It relates to	I will be use
5	5	5	5	4	4	This trainin	Strategies t
5	4	5	5	4	5	As a new te	Learning ab
5	5	5	5	5	5	This was a ¡	I will be anx
5	5	5	4	4	5	Helped me	I learned ab
4	3	5	5	5	4	I have had :	I will definit
5	5	5	5	5	5	This worksl	The tracker
5	5	5	5	5	5	This worksl	Tier 3 ideas
4	4	4	4	4	4	This trainin	Using the A
5	5	5	5	5	5	Relates to r	Collaborate
5	5	5	5	5	5	Knowing at	Looking for
5	5	5	5	5	5	The Behavi	The Tier 1 a
5	5	5	5	5	5	Teachers a	Understanc

5	5	5	5	5	5	This trainin I can have l
5	5	5	5	5	5	This works I liked the /

3. What inf	4. What sp	Additional comments:
All of the ir	None	
Behavior h	none	
Review of F	None .	
Learning h	none	
Distinguish	More specific language could be used to help avoid confusion during the training.	
visual aids	More case	Great presenter, and great presentation-so knowledgeable!
all of it	n/a	n/a
I always ap	N/A	
The review	none	
The examp	It might be helpful to work through some scenarios of different behaviors that we see most	
The ABC sy	A specific training on the RFC would be beneficial.	
The specifi	No Suggestions.	
The trackin	None.	
Honestly al	none	
The remin	This activity would be improved through more interaction and activities.	
What is de	none	n/a
Just knowi	None at this time	
The Behavi	Less words on each slide	
I learned al	None	
I'm excited	none noted	
Review of t	NA	
The inform	I do not have any suggestions to improve this activity.	
How to bet	A bit more room for discussion	
Reframing	none	none
I enjoyed tl	n/a	Thank you for the refresher.
The Tier 1 i	n/a	
All of it.	None	
Any look at	No suggest	What is the 2x10? I heard it mentioned several times, but I didn't see any slides e
The data co	If we had more time, doing a mock observation and practicing taking notes on the behavior	
Knowing tc	No suggestions	
School avo	I thought everything was great.	
The functic	Breaking things down into focused areas and allowing for more time to have teachers provic	
FBA proces	None at this time.	
the tier bel	i would love for this to be in person to brainstorm in person aboout different behaviors and	
The differe	No suggest	The training was very helpful and explained PBIS and the tiered system.
how impor	none	
See above.	None	
.	.	.
To continu	None at this time.	
N/A	N/A	N/A
The presen	None	
The chart c	none	
All of it, ho	Nothing of note.	

Yes.	More exam	na
All, especia	None	
I really like	None - it was very informative!	
Attendance	None at this time.	
this whole	n/a	
I like how v	none at this time	
Understanc	None, it wa	Ashley did an amazing job presenting all of the material.
How to tra	None	Helpful and informative training
Defining be	none	
I think it wa	None at thi	N/A
Students m	NA	NA
a great refr	none	
The great e	No suggestions at this time, great training Ashley!	
all of this tr	none	
I was the p	I was the p	I was the presenter.
What an FE	None	
The reminc	Maybe pro	None at this time
All of it wa	None	
PBIS World	None, The resources and instruction provided were all helpful and relevant.	
very data d	it was a great presentation. Maybe have another refresher halfway through the school year.	
KNowling p	Have it be	na
FBA inform	NA	
Just the ov	Not much.	N/A
RFC checkli	Provide a list of behaviors (unique to online learning) that we should be looking for. Everyth	
Review of F	Nothing at this time	
Ideas and s	None	
The explan	Nothing at	Nothing at this time.
How to ma	No suggestions	
The proces	None to note. I am glad we will have an RFC refresher training coming up.	
I like that th	I think maybe adding on a component of giving scenarios or videos to watch and then docur	
know funct	Very well presented!	
The comm	None	
Looking at	It was great, thank you.	
Tier resour	Nothing at this time. Helpful information!	
It was help	None. This was a helpful presentation thanks!	
Ideas for tr	None	
The tiered	Ashley did a good job presenting, she was direct and to the point. I found the information h	
I want to se	NA	
All of it!	More interaction with participants.	
The steps r	None.	I enjoyed the presentation!
Informatio	More interactive material.	
The how ar	No specific suggestions Ashley ran a great training.	
All of the ir	I don't think there needs to be any changes.	
Informatio	None.	

Behavior St	None at thi	None at this time.
Behavior St	More practical advice on how to use in classrooms or how teachers and non-teaching staff h	
Knowing w	none	
All of the ir	None	
Informatio	Would love to have intervention cheat sheet single pagers I could hang up in my cube	
The tier int	Less lecture	
It was grea	N/A	
all of it	no	none
All of the ir	I think this could have been split up in to a refresher course for returning staff and an intro c	
The ABC tr	Provide guide before the meeting.	
Tier 1, 2, a	N/A	
The ABC br	Worked examples perhaps of the forms.	
Behavior is	None at this time.	
The presen	I do not have any suggestions at this time.	
yes	good job!	n/a
All of the ir	None	
Using the r	None at this time	
ABC's chart	none	
All the resc	Nothing it \	Thanks for a great training!
I enjoyed h	None at this time.	
Nice revie	More in de	Not all of the questions in Section B of this questionnaire applied to this training.
All of it wa	None!	
The review	None at this time	
Refreshers	N/a	
The resour	None needed	
I felt it was	nothing at this time	
This was a	This was a great training, I don't think I have any other suggestions.	
The core fc	The powerpoint slides sent out, please. Thanks!	
Breaking d	Talking about the difference between barriers (circumstances) and behaviors	
Learning m	Nothing at	N/A
All of the ir	n/a	
I enjoyed le	I believe it is always beneficial to focus on not only determining function of maladaptive beh	
Learning ak	none	
The ABC tr	I would have loved to have been provided with a copy of the ABC tracker.	
Learning w	None	
Tier 1-3 su	N/A	
Specific ex	N/A	
The proces	Student services was not invited to attend to this training. Support staff should not be overl	
All of the ir	No suggest	Very informative, thank you!
The visual e	Ashley did a great job presenting, direct, insightful and purposeful training.	
The ABC tr	More instruction on using confusing Linkit site, although I think that will be provided at anot	

How to bet Not sure
I liked learr It was great!

often in our environment.

explaining it.
would have been helpful for some of the teachers.

de real-time feedback

ways to engage the students

.

ıing is just defined as behaviors but no real specifics on what that means.

nent or track behaviors with the ABC chart would be helpful.

elpful and the PBIS world site has a variety of resources.

ıave used behavior strategies and interventions

:ourse to new staff.

.

ıavior, but also incentive for adaptive behaviors.

ooked as they should have an understanding of all processes in the school.

:her training.

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INDICATOR 14: POST SCHOOL OUTCOMES MY PLAN 4 SUCCESS (MP4S)

2024-2025 POST COHORT 4

TRAINING OBJECTIVES

1. Understand the post school outcomes requirement
2. Identify the target population for the Indicator 14 post process
3. Review MPS4 process to access and complete the survey
4. Demonstrate accessing MP4S

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TODAY'S TRAINING MATERIALS

POWERPOINT AND FAQ DOCUMENT

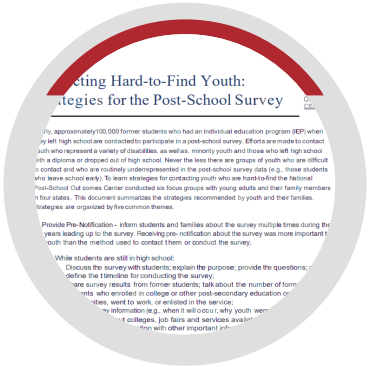
Reference when you start accessing the MP4S system

IU/PATTAN TRANSITION CONSULTANT SUPPORTS

Identify the support personnel available to assist your school on the online Transition Directory.

IMS/LEADER SERVICES INFORMATION

Familiarize yourself with content and access



ADDITIONAL RESOURCES

Contacting Hard-to-Find Youth: Strategies for the Post-School Survey

Strategies to Contact Youth for the Post-School Process: Lessons from PA Schools

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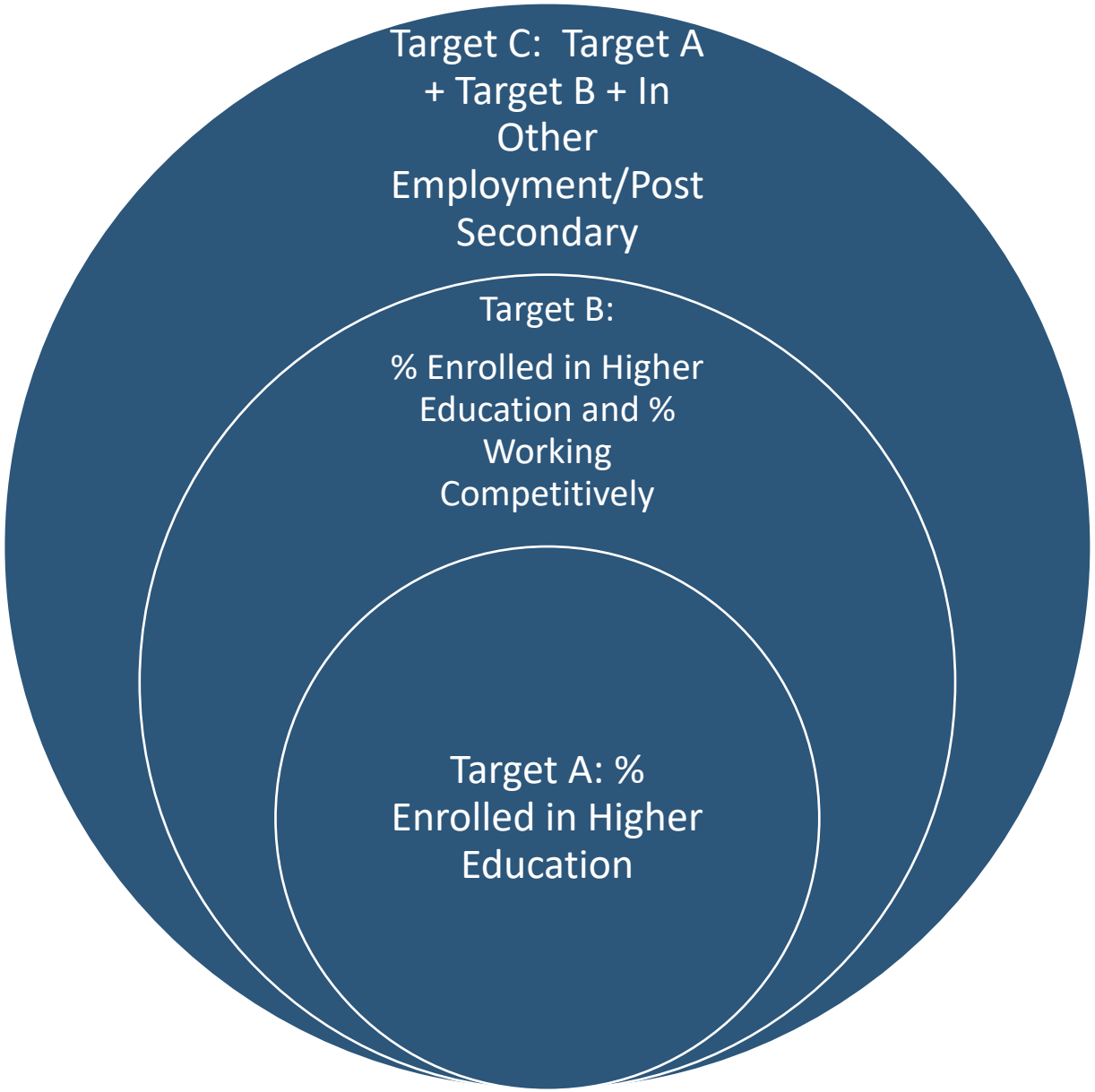
WHY MP4S: A REQUIREMENT OF THE STATE PERFORMANCE PLAN (SSP)



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Who Participates:

1/5 of LEAs annually and 1/5 of Philadelphia High Schools interview leavers

5-year sampling of LEAs

MYPLAN4SUCCESS IS A 2-YEAR PROCESS

YEAR 1

Complete **EXIT PROCESS** for all potential leavers during 2023-24 school year

Complete **POST SCHOOL SURVEYS** for those same leavers one year after their graduation

YEAR 2

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INFORMATION COLLECTED IN THE EXIT SURVEY

- Demographic Information
- Reason for Leaving
- Classes/Activities
- Goals and Accommodations
- Contact Information for Post-School Follow-up

PDE/IMS:
My Plan 4 Success (MP4S)

The MP4S system has been developed to streamline the exit survey and the post survey process.

Beginning the first week in June, the system provides weekly automated emails and text messages to leavers and their primary contacts with the post survey. Previously, these surveys were completed manually by LEAs.

The MP4S system also provides LEAs with a dashboard for greater levels of detail into their Indicator 14 data each year and over time.

POST SURVEY CONTENT

- Post-Secondary education history, including type, status (full-term, etc.) and accommodations
- Employment history including the components of Competitive Integrated Employment (CIE) and accommodations
- If unemployed, reason(s) for lack of employment
- If not enrolled in Post-Secondary Education (PSE), reason(s) for lack of enrollment

POST SURVEY DISTRIBUTION

JUNE	JULY	AUGUST	SEPTEMBER
Weekly Automated Emails & SMS w/ survey link to Leavers + Primary Contacts	Weekly Automated Emails & SMS w/ survey link to Leavers + Primary Contacts	Weekly Automated Emails & SMS w/ survey link to Leavers + Primary Contacts	Weekly Automated Emails & SMS w/ survey link to Leavers + Primary Contacts
		Starting 8/3/25, LEAs contact leavers to ask them to complete the survey via the link provided OR conduct interview style survey completion. **Must be complete by 9/26/25**	LEAs contact leavers to ask them to complete the survey via the link provided OR conduct interview style survey completion. **Must be complete by 9/26/25**

LEAs must make 3 attempts to contact each leaver

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AUTOMATED LEAVER CONTACT PROCESS:
LEAVER EMAIL EXAMPLE

Myplan4success.org - Pennsylvania Post School Survey

Summary by Copilot

N no-reply@pattan.net
To: Matthew Flanagan

Reply Reply all Forward
Fri 4/12/2024 2:29 PM

Hello JC Test!

This is Patty from myplan4success.org. We're interested in learning what you have done over the past year since leaving high school.

Click here to take a short survey about your experiences.

If you have any questions, you can email me at patty@myplan4success.org

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AUTOMATED LEAVER CONTACT PROCESS:
PRIMARY CONTACT EMAIL EXAMPLE

N no-reply@pattan.net
To: Matthew Flanagan

Reply | Reply all | Forward

Fri 4/12/2024 2:29 PM

Hello

This is Patty from myplan4success.org. We have contacted JC Test to complete a survey to share what they have been doing since leaving high school. They have been sent an automated email and automated text message with the survey link. Can you help in reminding them to complete it?

Thank you!

If you have any questions, you can email me at patty@myplan4success.org

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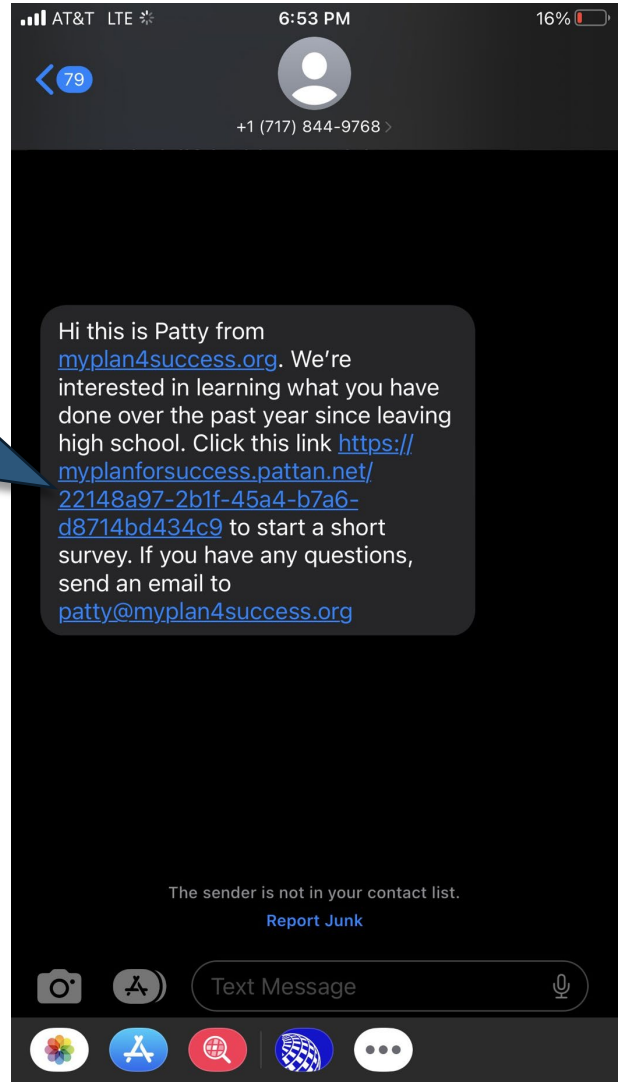
AUTOMATED LEAVER CONTACT PROCESS:
LEAVER SMS EXAMPLE

Leavers can click the link to complete the post survey on their phone



SMS for MP4S are sent by *717-844-9768*, which is an IU13 owned number solely dedicated to these push notifications.

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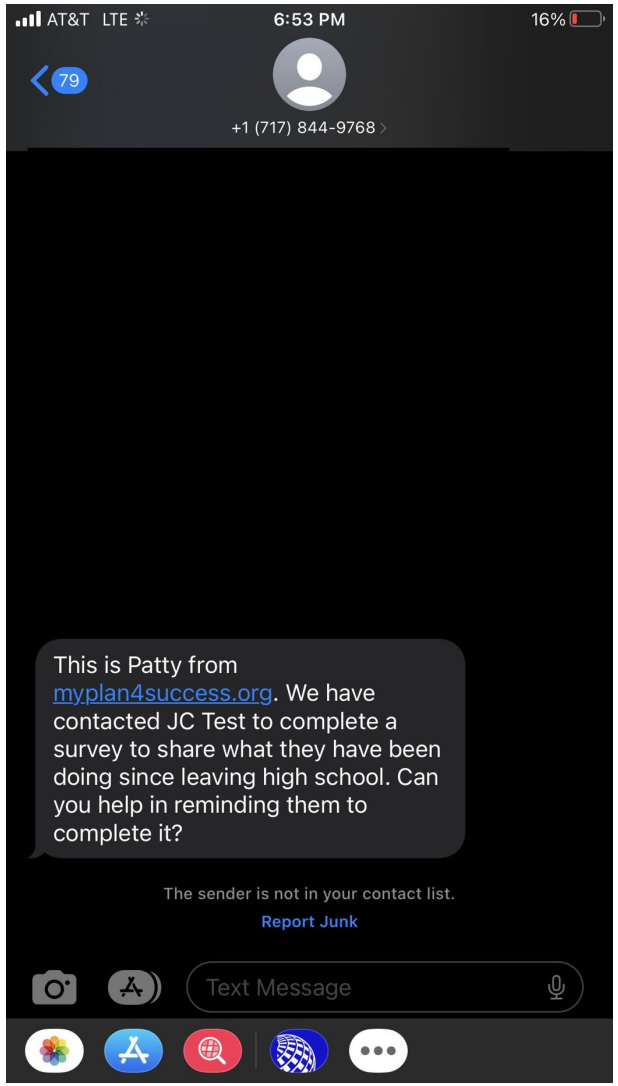
AUTOMATED LEAVER CONTACT PROCESS:
PRIMARY CONTACT SMS EXAMPLE



SMS for MP4S are sent by *717-844-9768*, which is an IU13 owned number solely dedicated to these push notifications.

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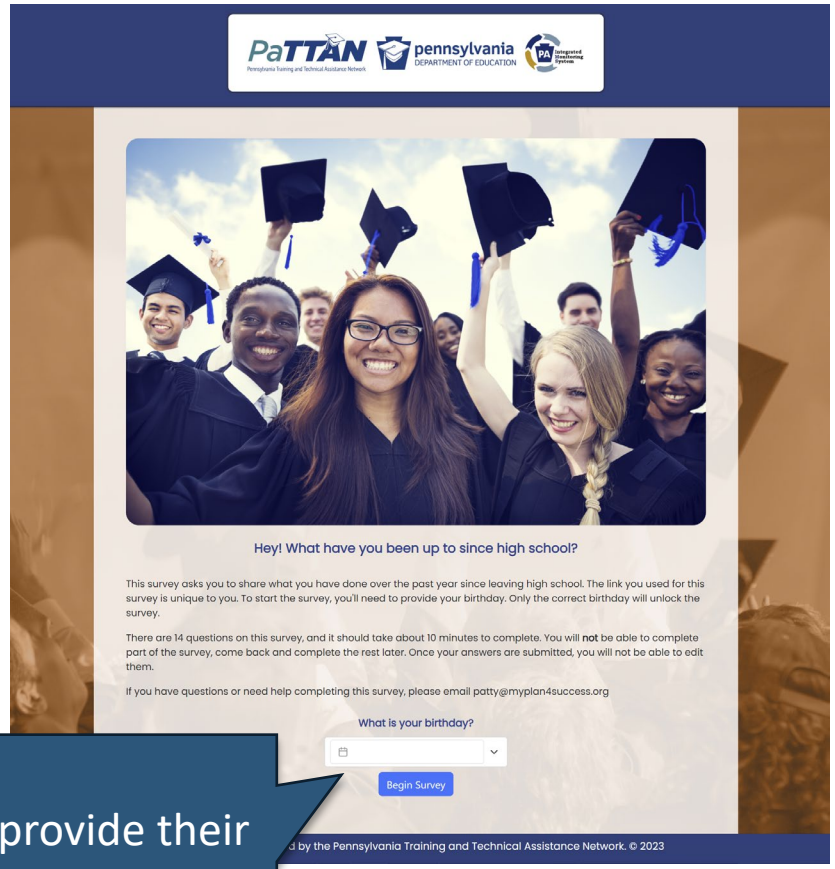
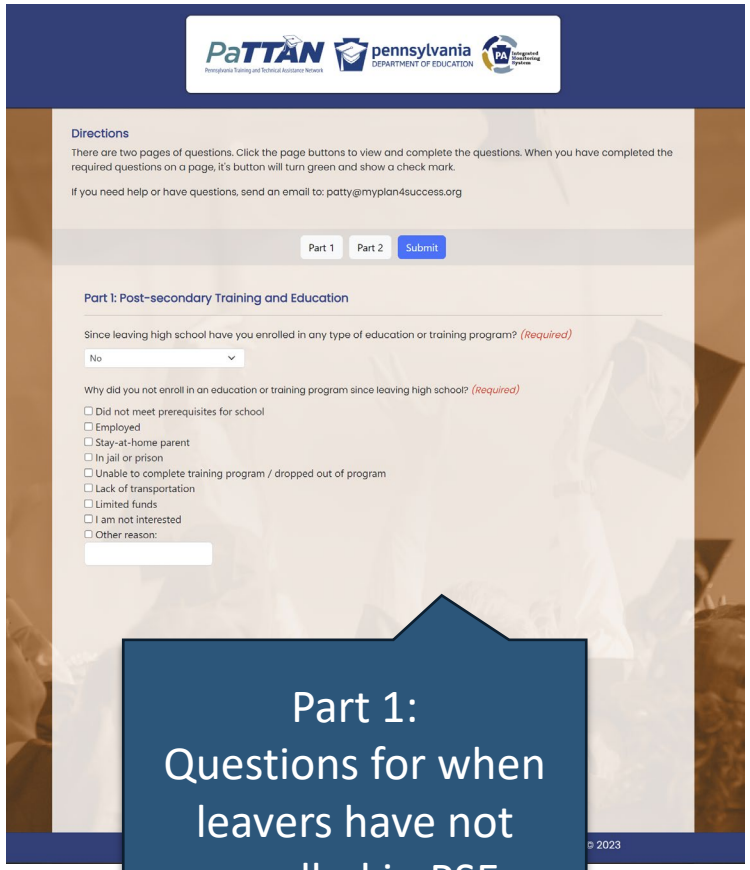
AUTOMATED LEAVER CONTACT PROCESS:
LEAVER EXPERIENCE WITH POST SURVEY IN MP4S

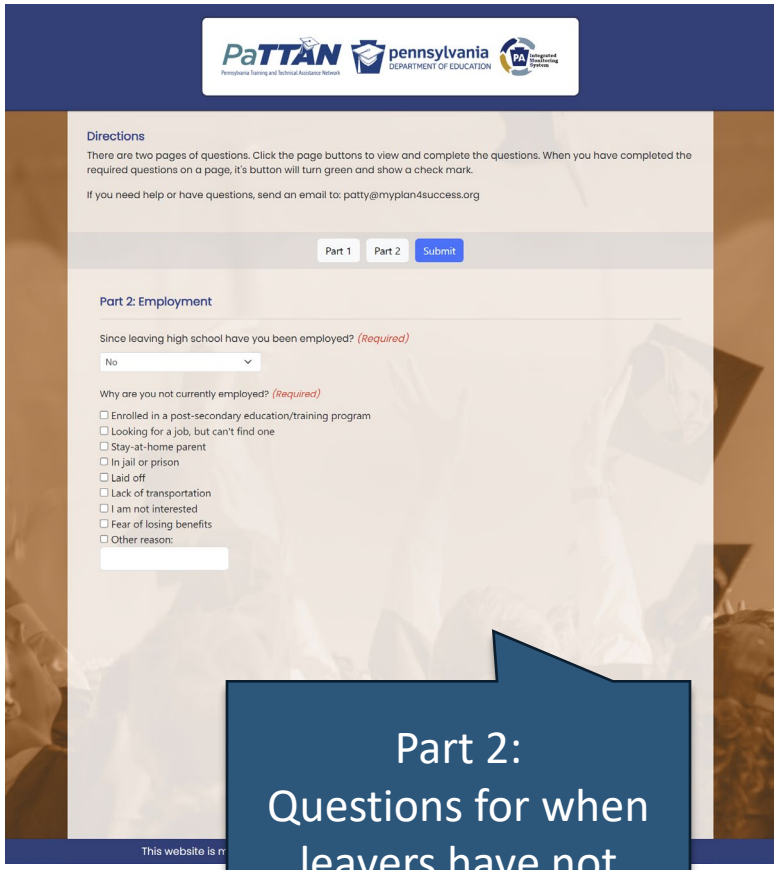


Leavers provide their birthday to unlock the survey

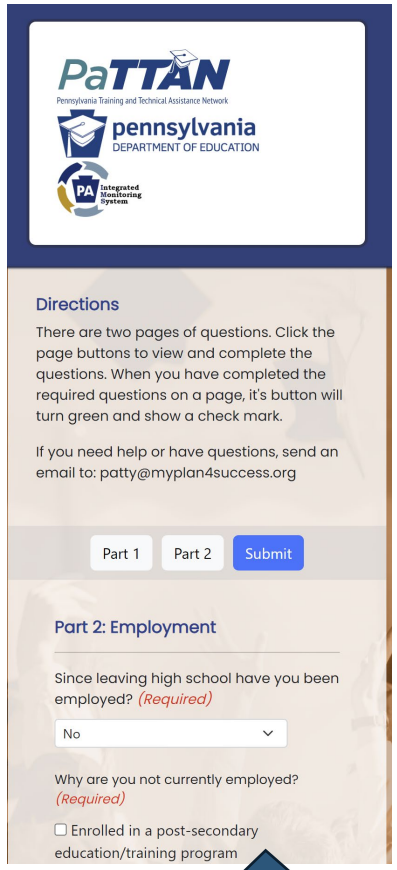
AUTOMATED LEAVER CONTACT PROCESS:
LEAVER EXPERIENCE WITH POST SURVEY IN MP4S



Part 1:
Questions for when leavers have not enrolled in PSE

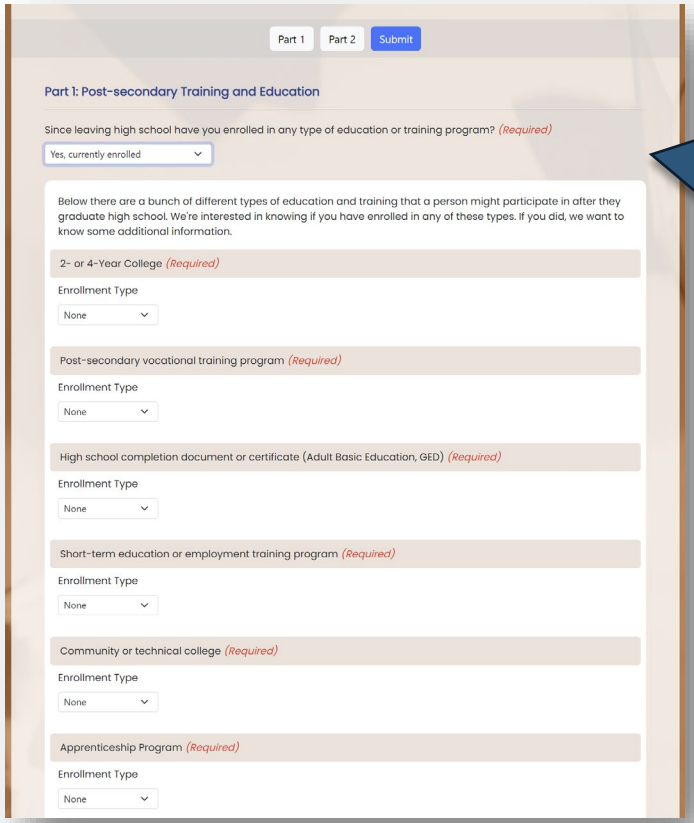


Part 2:
Questions for when leavers have not been employed



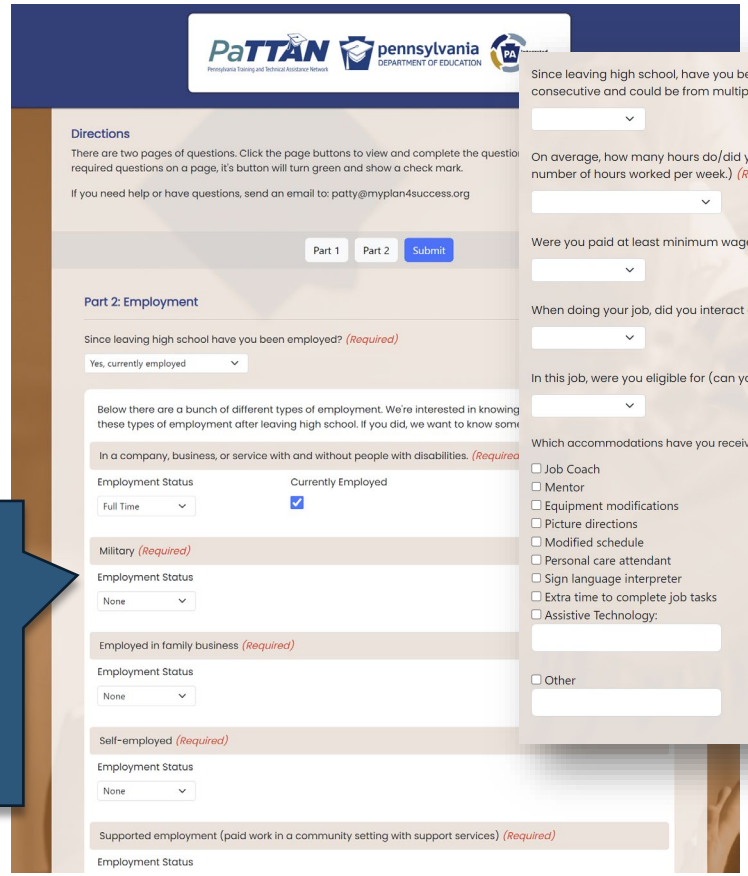
Mobile View

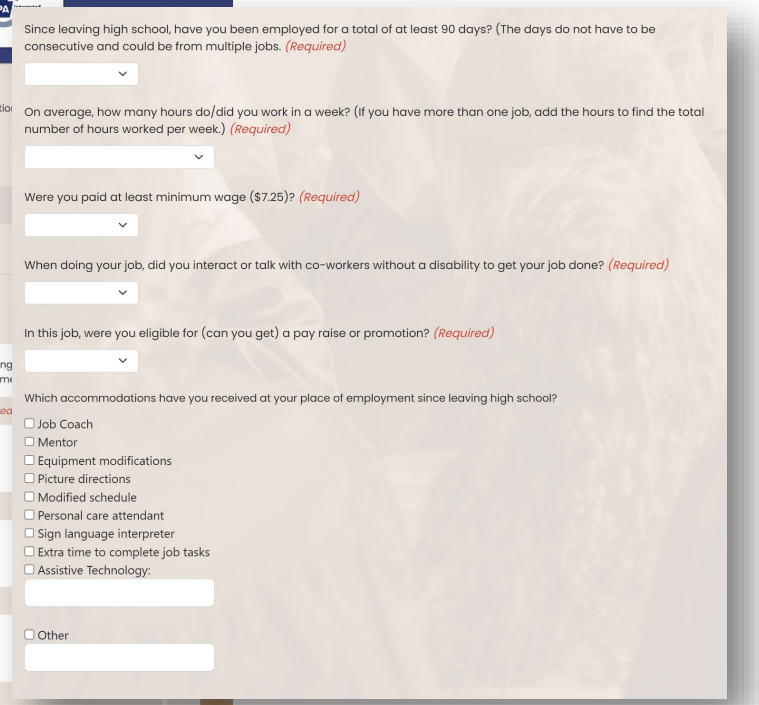
AUTOMATED LEAVER CONTACT PROCESS:
LEAVER EXPERIENCE WITH POST SURVEY IN MP4S



Part 1:
Questions for when leavers have enrolled in PSE

Part 2:
Questions for when leavers have been employed





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MP4S DEMO

POST SURVEY EXPERIENCE OF LEAVERS

An Official **Pennsylvania** Government Website Translate

Office Of Elementary And Secondary Education, Integrated Monitoring System

TEST SITE

Username:

Username provided by CSA

Password:

****

Login | Monitoring Resources

Information

If you are receiving email notifications from Leader Services, you have access to IMS. If this is the first time that you are logging in to IMS, click here to reset your user and password to meet the current specifications.

Forgot Username/Password | Contact Us | Request a Login

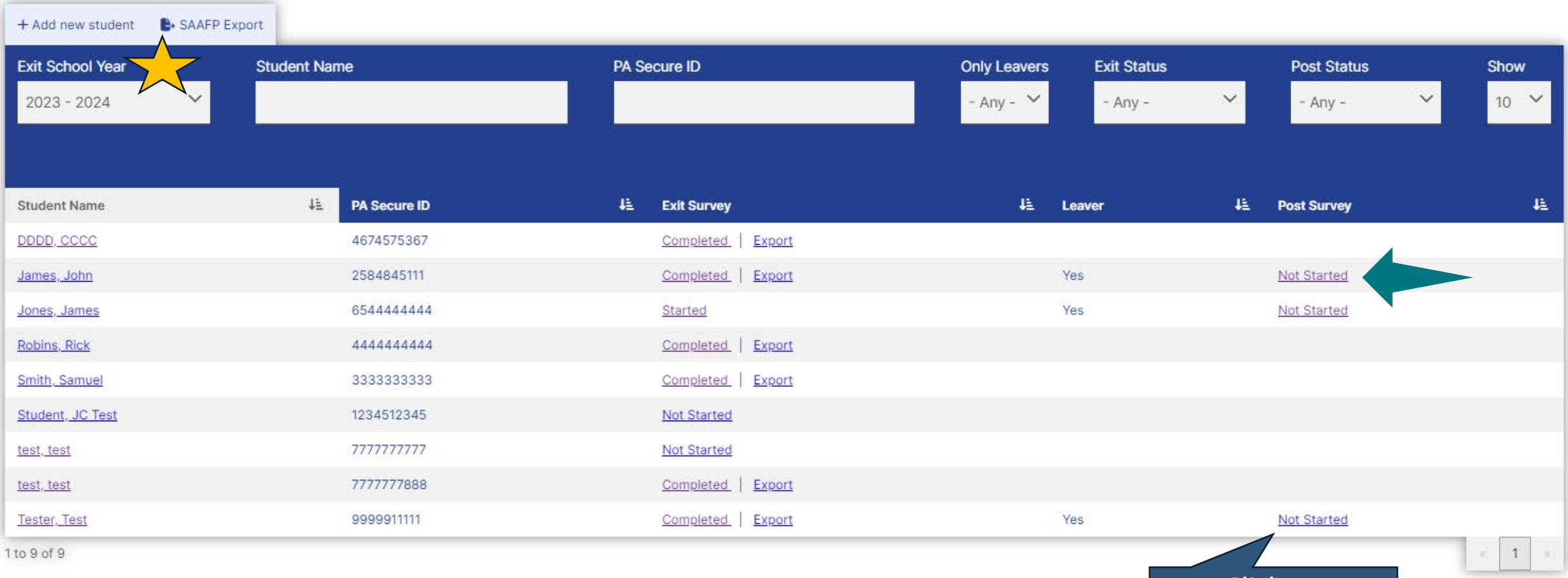
digicert SECURED

Step 1: Click to expand

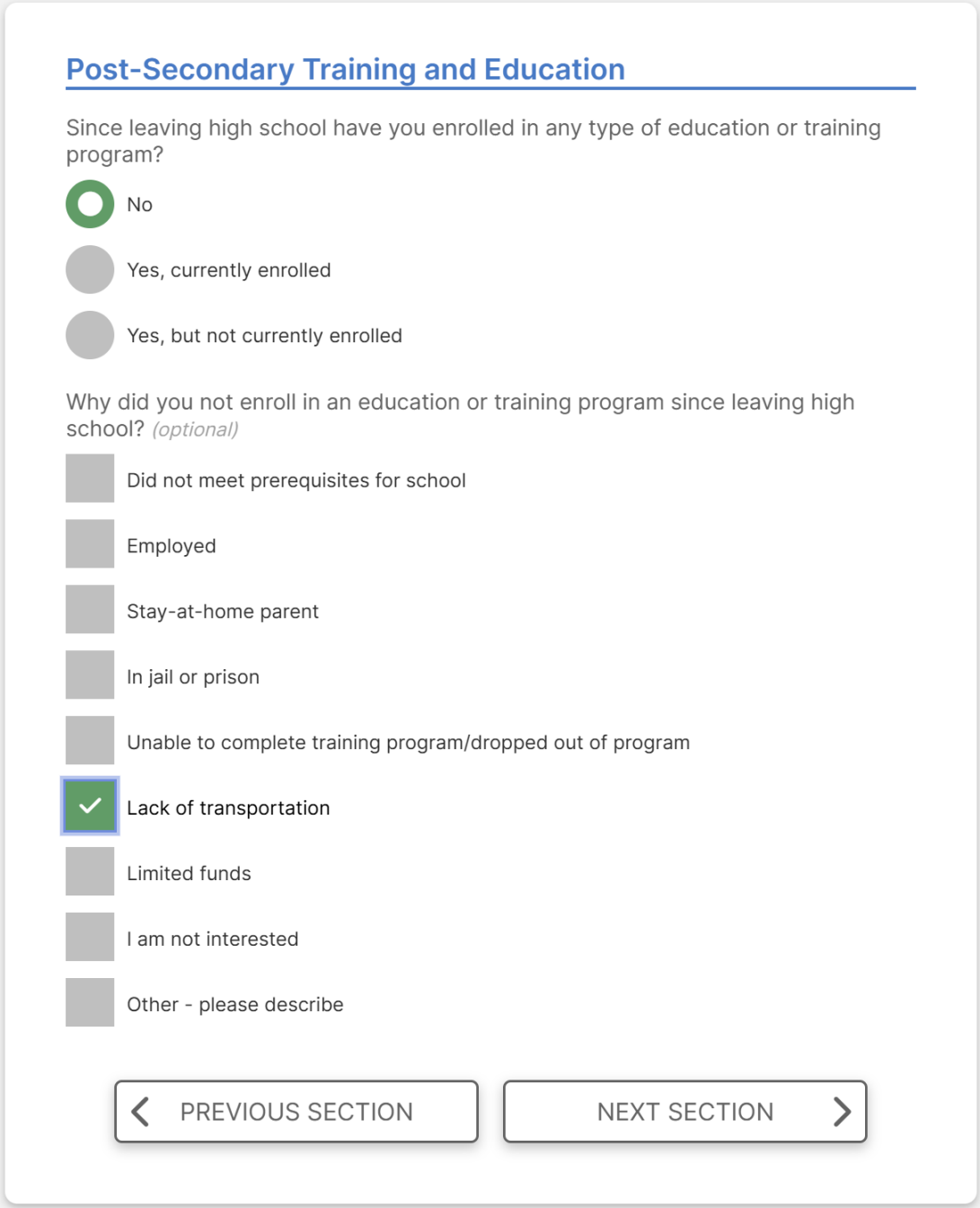
Step 2: Click to access MP4S

- Bureau of Career and Technical Education
- Bureau of School Support
- **Bureau of Special Education**
  - Indicator 14: My Plan 4 Success (MP4S)
  - About
- Bureau of Curriculum, Assessment, and Instruction/Division of Federal Programs
- Program Monitoring and Accountability/AEDY
- Safe School Office
- School Improvement Office
- School Services Office
- Admin Functions
- Reports

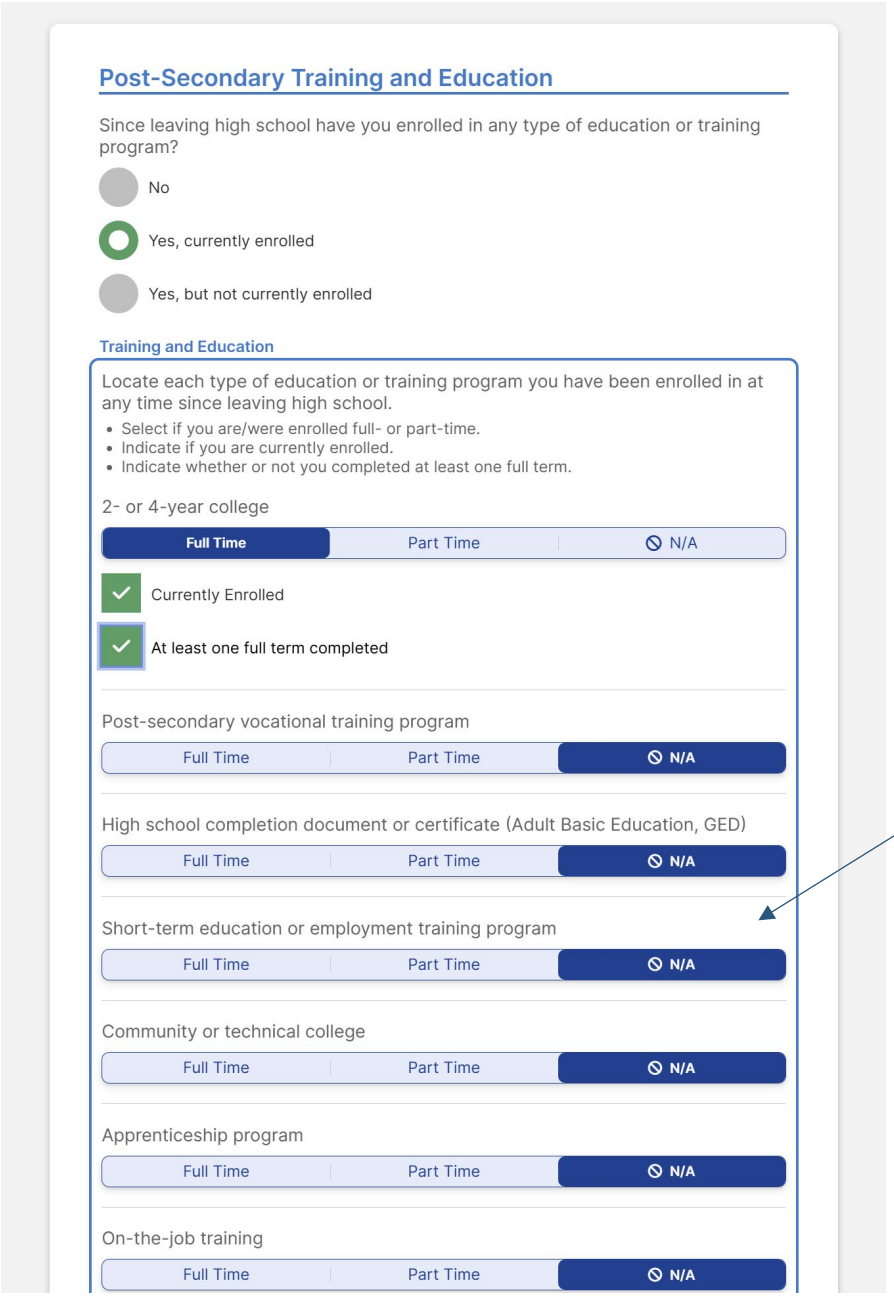
SELECT THE LEAVER



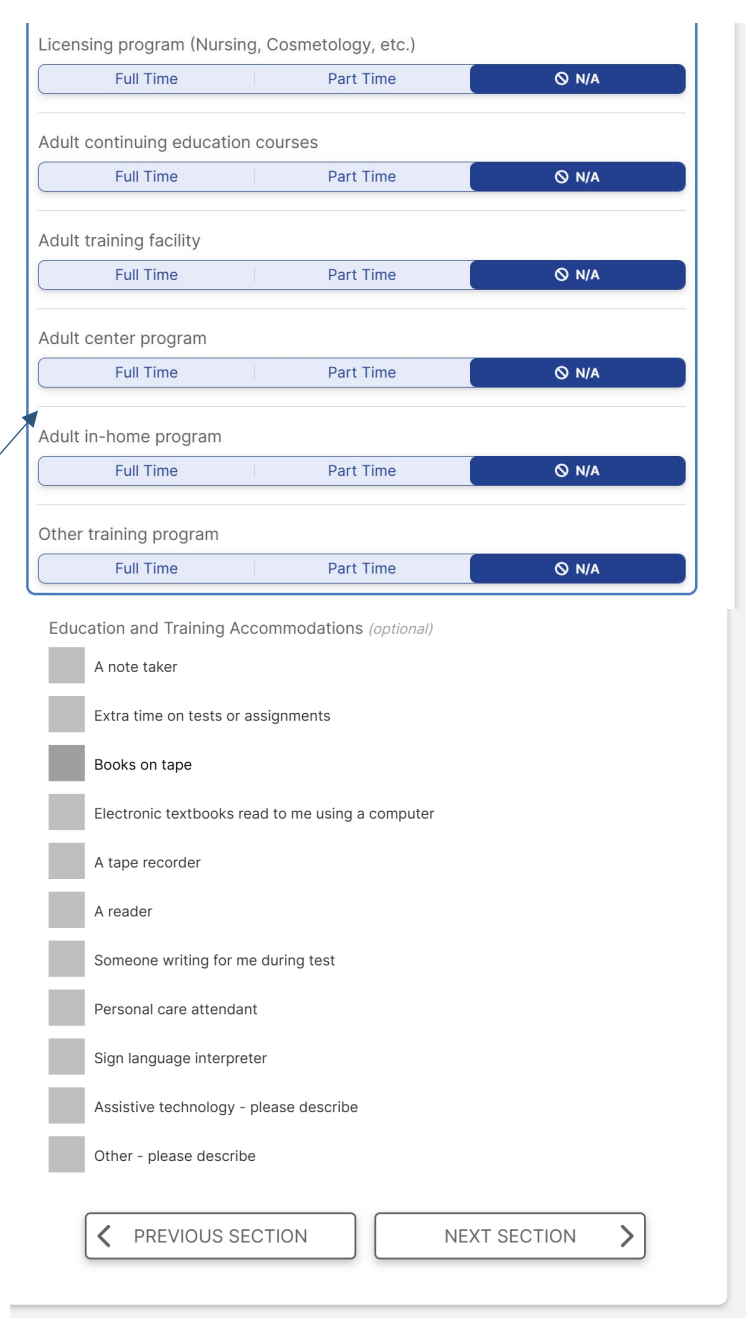
Click on
“Not Started”



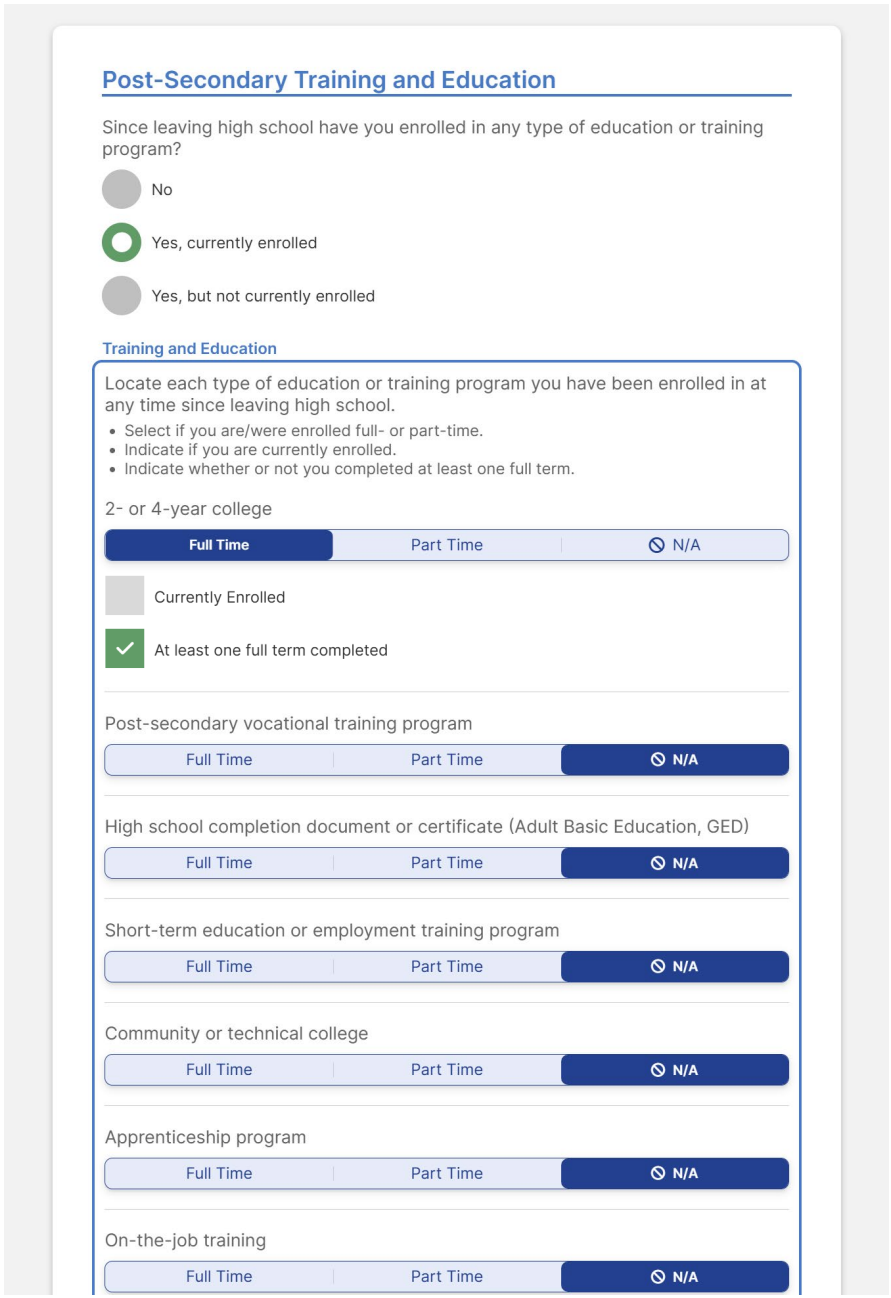
PSE Response Type #1: No PSE Enrollment

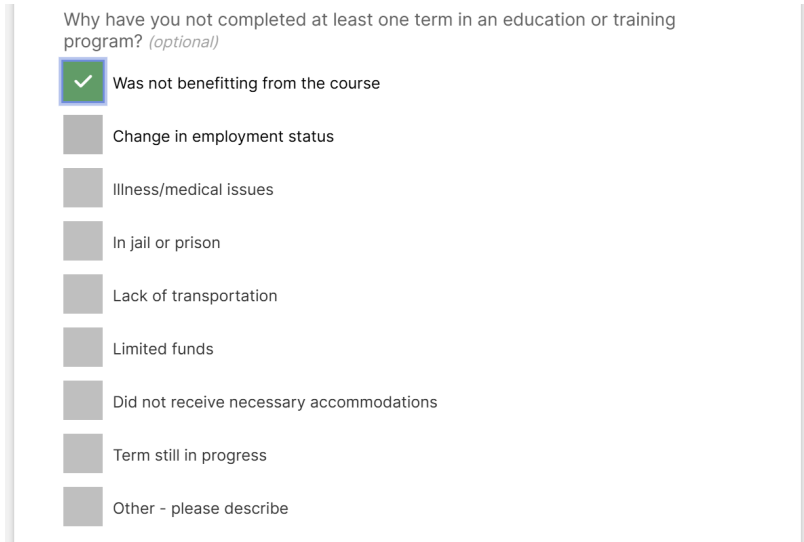


When applicable, more than one PSE type can be selected.

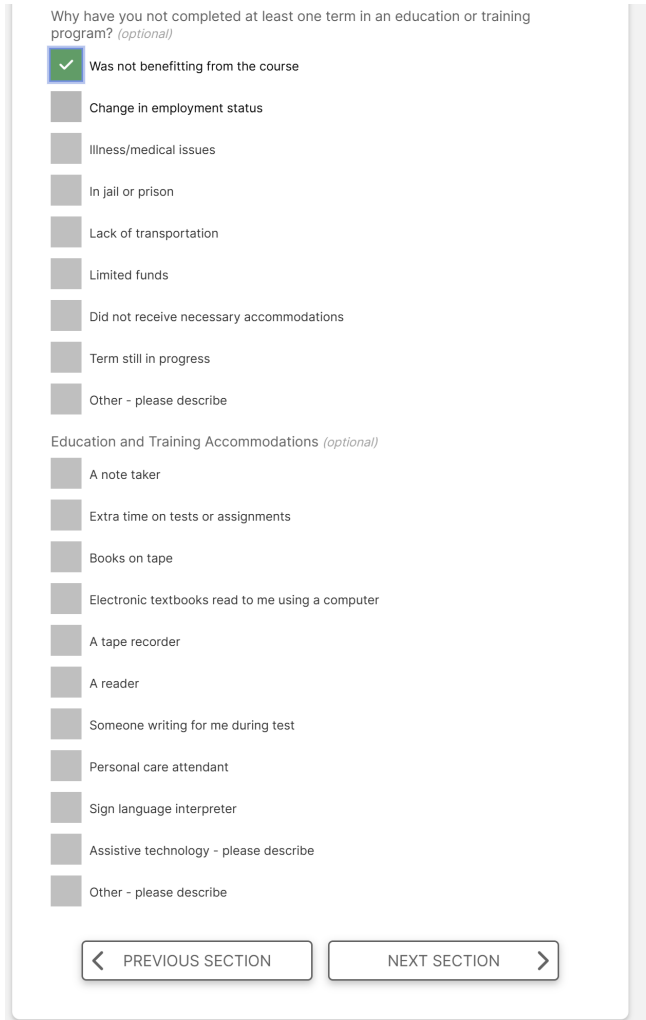


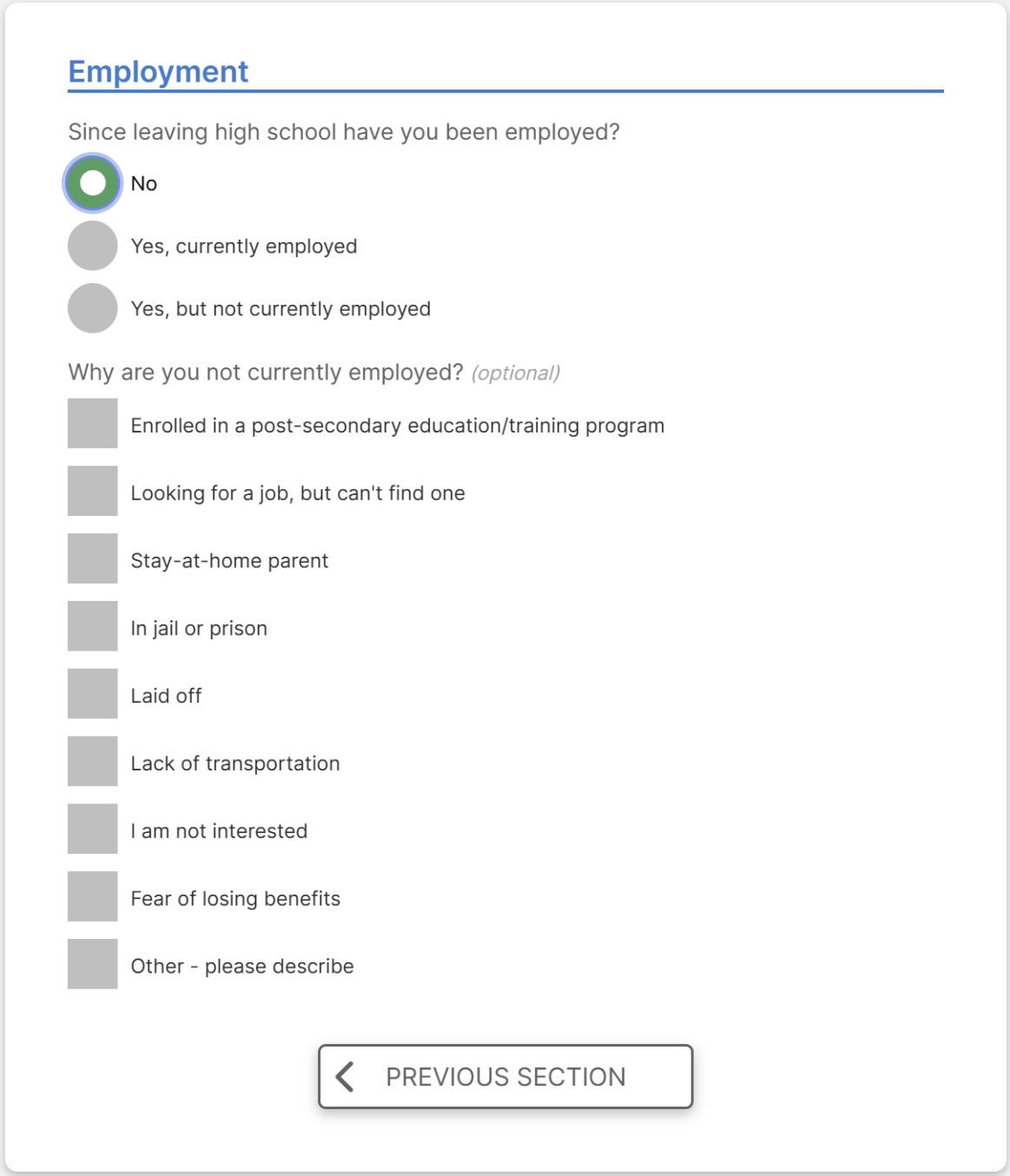
PSE Response Type #2: Currently Enrolled in PSE





PSE Response Type #3: Not Currently Enrolled in PSE





Employment Response Type #1: No Employment

Employment

Since leaving high school have you been employed?

- No
- Yes, currently employed
- Yes, but not currently employed

When applicable, more than one PSE type can be selected.

Employment

Locate each type of employment you have had at any time since leaving high school.

- Select if you are/were employed full- or part-time.
- Indicate if you are currently employed.

In a company, business, or service with people with and without disabilities

Full Time | Part Time | N/A

Military

Full Time | Part Time | N/A

Employed in family business

Full Time | Part Time | N/A

Self-employment

Full Time | Part Time | N/A

Supported employment (where most workers have disabilities)

Full Time | Part Time | N/A

Sheltered employment (where most workers have disabilities)

Full Time | Part Time | N/A

Employment that allows for technological and medical supports

Full Time | Part Time | N/A

Since leaving high school, have you been employed for a total of at least 90 days? (The days do not have to be from multiple jobs.)

No

On average, how many hours do/did you work in a week? (If you have more than one job, add the hours to find the total number of hours worked per week.)

- 1 - 19 hours per week
- 20 - 35 hours per week
- 36 - 40 hours per week
- 41 or more hours per week

Were you paid at least minimum wage ($7.25)? *(optional)*

No | Choose not to answer

When doing your job, did you interact or talk with co-workers without a disability to get your job done? (Note: Emphasis is on interaction with other employees, not supervisors or customers)

No

In this job, were you eligible for (can you get) a pay raise or promotion?

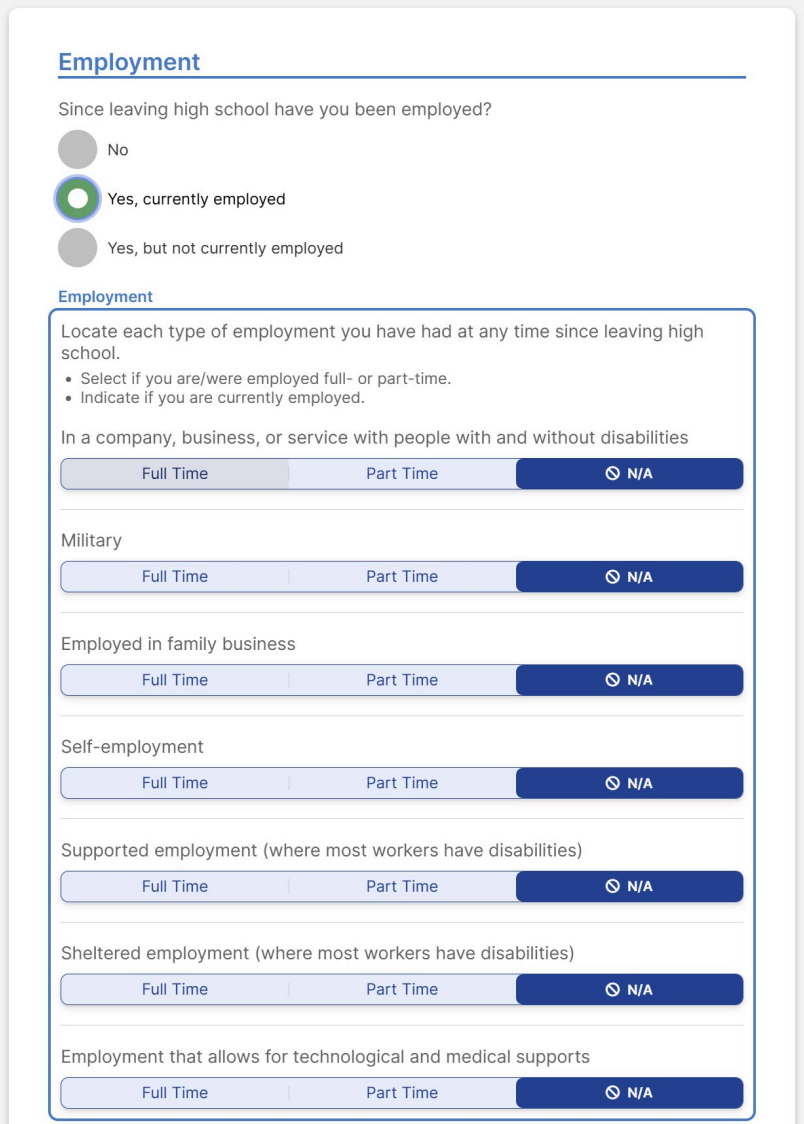
No

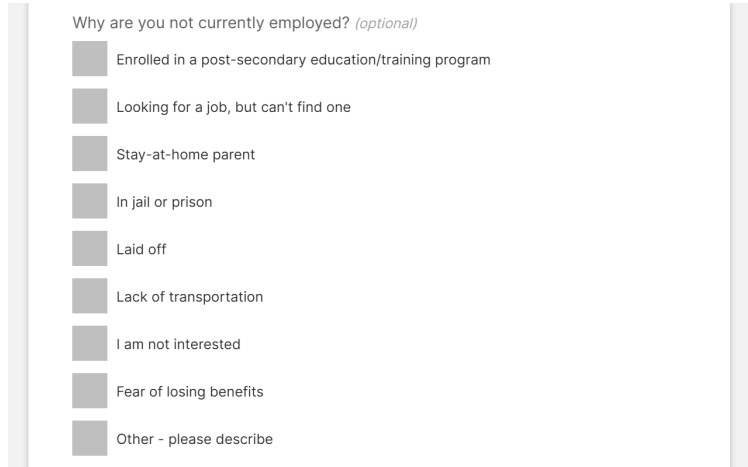
Which accomodations have you received at your place of employment since leaving high school? *(optional)*

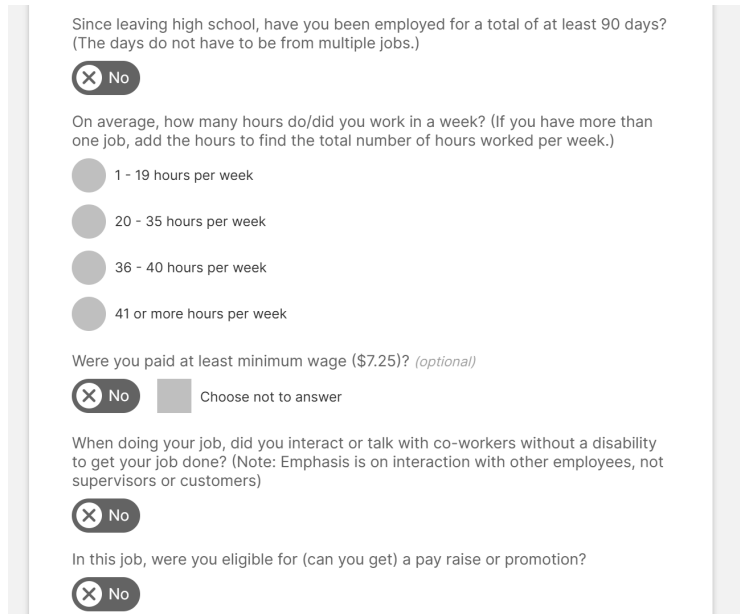
- Job coach
- Mentor
- Equipment modifications
- Picture directions
- Modified schedule
- Personal care attendant
- Sign language interpreter
- Extra time to complete job tasks
- Assistive technology - please describe
- Other - please describe

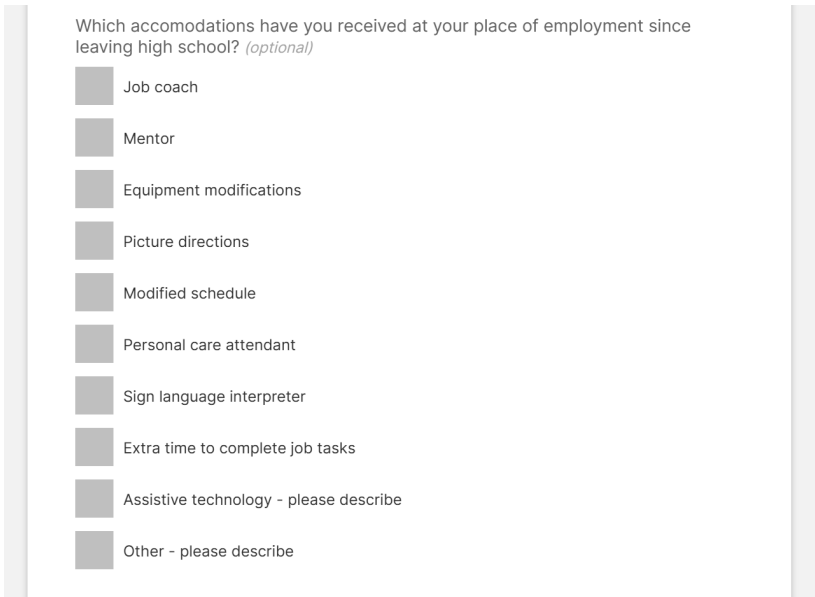
Employment Response Type #2: Currently Employed

Employment Response Type #3: Not Currently Employed









DATA COLLECTION WINDOW

- No earlier than one year after the Cohort 4 student left school through no later than **September 26, 2025**
- This ensures that youth being surveyed have experienced one full year's benefit of time and experiences prior to responding to the PA Post-School Outcomes Survey

REMINDER: POST SURVEY DISTRIBUTION TIMELINE

JUNE	JULY	AUGUST	SEPTEMBER
Weekly Automated Emails & SMS w/ survey link to Leavers + Primary Contacts	Weekly Automated Emails & SMS w/ survey link to Leavers + Primary Contacts	Weekly Automated Emails & SMS w/ survey link to Leavers + Primary Contacts	Weekly Automated Emails & SMS w/ survey link to Leavers + Primary Contacts
		Starting 8/3/25, LEAs contact leavers to ask them to complete the survey via the link provided OR conduct interview style survey completion. **Must be complete by 9/26/25**	LEAs contact leavers to ask them to complete the survey via the link provided OR conduct interview style survey completion. **Must be complete by 9/26/25**

LEAs must make 3 attempts to contact each leaver

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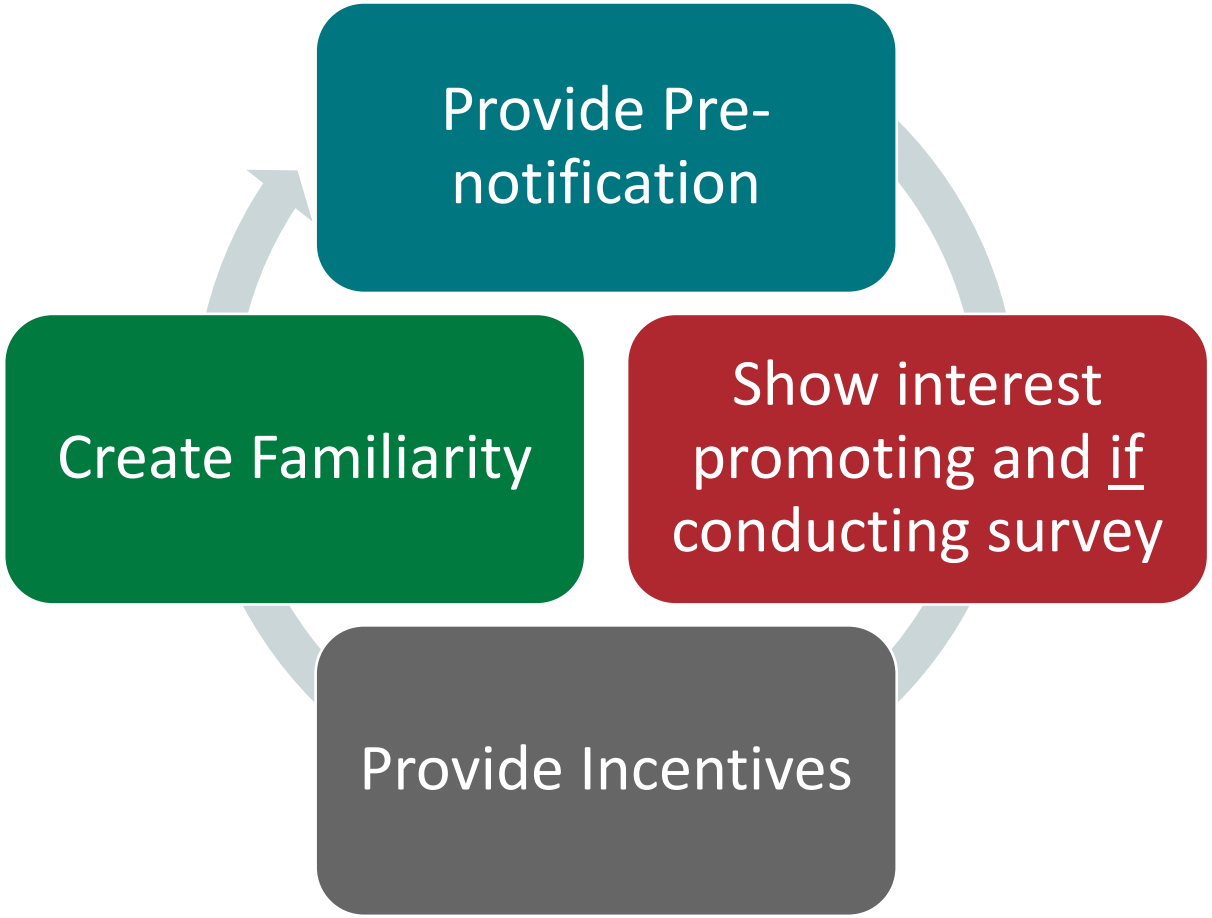
ADMINISTRATIVE CONSIDERATIONS

- Provide pre-notification to students and families about automated attempts
- If the student does not respond to automated attempts by the beginning of August, the survey must be administered in interview fashion by school staff familiar with the student.
- If the student's disability limits ability to respond accurately, another individual familiar with the student can assist the student in answering questions

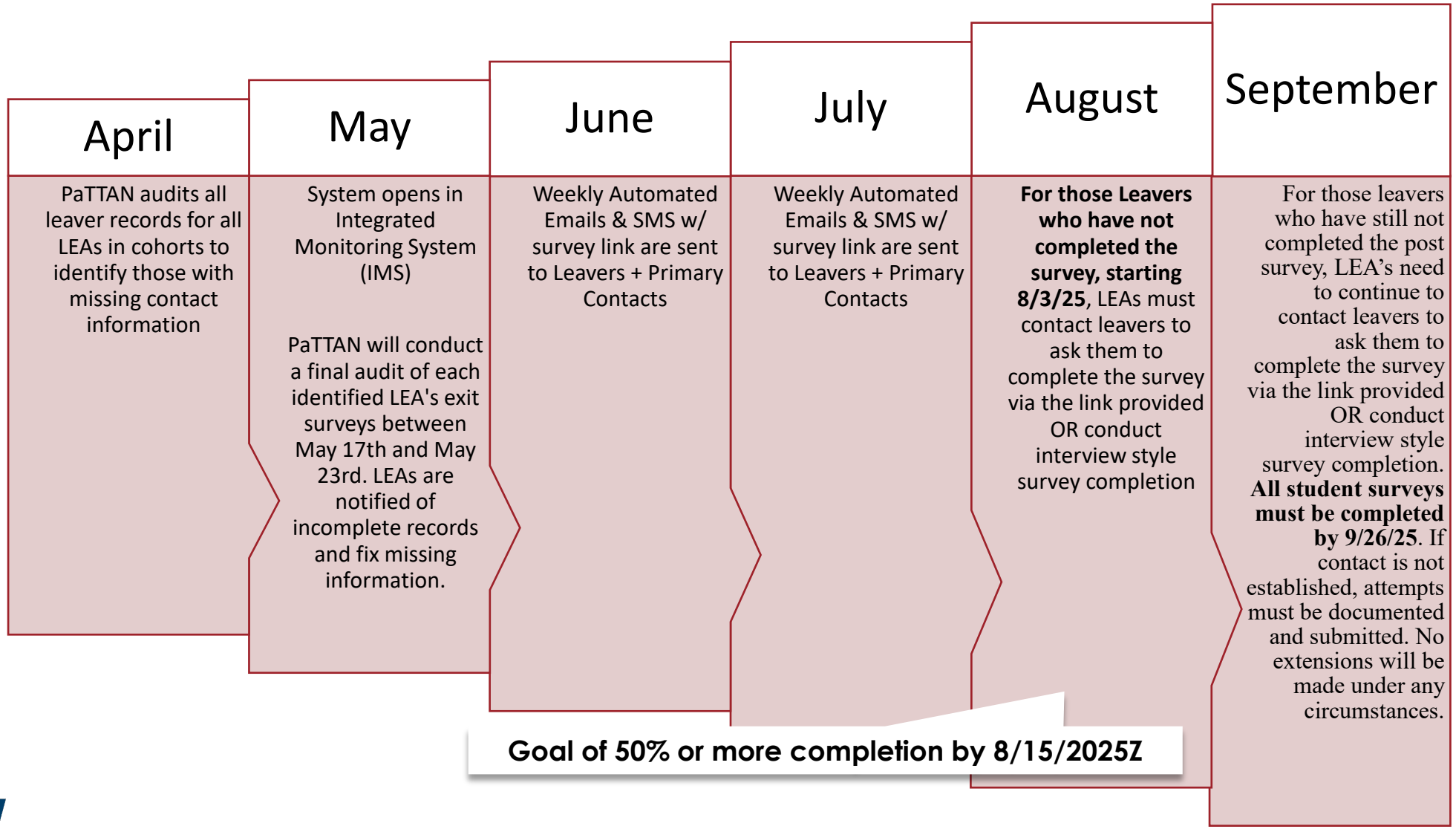
STRATEGIES AND RECOMMENDATIONS FOR MANUAL CONTACT

- Develop a plan in the spring
  - Who will contact the youth?
  - When will they contact youth?
  - How will they contact youth?
- Beginning April 11th, LEAs must conduct pre-notifications to all leavers and their primary contacts.
- Use MP4S data dashboard to monitor progress throughout the summer.
- Administer three manual attempts for outstanding post surveys beginning August 3rd to September 26th.
- **During manual attempts, LEAs may only utilize the MP4S system.**
- **PaTTAN cannot provide survey links that were generated and distributed by the MP4S system.**

Manual Contact: Strategies/Recommendations for contacting hard-to-find youth



Post Survey Timeline



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LEAVER RECORD AUDIT

Between April 11th – May 2nd
PaTTAN will conduct a review of each LEA's exit surveys to identify records that are missing the following information:

Leaver Email Address	Leaver Phone Number	Leaver's Primary Contact's Email	Leaver's Primary Contact's Phone Number

Each LEA will be contacted as soon as its records have been reviewed and provided either confirmation that no action is required or a list of leavers that must be corrected before May 16th.

BSE Advisors and IU TaC will be included on all communications from PaTTAN to LEAs during this period.

PaTTAN will conduct a final audit of each identified LEA's exit surveys between May 17th and May 23rd.

BSE will be provided a list of LEAs who do not resolve records by 5/16 for considerations regarding timely and accurate reporting.

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NEXT STEPS FOR THE POST PROCESS

Receive IMS/MyPlan4Success credentials for your Chief School Administrator (CSA).

Provide Pre-Notification to Youth and Families

Develop your administration plan and complete the Post Process utilizing the MyPlan4sSuccess system prior to September 26, 2025.

A NEW RESOURCE TO INTRODUCE MP4S TO STUDENTS

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CONTACTING HARD-TO-FIND YOUTH FOR POST SURVEY

PROVIDE PRE-NOTIFICATION

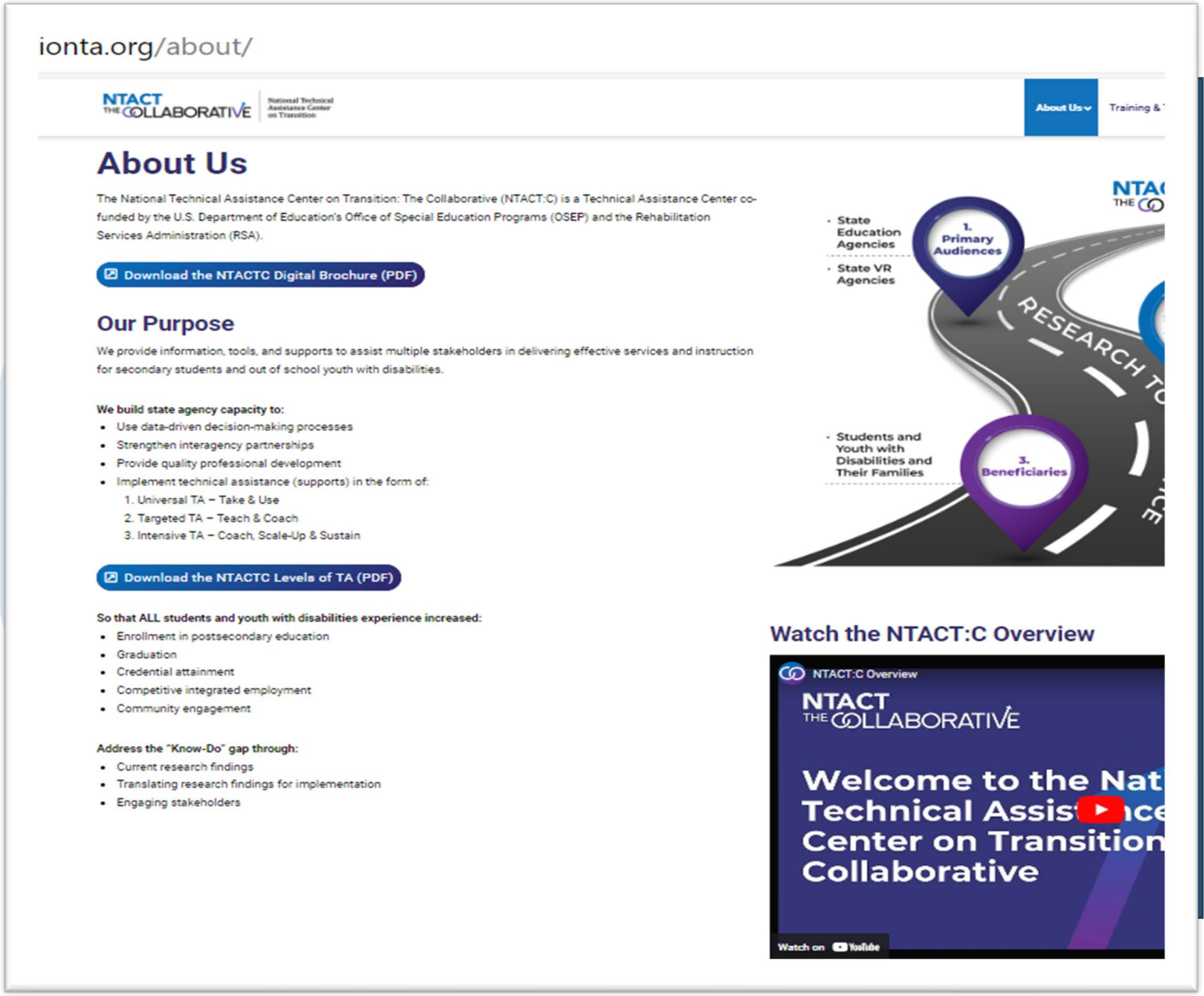
SHOW INTEREST WHEN PROVIDING AND PROMOTING SURVEY

PROVIDE INCENTIVES

CREATE FAMILIARITY

NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION: THE COLLABORATIVE (NTACT:C)

- www.transitionta.org



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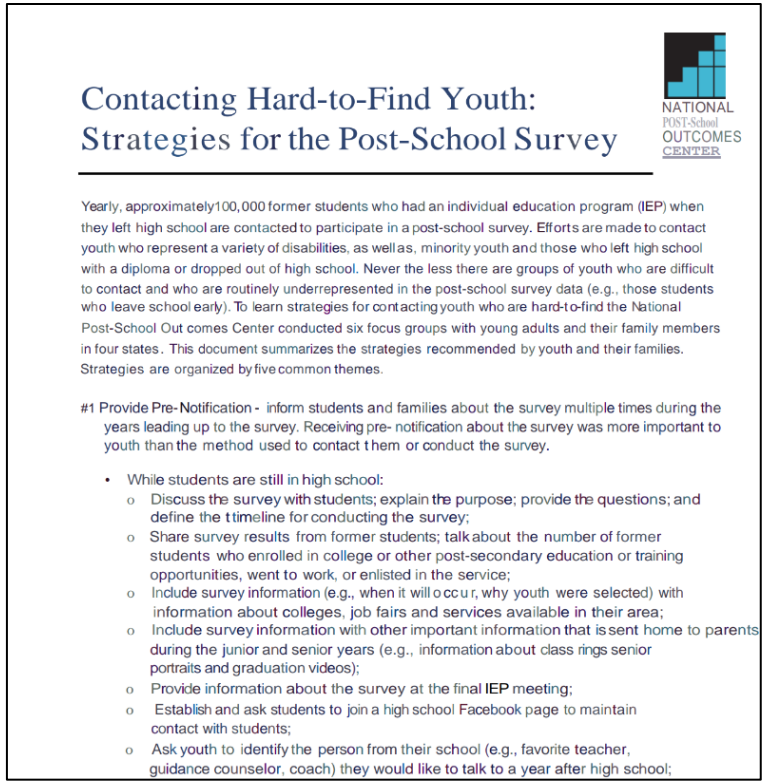
RESOURCES TO HELP WITH CONTACTING YOUTH

Contacting Hard-to-Find Youth: Strategies for the Post-School Survey



Contacting Hard-to-Find Youth:
Strategies for the Post-School Survey

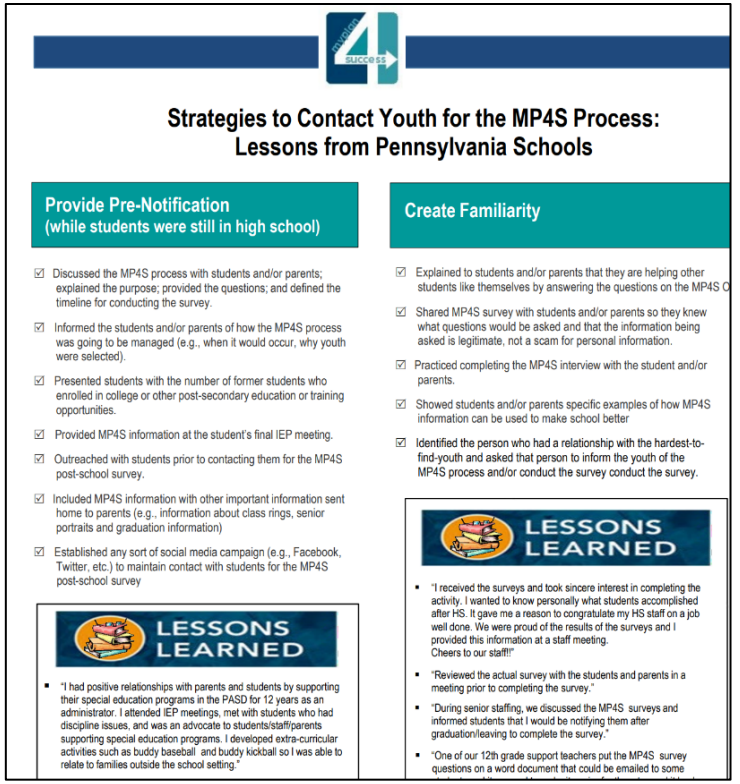
NATIONAL POST-School OUTCOMES CENTER

Yearly, approximately100,000 former students who had an individual education program (IEP) when they left high school are contacted to participate in a post-school survey. Efforts are made to contact youth who represent a variety of disabilities, as well as, minority youth and those who left high school with a diploma or dropped out of high school. Never the less there are groups of youth who are difficult to contact and who are routinely underrepresented in the post-school survey data (e.g., those students who leave school early). To learn strategies for contacting youth who are hard-to-find the National Post-School Out comes Center conducted six focus groups with young adults and their family members in four states. This document summarizes the strategies recommended by youth and their families. Strategies are organized by five common themes.

#1 Provide Pre-Notification - inform students and families about the survey multiple times during the years leading up to the survey. Receiving pre- notification about the survey was more important to youth than the method used to contact them or conduct the survey.

- While students are still in high school:
  - Discuss the survey with students; explain the purpose; provide the questions; and define the ttimeline for conducting the survey;
  - Share survey results from former students; talk about the number of former students who enrolled in college or other post-secondary education or training opportunities, went to work, or enlisted in the service;
  - Include survey information (e.g., when it will occur, why youth were selected) with information about colleges, job fairs and services available in their area;
  - Include survey information with other important information that is sent home to parents during the junior and senior years (e.g., information about class rings senior portraits and graduation videos);
  - Provide information about the survey at the final IEP meeting;
  - Establish and ask students to join a high school Facebook page to maintain contact with students;
  - Ask youth to identify the person from their school (e.g., favorite teacher, guidance counselor, coach) they would like to talk to a year after high school;

Strategies to Contact Youth for the MP4S Process: Lessons from Pennsylvania Schools



Strategies to Contact Youth for the MP4S Process:
Lessons from Pennsylvania Schools

Provide Pre-Notification
(while students were still in high school)

- ☑ Discussed the MP4S process with students and/or parents; explained the purpose; provided the questions; and defined the timeline for conducting the survey.
- ☑ Informed the students and/or parents of how the MP4S process was going to be managed (e.g., when it would occur, why youth were selected).
- ☑ Presented students with the number of former students who enrolled in college or other post-secondary education or training opportunities.
- ☑ Provided MP4S information at the student's final IEP meeting.
- ☑ Outreached with students prior to contacting them for the MP4S post-school survey.
- ☑ Included MP4S information with other important information sent home to parents (e.g., information about class rings, senior portraits and graduation information)
- ☑ Established any sort of social media campaign (e.g., Facebook, Twitter, etc.) to maintain contact with students for the MP4S post-school survey

LESSONS LEARNED

- "I had positive relationships with parents and students by supporting their special education programs in the PASD for 12 years as an administrator. I attended IEP meetings, met with students who had discipline issues, and was an advocate to students/staff/parents supporting special education programs. I developed extra-curricular activities such as buddy baseball and buddy kickball so I was able to relate to families outside the school setting."

Create Familiarity

- ☑ Explained to students and/or parents that they are helping other students like themselves by answering the questions on the MP4S O
- ☑ Shared MP4S survey with students and/or parents so they knew what questions would be asked and that the information being asked is legitimate, not a scam for personal information.
- ☑ Practiced completing the MP4S interview with the student and/or parents.
- ☑ Showed students and/or parents specific examples of how MP4S information can be used to make school better
- ☑ Identified the person who had a relationship with the hardest-to-find-youth and asked that person to inform the youth of the MP4S process and/or conduct the survey conduct the survey.

LESSONS LEARNED

- "I received the surveys and took sincere interest in completing the activity. I wanted to know personally what students accomplished after HS. It gave me a reason to congratulate my HS staff on a job well done. We were proud of the results of the surveys and I provided this information at a staff meeting. Cheers to our staff!!"
- "Reviewed the actual survey with the students and parents in a meeting prior to completing the survey."
- "During senior staffing, we discussed the MP4S surveys and informed students that I would be notifying them after graduation/leaving to complete the survey."
- "One of our 12th grade support teachers put the MP4S survey questions on a word document that could be emailed to some

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EXAMPLE PRE-NOTIFICATION HAND-OUT LANGUAGE

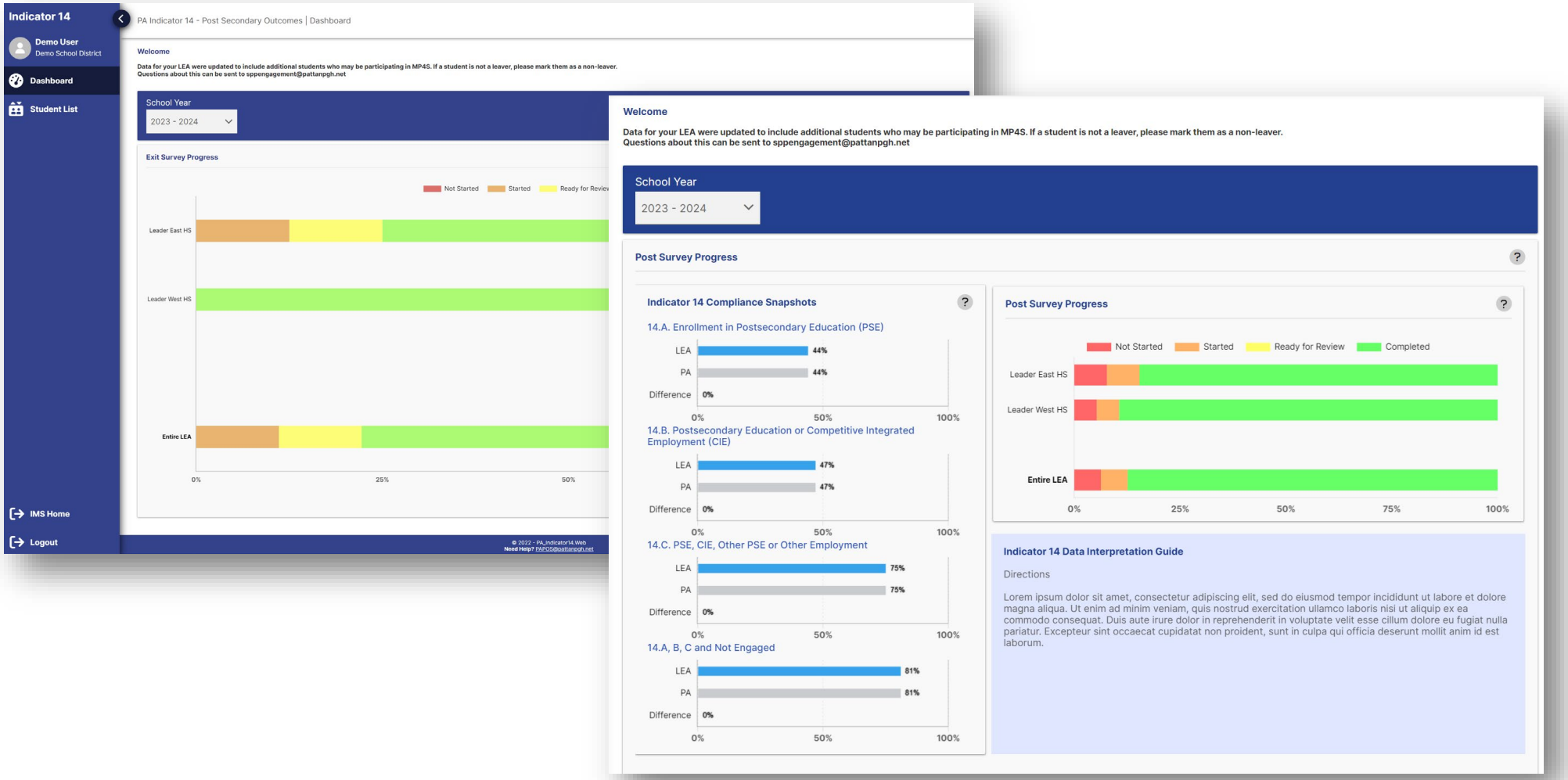
This summer you will get an automated email from ***no-reply@pattan.net*** and/or text message from ***717-844-9768*** with a link to a survey where you share what you have done over the past year since leaving high school. The link you will get for this survey is unique to you. To start the survey, you'll need to provide your birthday.

There are 14 questions on this survey, and it should take about 10 minutes to complete. If you are unable to complete the entire survey, please note that you will **not** be able to complete part of the survey, come back and complete the rest later. Once your answers are submitted, you will not be able to edit them.

Here is a short video that explains why this survey is important!

https://youtu.be/AFgY_yhbiXQ

EXPANDED LEA ACCESS TO INDICATOR 14 DATA



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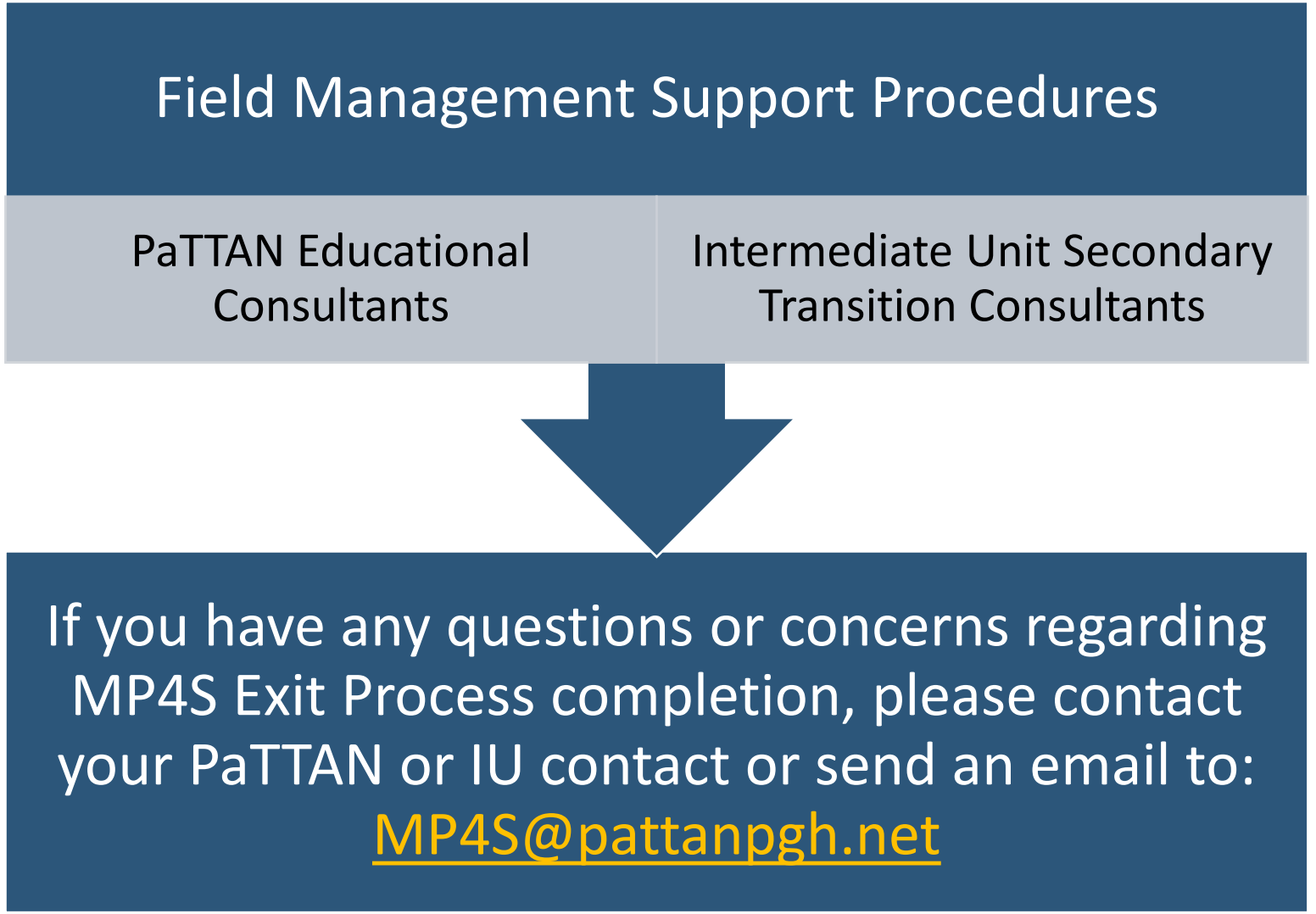
Questions with Process and Documents?



Technical Issues

Field Technical Support Procedures

If you have any questions or concerns regarding logging in to MP4S or technical issues please contact the IMS Team at

RA-edims@pa.gov if you need further assistance

TAKE AWAYS

- Provide Prenotification to Students and Families
  - Explain the 2 automated attempts ahead of time to increase likelihood of responding
  - Ensure process is safe
- Manage your completed surveys in the data dashboard
  - Personal outreach to students/families if first 2 attempts do not yield a survey response beginning 8/3/2025
- As you continue to participate, use your historical data on outcomes for programming
- All surveys must be completed by 9/26/2026

April 10, 2025 Attendance Verification My Plan for Success Overview and Procedural Training

ATTENDANCE QR CODE

THANK YOU!

PaTTAN
Pennsylvania Training and Technical Assistance Network

THANK YOU

HILLARY MANGIS

HMANGIS@PATTANPGH.NET

MATTHEW FLANAGAN

MFLANAGAN@PATTAN.NET

Pennsylvania Training and Technical Assistance Network
Pennsylvania Department of Education

Certificate of Attendance

This Certificate of Attendance is awarded to **Stephanie Faith** for participation in:

Title: **My Plan for Success Overview and Procedural Training**

Start Date: 4/10/2025 End Date: 4/10/2025

Credits: 0

The location of this training was: Webinar

This activity was sponsored by the Pennsylvania Partnership for Professional Development, Pennsylvania Training and Technical Assistance Network.

A Certificate of Attendance is intended to be a confirmation of attendance only.
A Certificate of Attendance does not reflect the awarding of any continuing education credits.

RESPONSIBLY MAKING DREAMS COME TRUE:

ENTREPRENEUR

YOU TOO CAN BECOME AN ENTREPRENEUR!

PA Council on Cyber Transition

PA Council on Cyber Transition

JOIN US!

FOR A MORNING OF LEARNING!

We are **SO EXCITED** to have you join us for a morning of learning and growing together! Our event will take place Thursday April 10th, from 8:45 AM - 12:00 PM.

Take a moment to look through our presenters and select one session to attend at each timeslot.

Even if the presenter isn't covering a career, you are specifically interested in, they may share useful information, strategies, or supports that will lead you to a successful pathway to your dream job

Check out each presenter, make note of your favorites and complete the registration link at the end of this booklet.

Questions can be directed to our planning committee listed below:

Whitney Bargerstock:
wbargerstock@agora.org
Beth Habbyshaw:
elhabbyshaw@insightpaschool.org
Christina Scotillo-Sowa:
chsowa@insightpaschool.org
Zachary Carroll:
zcarroll@achivementcharter.org

PACCT

Who we are

We are a group of cyber education professionals working collaboratively across PA to provide resources and supports for students with disabilities in meeting their postsecondary education and career goals.

PA Council on Cyber Transition

PRESENTERS

ANNA BERZINS: Teachers Pay Teachers Content Creator

I WILL BE PRESENTING ABOUT CREATING RESOURCES ON TEACHERS PAY TEACHERS. MY ULTIMATE GOAL FOR TEACHERS IS TO PROVIDE PRACTICAL, TIME-SAVING, NO PREP DIGITAL RESOURCES FOR SPECIAL EDUCATION ELA CLASSROOMS THAT HELP THEM FEEL INSPIRED, SUPPORTED, AND SEEN.

Maegan Blinka: Holistic Health Coaching & Business Mentorship

MAEGAN BLINKA IS A PASSIONATE ENTREPRENEUR, CERTIFIED HORMONE HEALTH COACH, AND ADVOCATE FOR HOLISTIC WELLNESS. WITH OVER A DECADE OF EXPERIENCE IN FITNESS AND NUTRITION BEFORE SHIFTING HER FOCUS TO HORMONE HEALTH, SHE HAS BUILT A THRIVING BUSINESS CENTERED ON EMPOWERING WOMEN TO TAKE CONTROL OF THEIR WELL-BEING.
AS A LEADER WITHIN HUGH & GRACE, A COMPANY DEDICATED TO HORMONE-SAFE LIVING, MAEGAN NOT ONLY EDUCATES OTHERS ON THE IMPORTANCE OF REDUCING TOXINS BUT ALSO MENTORS WOMEN IN BUILDING SUSTAINABLE BUSINESSES THAT ALIGN WITH THEIR VALUES. THROUGH HER COACHING, ONLINE COMMUNITY, AND BUSINESS MENTORSHIP, SHE HELPS OTHERS CREATE IMPACT-DRIVEN CAREERS THAT PROVIDE BOTH FINANCIAL FREEDOM AND PERSONAL FULFILLMENT.
IN THIS SESSION, MAEGAN WILL SHARE HER JOURNEY OF TRANSITIONING FROM TRADITIONAL HEALTH COACHING TO ENTREPRENEURSHIP, THE IMPORTANCE OF ALIGNING PASSION WITH PURPOSE, AND HOW TO BUILD A BUSINESS THAT MAKES A DIFFERENCE WHILE MAINTAINING INTEGRITY AND RESPONSIBILITY. STUDENTS AND FAMILIES WILL LEAVE WITH VALUABLE INSIGHTS ON TURNING DREAMS INTO REALITY THROUGH STRATEGIC ACTION, RESILIENCE, AND ETHICAL ENTREPRENEURSHIP.

Dr. Colleen Freyvogel-Bruss: Bruss Property Services (Construction)

THERE ARE MANY CONSTRUCTION COMPANIES IN PENNSYLVANIA. IF YOU ARE INTERESTED IN WORKING IN THE FIELD, OR DEVELOPING YOUR OWN CONSTRUCTION COMPANY, IT IS IMPORTANT TO DIFFERENTIATE YOURSELF FROM OTHERS. FINDING YOUR NICHE IN THE WORLD OF CONSTRUCTION CAN TAKE TIME BUT IT WILL BE WORTHWHILE! DURING THIS PRESENTATION YOU WILL LEARN HOW TO START A SMALL BUSINESS, MARKET YOUR COMPANY, AND ORGANIZE IMPORTANT DOCUMENTS TO MAKE YOUR BUSINESS THE BEST IT CAN BE! BRUSS PROPERTY SERVICES IS ONE SMALL BUSINESS THAT MAKING A MARK ON THEIR COMMUNITY WITH PROJECTS THAT SUPPORTS FAMILIES AND COMPANIES TURN THEIR DREAMS INTO REALITY.

Mary Beth Buffington: Impact Chocolate

MARYBETH BUFFINGTON IS FOUNDER AND RUNNER OF A SMALL BEAN-TO-BAR CRAFT CHOCOLATE BUSINESS IN NORTHEAST PENNSYLVANIA. USING ETHICALLY SOURCED COCOA BEANS, MARYBETH WILL SHOW AND EXPLAIN ABOUT THE STEPS OF HER PROCESS OF MAKING CHOCOLATE FROM THE BEAN TO THE BAR. GIVING A VIRTUAL TOUR OF HER SMALL FACTORY, SHOWING THE EQUIPMENT NEEDED, AND SHOWING THE FINAL STEPS OF TEMPERING AND CREATING DELICIOUS CHOCOLATE!

PA Council on Cyber Transition

PRESENTERS (CONTINUED)

Katie DiStefano: Face Forward with Katie

THINKING ABOUT JOINING AN ONLINE MULTI-LEVEL MARKETING (MLM) BUSINESS? BEFORE YOU DIVE IN, LEARN HOW TO DO IT STRATEGICALLY AND SUSTAINABLY FROM SOMEONE WHO'S BEEN IN THE INDUSTRY FOR OVER EIGHT YEARS—AND HAS CONSISTENTLY MADE IT WORK.

Kim Fiscus: Candle-maker and Virtual Overseas Teacher

DO YOU HAVE A HOBBY THAT YOU LOVE? COULD THAT HOBBY TURN INTO SOMETHING YOU COULD EARN MONEY FROM? IN THIS PRESENTATION, YOU WILL HEAR FROM A FULL TIME SPECIAL EDUCATION TEACHER THAT, IN ADDITION TO TEACHING IN A HIGH SCHOOL, TEACHES ENGLISH TO STUDENTS OVERSEAS AND SELLS CANDLES AND WAX MELTS IN HER COMMUNITY AND ONLINE. LEARN HOW SOMETHING YOU LOVE COULD PAY YOU IN TWO DIFFERENT WAYS.

Nicole Laskey: Restaurant Owner 1888 Bites and Pints

I WILL BE PRESENTING ON THE CHALLENGES AND CELEBRATIONS OF OPENING A RESTAURANT. WE WILL TALK ABOUT WHAT GOES IN TO WEEKLY AND DAILY PREPARATIONS, AS WELL AS HOW WE PROMOTE NEW ITEMS AND UPCOMING EVENTS.

Missy Probst: Huckleberry Acres Photography

FROM TAKING PICTURES OF MY OWN CHILDREN TO HAVING PEOPLE PAY ME TO PHOTOGRAPH THEIR MOST IMPORTANT MOMENTS. LET ME TELL YOU ALL ABOUT HOW I TURNED MY HOBBY INTO A PROFITABLE BUSINESS.

Amanda Reighard: Finding Success in Failure

IN THIS PRESENTATION, I'LL SHARE MY JOURNEY OF TRYING TO BUY AND RENOVATE A THEATER—A DREAM THAT DIDN'T GO AS PLANNED. THROUGH SETBACKS AND UNEXPECTED CHALLENGES, I DISCOVERED VALUABLE LESSONS ABOUT RESILIENCE, RISK-TAKING, AND THE POWER OF LEARNING FROM FAILURE. THIS STORY ISN'T JUST ABOUT A THEATER—IT'S ABOUT CHASING BIG DREAMS, OVERCOMING OBSTACLES, AND FINDING SUCCESS IN UNEXPECTED WAYS.

PA Council on Cyber Transition

PRESENTERS (CONTINUED)

Dr. Jill Rend: Entrepreneur: Managing Multiple Jobs!

IN THIS PRESENTATION, STUDENTS WILL LEARN WHAT IT TAKES TO RUN A COLLEGE, BUT ALSO PURSUE ADDITIONAL DREAM JOBS OF OPENING A LOCAL COFFEE SHOP, VOLUNTEERING TO RUN A NONPROFIT, BEING AN ACTIVE MEMBER OF THE LOCAL CHAMBER OF COMMERCE, AND EVEN MAKE TIME FOR ADDITIONAL BUSINESS VENTURES! MEET JILL AND ALL THE AMAZING THINGS SHE HAS TO OFFER WITH HER INCREDIBLE LIFE EXPERIENCES.

Danielle Schall: Dance Instructor

IN THIS PRESENTATION, STUDENTS CAN LEARN ABOUT THE ROLE OF A DANCE INSTRUCTOR, INCLUDING TRAINING, PLANNING, TEACHING VARIOUS STYLES AND TECHNIQUES OF DANCE, CHOREOGRAPHY AND PERFORMANCES.

Morgan Witman: Volunteering

EVERY COMMUNITY HAS VOLUNTEER OPPORTUNITIES IF YOU KNOW WHERE TO LOOK. MANY ORGANIZATIONS CANNOT FUNCTION WITHOUT A VOLUNTEER BOARD OF DIRECTORS. SCHOOLS DEPEND ON PARENT TEACHER ORGANIZATIONS TO SUPPORT FIELD TRIPS, SCHOOL STORES, DANCES, ETC. YOUR PASSION CAN HELP OTHERS AND BUILD YOUR RESUME. EXPLORE YOUR LOCAL OPTIONS NOW!

Brittany Wolfe: Grace and Grit Boutique Clothing Store

I WILL GIVE A PREVIEW OF HOW I STARTED MY LOCAL SMALL BUSINESS. I'LL INCLUDE HOW I'M STILL LEARNING AND EXPANDING WITH THE CHANGES IN THE BUSINESS WORLD.

Greg Incardona: Volunteering - Giving Back for the Good of Helping

BEING AN ENTREPRENEUR LOOKS DIFFERENT FOR EVERYONE, GREG HAS HAD THE OPPORTUNITY TO VOLUNTEER AND GIVE BACK ON NUMEROUS PLATFORMS THROUGHOUT HIS ADULT LIFE. FROM BEING A BUSINESS OWNER TO ROTARIAN PRESIDENT AND AN ACTIVE VOLUNTEER IN HIS COMMUNITY, HE HAS EXPERIENCES TO SHARE ON HOW YOU CAN FIND PASSION IN THE THINGS THAT YOU ENJOY AND BEING ABLE TO GIVE BACK TO OTHERS.

SCHEDULE OF EVENTS

APRIL 10TH, 2025

8:45 Welcome

Introduction session with the Event Planning committee, where students will learn about entrepreneurial skills, how you can responsibly hold a job and work towards your dreams!

9:30 Break-out Session #1

Individual students will select which presenters they are most interested in attending.

10:10 Break-out Session #2

Individual students will select which presenters they are most interested in attending.

10:50 Break-out Session #3

Individual students will select which presenters they are most interested in attending.

11:30 Regroup / Reflection

Students will reconvene together to share what they learned and reflect together on how to successfully make their career goals a reality.

PA Council on Cyber Transition

BREAKOUT SESSIONS

Break-out Session #1

Restaurant Owner - Nichole Laskey

Educator and Creator - Kim Fiscus

Dance Instructor - Danielle Schall

Photography - Missy Probst

Impact Chocolate - MaryBeth Buffington

The Show Must Go On: Finding Success in Failure - Amanda Reighard

Volunteering - Morgan Witman

TPT Content Creator - Anna Berzins

Construction - Colleen Freyvogel-Bruss

Sustainable MLM Business without Breaking the Bank! - Katie DiStefano

Volunteering: Giving Back for the Good of Helping - Greg Incardona

Entrepreneurial Skills: Colleges, Coffee Shops and So Much More - Dr. Jill Rend

PA Council on Cyber Transition

BREAKOUT SESSIONS

Break-out Session #2

Restaurant Owner - Nichole Laskey

Holistic Health Coach and Business Mentor - Maegan Blinka

Dance Instructor - Danielle Schall

Impact Chocolate - MaryBeth Buffington

The Show Must Go On: Finding Success in Failure - Amanda Reighard

Volunteering - Morgan Witman

Construction - Colleen Freyvogel-Bruss

Sustainable MLM Business without Breaking the Bank! - Katie DiStefano

Volunteering: Giving Back for the Good of Helping - Greg Incardona

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BREAKOUT SESSIONS

Break-out Session #3

Restaurant Owner - Nichole Laskey

Grace and Grit Clothing Boutique - Brittany Wolfe

Holistic Health Coach and Business Mentor - Maegan Blinka

Dance Instructor - Danielle Schall

Impact Chocolate - MaryBeth Buffington

The Show Must Go On: Finding Success in Failure - Amanda Reighard

Volunteering - Morgan Witman

Construction - Colleen Freyvogel-Bruss

Sustainable MLM Business without Breaking the Bank! - Katie DiStefano

Volunteering: Giving Back for the Good of Helping - Greg Incardona

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REGISTRATION PROCESS

ENTREPRENEURS: RESPONSIBLY MAKING DREAMS COME TRUE!

1. Review the Presenter Bios on pages 3-5. Select your favorite presenters to attend live sessions.

2. Look at the presentations available under each Break-out sessions. Choose one presenter to attend for each of the three break-out sessions!

3. Complete THIS REGISTRATION FORM. Choose one presenter to attend per break out session, and be sure to include the correct contact information so that we may be able to give you links to enter each session.

4. Celebrate and watch your email! We will share links to live session the day prior to our event! We CAN'T WAIT TO SEE YOU THERE!

PA Council on Cyber Transition

QUESTIONS?
CONTACT

Name	Title	Contact
Whitney Bargerstock	Event Coordinator	wbargerstock@agora.org
Beth Habbyshaw	Event Coordinator	elhabbyshaw@insightpaschool.org
Christina Scotillo-Sowa	Event Coordinator	chsowa@insightpaschool.org
Zachary Carroll	Event Coordinator	zcarroll@achievementcharter.com
Morgan Witman	PaCCT Leadership Panel	mwitman@agora.org
Lisa Krystofolski	PaCCT Leadership Panel	lkrystofolski@pavcs.org

PA Distance Learning

Stephanie Faith <stephanie.faith@padistance.org>

Re: Upcoming PACCT Virtual Transition Age Event-Please Share

Ms. Budd <laura.budd@padistance.org> Mon, Apr 7, 2025 at 10:40 AM
To: Lindsay Dempsey <lindsay.dempsey@padistance.org>, Matthew Galando <matthew.galando@padistance.org>, Brina Ault <brina.ault@padistance.org>, Lisa Wierdak <lisa.wierdak@padistance.org>, Jamie Bate <jamie.bate@padistance.org>, Jennifer Gates <jennifer.gates@padistance.org>, Jamie Reynolds <jamie.reynolds@padistance.org>, Elizabeth Rose <elizabeth.rose@padistance.org>, Daniella Zenone <daniella.zenone@padistance.org>, Janine Otis <janine.otis@padistance.org>, Maddie Corcoran <madison.corcoran@padistance.org>, Chelsea White <chelsea.white@padistance.org>, April Balsomico <april.balsomico@padistance.org>, Amy Dotson <amy.dotson@padistance.org>, Rebecca Gregory <rebecca.gregory@padistance.org>, "Mrs. Blose" <sarah.blose@padistance.org>, Valerie Metz <valerie.metz@padistance.org>, Danielle Garren <danielle.garren@padistance.org>, Sarah Fischer <sarah.fischer@padistance.org>
Cc: Stephanie Faith <stephanie.faith@padistance.org>

Good Morning,

The following students registered to attend Thursday's event:

Santino Hussain
Tyanna Thompson

Students who registered will receive an email (probably today) that includes their schedule with links for the specific sessions they registered for. The SE teacher will also be included in the email for reference. The students have also been added to the calendar event for a general reminder.

Registration is still open today and probably tomorrow if you have students who would still like to attend.

Thank you,
[Quoted text hidden]

May 28, 2025	**1**
March 26, 2025	**7**
February 19, 2025	**13**
January 29, 2025	**17**
December 11, 2024	**23**
November 20, 2024	**27**
October 23, 2024	**32**
October 2, 2024	**37**
August 22, 2024	**41**
August 21, 2024	**44**

Special Education

Special Education Department MEETING AGENDA

May 28, 2025

11:45-3:30

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees:** Faith, Budd, Mulvey, Meneice, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Balsomico, Rose, Corcoran, Carneval, Glancy, Ault, Gregory, Bate, Bartrug, Garren, Fischer, Hammond, Crooks **Note Taker:** Budd

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - Teachers Teaching Teachers
- Objective 3 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

		ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf

		Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead. Notes: ● New staff introductions!
		OBJECTIVE 1 - SE Updates & Important Dates **<u>Important Dates:</u>** ● June 6 - Q4 PM Due ● June 7 - GRADUATION! ---
	1:40	**Related Services** ***SOP Pending for Attendance Policy*** ● Frequencies for IEPs ○ SLP, OT, PT (30-60 min) ○ LC and BSC (45 min) ■ Need to be updated for next SY ● Contracted Companies ○ No notice is $85-$185 per session ■ Worked with providers to reduce amount of charges for no shows by 50% ■ Attendance providers are really going to push the attendance policy ○ Presence Learning-no longer being used ● **<u>Holds</u>** for no shows ○ Once a student misses 3 consecutive sessions follow this process: ■ Notify Heidi ■ Advise the parent services are being placed on hold for the next 10 days (If they want services to resume right away, they can but the student can only miss 6 sessions total or services are completely removed). ■ Put the words “hold of related services” in the functional Present Levels and in the back of the IEP (Gaskin Questions). ■ Add Revision to include “hold of related services” ● <u>NO NOREP issued, just revise</u> ■ After 10 days, contact the parent again to see if they are ready to resume services.

		● If they wish to resume advise again that only 6 absences are allowed per year before services are removed. ● If they wish to remove, follow the steps below. ○ Notify Heidi of decision ● **Removal** of Services ○ If services are being removed, follow this process: ■ Notify Heidi ■ Take out of the IEP and issue NOREP ● Once NOREP is issued, a signature or 10 days must pass before official removal (whichever comes first). ● Once removed, add how we are meeting this need for the student as an SDI (reach out to in-house providers for assistance). **Other Items:** ● Social Skills ○ We need to look at who needs this and who does not. You all are providing this more than you may realize. ● Individual Student Assessment/Progress Review (1-1 Conferencing) ○ Once a month in Resource Room talk to students about these things (no question of the day, etc): ■ Growth on Progress Monitoring ● Progress Points will be given if students complete IXL, etc. ■ Growth on Grades ● Professional Development ○ Informational piece then PD ■ Based around growth areas for observations ● Setting Instructional Outcomes ● Questioning and Discussion ● Physical Space ● Assessment & Instruction ○ Essentials of IEP Writing ■ New staff only ● Self-paced webinar ● Will get you signed up when you return
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the

		work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

March 26, 2025

1:00-2:00

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees:** Faith, Budd, Mulvey, Meneice, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Balsomico, Rose, Corcoran, Carneval, Glancy, Ault, Gregory, Bate, Bartrug, Garren, Fischer, Hammond, Crooks **Note Taker:** Budd

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - Teachers Teaching Teachers
- Objective 3 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

		ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead. Notes: ● New staff introductions!
		OBJECTIVE 1 - SE Updates & Important Dates

		●
		Objective 3 - Transition - SE Coordinator Updates 1. Updated Survey/Assessment Process (K-12) ● Continue to work on uploading completed surveys/assessments and completing student assessment planning sheets. ○ If you need any support on this, please reach out. 2. Teacher Observations (Q4) ● Email to be sent out the week of March 31st 3. PACCT Entrepreneurs Virtual Event (7-12) ○ April 10, 2025 / 8:45-12:00 ■ Admin Approved!! ● **Registration Deadline: March 31st**** 4. Additional Transition (Life After HS) Events ● OVR Pre-ETS PA Distance Sessions (9-12) ○ April 30th (Interviewing) ● Virtual Pre-ETS Series with OVR (Open to All Cybers; 9-12 Grade) ○ 2 Time Slots Available per Dates Shown Below ○ Students must have a completed Pre-ETS Release to attend. ■ Completed Student Release Forms Folder 9:00-10:00 / 1:00-2:00 ■ March 31st-Informational Interviews & Labor Market Information ■ April 14th-Financial Literacy ■ April 28th-Employer Informational Interview ● Students must have a completed Pre-ETS Consent Form or an open case with OVR to participate. ● If you have interested students with completed Pre-ETS Consent Forms, please let me know so they can be registered. 5. Transition (Life After HS) Resources ● Project Life Referral Packet (Due April 18th) ● TCCAC Meeting Highlights (Last Meeting 3/26/2025) ● Life After HS Padlet - Events/Resources by County ○ PLEASE SHARE WITH FAMILIES** ● There are additional resources outside of my work area (please return after use). If you need a digital copy let me know and I will see what I can find. 6. Office Hours ● April 2nd, May 21st ○ Office Hours take place from 11:30-12:30 on the dates shown above. ***If you have any questions, or need additional support, please reach out.**

		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a "cheery ending," but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

February 19, 2025

2:00-3:00

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees:** Faith, Budd, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Balsomico, Rose, Corcoran, Carneval, Glancy, Ault, Gregory, Bate, Bartrug, Lang **Note Taker:** Budd

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - Teachers Teaching Teachers
- Objective 3 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf

		Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead. Notes: ● Congrats to Jen! ● Chelsea is first lol
		--- **Heidi Stuff** ● Extra time for input forms ○ Heidi needs as much time as possible ● Include local data ○ Items for Erika Notes: ● Nothing at this time.
		●
		Objective 3 -Transition - SE Coordinator Updates 1. Teacher Observations (Q3) ● Q3 Compliance Observations ○ Initial Email to Schedule with Laura Sent 1/31/25 ■ 8 out of 20 Scheduled As of 2/18/25 ● **Please schedule ASAP (Deadline: 3/24)** 2. Updated Survey/Assessment Process (K-12) ● Continue to work on uploading completed surveys/assessments and completing student assessment planning sheets. ○ **Spot checks completed 1/14/25-not many assessments have been added for students.** ■ If you need any support on this, please reach out. --- *******Please review the following items independently******* 3. Upcoming Transition (Life After HS) Events ● OVR Pre-ETS PA Distance Sessions (9-12) ○ February 26th (High School Vs. College) ● Virtual Pre-ETS Series with OVR (Open to All Cybers; 9-12 Grade) ○ 2 Time Slots Available per Dates Shown Below ○ Students must have a completed Pre-ETS Release to attend. ■ Completed Student Release Forms Folder 9:00-10:00 / 1:00-2:00

		■ February 24th-Self-Advocacy with Transportation ■ March 17th-Post-Secondary Options ■ March 31st-Informational Interviews & Labor Market Information ■ April 14th-Financial Literacy ■ April 28th-Employer Informational Interview ● Students must have a completed Pre-ETS Consent Form or an open case with OVR to participate. ● If you have interested students with completed Pre-ETS Consent Forms, please let me know so they can be registered. ● PACCT Entrepreneurs Virtual Event ○ April 3, 2025 / 8:45-12:00 ■ Approval already given by Admin!! ● More info coming soon! ● Hiram G Andrews Center (HGAC) Virtual Day for Cybers ○ **February 25th (Registration Deadline: Feb 21st)** ■ If you have interested students, please let me know. 4. Transition (Life After HS) Resources ● TCCAC Meeting Highlights (Last Meeting 1/28/25) ● Life After HS Padlet - Events/Resources by County ○ PLEASE SHARE WITH FAMILIES** ● There are additional resources outside of my work area (please return after use). If you need a digital copy let me know and I will see what I can find. 5. Office Hours ● March 19th, April 2nd, May 21st ○ Office Hours will take place from 11:30-12:30 on the dates shown above. ***If you have any questions, or need additional support, please reach out.**
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

January 29, 2025

2:30-3:30

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees:** Faith, Budd, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Balsomico, Rose, Corcoran, Carneval, Glancy, Ault, Gregory, Bate, Bartrug, Lang **Note Taker: Budd & Glancy**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - Teachers Teaching Teachers
- Objective 3 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead. Notes: ● Ted Lasso Video (be curious not judgemental)
		OBJECTIVE 1 - SE Updates & Important Dates ●
		OBJECTIVE 2 - All Teach, All Learn! **Matt Dayka** ● Chat GPT and the use of AI for 1:1 and small groups ○ Brisk ○ Google notebook lm ● Progress monitoring

Objective 3 - Transition - SE Coordinator Updates

1. Teacher Observations
- Q3 Compliance Observations
  - More information will be sent via email by the end of this month.

2. Updated Survey/Assessment Process (K-12)
- Continue to work on uploading completed surveys/assessments and completing student assessment planning sheets.
  - **Spot checks completed 1/14/25-not many assessments have been added for students.**
    - If you need any support on this, please reach out.

*******Please review the following items independently*******

3. Upcoming Transition (Life After HS) Events
- OVR Pre-ETS PA Distance Sessions (9-12)
  - February 5th (Job Search & Applications)
  - February 26th (High School Vs. College)
- Virtual Pre-ETS Series with OVR (Open to All Cybers; 9-12 Grade)
  - 2 Time Slots Available per Dates Shown Below
  - Students must have a completed Pre-ETS Release to attend.
    - Completed Student Release Forms Folder

  9:00-10:00 / 1:00-2:00
    - February 24th-Self-Advocacy with Transportation
    - March 17th-Post-Secondary Options
    - March 31st-Informational Interviews & Labor Market Information
    - April 14th-Financial Literacy
    - April 28th-Employer Informational Interview
      - Students must have a completed Pre-ETS Consent Form or an open case with OVR to participate.
      - If you have interested students with completed Pre-ETS Consent Forms, please let me know so they can be registered.
- Project Life
  - Provides students with developmental disabilities the opportunity to learn and strengthen skills that are high predictors of greater adult independence leading to a future of integrated employment in their community.
    - Open House Events
      - Feb 3rd (Virtual)
      - Feb 5th (In-Person)
- Mock It Til You Rock It! Mock Interview Event (11th & 12th Graders)
  - February 26th

		■ Each school can register a max of 5 students and must have at least one adult staff assigned to accompany the students. ■ Registration Deadline: Feb 10th*** ● PACCT Entrepreneurs Virtual Event ○ April 3, 2025 / 8:45-12:00 ■ Approval already given by Admin!! ● More info to come in Feb! ● Hiram G Andrews Center (HGAC) Virtual Day for Cybers ○ Pending more info! 4. Transition (Life After HS) Resources ● TCCAC Meeting Highlights (Last Meeting 1/28/25) ● Life After HS Padlet - Events/Resources by County ○ SHARE WITH FAMILIES** ● There are additional resources outside of my work area (please return after use). If you need a digital copy let me know and I will see what I can find. 5. Office Hours ● February 19th, March 19th, April 2nd, May 21st ○ Office Hours will take place from 11:30-12:30 on the dates shown above. ***If you have any questions, or need additional support, please reach out.**
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

December 11, 2024

1:00-2:00

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees: Faith, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Balsomico, Rose, Corcoran, Carneval, Glancy, Ault, Gregory, Bate, Bartrug, Lang** **Virtual: all** **Note Taker: White**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - Teachers teaching Teachers
- Objective 3 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.
		Objective 3 - Transition - SE Coordinator Updates **Please review the following items independently:** 1. Teacher Observations ● If you haven't already done so, please schedule your Q2 classroom observations (Email with Instructions Sent 11/18/24). ○ Reference your SE Teacher Observation Form (Tab 3) that was sent out via email after your Q1 Observation was completed for lesson expectations. If you need this re-sent, please let me know. ■ Note: This is not considered a formal observation, therefore, no lesson plan is needed. 2. Updated Survey/Assessment Process (K-12)

		● Continue to work on uploading completed surveys/assessments and completing student assessment planning sheets. ○ If you need any support on this, please reach out. <u>3. Upcoming Transition (Life After HS) Events</u> ● Pending <u>4. Transition (Life After HS) Resources</u> ● TCCAC Meeting Highlights ● Life After HS Padlet - Events/Resources by County ● There are additional resources outside of my work area (please return after use). <u>5. Office Hours</u> ● January 15th, February 19th, March 19th, April 16th, May 21st ○ Office Hours will take place from 11:30-12:30 on the dates shown above. Please note, I am out of the office on the following dates: December 9-13 (Keystone Testing), December 19th (PD), January 2nd-3rd (PTO), January 10th-9:30-11:30 (PTO) ***If you have any questions, or need additional support, please reach out.**
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

November 20, 2024

12:30-1:00

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees: Faith, Budd, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Upchurch, Balsomico, Rose, Corcoran, Watenpool, Carnival, Glancy, Ault, Gregory, Bate, Hoffman,Abbiati** **Virtual: all** **Note Taker: Watenpool**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - PD for staff (IEE review)
- Objective 3 - Teachers teaching Teachers
- Objective 4 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.
		Objective 4 - Transition - SE Coordinator Updates **Please review the following items independently (4 Items):** 1. Teacher Observations ● Please begin to schedule your Q2 classroom observations (Email with Instructions Sent 11/18/24). ○ Reference your SE Teacher Observation Form (Tab 3) that was sent out via email after your Q1 Observation was completed for

		lesson expectations. If you need this re-sent, please let me know. ■ Note: This is not considered a formal observation, therefore, no lesson plan is needed. <u>2. Updated Survey/Assessment Process (K-12)</u> ● Work on uploading completed surveys/assessments and completing student assessment planning sheets. ○ If you need any support on this, please reach out. <u>3. Upcoming Transition (Life After HS) Events</u> ● OVR Pre-ETS Session on Employability Skills - December 11th ○ Need a HS Teacher to take the lead on this. I will be out for Keystone Testing (Session Intro, Recording, Attendance). ■ Thanks Daniella! <u>4. Transition (Life After HS) Resources</u> ● TCCAC Meeting Highlights ● Life After HS Padlet - Events/Resources by County ● There are additional resources outside of my work area (please return after use). <u>5. Office Hours</u> ● December 4th, January 15th, February 19th, March 19th, April 16th, May 21st ○ Office Hours will take place from 11:30-12:30 on the dates shown above. Please note, I am out of the office on the following dates: December 3rd (PD) December 9-13 (Keystone Testing), December 19th (PD), January 2nd-3rd (PTO), January 10th-9:30-11:30 (PTO) ***If you have any questions, or need additional support, please reach out.**
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

October 23, 2024

1:30-2:30

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees: Faith, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Upchurch, Balsomico, Rose, Corcoran, Watenpool, Carnival, Glancy, Ault, Gregory** **Virtual: Bate, Hoffman** **Note Taker: Watenpool**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - Important dates and SE updates
- Objective 2 - Teachers teaching Teachers
- Objective 3 -Life After High School (Transition)
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.
		OBJECTIVE 2 - All Teach, All Learn! ● Daniella and Amy D ○ Student-led IEPs in all levels ■ Model Example ■ Student Example Notes: ● Sarah, Lisa, Ashley - ES conference

		• Daniella and Amy D - Student-Led IEPs in all Levels
		  ○ ALL students can do a student-led IEP! Regardless of grade level, skill level, etc.
		  ○ Amy Dotson shared a Visual Transition Survey with the group. This is adapted for students who may be more successful with a "drag and drop" type survey with pictures. These slides can also be used in their student-led IEP! 🙂This allows students to actively participate in their own IEP process! All students deserve to have agency in their own meetings! It is very empowering for students!
		  ○ Daniella shared an example of a transition-based student-led IEP. Expectations and guidelines are important so that students are know what is expected of them. Daniella gives them opportunities to complete it over a few resource room sessions so that it 1) gets completed and 2) so that teacher help is available if needed. This process is very empowering for students! This process can also be tailored to specific students needs - they can record themselves presenting it to be played at the meeting if they do not want to present it live.
		• Collaborate with Reg. Ed. teachers to perhaps offer bonus points or progress grade points for students who complete student-led ieps (or other resource room activities/lessons) that relate to any content-area class.

		Objective 3 - Life After High School (Transition)
		
		<u>Please review the following items independently (4 Items):</u>
		
		<u>1. Q1 Teacher Observations (Compliance/IEP Meeting)</u>
		• All Q1 observations are scheduled and will be completed by the week of October 28th
		• Please be sure you schedule your brief follow up meeting with Laura (email with instructions sent 10/18/24)
		
		<u>2. Updated Survey/Assessment Process (K-12)</u>
		• If you need any support on this, please let Laura know.
		
		<u>3. Upcoming Events</u>:
		• Disability Mentoring Day - Oct 16th
		  ○ 2 Students Attended!!
		• Hiram G Andrews Career & Transition Fair - Oct 16th-18th
		  ○ **No interested families**
		• PACCT Cyber School Transition Fair - Oct 25th
		  ○ 4 students registered so far; should get an updated list before the event
		• OVR Pre-ETS Session on Disability Awareness - Oct 30th
		  ○ Waiting to see who will replace Andria McCourt and cover our Pre-ETS sessions.

		Life After HS Padlet - Events/Resources by County 4. Office Hours: ● November 13th, December 11th, January 15th, February 19th, March 19th, April 16th, May 21st ○ Office Hours will take place from 11:30-12:30 on the dates shown above. ***If you have any questions, or need additional support, please reach out.**
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a "cheery ending," but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

October 2, 2024

12:30-1:30

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees: Faith, Budd, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Upchurch, Balsomico, Martin, Rose, Corcoran, Watenpool, Carnival, Glancy, Ault, Butter** **Virtual: Bate, Hoffman** **Note Taker: Levenson**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - Important Dates
- Objective 2 - All Teach, All Learn
- Objective 3 -Life After High School (Transition)
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.
		Objective 3 - Life After High School (Transition) **Please review the following items independently (4 Items):** 1. Updated Survey/Assessment Process (K-12)** ***Please ensure you are following the updated process shown below (this is part of the observation process): 1. Complete all required Surveys/Assessments/Inventories with your students. 2. Save the students completed Surveys/Assessments/Inventories into your named Student Response Folder. 3. Complete the Assessment Planning Student Tracking Sheet for each student (make a copy for each student). 4. Add completed Student Assessment Planning Tracking Sheets into the students folder within your named folder. 5. Check to ensure your students assessments and tracking sheet are

		saved in your named folder (within the Student Response Folder). Sp Ed Life After High School (Transition) Training Slides **Please check the Survey/Assessment Shared Folder for updates. Some of the HS surveys and assessments have been reproduced into Google Forms for easier student access (**THANKS JANINE!!**). TCCAC Meeting 1 Highlights 2. Upcoming Events: ● Disability Mentoring Day - October 16th ○ 4 Students Registered ● Hiram G Andrews Career & Transition Fair - Oct 16th-18th ○ No interested families so far Life After HS Padlet - Events/Resources by County 3. OVR Updates: ● Funding Updates ○ OVR Pre-ETS Re-Prioritization Plan Session Notes (Shared out via email 9/10-please review if you haven't already) ■ Andria McCourt officially took another job and will be leaving (this time for real). Another rep will take over the HS Pre-ETS sessions. More to come on this soon. 4. Office Hours: ● October 16th, November 13th, December 11th, January 15th, February 19th, March 19th, April 16th, May 21st ○ Office Hours will take place from 11:30-12:30 on the dates shown above. ***If you have any questions, or need additional support, please reach out.**
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a "cheery ending," but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.
		REMINDER - "ALL TEACH, ALL LEARN"

		**ESY DATES - 7/7/25 - 8/1/25

Special Education

Special Education Department MEETING AGENDA

August 22, 2024

8:30-11:00

TOPIC: Welcome Back Special Ed PD for opening of school year, Transition training	**Attendees: Faith, Wierdak, Garand, Bate, Hoffman, Glancy, Galando, Martin, Otis, Zenone, Balsomico, Domenico, White, Rose, Metz, Watenpool, Levenson, Gates, Upchurch, Dotson, Ault, Beck, Corcoran, Paul, Budd, Mulvey, Blose** **Note Taker: Levenson and Budd**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - Transition training
- Objective 2 - Follow-up from yesterday
- Optimistic Closure (SEL practice)

TO PREPARE FOR THIS MEETING, PLEASE:

- Bring your laptop with access to Google Drive

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.

		•
		OBJECTIVE 1 - Transition training by Laura Budd **POWERPOINT from today's Training** Notes: **Laura's Powerpoint** • Follow all example pages (updated 8/16/24) • Follow blurbs given in powerpoint - Top of page 2 for input forms • Career related data K-6, but no narrative. Blurb goes in Present Ed Levels • **Underneath parent/input transition - blurb if the parent doesn't show or unsuccessful attempts** • **All grades are required to complete surveys/assessments/inquiries!!!** • Student tracking sheets for each grade/each month • OVR - "will be invited to future meeting" document in invite and present ed levels ○ No 10 day meetings, student-by-student basis for 30 Days • Can't write Transition plan without DATA- need to document and document why we can't get data if that is the case

		OBJECTIVE 2 - Follow-up from yesterday's meeting
		• Infinite Campus - sending texts
		• Input form update
		  ○ Teachers
		  ○ Counselors
		• Related service counseling change - time
		• Counselor assignments
		• 10 day Waiver blurb
		
		10-Day Waiver
		[ ] Not Applicable
		[X] As parent, guardian, or surrogate, I understand I must be afforded an opportunity to review any and all reports/evaluations (Section 342.25) at least ten days prior to the meeting of the IEP Team. Having participated in the Multidisciplinary Evaluation or Reevaluation Process, I have had the opportunity to review all evaluations and the Evaluation Report (ER). At this time, I give permission to convene the IEP meeting to discuss the recommendations of the MDE and to develop an Individualized Education Program (IEP) without the ten-day waiting period.
		Parent/Guardian Signature Date
		
		This is part of the IEP from York SD - so we can just note that a 10 day waiver was sent to parents and add the date.
		• Review age waiver on IEP Writer
		Notes:
		• Adding transition blurbs to counselor input forms
		• Anticipated courses - HS
		• Contact Heidi first if you aren't getting input, then she will go to Supervisor
		• "Teacher input was received on (date) and their input states…""
		• Educational component for all CE events this year (minus bowling)
		• Field trips - cannot miss any SPED meetings, conflict with schedule (All people should attend 1 field trip during the school year)

		• Counselor assignments are being sent out by Brandon (K-12 Coordinator).
		  ○ Tier I Counselors-Main points of contact (Aly-K-5, Amy-6-8, Mandy- End of Alphabet-K-12, Courtney Beginning of alphabet-K-12)
		  ○ There are also Tier II and III Counselors–detailed info coming on this. (Groups, community support)
		  ○ Tier 3- Individual support
		• 10-Day Waiver Blurb-example above–can IEP Writer just add the blurb? Stephanie is going to find out.
		• Age waiver on IEP Writer-Complete and send to parent if they agree to waive all things plus age waiver
		  ○ Bring up in meeting and advise that a waiver to sign will be sent–same date as meeting. For age waiver only when finalizing check which one you want to show.
		  ■ Age Gap Waiver Required As Follows:
		  • 3 years el ed
		  • 4 years secondary
		  ■ Be sure to check to ensure updated email addresses are in the academic section.

		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.
		REMINDER - “ALL TEACH, ALL LEARN” **ESY DATES - 7/7/25 - 8/1/25

Special Education

Special Education Department MEETING AGENDA

August 21, 2024

12:30-3:00

TOPIC: Welcome Back Special Ed PD for opening of school year, Transition training	**Attendees: Faith, Wierdak, Garand, Bate, Hoffman, Glancy, Galando, Martin, Otis, Zenone, Balsomico, Domenico, White, Rose, Metz, Watenpool, Levenson, Gates, Upchurch, Dotson, Ault, Beck, Corcoran, Paul, Budd, Mulvey, Blose** **Note Taker: Levenson and Budd**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - Department and Caseload information
- Objective 2 - Related Services
- Objective 3 - Important Dates
- Objective 4 - Paperwork/SOPs
- Objective 5 - Transition
- Optimistic Closure (SEL practice)

TO PREPARE FOR THIS MEETING, PLEASE:

- Bring your laptop with access to Google Drive
- Bring your SE reference binder

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead. Initial Thoughts: ● Positivity! ● Need to be there for kids! We are here for KIDS. ● Kids coming in: no early intervention, mental health and multiple disabilities, loss of parent, homeschool, behavior ● All Teach All Learn **Accountability Partners -** ● HS - RR partner ● MS - Stacy/Joann, Matt/Lisa

		• ES - Keri/Missy (Olivia and Lindsay will be mentored by Missy) • Christina/Ashley • Jen/Ashley • Jamie/Aubrey • Raegan/Heather/(Jenn) and Laura • Brina/Amy/April Prompt for share out: What do you want to learn this year and how will you start?

		OBJECTIVE 3 - Important Dates and Information
		• **Wednesdays are paperwork days for all teachers**. Follow what the principals' have assigned for you. PLCs - make sure you are attending what was assigned by principals - minimum attendance is 1 x month.
		• August 26 - First Day for students!
		• Rolling enrollment every Wednesday - Starting Sept 11
		• September 2 - NO SCHOOL - Labor Day
		  ○ No new students on Sept 4
		Important Information
		• IXL and LinkIt IEP Write Up
		  ○ Please reach out to Jess Colbert and Lindsay with question
		• Dr. Buchanan's availability for this SY
		  ○ Mondays and Fridays after 8:30
		  ○ Make sure you email her directly and give her ample time to review her schedule
		  ○ Dr. B will be reviewing all new ERs and some RRs (those that have new testing)
		  ○ Stephanie will be reviewing all RRs that are record reviews and some RRs with new testing and new speech evals
		• New SE meeting schedule
		  ○ 1 x month - full SE Team meeting on Wednesdays
		  ○ 1 x month - SE bldg meetings virtually from 7:30-8:00 on Fridays
		• Add in CEW activities to every RR and ensure that you monitor your own caseloads' CEW progress
		• ****Make sure you use Infinite Campus to take formal attendance of who is in Resource Room before 3:30pm**
		• Parent Orientation/Communication
		  ○ Slides are linked here
		  ○ We are looking to offer ALL parents the SE Orientation during the first few weeks of school.

		○ NEW Students - SE Teachers please do an informal interview when you call to introduce yourself to them - ask about prior education (schools) and any academic/behavioral info the parent wants to share. This is the time that you can reinforce the expectations of live learning attendance and independent learning completion. ○ When you contact parents through email - **YOU HAVE TO FOLLOW UP WITH A TEXT MESSAGE!** **Notes:** ● Use your open times to your advantage ● If Stephanie is scheduling for you it is because those are your must haves ● PLCs-Must attend at minimum once per month (subject area) ○ You can take turns running small groups with your partner (HS) so they don't have to be canceled ○ Life Skills is NOT required to attend ○ Related Services is NOT required to attend ● Enrollment ○ If we hit our cap of students (overall) we pause rolling enrollments. If not, we continue. ○ Do Not Shows after 10 days are removed ○ We will have higher numbers this year ○ Next round of new students will be September 11th ● Blurbs for IEPs linked on this agenda ● IXL and LinkIT take the place of STAR and CDTs (except Science) ● Please email Erika before you schedule meetings ● Do not double book Stephanie or put her back-to-back ● ***10 Day Waivers!!*** ● 16 year old shouldn't be with a 20 year old (need parent to agree to this through a waiver)--no more than 3 year age gap between ○ Send ASAP (especially for Life Skills)--Steph will share out link and discuss this in depth tomorrow. ● At minimum, add student led IEPs to Smart Futures ○ Work with Laura if you need support in determining what should be added (what counts as an artifact for Career Readiness). ● Sp Ed Parent Orientation Slides-Will be updated as needed; please use this as a resource. ● When you contact families via email you must also send out a text (talking points or infinite campus) ○ These attempts can count as part of your "3 attempts". Families are not likely to check email, but you may have more success through text. ● Continue to take attendance-infinite campus is overriding attendance for classes

		OBJECTIVE 5 - Life After High School (Transition) ● Life After HS (Transition) Training (08/22/2024) ○ Access will be granted to the Sp Ed Life After High School (Transition) Training 24-25 Slides after tomorrow's training session. ● Life After HS (Transition) Office Hours ○ September 18th, October 16th, November 13th, December 11th, January 15th, February 19th, March 19th, April 16th, May 21st ■ Office Hours will take place from 11:30-12:30 on the dates shown above. ● Life After HS (Transition) Padlet ○ Great resource for staff and families! ■ Share the link directly with families. **NOTES** Talk about this 8/22 Related services progress monitor in STAR and IEP Writer
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a "cheery ending," but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking. Revisit Warm Welcome - Prompt for share out What do you want to learn this year, and how will you start? ● How to text through IC ● Get better in Math ● Build relationships with students ● Balances my students' needs when all need different academic help ● Writing Goals ● Allow students to have more of a voice (2x10 Strategy) ● Acronyms!!! ● Clinical vs. Educational
		REMINDER - "ALL TEACH, ALL LEARN"

Structured Literacy Training

https://bit.ly/46JlOWe

Pennsylvania Distance Learning Charter School

Kindergarten - Second Grade Teachers
Reading Specialists
Special Education

October 10, 2023 and January 23, 2024

READING ACHIEVEMENT CENTER

Serving Every Learner

AIU Mission & Vision

Our Mission

We are an educational community that advocates and advances equitable opportunities for every learner.

Our Vision

Through equitable access, all learners achieve their full potential.

Serving Every Learner

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Session Topics

Day 1

- Introduction to Structured Literacy & Science of Reading
- Competency 1: Phonological and Phonemic Awareness
- Competency 2: Phonics and Word Awareness

Day 2

- Competency 3: Fluency
- Competency 4: Vocabulary
- Competency 5: Comprehension

Structured Literacy & Science of Reading

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Current Status of Literacy

On average, adults at the lowest levels of literacy are almost

10x

more likely to be living below the poverty line.

National Adult Literacy Survey

More than

20%

of adults read at or below a fifth-grade level–far below the level needed to earn a living wage.

National Institute for Literacy

46%

of American adults cannot understand the label on their prescription medicine.

Journal of American Medical Association

Of adults with the lowest literacy rates in the U.S.,

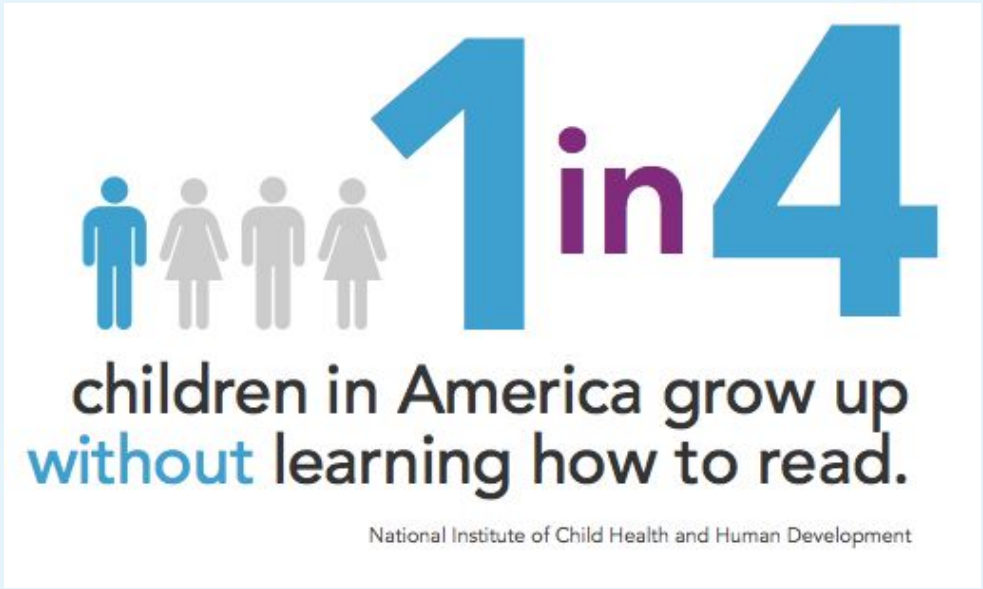
(National Adult Literacy Survey)

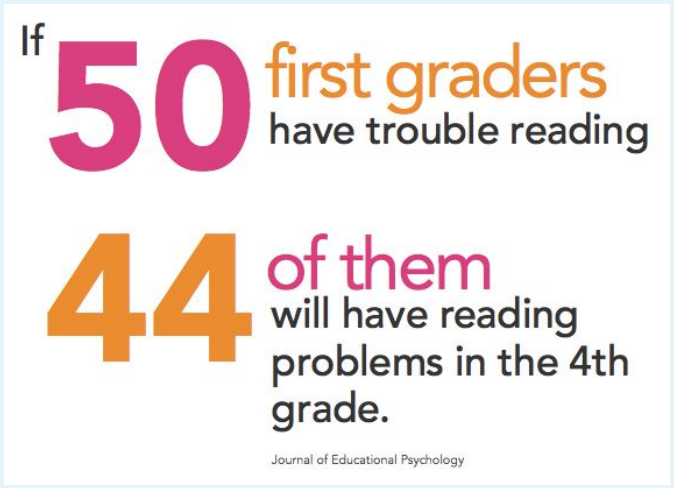
75%

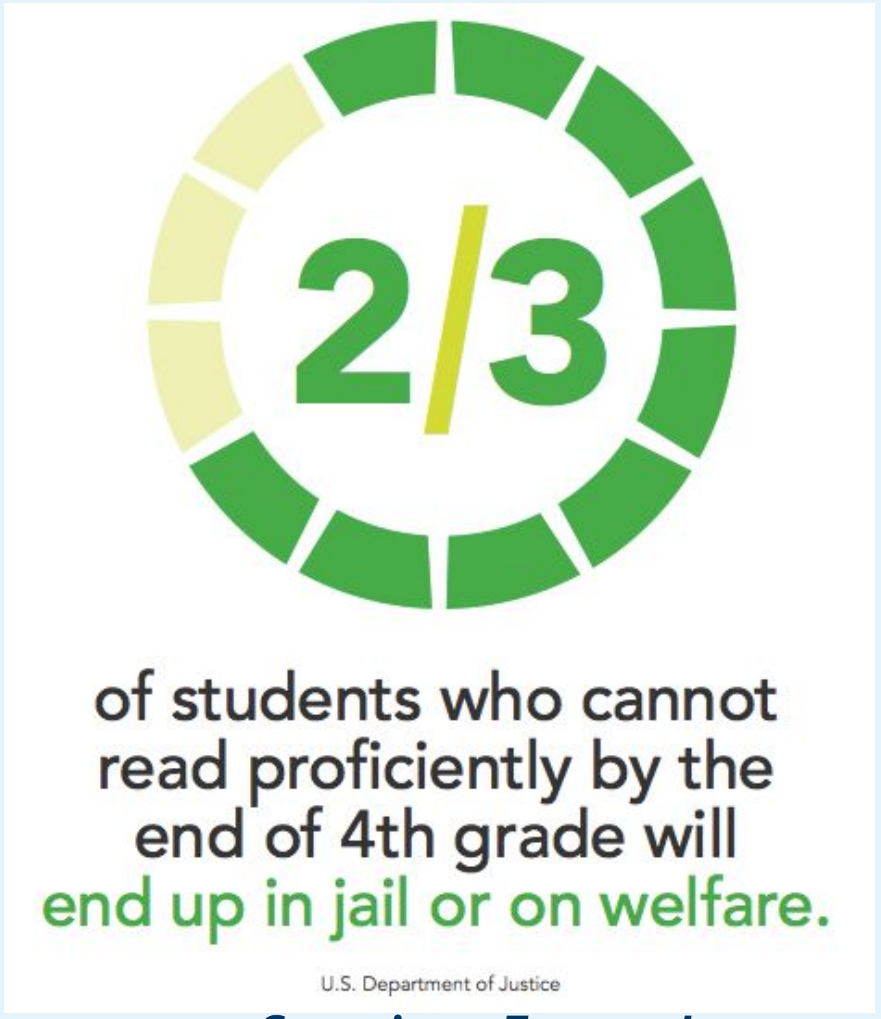
of Americans who receive food stamps perform at the lowest 2 levels of literacy.

American Council on Education

What About Children and Schools?







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Systemic Factors

- Higher education inadequately prepares teachers to teach reading effectively
- Most reading professional development fails to fill the void
- Many reading programs not aligned to SoR

Teacher Training & Structured Literacy: Pennsylvania House Bill 1642 and Chapter 49

- July 2022: PA legislature passed House Bill 1642, which makes changes to Chapter 49 regulations for teacher training.
- **Structured Literacy (SL)** by law must be included in teacher training programs and continuing professional education programs throughout the state of Pennsylvania.

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Structured Literacy Defined…

PDE adopted the International Dyslexia Association's (IDA) Definition of Structured Literacy:

Systematic, explicit instruction that provides a strong core of foundational skills in the language systems of English, integrates listening, speaking, reading, spelling, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse.

Structured literacy is an approach to teaching reading that is based on the science of reading and years of research into how a child's brain acquires and processes information.

As a result, structured literacy avoids assuming a child will identify or discover patterns in words to efficiently read and spell. Structured literacy hinges on a well-developed sequential, systematic and cumulative curriculum that directly teaches students phonology, sound-symbol association, syllables, morphology, syntax, and semantics in an explicit. multi sensory, and diagnostic manner.

SL Competencies

PDE working groups have developed a set of competencies that are consistent with the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading (KPSTR).

The KPSTR provide specific guidelines for explicit, systematic instruction for all children learning to read.

Today's session is grounded in these competencies.

The Science of Reading (SoR)

- A vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.

- Based on research conducted over the last five decades across the world, from thousands of studies conducted in multiple languages.

The Reading League

Dr. Tracy Weeden, Neuhaus Education Center

Serving Every Learner

Scientific Models
How Do We Learn to Read?

Serving Every Learner

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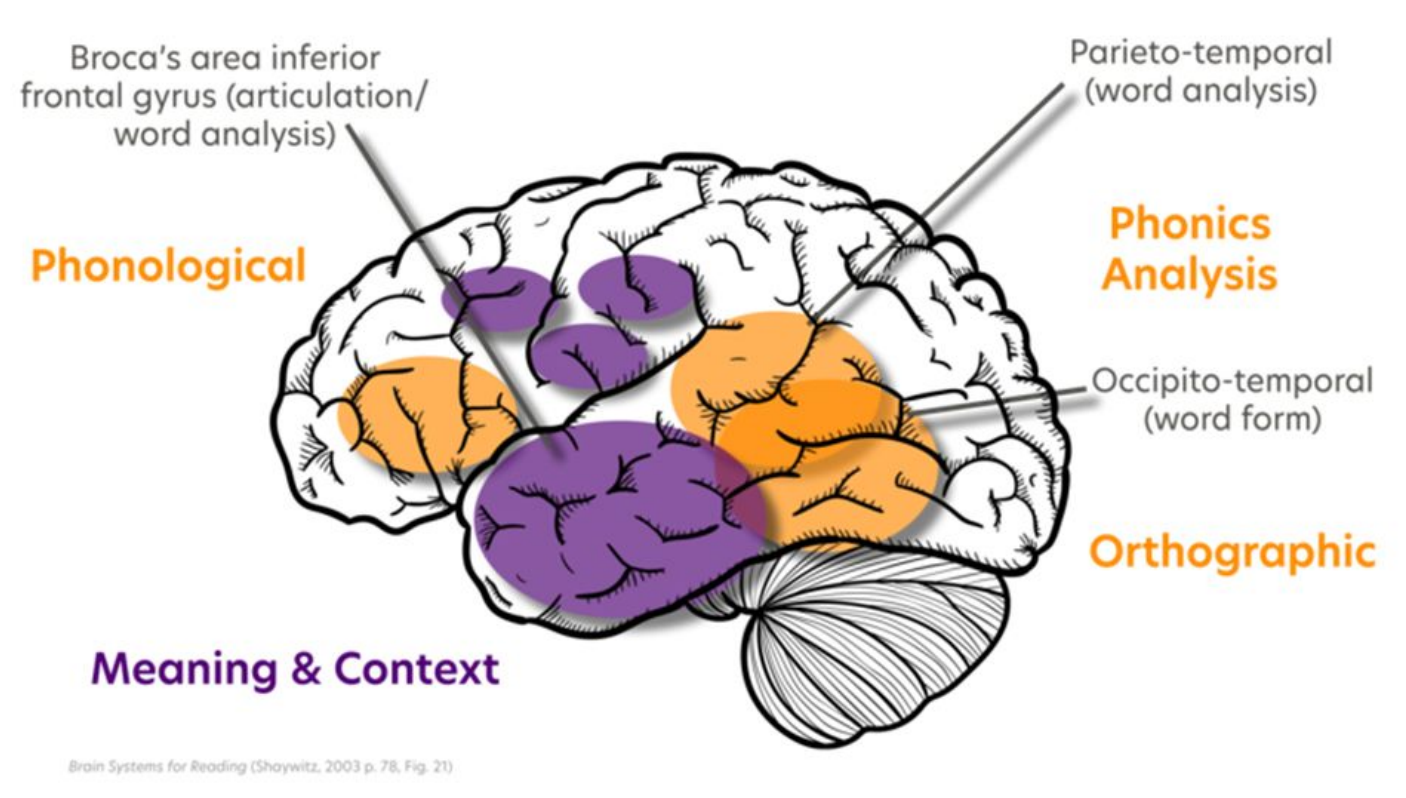
How Our Brains Learn to Read (video)



Resources:

PDF-DLF-How-Our-Brains-Learn-to-Read (1).pdf

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The Simple View of Reading

- 1986 by researchers Tumner and Gough
- Reading is the product of word recognition and language comprehension

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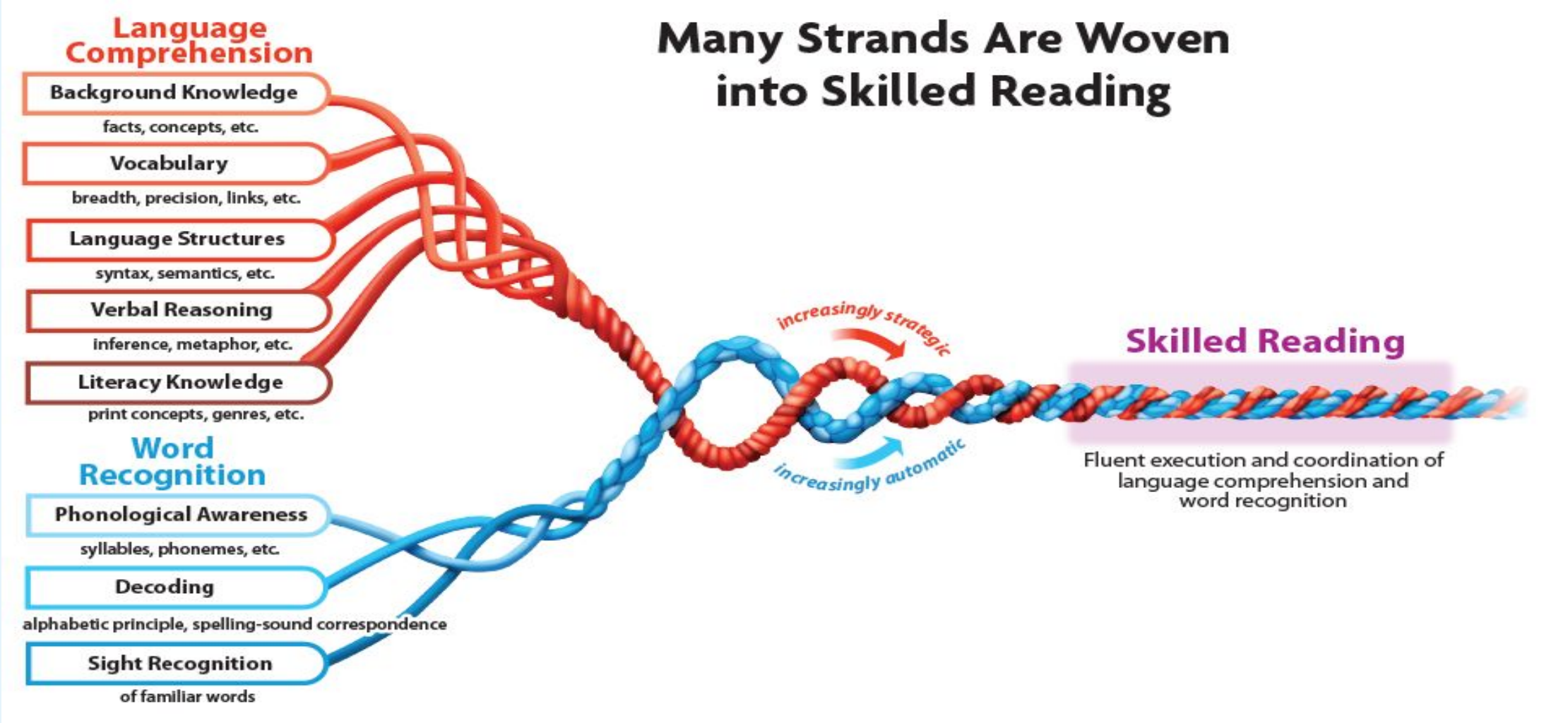
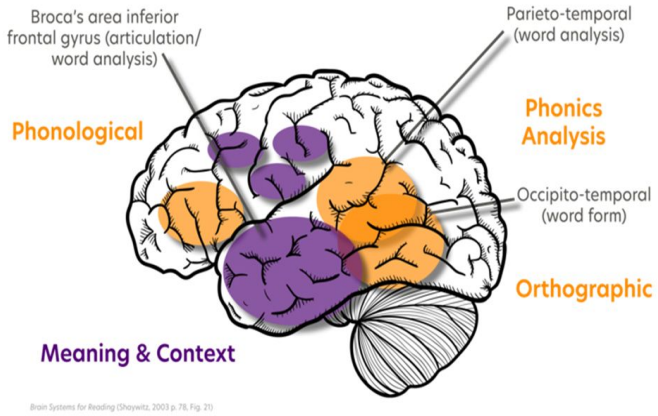
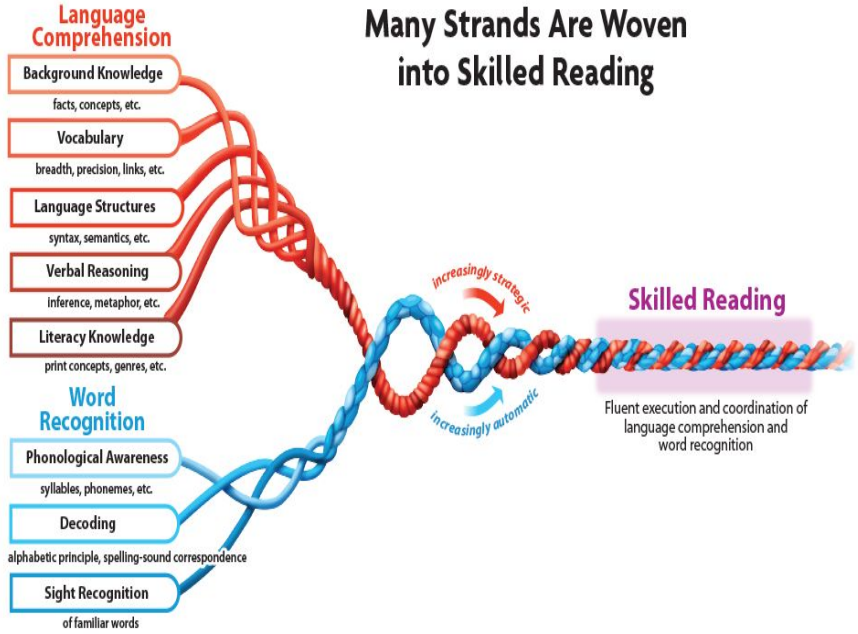
The Reading Rope



Now what?





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explicit

sequential

multimoda

Features of Structured Literacy: Going Deeper

systematic

diagnostic

cumulative

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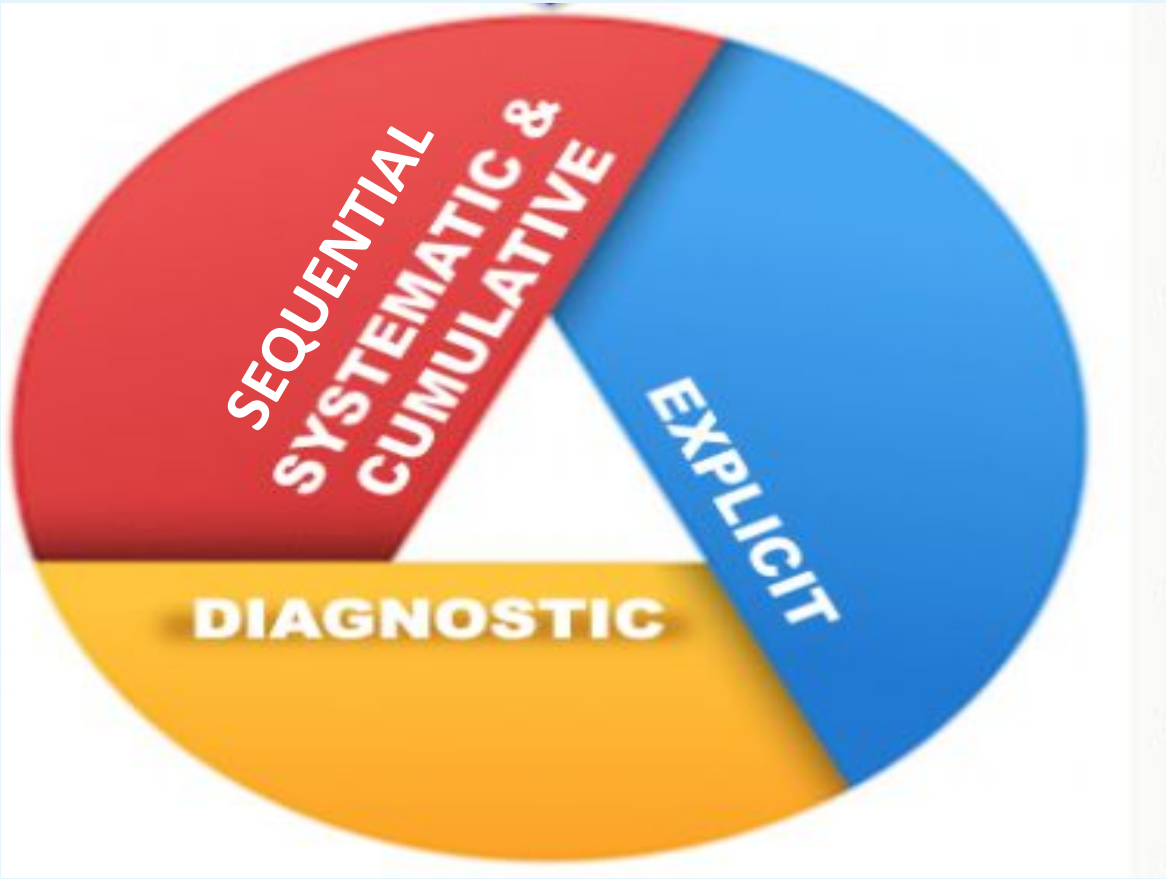
Key Features of Structured Literacy
The HOW



Key Features of Structured Literacy: The HOW

SYSTEMATIC and SEQUENTIAL: The organization follows a logical order; the *sequence* of material begins with the easier concepts and progresses to more difficult ones

CUMULATIVE - each step is based on concepts previously learned

EXPLICIT - direct teaching with continuous student / teacher interaction using **MULTISENSORY** teaching to enhance memory and learning

DIAGNOSTIC - individualized instruction- even within group setting, using a mix of formal and informal assessments that have been standardized; content must be mastered to the degree of automatic application necessary to free cognitive resources for comprehension and oral written expression.

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More on Explicit Instruction

The Gradual Release Model

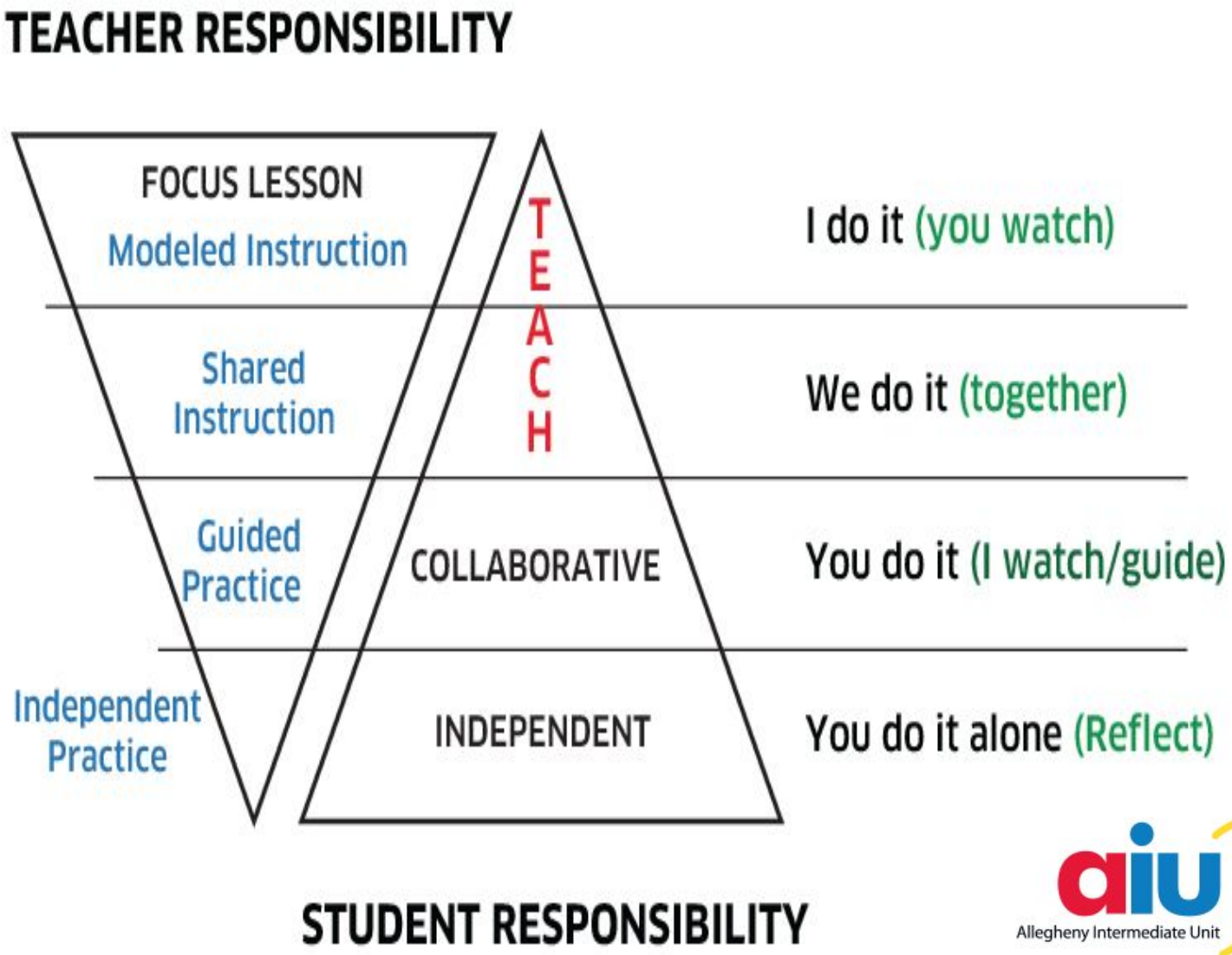

Figure 1: The Gradual Release Model

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Allegheny Intermediate Unit

I Do, We Do, You Do

TIER 1	TIER 2	TIER 3
I do WE do WE do WE do YOU do	I do I do WE do (with teacher) WE do (with teacher) WE do (with teacher) WE do (with student pairs) WE do (with student pairs) YOU do (with peer feedback) YOU do (with peer) YOU do	I do I do I do WE do (with teacher) WE do (with teacher) WE do (with teacher) WE do (with teacher) WE do (with teacher) WE do (with student pairs) WE do (with student pairs) WE do (with student pairs) WE do We do WE do YOU do (with teacher feedback) YOU do (with teacher feedback)

Anita Archer

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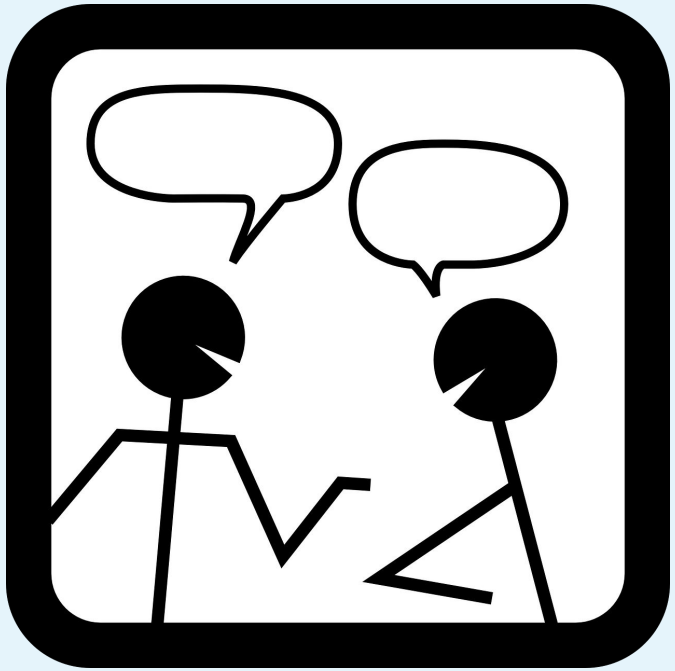
The HOW and WHAT of SL

What was new to you?

How does this information align with instruction you have delivered or informally observed?



Structured Literacy and Instructional Routines

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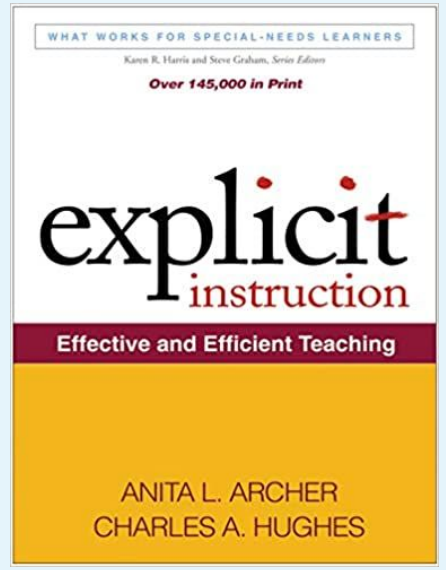
“Instructional Routines” help children focus on the concepts being taught.

What you may perceive as boring, children perceive as safe and consistent.

Pacing matters! Consistent instructional routines can facilitate a perky pace.



Vertical Alignment

Classroom

Grade Level

School

District

- Instructional Routines
- Materials
- Resources

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Sound Spelling Cards & Keywords
3 Teachers in the Same School

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Vertical Alignment: Routines, Materials & Resources Action Steps

Help your admin with the following:

- make certain *Evidence-Based* routines are consistent across all classrooms
- Create a list of 'non negotiables' for routines and materials
- Ensure teachers have been trained in routines and are implementing with fidelity
- Purchase same materials and resources for all
- Conduct walkthroughs to check for consistency

Literacy Block

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Time for Students to Learn to Read
120 for K-5; 90 for 6-8

50% of our K-2 reading block time should focus on the foundational skills (PA, phonics, fluency, word study) and the other half to build vocabulary and comprehension skills,

3-5 reading block: Advanced phonics, comprehension, fluency, vocabulary, complex text analysis, writing

Middle School: 90-minute ELA block, comprehension, complex text analysis, writing, fluency for some

High School: need-based intervention in addition to English class

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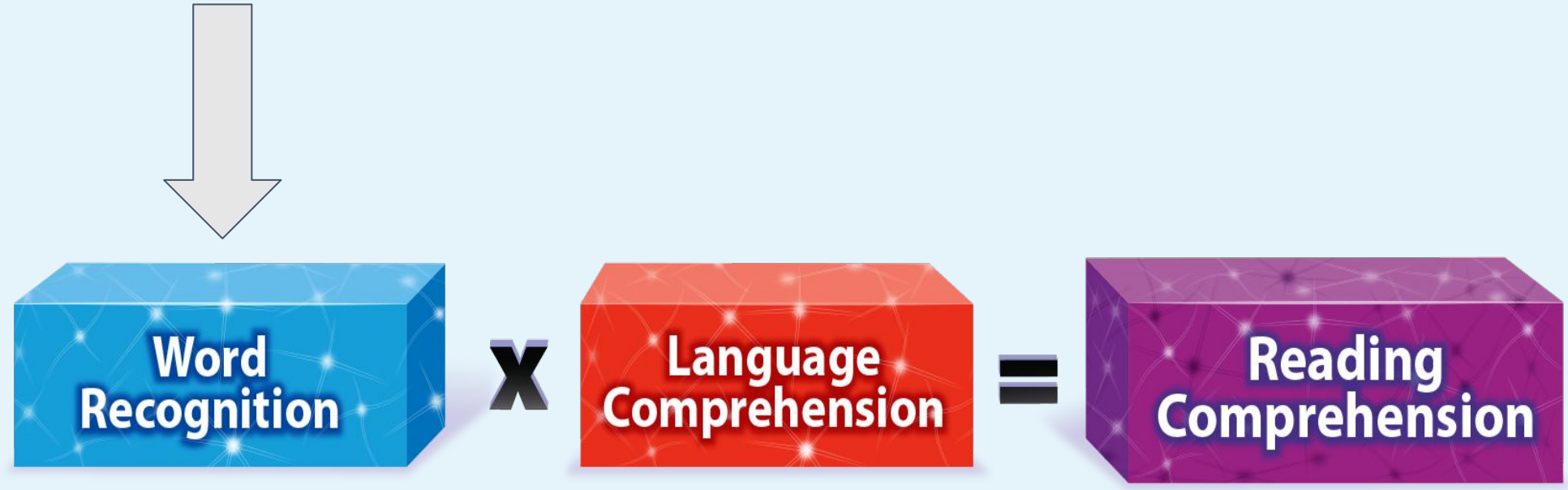
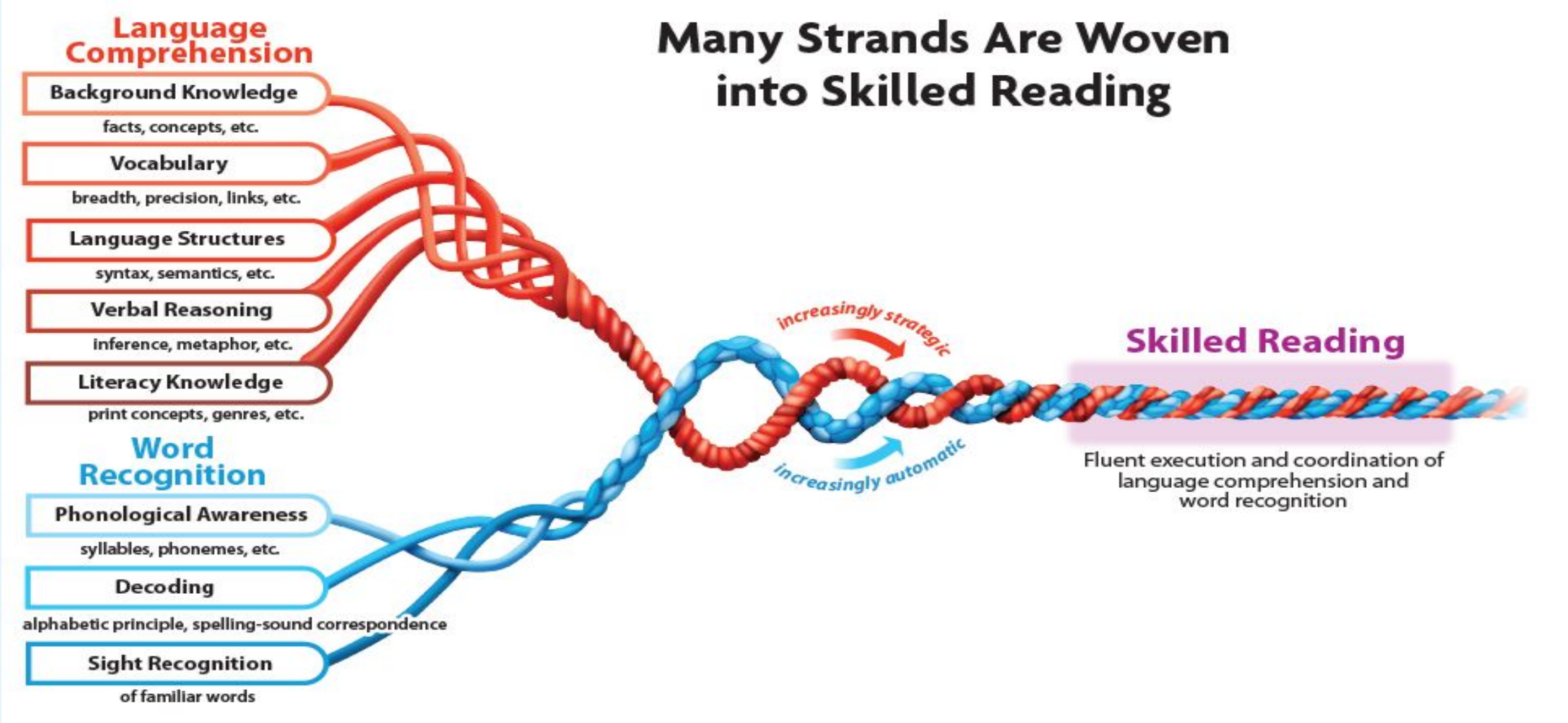
Foundational Skills



The Reading Rope



Competency 1

Phonological and Phonemic Awareness

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Explicit and systematic instruction in phonological awareness and phonemic awareness

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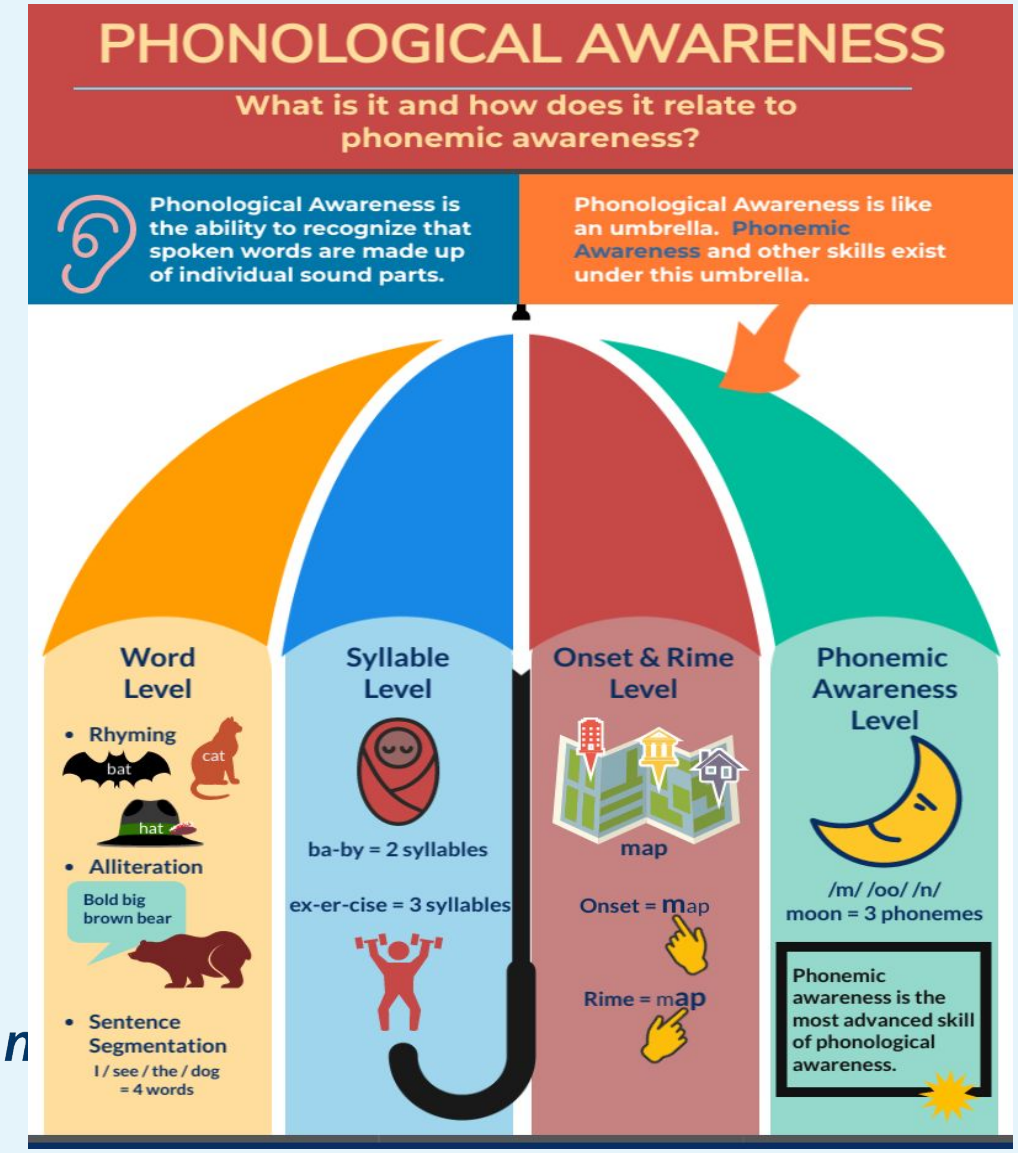
Why Phonemic Awareness?

Phonological Awareness

Broad class of skills that involve attending to, thinking about, and intentionally manipulating the phonological aspects of spoken language, *especially the structure of words*.

- Words
- Syllables
- Onsets, Rimes (Cat: **C** is the onset, **at** is rime)
- Phoneme (individual sounds)



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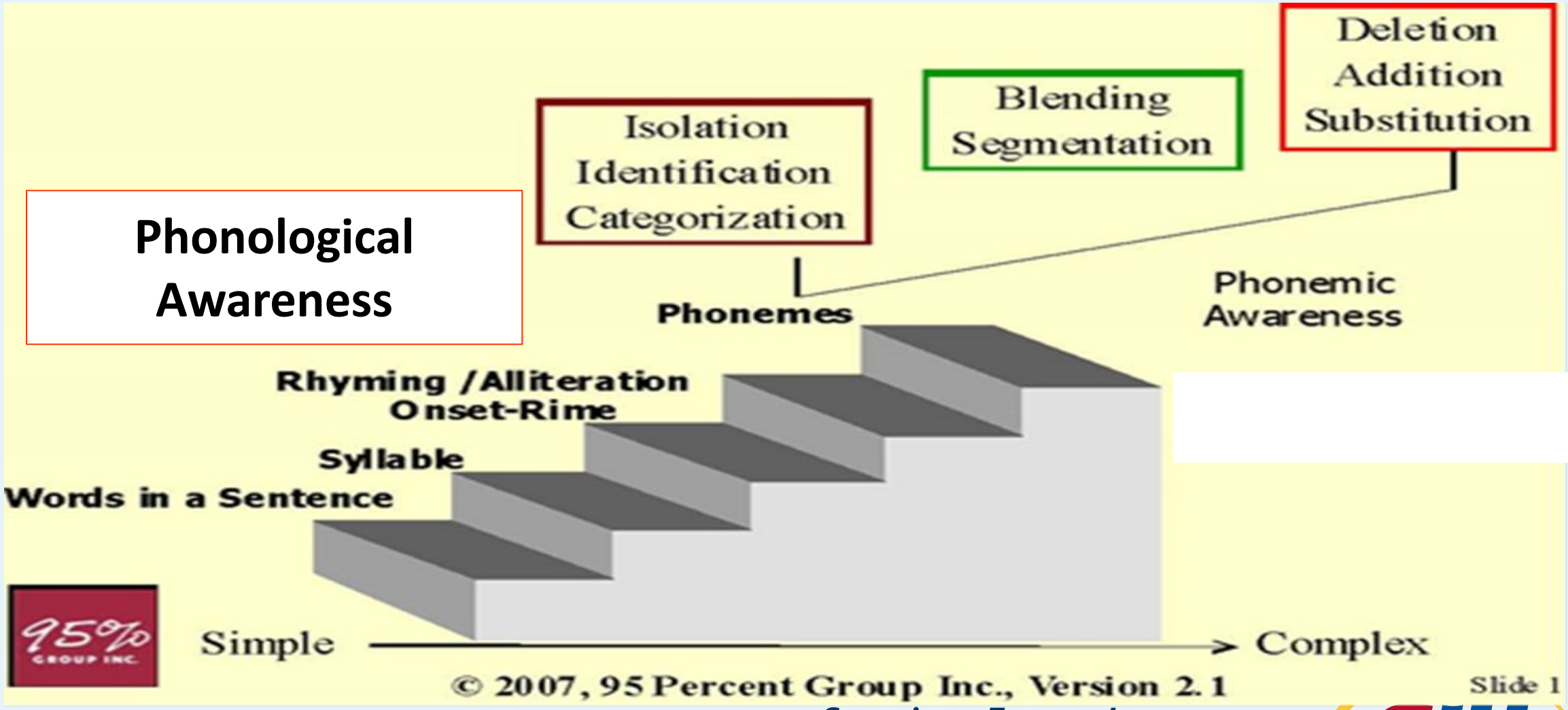
Phonemic Awareness

- The ability to distinguish, produce, remember and manipulate **individual speech** sounds in spoken words
- Knowledge that words are made up of **individual sounds** (phonemes)

Continuum of Skills - Refer to Note Taker (5)



PA Skills for Pre-K

Pre K (4-5 Year Olds) PHONOLOGICAL AWARENESS Skills	
Word Awareness: **-Identify and Count Words in a Sentence**	
-Be able to divide a word into parts (syllables)	
-RECOGNIZE rhyming words	
-Enjoy and recognize alliteration	
(age at which 80 to 90% of students have achieved a skill)	

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PA Skills and Typical Ages

Identify and match the initial sounds in words 5.5

Blend sounds into words (e.g., "Listen: /f/ /ē/ /t/. Say it fast"). 5.5

Segment the phonemes (3 or 4 sounds including blends) 6.5

Manipulate phonemes by removing, adding, or substituting sounds 7-9

The 44 Sounds

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There are 44 Sounds in the English Language

- When Teaching:
- Articulate accurately Articulation of 44 Sounds (video)
- Teach them directly and explicitly
- Clip your sounds! Do not add the schwa sound to your speech sounds. If you do, your students will too and it will have a detrimental impact
- Consistent articulation across classrooms

Consonant Phoneme Chart

Manner	Place						
	Lips	Lips/Teeth	Tongue between teeth	Tongue behind teeth	Roof of mouth	Back of throat	Glottis
Stop	/p/ /b/			/t/ /d/		/k/ /g/	
Nasal	/m/			/n/		/ng/	
Fricative		/f/ /v/	/th/ /th/	/s/ /z/	/sh/ /zh/		/h/
Affricate					/ch/ /j/		
Glide	/wh/ /w/				/y/		
Liquid				/l/	/r/		

Moats & Tolman, 2018

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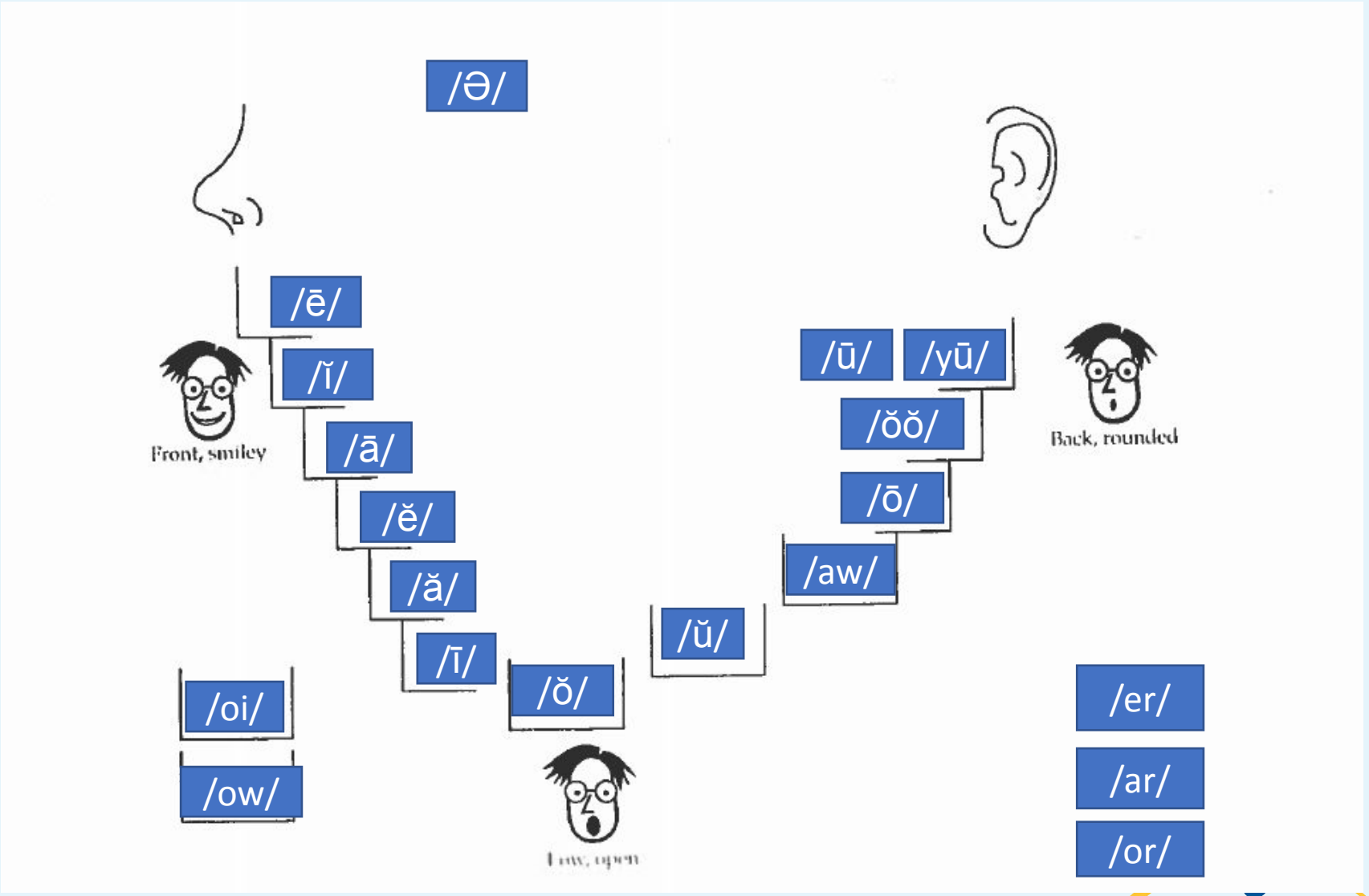
Vowel Phoneme Chart



Birsh & Carreker, 2018

How to Teach Tier 1

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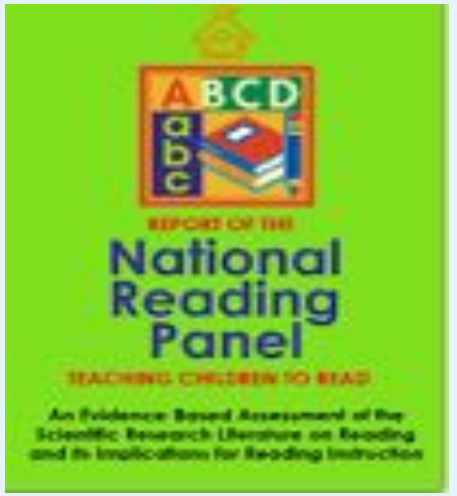
How do we teach phonological skills?

Summary of National Reading Panel Findings:

- Small group instruction most effective
- Ten minutes a few times weekly often sufficient
- Total time varies from 5 - 18 hours; individual children differ in time needed
- Most effective programs teach children segmentation of phonemes with letters
- Teach one to two skills at a time



National Reading Panel, 2000

How do we teach phonological skills using a SL Approach? (8)

1. Move through the progression of task difficulty(b*ut get to the phoneme level as soon as you can starting in Kindergarten)* **(sequential)**
2. Focus on speech sounds *before* letters but include letters when sound / symbol has been taught **(sequential)**
3. Encourage mouth awareness.
4. Do brief (5–10 minutes), distributed, frequent lessons; focusing on one or two skills at a time
5. Use **multisensory** engagement: touch, move, say
6. Use consistent routines with students **(systematic)**
7. Be **explicit**: Model (I DO), lead (WE DO), observe (YOU DO)
8. Give immediate **corrective feedback**
9. Be **diagnostic** by using data to inform instruction and provide intervention
10. Practice skills for **cumulative** review using programs such as Heggerty

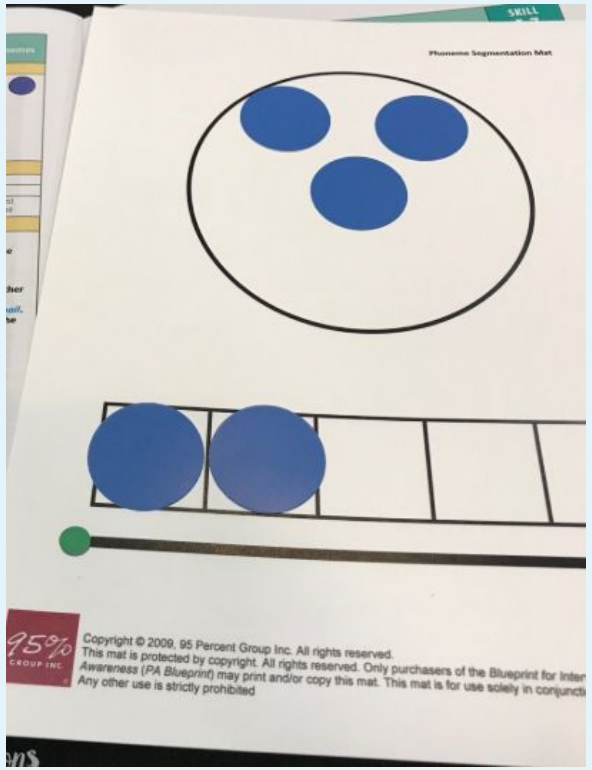
RAC Phonemic Awareness Structured Literacy Guidelines and Strategies

Remember: Sounds are Fleeting

- Yes, these tasks can “be done in the dark.”
  - ***Not best practice!***
  - Use manipulatives
  - Call attention to production - visual, auditory, kinesthetic

Remember: Scaffolds Supporting Working Memory

- Map for motor planning
- Images
- Size of shape
- Colors
- Hand motions



Remember: Connect PA to Phonics Lesson

- Practice with sounds aligned to what you are teaching in phonics
- Use the target sound as a warm up for sounds students will be learning to spell and read
- Uncover “reveal” target sound on your sound wall

Remember: Add Letters as Soon as Possible

Once students are ready, add letters to phonemic awareness.

When you do this, you are using phonemic awareness to anchor phonics and spelling for students.

This supports students who need work with alphabetic principle.

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High Leverage Strategies
Phonemic Awareness

- Segment and Tap Sounds in Words
- Elkonin / Sound Boxes (Tap it Map it Graph It)
- Elkonin / Sound Boxes with Graphemes (Tap it Map it Graph it)
- Phoneme Chaining

What to Teach and When?

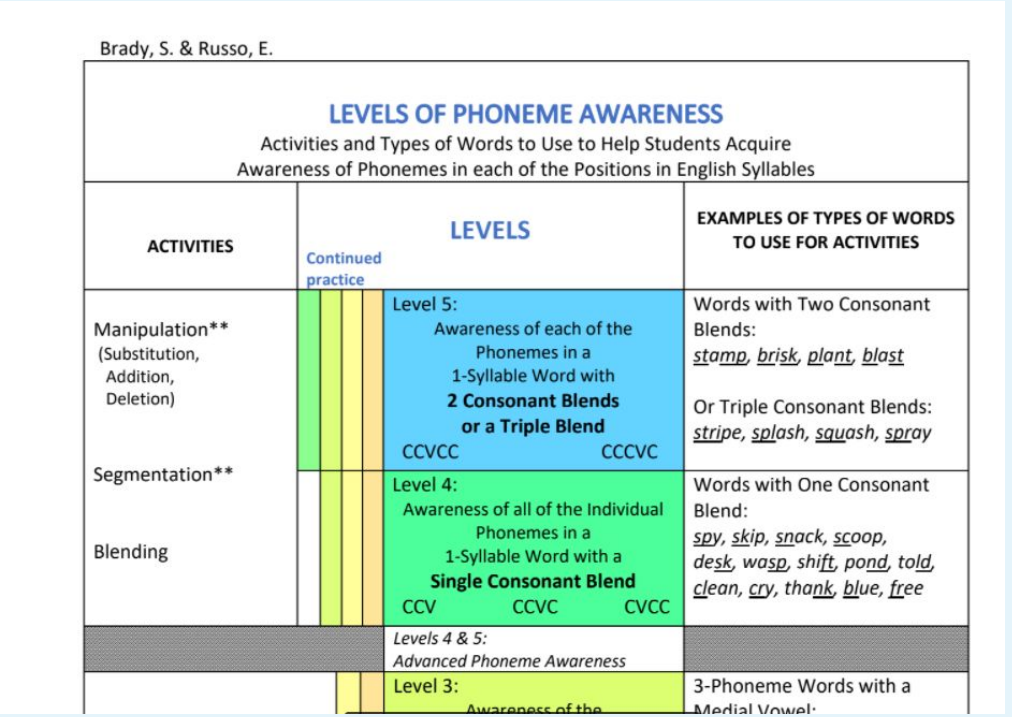
Reference LEVELS handout

Where are you currently focusing?

How might this inform your instruction?

Share with a neighbor

Be prepared to share out



Brady, S. & Russo, E.

LEVELS OF PHONEME AWARENESS

Activities and Types of Words to Use to Help Students Acquire Awareness of Phonemes in each of the Positions in English Syllables

ACTIVITIES	LEVELS	EXAMPLES OF TYPES OF WORDS TO USE FOR ACTIVITIES
	Continued practice	
Manipulation** (Substitution, Addition, Deletion)	Level 5: Awareness of each of the Phonemes in a 1-Syllable Word with **2 Consonant Blends or a Triple Blend** CCVCC CCCVC	Words with Two Consonant Blends: *stamp, brisk, plant, blast* Or Triple Consonant Blends: *stripe, splash, squash, spray*
Segmentation** Blending	Level 4: Awareness of all of the Individual Phonemes in a 1-Syllable Word with a **Single Consonant Blend** CCV CCVC CVCC	Words with One Consonant Blend: *spy, skip, snack, scoop, desk, wasp, shift, pond, told, clean, cry, thank, blue, free*
	Levels 4 & 5: Advanced Phoneme Awareness	
	Level 3: Awareness of the	3-Phoneme Words with a Medial Vowel:

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Model & Practice Time

Segment and Oral Blending

Finger Tapping Phonemes

- Say the word. Students repeat.
- Tap out the sounds by touching your thumb to each finger in succession as you say each individual phoneme.
- Then, hold up the number of fingers that correspond to the number of phonemes in the word.
- Call out the number of sounds.

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Basic Level Activity:
Finger Tapping for Sounds

Segment and Blend

Model & Practice Time

PHONEME SEGMENTING & MAPPING

USING

ELKONIN (SOUND) BOXES

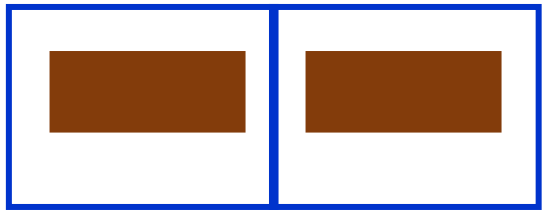
Sound Boxes (Elkonin Boxes)

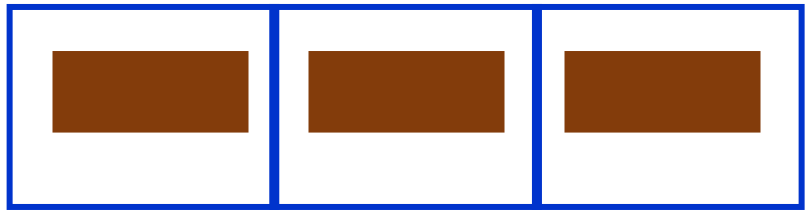
An instructional practice specifically designed to develop ***explicit*** awareness that speech can be **segmented** into parts or sounds.

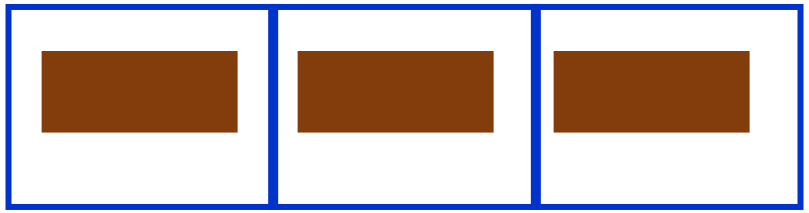
- Initially sounds are represented by chips. Letters not used.
  - Once the students are secure with the routine and letter/ sound relationship has been taught, letters can be added.

Using sound boxes, ask students to move markers (map) into each box as they segment the sounds in a word.

Using markers or sound boxes, have students mark (map) the sounds they are hearing into a box.







STEP BY STEP DIRECTIONS.... ELKONIN (SOUND) BOXES

ELKONIN BOX HANDOUT

Model & Practice Time

Phonological Awareness & Phonics

Tap It Map it Graph It Zap it

-Graph stands for Graphemes
(the letter or letter combinations for the sounds)

Also Called: Tap It Map it Zap it

Tap it Map it Zap it

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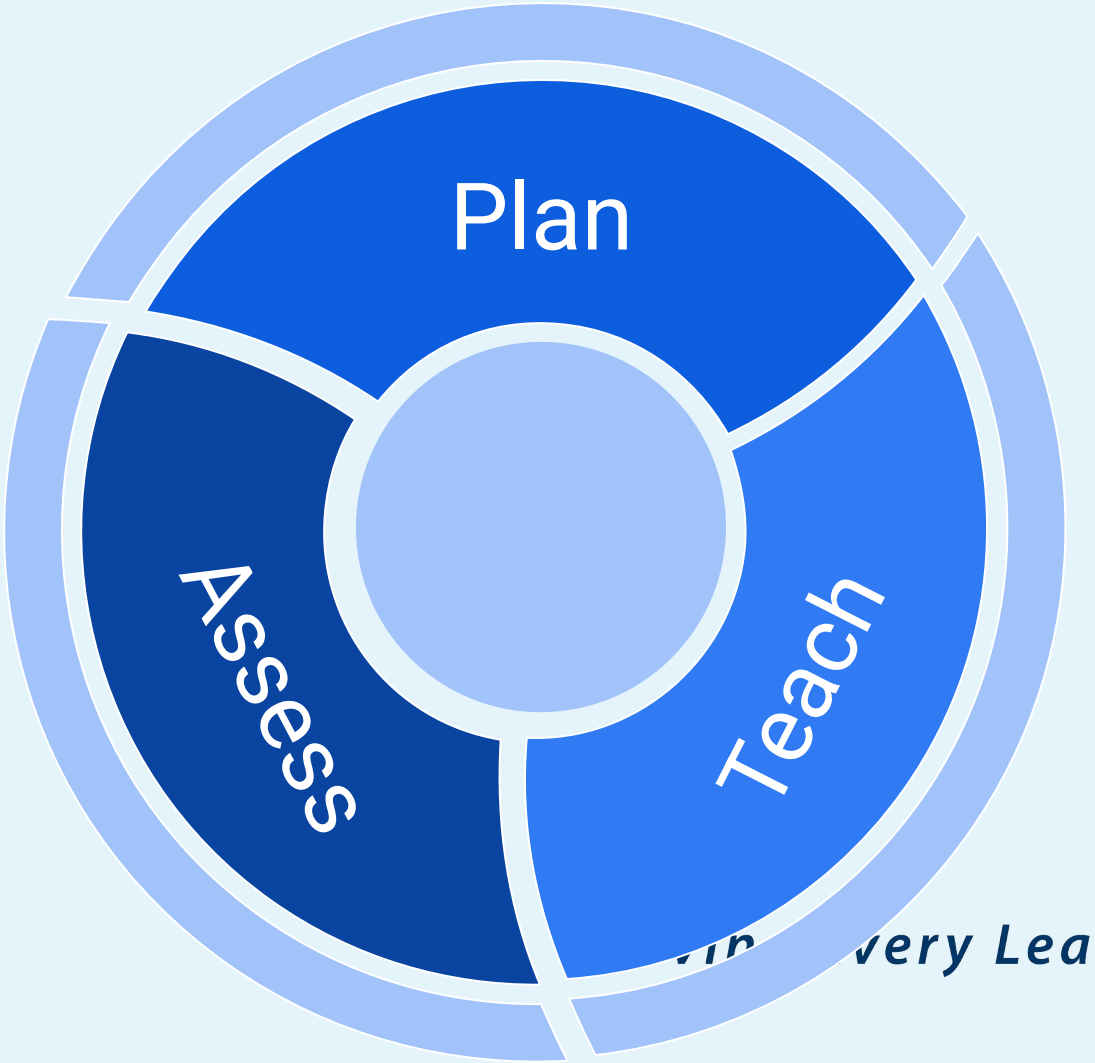
Being Diagnostic:
Instruction and Assessment Must be Linked



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Phonemic Awareness Assessment

Use Screeners as a First Line Assessment

- DIBELS 8
- Acadience
- AimsWeb

All students screened three times per year

Progress monitor weekly / Biweekly for students not making progress

Phonemic Awareness Assessment

Screener Subtests

- First Sound Fluency- administered in K
- Phoneme Segmentation Fluency- K and BOY Grade 1.
  - Serves as a predictor for beginning reading
  - Students who can segment sounds have an easier time decoding; those who can't have a more difficult time
  - Students who don't benchmark by Fall of Grade One should be given a phonological diagnostic assessment

Big Ideas - Take -Aways

- Use a structured literacy approach when teaching PA
  - Explicit, Systematic, Multi -Modal, Cumulative, Diagnostic,
- Articulate sounds correctly
- Keep instruction brief
- Connect to letters ASAP -
- Begin phonemic awareness instruction in kindergarten - Get to the phoneme level
- Phonological Instruction - Pre K and Early K
- Use screeners to identify students who need extra support
  - Fall of grade 1- Red flag for those who don't benchmark in PSF
- Older students who struggle often have a deficit in PA so assess and provide intervention

Intervention:

What if upper elementary and middle school students need support with phonemic awareness?

Older Students

Many older students with decoding issues have gaps in phonemic awareness

Some students can show proficiency in phoneme segmenting but still experience difficult in the decoding process, these students may need work with the advanced phonemic awareness skills

Advanced Phonemic Awareness

Utilize same principles for working in small groups as recommended by NRP.

Typical Age	Phonological or Phonemic Skill	Sample Tasks
Advanced Phonemic Awareness		
7	Sound deletion, initial and final position	Say *meat*. Say it again without the /m/. Say *safe*. Say it again without the /f/.
	Sound substitution in words with 5–6 phonemes	Listen. What sound have I changed? *Shrink*, *shrank*; *square*, *squire*
8	Sound deletion, initial position, including blends	Say *prank*. Now say it again without the /p/.
9	Sound deletion, medial and final blend position	Say *snail*. Say it again without /n/. Say *smoke*. Say it again without /m/. Say *fork*. Say it again without the /k/.
	Phoneme reversal	Say *safe*. Say the last sound first and the first sound last. (*face*) Say *slack*. Say the last sound first and the first sound last. (*class*)
	Phoneme chaining	In a series of words that change only one sound at a time, use colored blocks to show addition, deletion, substitution, and resequencing of sounds from one word to the next.

Sound (phoneme) Chaining

sound chaining video

- Great PA practice for those with weak working memory-
- focus is on advanced phonemic awareness skills

Sound Chaining

- Students use chips to manipulate sounds to build words from the simple to more complex
- All of these words are produced orally
- Students do not see these words in letter forms

Allegheny Intermediate Unit

Sound Chaining Directions

1. Teacher reads a word aloud.
2. Students repeat the word
3. Students segment each of the word's individual speech sounds, moving a chip as they say each sound
4. Once completely segmented, students run their fingers under the chips as they orally blend the sounds, saying the whole word.
5. Teacher changes one sound to make a new word and student changes that chip and orally blends and says new word
6. Call attention to the sound that was changed
    - Tip: Go from simple to more complex

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Allegheny Intermediate Unit

Sound Chaining Lists

Sound chaining lists

The following is an example of a sound chain at the CCVC level with nonsense and real words:

1. stod
2. stid
3. slid
4. slish
5. plish
6. plash
7. plach
8. flach
9. flack
10. flick

- **Remember - the students are not spelling words or seeing the letters.**
- **Why this list appropriate for grade 2?**

We Do

Let's Create a Group Sound Chain

Starting word: chain

Your Turn

Creating a Sound Chain

1. Build a CVC Chain with a partner
2. Practice the strategy; make sure everyone gets a turn being the teacher

Sound Walls

Tier 1 Programs

- Florida Center for Reading Research
- Sound Walls and Kid Lips
- Heggerty*
- Phonemic awareness instruction embedded in phonics work

** **Heggerty is a fluency program and does not provide explicit instruction in phonemic awareness***

Tier 2-3

- Targeted instruction in phonological skills
- Phonological Awareness Training for Reading - 2
- LIPS
- The Intensive Phonological Awareness Program
- Sample Lessons from the National Center on Intensive Intervention
- NCII

Secondary Intervention - Tier 2

1. Use companion evidence-based materials that align with the core program (if available) or an evidence-based intervention program that targets phonological awareness skills (e.g., distinguishing short and long vowels).
2. Provide explicit preteaching of and explicit practice with skills underlying core content (e.g., isolation of initial, medial, and final sounds and blends).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporate additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on phonological awareness and word reading fluency at least one or two times per month using a valid, reliable tool.

https://intensiveintervention.org/sites/default/files/PhonoExample_508.pdf

Intensive Intervention - Tier 3

1. Use progress monitoring and error analysis to identify specific skill deficits and possible adaptations to the secondary intervention.
2. Break explicit instruction in foundational skills into small steps and prioritize phonological awareness tasks critical for segmentation. Focus on one type of sound (e.g., consonants, isolation of initial and final sounds) at a time.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g., clapping, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporate behavior strategies targeted to individual needs in self-regulation, organization, and/or social skills.
5. Increase opportunities for students to respond with feedback throughout instruction.
6. Collect progress monitoring data weekly, at a level that is sensitive to change, and adjust instruction as needed.

https://intensiveintervention.org/sites/default/files/PhonoExample_508.pdf

Competency 2

Phonics and Word Recognition

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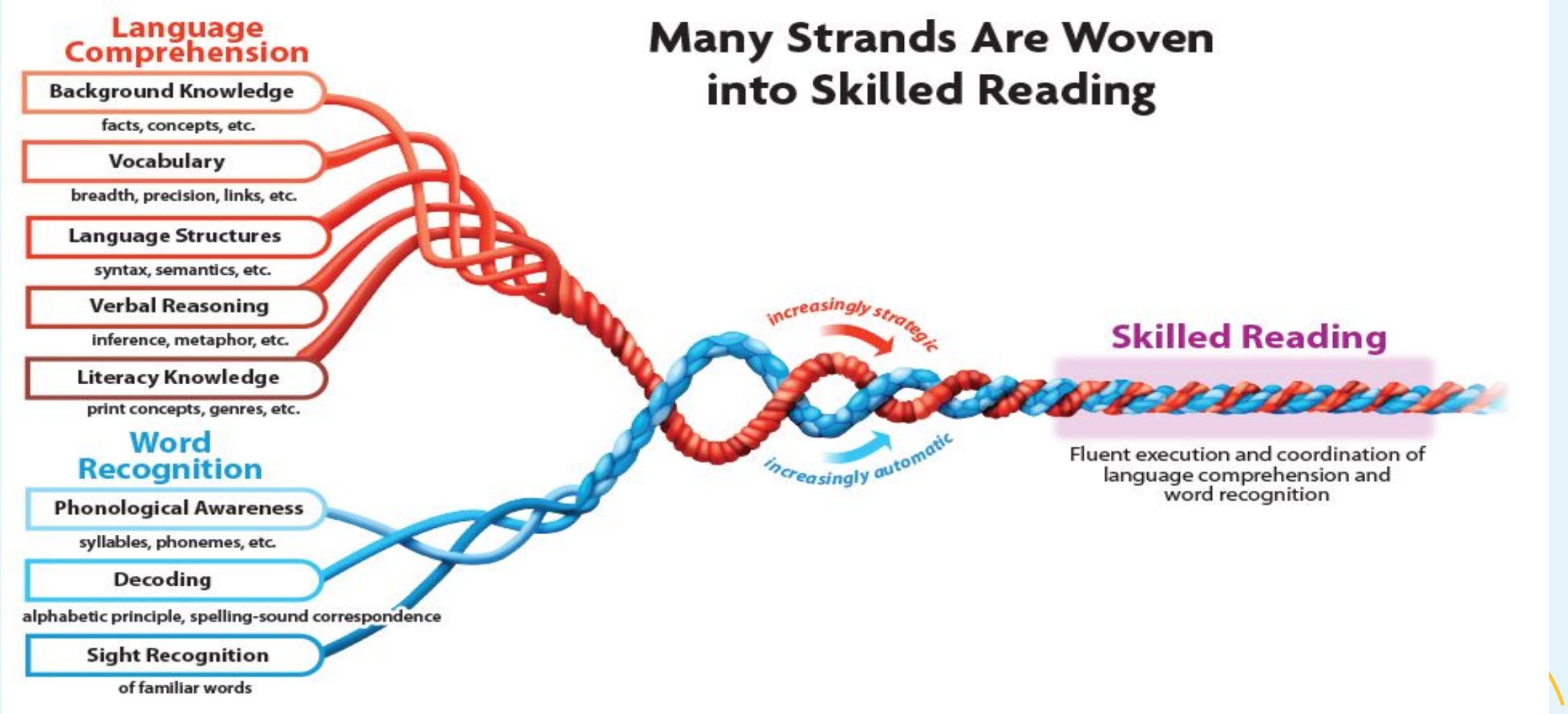
Word Recognition
X
Language Comprehension
=
Reading Comprehension


Many Strands Are Woven into Skilled Reading
Language Comprehension
Background Knowledge
facts, concepts, etc.
Vocabulary
breadth, precision, links, etc.
Language Structures
syntax, semantics, etc.
Verbal Reasoning
inference, metaphor, etc.
Literacy Knowledge
print concepts, genres, etc.
Word Recognition
Phonological Awareness
syllables, phonemes, etc.
Decoding
alphabetic principle, spelling-sound correspondence
Sight Recognition
of familiar words
increasingly strategic
increasingly automatic
Skilled Reading
Fluent execution and coordination of language comprehension and word recognition

What is Phonics?

the relationship between the letters of written language **(graphemes)** and the individual sounds **(phonemes)** of spoken language

The Importance of Phonics

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The Importance of Phonics

- Why is phonics important?
- Work with a small group to create an elevator speech on the importance of phonics.
- You may cite evidence and list some of your favorite researchers.

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"There is no comprehension strategy powerful enough to compensate for the inability to read the words."

—Dr. Joseph Torgesen

(Stainthorp & Tomlinson, 2002)

Accuracy Rate:

★ independent reading children need to be at least ***95 percent accurate***

★ ***Desired accuracy rate: 98 percent!***

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An abundance of scientific evidence supports systematic and explicit phonics instruction to assist students in understanding the Print to Speech Mapping System and Becoming Automatic (Adams).

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Automatic and accurate decoding of words is not an end in and of itself, but a critical necessity of comprehension.

"The purpose of phonics instruction is not that children learn to sound out words. The purpose is that they learn how to recognize words quickly and automatically, so that they can turn their attention to comprehension of the text."
(Stahl, 1991)

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Structured Literacy Approach to Phonics

What Should It Look Like?
How Should it Be Taught?

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Key Features of Structured Literacy

1. Explicit
2. Systematic
3. Sequential
4. Multimodal
5. Cumulative
6. Diagnostic

Phonics Components

Decoding

Encoding

Transfer to Text

Collaborate: Task Time

DEFINE and give examples of each feature of SL as it is related to phonics instruction

- ★ Explicit
- ★ Systematic
- ★ Sequential
- ★ Multimodal
- ★ Cumulative
- ★ Diagnostic

Use this resource as you work

Collaborate: Task Time

List Elements of Explicit Instruction

Anita Archer cites 16 elements of explicit instruction. One is: *start the lesson with a clear objective*. How many more can you come up with?

Check your responses using this resource

16 elements.pdf

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RAC Lesson Plan Template to Support SL *Approach*

RAC Phonics Template - SL

- SL is not a program; it is an approach
- Lessons must be
- explicit, systematic, sequential, multi sensory,cumulative, & diagnostic

Important to develop routines

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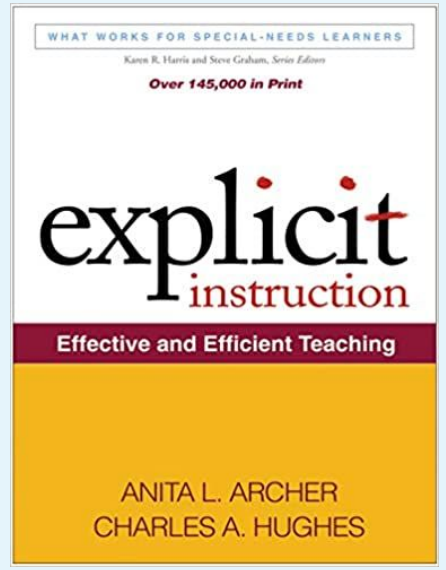
“Instructional Routines” help children focus on the concepts being taught.

What you may perceive as boring, children perceive as safe and consistent.

Pacing matters! Consistent instructional routines can facilitate a perky pace.



Phonics Lesson Components

- **Warm Up**
  - Review Previous Skills: Read Sounds, Read Words
  - PA: Quick Practice with Target Sound
- **Lesson Introduction**
  - Sound / Spelling Relationship, Rules, Articulation, Listen for Target Sound, Handwriting
- **Teacher Modeling of New Concept**
- **Guided Practice Decoding & Encoding**
  - Multi Sensory Practice for Accuracy & Automaticity;
  - Read, Spell & Write
- **Practice with Connected Text**
  - Read for Accuracy & Fluency,
  - Comprehension, Written Response

Teacher Planning

- Plan student friendly learning targets
- Think about background students need.
  - Example: In this lesson, we're introducing the /ch/ digraph. If students have already learned what a digraph is, we would review the definition and examples of diagraphs learned.

Warm Up (3-5 Minutes)

Review

- Quick review for students to read HFWs or previously learned letters/sounds.
- Review words/sounds students are still learning or having trouble with

Activate PA

- select a PA skill to practice
- use the new targeted sound in your practice
- the goal is to activate the new sound and prepare students for learning

Lesson Introduction

- Create a routine to be used weekly

- Teachers in the same school and district should collaborate to have the same routine, materials, etc.

Introduce Sound Spelling

- Teach letter, sound, keyword, spelling rule(s) & articulation
- Listen for sound
- Learn to write the grapheme(s)
  - (PreK-2nd)*

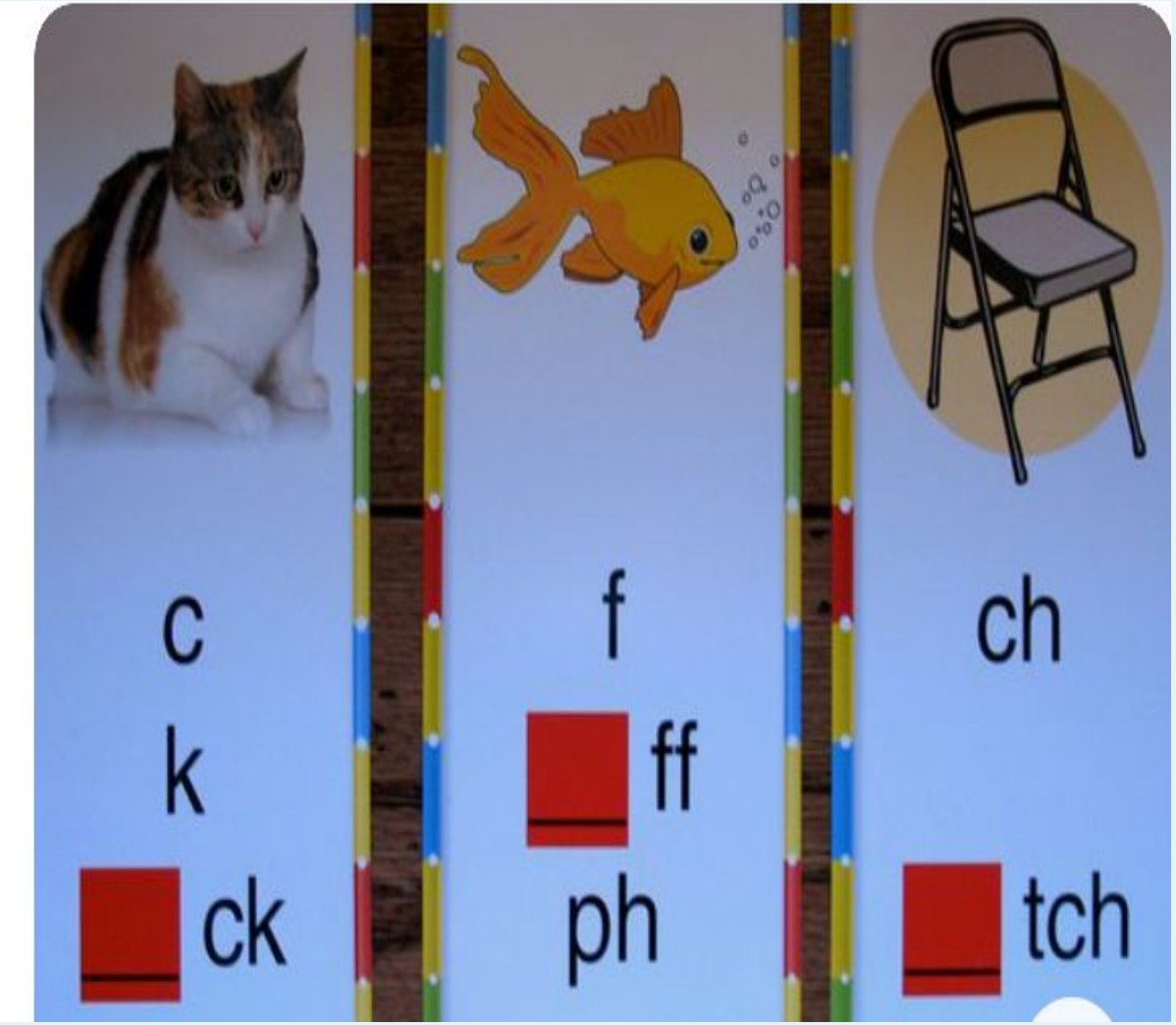
TEACH Routine for Sound / Spelling

- State the objective, then model:
  - LETTER
  - SOUND
  - KEYWORD
  - ARTICULATION
  - SPELLING RULE

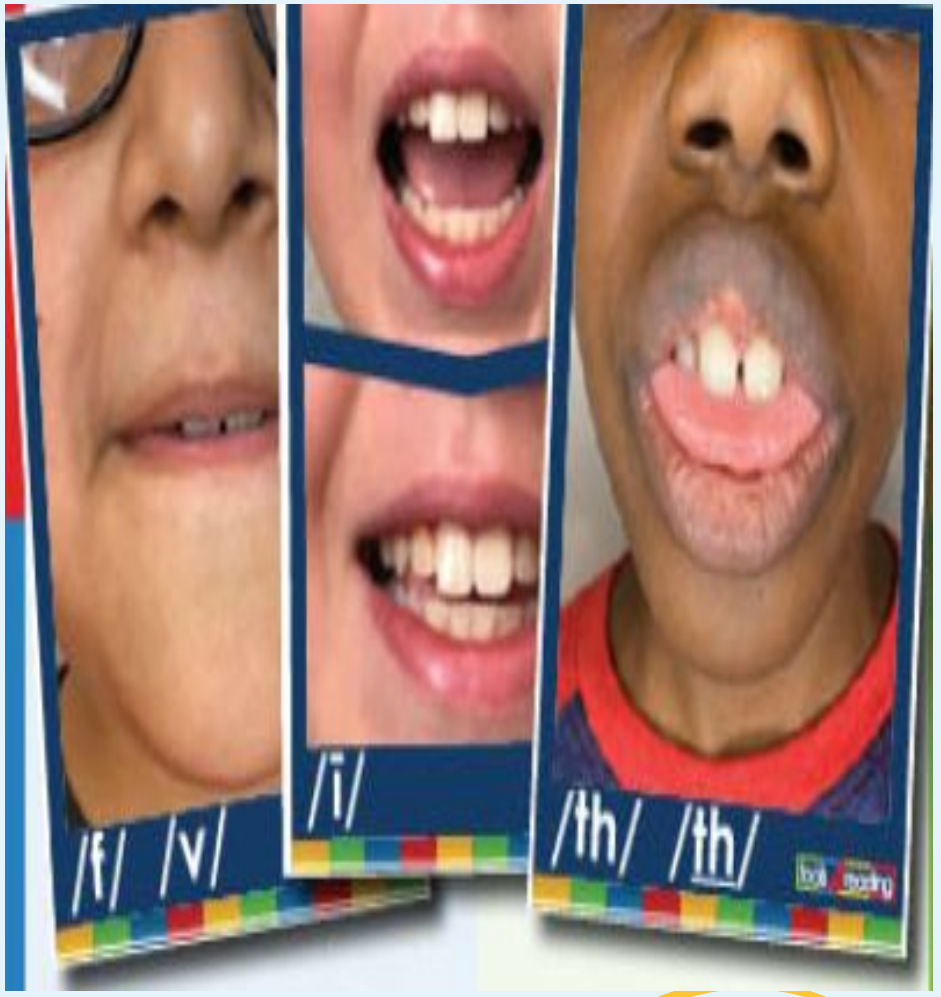
Routine Tips

- Use visuals
- Use academic language
- Be consistent district wide
- Tell - don’t ask
- Intro day 1, review days 2-5

Sound Spelling Card With KeyWords



Articulation Cards



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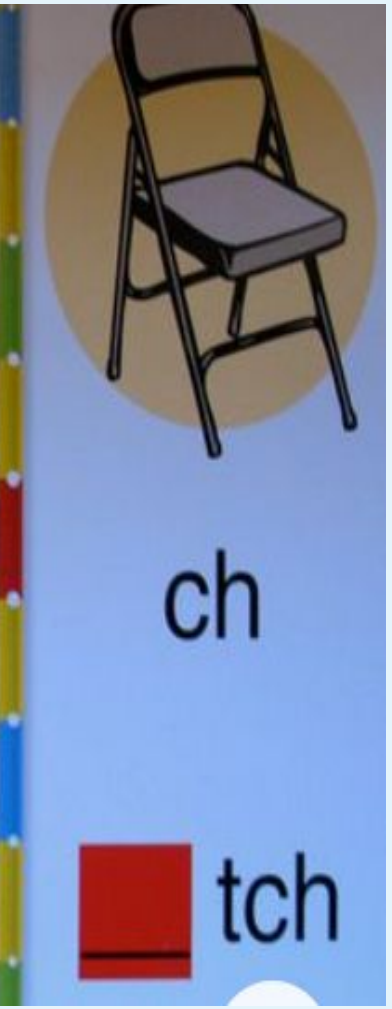

Today we are going to learn to read and spell words that begin with the /ch/ sound

We use the letters ch to spell the /ch/ sound at the beginning of a word

/ ch/ sound is a diagraph because the two letters c and h form a new sound. Listen to the sound.

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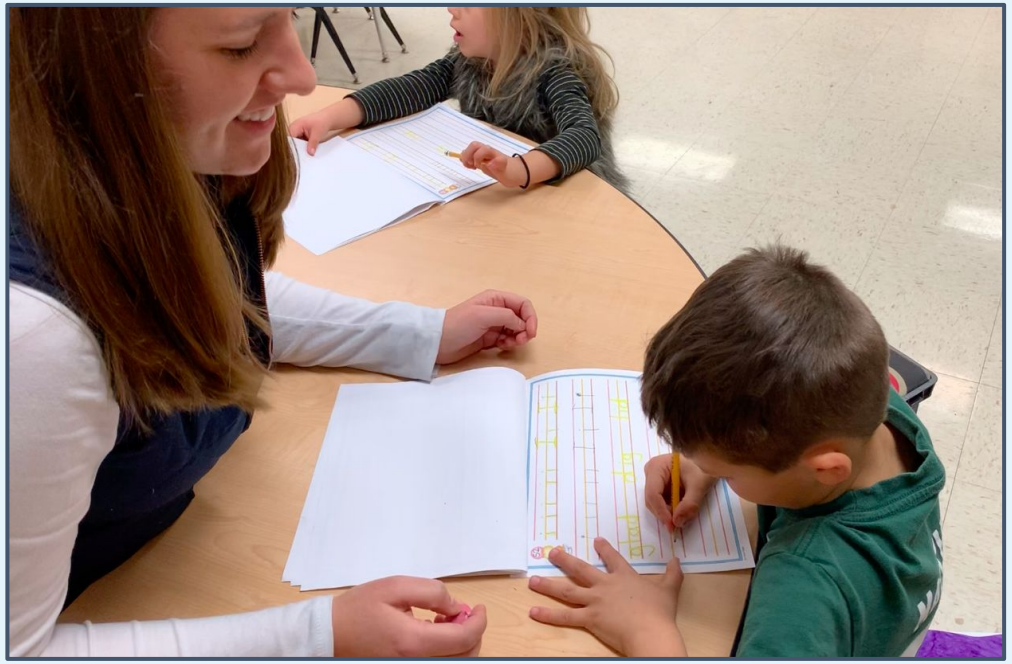
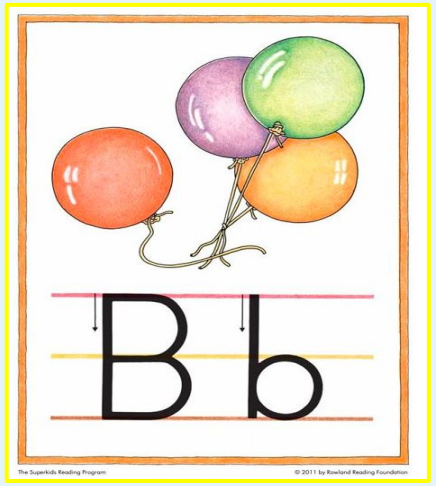
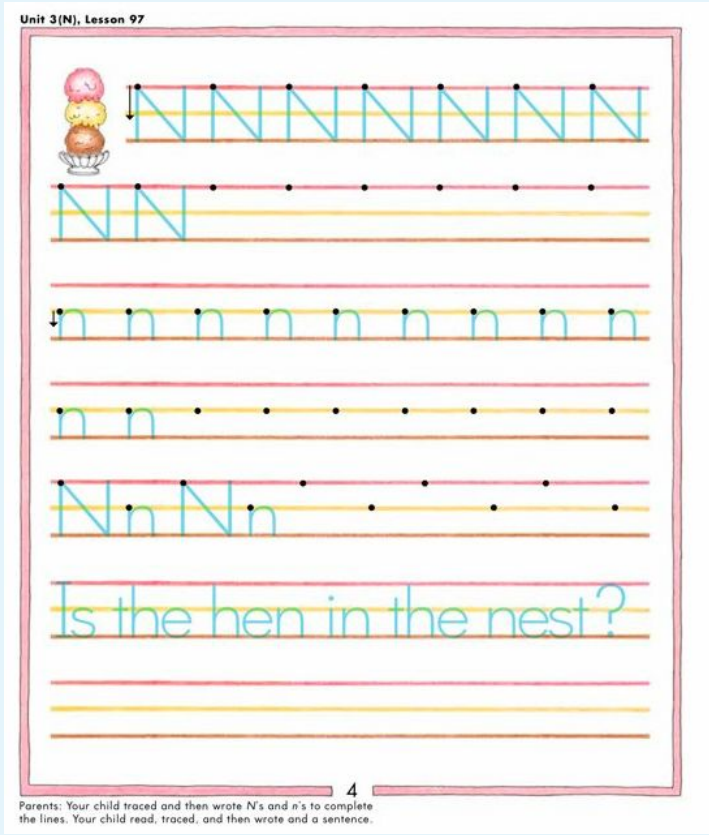
Listen for Sounds

- Say: *Listen to the following words. If you hear "ch"' at the beginning of the word, hold up your 'card and say 'ch'*
- *Provide immediate feedback*
- chair, there, cheese, chunk, ship, cheer

Practice Handwriting (K-2)







- Model & provide time for guided practice with immediate feedback using new letters
- Review a few previously learned letters for cumulative review practice. Provide feedback

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Your Turn

- Begin Planning Your SL Phonics Lesson

- Complete the Following Sections:
  - Planning
  - Warm Up
  - Lesson Introduction

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Teacher Modeling
Introduce New Concept

TIPS:

use academic vocabu
be specific
use same materials
break down the con
keep a perky pace a
make sure students

ner

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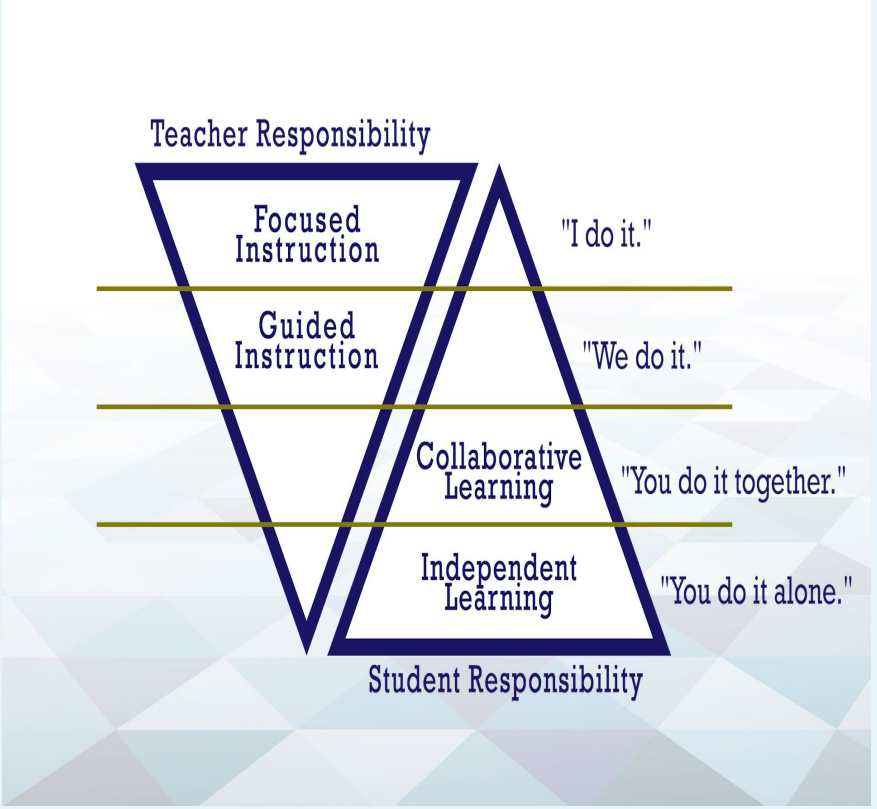
Teacher Modeling : Introduce New Concept

- Explicit teaching of new phonics concept
- This is the “I DO” part of the lesson to model for students what they will be doing in the guided practice section of the lesson



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Teacher Modeling : Introduce New Concept

- use same materials as students will be using
- use academic language and be precise
- break concept down into smaller pieces
- keep pace perky and be brief
- make certain students are attentive

Guided Practice

Decoding & Encoding Practice to Build Accuracy & Automaticity

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Guided Practice: Decoding & Encoding

- Practice blending, reading, spelling and writing with new skill
- Use consistent procedures
- Sound out & read words
  - Blend, read for accuracy, read whole words for automaticity
- Teach to mastery
- Group responses
- Immediate corrective feedback
- Strategic selection of words
  - use words from decodables
  - review words to support cumulative review and mastery

High-Leverage Strategies

- Cumulative blending with letter cards
- Phoneme mapping graphing (Tap it Map it Zap It or Phoneme Mapping grids with chips and markers)
- Word Building word building resources (Dr. Beck version only)
  - **Select one per day and build a weekly routine**
  - Start off with a more scaffolded strategy and work towards reading words with automaticity (blending to sounding out to reading as whole words)

Encoding Practice

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Dictation Routine - Word

- ➔ Say a word,
- ➔ Students repeat
- ➔ Tap each sound
- ➔ Spell and write each sound
- ➔ Read the word.
- ➔ Repeat spelling

pet hen red

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Additional Scaffold:

Use phoneme graphing as a scaffold if needed

n	o	d	
f	a	s	t

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Dictation Routine for MS Words

1. Repeat the word after I say it.
2. Count the syllables in the word.
3. Draw lines to represent the number of syllables in the word.
4. Write the word syllable by syllable.

__ ____

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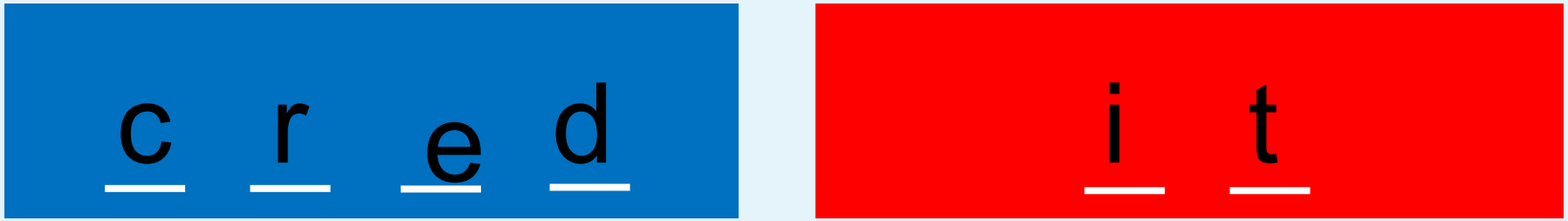
Scaffolding Dictation Multi Syllable Words



- Draw a rectangle for each syllable.
- Draw a blank line for each phoneme in the first syllable, then spell it.
- Draw a blank line for each phoneme in the second syllable, then spell it.

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Dictation Routine - Sentences

1. Dictate a short sentence. Have students repeat it and make a line for each word they will be writing.

_____ _____ _____ _____ _____

1. As students write the sentence, remind them to use capital letters and end punctuation.

Tim pets the red hen.

1. After students finish writing, show them the sentence written correctly and have them self-correct any errors.

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Your Turn

- Continue Planning Your SL Phonics Lesson
- Complete the Following Sections:
  - Teacher Modeling - Lesson Intro
  - Guided Practice - Encoding & Decoding
    - plan your words and strategies carefully
    - remember you are building a routine to be repeated weekly

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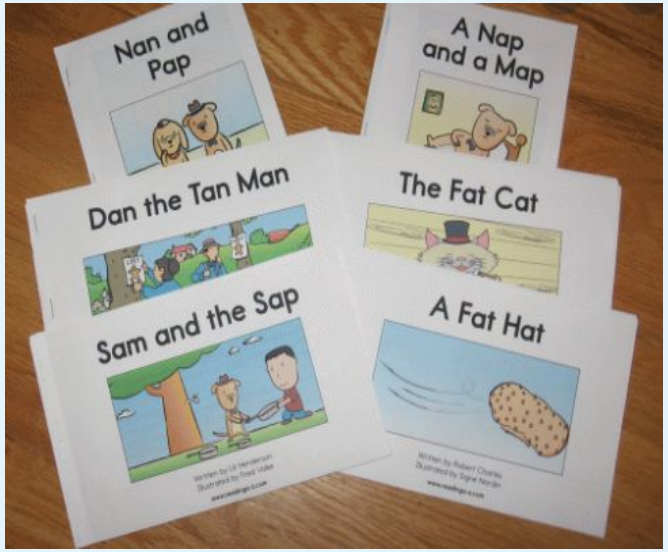
Remember: Every Lesson
Decoding, Encoding, Transfer to Text



Transfer to Text

Build a Routine for Decodable Text Time

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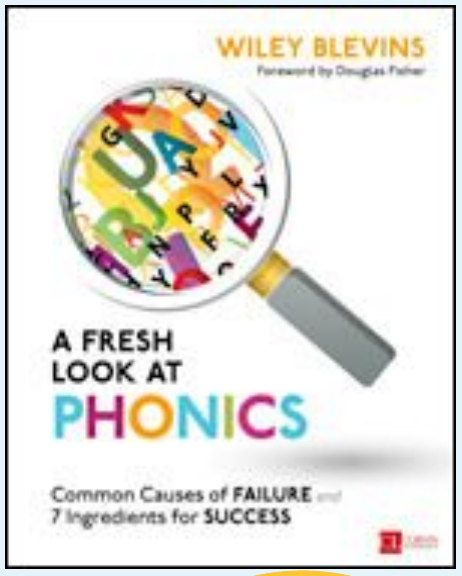
Wiley Blevins

"I can't stress enough the importance of increasing application time...At least 50% of a phonics lesson should be devoted to reading and writing connected text for all students, but especially for struggling students." (p. 211)



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Routine for Before Reading

1. Review pattern with students.
2. Students highlight pattern words in text
3. Review new high frequency words in text, students mark with a ‘heart’
4. Point out any unfamiliar words, read to students and have them repeat and mark
5. Provide definition of any words in text if necessary

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Routine for Initial Read

1. Students orally read highlighted pattern words chorally
2. Independent Reading: provide time for students to independently read (Productive Struggle)
3. Echo or choral read whole group
4. Partner Read - If time permits

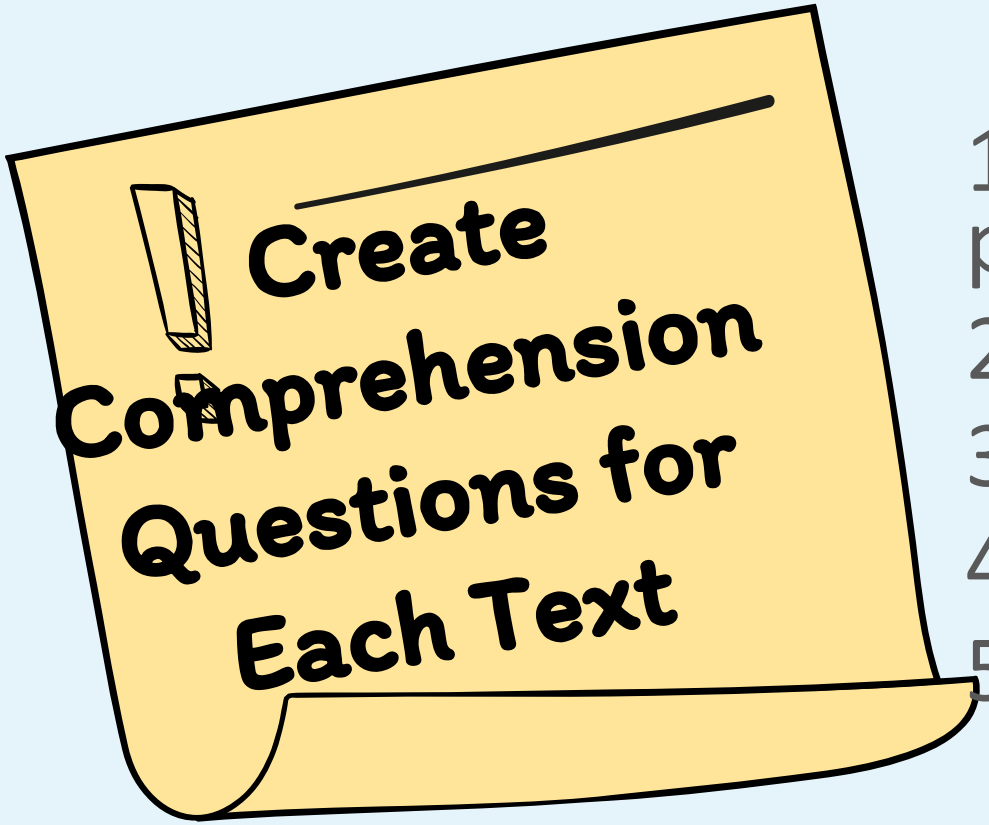
After Reading Decodable Text Routines

- Practice fluency
- Practice comprehension
- Write in response to text

Building Fluency with Active Reading

- Choral reading: Everyone together, in unison
- Choral reading with emphasis: Pre-select specific words to be read with extra emphasis and meaning
- Cloze reading: When teacher stops, students say the next word in the sentence
- Echo reading: Readers echo the leader
- Partner reading: Students read together

Practice Comprehension



1. Focus on question with phonics pattern
2. Details with text evidence
3. Higher level questions
4. Personal connection question
5. Written response

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1. Phonics: How many pets does Ben have? (ten)
2. Detail with Text Evidence: What did Ben do to help his pets? Find the sentence with the right answer.
3 Higher Level: What lesson did Ben and Jess learn about taking care of pets? Who was more patient, Ben or Jess? Why?
4. Personal: What have you taken care of?
5. Writing: Make a list of the steps in taking care of a pet OR How did Ben show he was a good pet owner?

Draw a picture of Tac and her bat.

Look at page 2 of the Story Get it! What did Tac get?

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Decodable Text: Checking Student Progress

- Listen to students and providing feedback is critical for growth in accuracy and fluency.
- How?
- What tools?
- What routines do you have in place for checking student progress?

Provide Specific & Actionable Corrective Feedback

-Affirm what they did right.

-Coach them.

-Provide a cue where they went wrong.

Student reads *nap* instead of *nab*

–You said the first two sounds correctly!

–Look again at the last letter.

ERROR CORRECTION BE KIND, PLEASE REWIND

- Students should:
- Re-read the misread word
- Re-read the whole misread sentence
- Possibly re-read the whole page (if it is short)
- Do this to enable comprehension

Your Turn

Continue Planning Your SL Phonics Lesson

Construct a week long lesson plan for a decodable text. Complete all sections.

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Being Diagnostic: The Importance of Formative Assessment & Phonics Instruction

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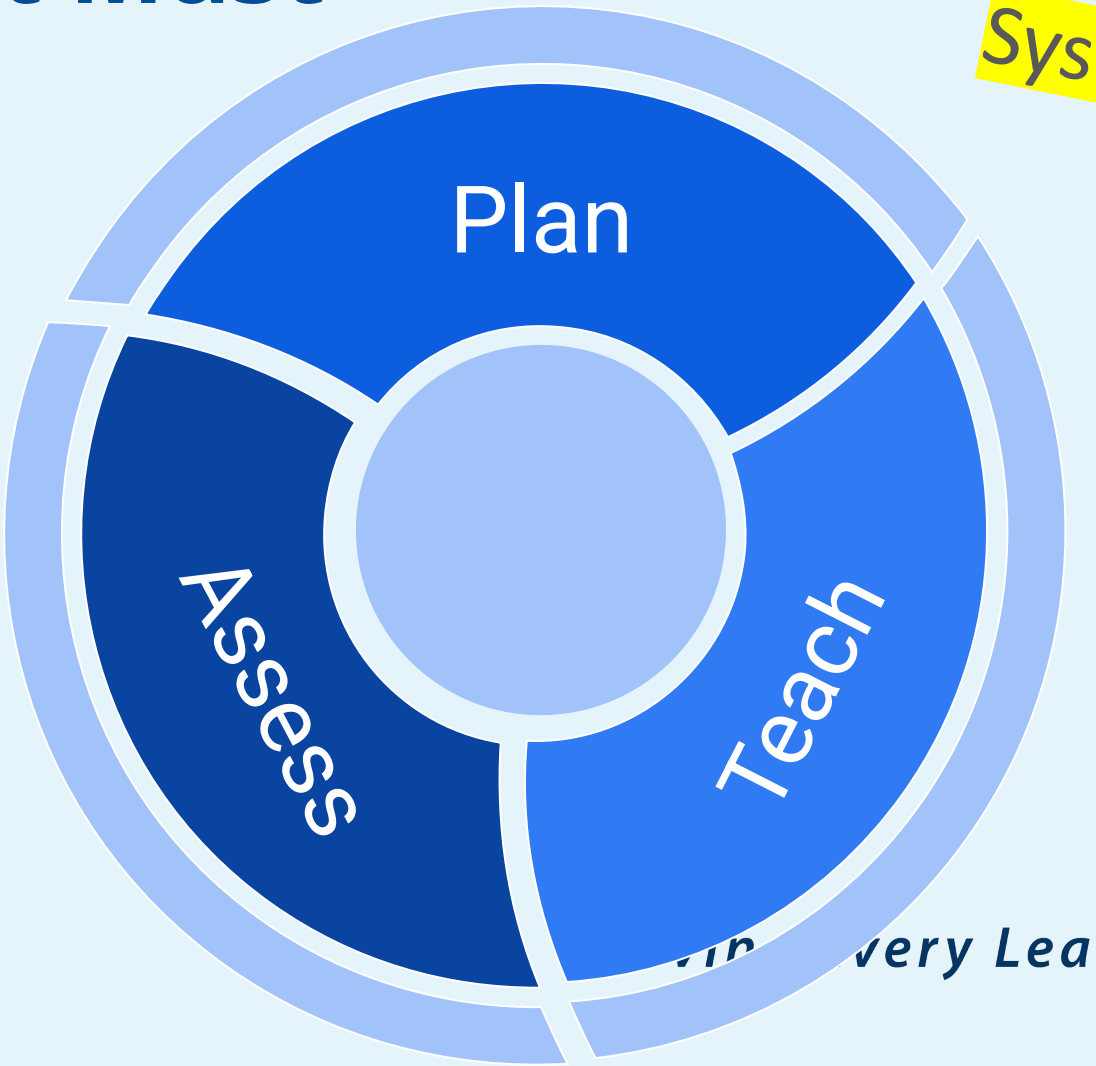
Instruction and Assessment Must be Linked

Comprehensive Assessment System



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Formative Assessments are Critical

- Assessment must occur as close to instruction as possible
- They must be meaningful
  - Listening to students read out loud;
  - Analyzing students' writing;
  - Dictation

- Intended to provide information; not grades

formative assessment phonics- directions

Your Turn

- Create a formative assessment to assess mastery of:
  - **long a , silent e**
  - (the student has learned all short vowels and consonants but long a silent e is the first long vowel they learned)

Utilizing Information from Formative Assessments

Reteach in small group

Reteach whole group

Diagnostic Assessments

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Teaching HFW

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HFW Recommendations

-**Kindergarten:** no more than 30 HFW
-**Grade 1:** First 100 Words Fry List
-**Grade 2:** Fry 300 Word List

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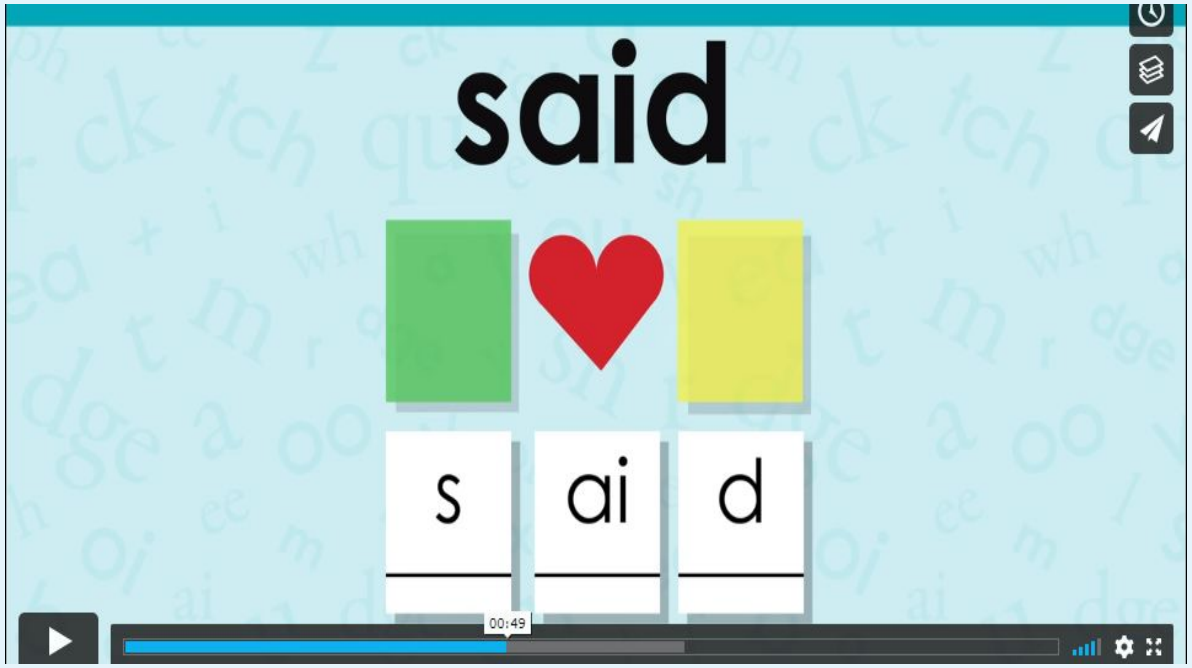
Teaching HFW

-Orthographic Mapping

- ★ Heart Word Magic - Read and Spell High Frequency Words
- ★ Heart Method For Sight Words
  Pattan Video
- ★ A New Model for Teaching High-Frequency Words

-Drill words using phrases to support reading connected text

-Practice words in text



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HF WORD INSTRUCTION

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3 Steps

1. Introduce Word
2. Read words in Phrases
3. Read in Connected Text

Before You Introduce

Determine if words are decodable or irregular words ('heart' words).

Introduce the Word

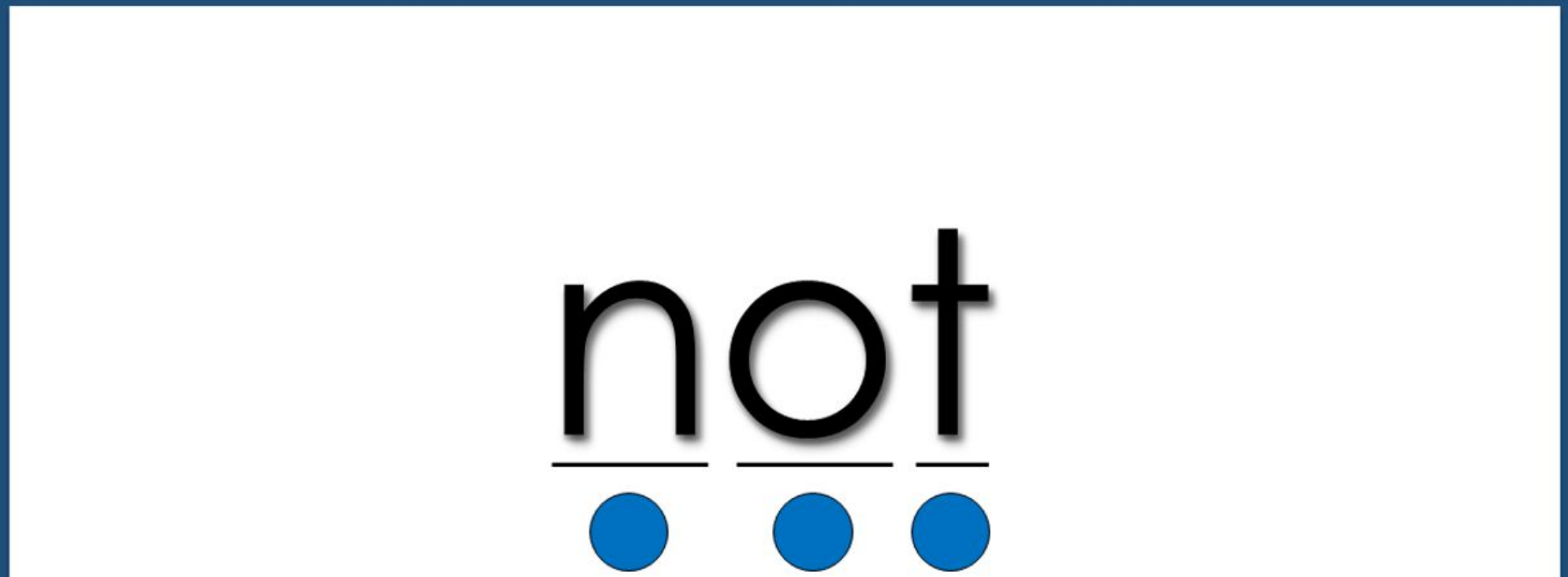
Heart Words

1. Explain that these are irregular words that can not be sounded out
2. Code the words. Follow procedure in the video below
3. Refer to these as ‘heart words”

Decodable Words

1. Say the word,
2. Student Repeats
3. Segment the word
4. Review sound spelling patterns

Decodable



U1 W1

Irregular / Heart Word

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Then Use a MultiSensory Routine with All Words

- Listen, See and Say- Teacher says the word. Students see the word on the flash card and repeats the word.
- Spell and Read- Read the word, spell the word, reread the word
- Air Writing (and 'body' writing) -Say the word and write it in the air. Say the word.
- Table Writing-Say the word, write in on the table. Say the word.

Day 2-5: “Flash’ and Practice Reading the words using Phrases

- Using words in isolation reinforces word by word reading.
- Reading words in phrases help to promote fluency and overall reading achievement
- Facilitate Repeated Reading of Phrases
  - Display 5-10 phrases on chalkboard or sentence strips
  - Read them chorally several times per day
    - Fry Instant Phrases
    - Dolch_Wds_Phr_Sent_Pres_Fms.pdf
    - Dolch_Wds_Phr_Sent_Pres_Fms

Reading HFW in Text

- Practice reading in connected text
- As a scaffold, students can highlight the words

Advanced Phonics

Table 1.7: Progression of Word Study through the Grades

—	—	—	—	—	Greek-Derived Morphemes		
—	—	—	Derivational Morphology: Anglo-Saxon and Latin Roots, Prefixes, Suffixes				—
—	Inflectional Morphology			—	—	—	—
—	—	Common Syllables, Syllabification			—	—	—
—	Fluent Recognition of Word Families (Rime Patterns)			—	—	—	—
—	300–500 Sight Words		—	—	—	—	—
Phoneme-Grapheme Correspondences			—	—	—	—	—
Basic Phonological Awareness		Advanced Phonemic Awareness		—	—	—	—
K	1	2	3	4	5	6	7+

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Let's Read These Chorally…

1. panventic
2. slafnode
3. storbidly
4. doipnoe
5. cockalorum*
6. slubberdegullion*

How did you know how to pronounce these unfamiliar words?!

Advanced Phonics: What's Necessary?

- Include syllable instruction
- Teach routines for decoding and encoding multisyllable words
- Ensure accuracy & fluency with text
- Include morphology

Syllabication

- Process of dividing WRITTEN syllables (different from spoken syllables)
- Gives students a strategy to tackle longer, complex words
- Provides clue about the vowel sound(s)
- Breaks word into more manageable parts

How Do You Define a Syllable?

A syllable is **A WORD**, or *PART OF A WORD* with ONE VOWEL SOUND.

Syllable Types

(Handout page 13)

SIX SYLLABLE TYPES

	C	L	O	V	E	R
syllable type	Closed	consonant-L-e	Open	Vowel team	magic E	R-controlled
characteristics	ends in one or more consonants; vowel sound is short	a consonant followed by an "l-e"; must connect to another syllable type	ends in a single vowel; vowel makes long sound	a group of vowels working together to make a single sound	vowel-consonant-e pattern; vowel sound is long	r follows a vowel and distorts the sound
examples	pat, crunch	gigGLE, taBLE	hi, MUsic	food, STEAMer	rake, clove	cork, PARty

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Syllable Patterns

Pattern 1: VC/CV

- The most common syllable division pattern; two or more consonants between two vowel sounds
- **Example**: instruct – The two vowels, ‘i’ and ‘u’, have four consonants between them. Pattern #1 cuts the words apart as in / struct

Syllable Patterns

Pattern 2: V/CV

- The second most common syllable division pattern is recognized by VCV, with only one consonant between two vowel sounds in a word. Because of its frequency in English multisyllabic words, when readers encounter a VCV pattern, this pattern directs them to cut the word apart after the first vowel.
- **Example:** robot – The two vowels, ‘o’ and ‘o’, have one consonant between them. Pattern #2 cuts the words apart as ro / bot.

Syllable Patterns

Pattern 3: VC/V

- When readers attempt to use pattern #2 but it doesn't result in a familiar word, perhaps something else is happening. Often, the "something else" is pattern #3 where the word cuts apart after the consonant between the two vowel sounds. This pattern is the second choice because, in English, it's less common. Therefore, readers should have ample opportunity to apply patterns #1 and #2 before this pattern is introduced.
- **Example:** cabin – The two vowels, 'a' and 'i', have one consonant between them, so the reader tries pattern #2, initially, and reads ca / bin. While searching for familiar related words, the word doesn't make sense. Then, the reader suspects pattern #3 could be at work, and they adjust how the word is cut apart and reads cab / in.

Syllable Patterns

Pattern 4: V/V

- This final pattern used to cut words apart in English has two vowels with no consonants between them, and it is the least common of the four patterns.
- **Example:** rodeo – The first two syllables are cut apart using pattern #2, and the second and third syllables are cut apart using pattern 4. The reader decodes ro / de / o.

Syllabication

Once syllable division patterns (ways to cut words apart) are learned, it's as if every reader has the map to discover reading longer words. When syllabication strategies are applied more skillfully and automatically, the landscape of reading is widened, varied, and accessible. Readers are able to focus on **fluency strategies** and **vocabulary**, which support reading comprehension.

Decoding and Encoding

Decoding is the ability to apply knowledge of letter-sound relationships (phonological awareness and phonemic awareness), to correctly pronounce written words.

Encoding is the ability to write and spell a word.

- Encoding goes hand in hand with decoding.

Order of Operations for Decoding a Word

1. Underline each vowel that makes a sound.
2. Chunk the word into syllables.
3. Circle prefixes and suffixes.
4. Read each syllable independently.
5. Scoop each syllable with a pencil and blend.
6. Teacher: Check for accuracy.

Let's Practice! sagacious

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Dictation Routine - Encoding

- ➔ Say a word
- ➔ Students repeat
- ➔ Tap each sound (and/or syllable)
- ➔ Spell and write each sound
- ➔ Read the word
- ➔ Repeat spelling

Let’s Practice! inhabitant

Day 1 Wrap Up

Day 2 Overview

- Fluency
- Vocabulary
  - Oral language - elementary students
  - Morphology
  - Direct teaching of vocabulary
  - Selecting vocabulary to teach
- Comprehension
- Knowledge building

Competency 3

Fluency

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Key components of reading fluency:

- Automaticity in word recognition
- Accurate word recognition
- Prosody, or expression
- Sufficient to permit comprehension

Why is Fluency Important?

- Necessary for comprehension
- It is the bridge between early and later reading stages
  - early reading stage focuses on the alphabetic principle, increasingly complex words, high-frequency words, and sight words
  - later reading stages focus on increased reading skill and deepening comprehension
- If readers don't develop adequate levels of fluency they get "stuck" in the middle of the bridge
- They are unable to decode words with sufficient automaticity to adequately facilitate comprehension

(Hasbrouck and Glaser, 2017)

Path to fluent reading

- Automaticity with letters, sounds, and sound-symbol correspondence
- Automaticity with phonic decoding
- Recognizing high-frequency words
- Rimes, roots, and affixes

Fluency Instruction

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Daily Instructional Goals

- Fluency must be addressed 5 days a week
- Grades PK-1
  - Provide daily opportunities for students to develop accuracy and fluency with letters, sounds, and words
  - Develop accuracy and automaticity by using decodable text daily
- Grade 2
  - Daily fluency instruction and practice for all students (10-15 minutes)
  - Additional opportunities for students needing more practice
  - Teach, model, and provide feedback

Weekly Reading Practice Routine

Day 1	Day 2	Day 3	Day 4	Day 5
Modeled reading Choral reading Repeated reading aloud Comprehension	Echo reading Repeated reading aloud	Record reading aloud with optional feedback	Repeated reading aloud with self-reflection	Perform passage

[Achieve the Core Routine for Fluency]

RAC Fluency Handout

Characteristics of Effective Fluency Instruction using Repeated Reading (NRP)

- Repeated readings were found to be the most effective practice
- Repeated readings should include:
  - a set number of repetitions, a set amount of time, or until fluency criteria has been met
  - phrasing support is provided
  - students simultaneously practice reading while listening to the text
  - students are provided guidance in the form of specific feedback

Turn and Talk

How can you include this 10 - 15 minute fluency routine in your instruction?

What is it like to be dysfluent?

Dyslexia Simulator - two texts

Fluency Interventions

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Intervention depends on where the learner's breakdown in fluency occurs

- Phonologically based decoding skills
  - relearn and practice the basics before they can move ahead
    - recognition of syllables and morphemes
- Dysfluent readers (accurate, but slow)
  - phrase-cued oral reading
  - choral reading with a slightly faster rate
- Language comprehension problems
  - prosody and phrasing

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Scaffolding with Fluency

- Students reading below grade level can still practice fluency with grade level text.
- Provide them with a **shorter segment of the grade level text.**
- Always model first, follow with echo reading and provide support with feedback. Consider chunking the text (phrasing support)

Competency 4

Vocabulary

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Oral Language and Primary Students

4 Important Points

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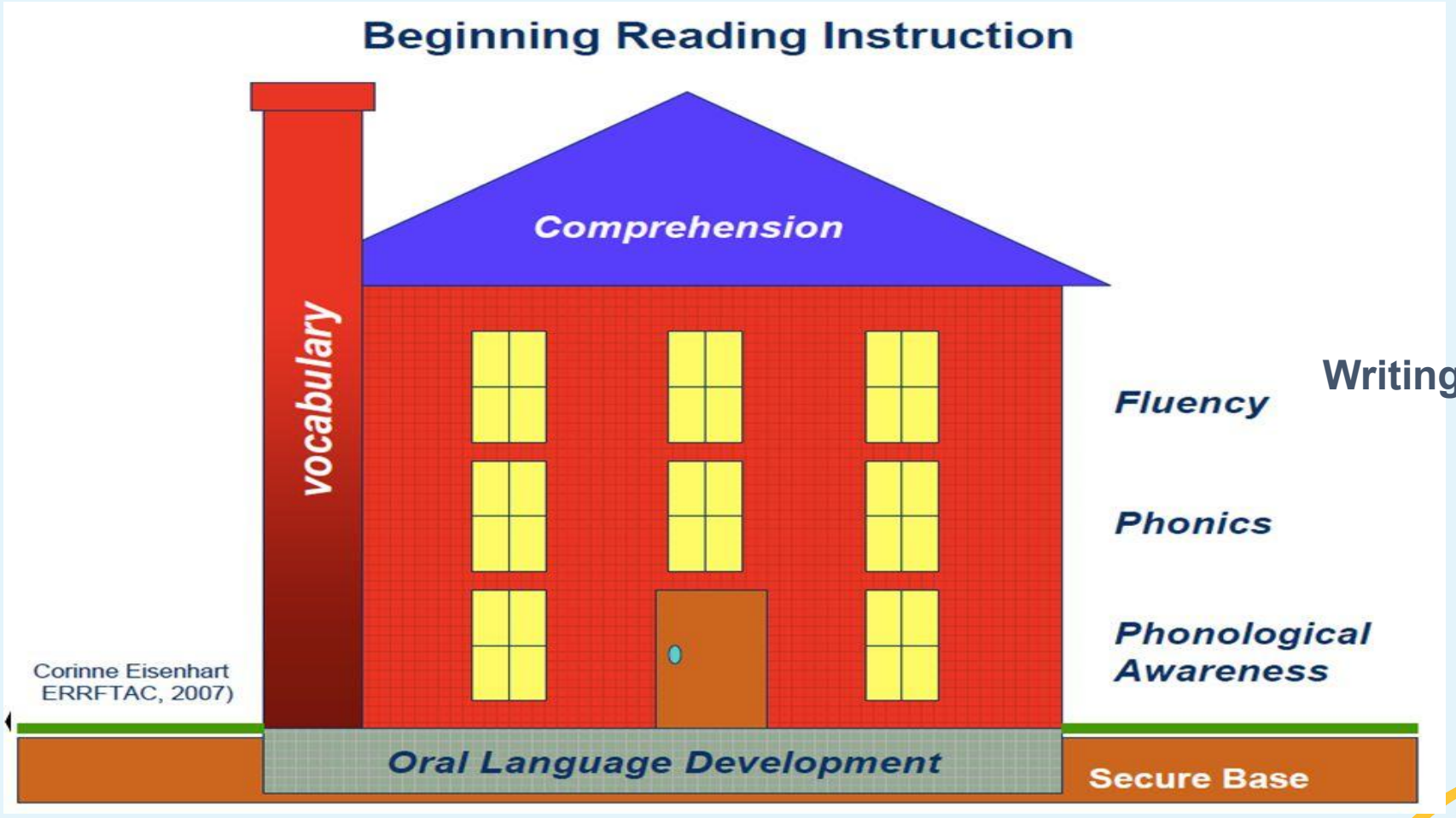
1. Oral Language is Important to Beginning Readers.



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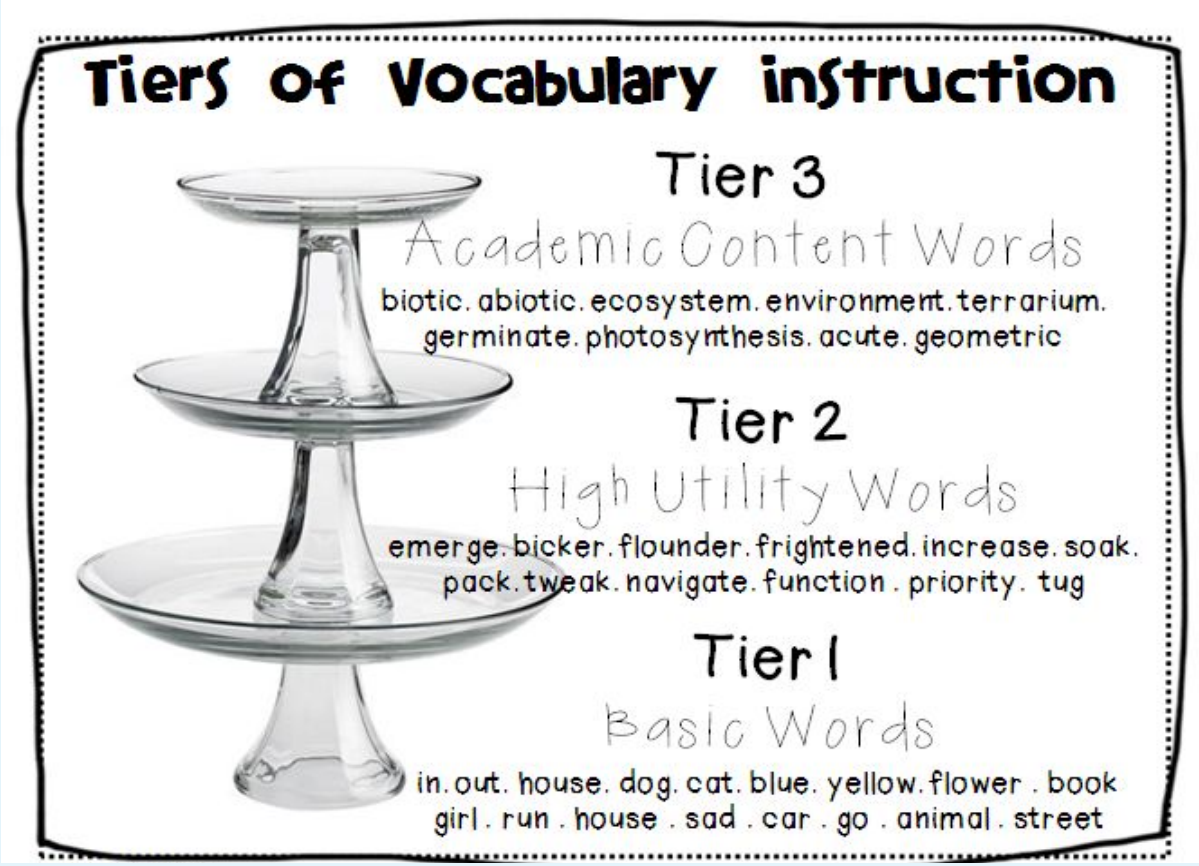
2. Oral Language is a Predictor

(Cunningham & Stanovich, 1997)

Oral vocabulary at the end of first grade is a significant predictor of reading comprehension ten years later.

3. Not all Words Are Created Equal

Research shows that the ***types of words young*** children learn is very important for their future success.



Create a Language-Rich Environment and Use Research-Based Practices

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How Can We ACCELERATE Oral Language & Vocabulary Skills for Primary Students?

- Recognize the URGENCY of accelerating language growth
  - Children with impoverished language skills
  - Important for comprehension of complex text
- TEACH Vocabulary (daily)
  - Be explicit (Tell don't ask)
- Increase the intensity of instruction for struggling learners.
- Provide learning experiences that actively engage all students (rigor)
- Create language-rich learning environments

A Language-Rich Learning Environment

- Teacher:
  - Uses new and unusual words (tier 2 and 3)
  - Restates for clarity
  - Asks open ended questions
  - Stays silent at times to allow for processing and responding
  - Engages children in extended conversations
  - Explicitly teaches vocabulary *(non traditional) methods such as robust vocabulary)*

Read For More information:

The Vocabulary-Rich Classroom: Modeling Sophisticated Word Use to Promote Word Consciousness and Vocabulary Growth | Reading Rockets

What Do We Know About a Word?

Motivate

Syllables

mo - tive - ate (accent)

Phonemes

/m/ /ō/ /t/ /ə/ /v/ /ā/ /t/

Graphemes

m o t i

Morphemes

motive + ate

Etymology

Old French, Latin

Semantics

To motivate means to encourage or be encouraged to do something

transitive verb

Related words

motivates, motivated, motivation, unmotivated

Attend to these features when teaching multisyllable words

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Morphology

The study of the forms and structures of words

- Part of vocabulary instruction

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Morphemes & Morphology

- **Morpheme** = the smallest meaningful unit of language. Usually a whole word that cannot be divided OR a part of a word that has meaning
- English spelling relies as much on morphology as it does on phonology (sound). Morphophonemic
- Syllable knowledge + Morpheme knowledge simplifies multi-syllable word reading

Why?

Grade 4	Grade 5
CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	**CC.1.1.5.D** Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Morphemes Can Affect

Spelling

Excel to excellent

Pronunciation (phonemes and accent)

Legal to legality

Both!

Redeem to redemption

Common Roots

Latin

act

cap (cep, cept, ceit, cep)

cred

dic (dict)

fac (fact, fec, fect)

form

jac (ject, jec) ...

Greek (combining forms)

auto

bio

dys

graph

morph

photo

techno ….

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in de per (through)	fact, fect, fict to make or do	s ed ing or ion al ive

FCRR Morphology Activities

Fourth-Fifth Grade Activities

>Advanced Phonics

>Morpheme Structures

>Nine different activities

>Fluency

>Word Parts

>Three different activities

>Vocabulary

>Morphemic Elements

>Eight different activities

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The Possibilities

http://www.wordworkskingston.com/WordWorks/Home.html

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Practice Time!

Build a matrix around one of the following bases:

- struct
- graph
- therm
- Or choose your own!

Matrix Maker:
http://www.neilramsden.co.uk/spelling/matrix/

Want more information?

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Morphology is One Part of Vocabulary Instruction

- Morphology is one skill that can help students figure out the meaning of unfamiliar words
- Sometimes, direct instruction of vocabulary words is also necessary
- The common practice of looking up definitions, writing the word in a sentence, etc. is ineffective for students actually learning and OWNING words.
  - Knowing a word's definition does not equate to knowing the word!

Characteristics of Effective Vocabulary Instruction

- must go beyond the traditional procedure of having students copy a list of words, look up the words in the glossary, copy the definitions, and study the definitions
- must be unambiguous, involving a clear presentation of meanings and contextual examples
- must have multiple exposures to target words in order to have a meaningful impact on vocabulary attainment and reading comprehension
- must provide information concerning a word's meaning and examples that illustrate how and when the word is utilized
- must engage students actively

Vocabulary Instruction:

Process for Introducing New Words

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Basic Instructional Routine

- Step One: Introduce the word
- Step Two: Introduce the meaning of the word
- Step Three: Illustrate with examples
- Step Four: Check students' understanding

(Archer, 2011)

Step One: Introduce the word

- Tell the students the pronunciation of the word
- If the word is difficult to pronounce, model the pronunciation and have the students repeat it a number of times

This word is elude. What word?

elude

We pronounce it as “e lude”

Say the word again

elude

Step Two: Introduce the meaning of the word

- Option one: Provide a student-friendly explanation
- Option two: Guide students in analyzing the meaningful parts of the word (morphology)
- Option three: Have students determine the critical attributes embedded in a glossary definition

If you avoid someone or escape from them you *elude* them

Step Three: Illustrate with examples

- Use concrete, visual, or verbal examples
- Be sure to include all critical attributes in the examples

If runaway slaves were able to hide from patrollers who were hunting for them, the slaves were able to *elude* them. If a convict was able to escape and hide from police officers for ten years, the convict was able to _____ (*elude)* them. If other players were not able to catch Jason during a game of hide and seek, he was able to _____ (*elude)* them.

Step Four: Check students' understanding

- Actively involve students in interacting with the word
- Option one: have students distinguish between examples and non-examples
- Option two: ask students to generate their own examples
- Option three: ask students questions that require deep processing of the word's meaning beyond simply mimicking the definition

(1) If a slave wanted to *elude* patrollers, would that slave protest in the marketplace?

(2) If you were a slave and you wanted to *elude* patrollers, should you walk down a road or through the forest?

Content-Specific Vocabulary Routines

Four (Three) Corners

- Move to the corner of the room that best matches the content you teach.
- Work with other same-content area teachers to examine the sample vocabulary routine for your content area.
- DIscuss how you can use this vocabulary routine to introduce and deepen students' understanding of key vocabulary in your classroom.

Math Vocabulary Routine

- Introduce the word
  - The word is *chord*. What word? (*chord)*
  - You have probably heard the word *chord* in the past. In music, it's a group of three or more notes that are sounded together. *Chord* in geometry has an entirely different meaning
- Introduce the meaning of the word
  - Please locate the word in the glossary. Read the definition with me: *A chord is a line segment whose endpoints lie on a circle.* Record the word *chord* in your vocabulary log. Let's break the definition into the critical attributes. First, a *chord* is a _____ (*line segment)*. We know that a line segment is straight. Next, the endpoints of the line segment lie on a _____ (*circle)*. Please list the critical attributes under the word:
    - line segment
    - endpoints lie on a circle

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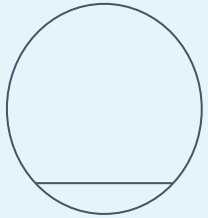
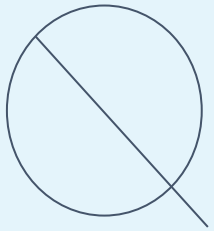
Math Vocabulary Routine (continued)

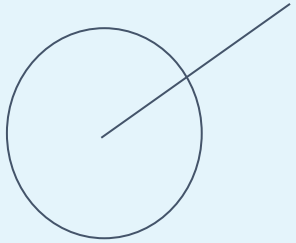
- Illustrate with examples and non-examples.



Is a chord. It is a line segment, a straight line with two endpoints, and the endpoints lie on a circle



Is not a chord. One of the endpoints is not on the circle



Is not a chord. One of the endpoints is not on the circle

Math Vocabulary Routine (continued)

- Check students' understanding
  - Give a few more circle diagrams and have students respond yes or no
  - Have students create their own examples and non-examples
    - Draw a circle on your whiteboard and add three chords labeled AB, CD, EF
    - Draw a new circle. Draw three lines that are NOT chords labeled AB, CD, EF
    - Explain to your partner why each of your lines is not a chord

Science Vocabulary Routine

- Introduce the word
  - Today we are going to learn about how plants make food using *photosynthesis.* What word? *Photosynthesis*
- Introduce the meaning of the word (critical analysis)
  - *Photosynthesis* happens with green plants. Not ferns or animals.
  - *Photosynthesis* uses sunlight, carbon dioxide, and water
  - *Photosynthesis* involves the green pigment chlorophyll
  - *Photosynthesis* generates oxygen
- Introduce the meaning of the word (analyze meaningful word parts)
  - Photo is a Greek word for light
  - Synthesis is a Greek word meaning to put together or combine

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Science Vocabulary Routine (continued)

- Illustrate with examples and non-examples
  - Animals cannot make their own food and must get their energy from other sources.
- Check for students' understanding
  - Would a snake be able to get their energy from the sunlight?
  - Do trees use the process of *photosynthesis*?

Social Studies Vocabulary Routine

- Introduce the word
  - Today we are going to begin a unit on *genocide*. When the German government during WWII killed millions of Jews in an attempt to get rid of every Jew, the German government committed *genocide*. The big concept for this unit is *genocide*. What word? (*genocide)* The word *genocide* is a noun
- Introduce the meaning of the word (analyzing meaningful word parts)
  - Genos is a Greek word that means “race” or “tribe”
  - Cide in Latin means “killing”
  - *Genocide* can mean the killing of a race

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Social Studies Vocabulary Routine (cont.)

- Introduce the meaning of the word (critical aspects in the definition)
  - *Genocide* is a deliberate act. The killing of people is not random
  - *Genocide* is systematic. The people who commit *genocide* have a plan that they carry out systematically.
  - *Genocide* refers to the destruction, the killing, of a group of people. The destruction may be of the whole group or of part of the group.
  - *Genocide* is based on a specific characteristic, such as the ethnicity of the people, their race, their nationality, or their religion.

Social Studies Vocabulary Routine (cont.)

- Illustrate with examples and non-examples
  - During WWII, many German and other soldiers (Axis, Allies, and Americans) were killed in battle. Even though thousands were killed, this is not considered *genocide* because the purpose was to win a war, not to destroy a group of people based on some characteristic.
- Check for student understanding
  - In 2004, a huge tsunami hit Indonesia, Sri Lanka, and other Pacific Rim nations. Approximately 230,000 people died. *Genocide* or not *genocide*? Explain your choice.

Turn and Talk

Choose a word that you currently teach in your classroom that students find difficult to understand.

How can using this routine help student understanding?

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Other Vocabulary Activities

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Semantic Feature Analysis

- It illustrates how words are both similar and different and emphasizes the uniqueness of each word
- It draws on students' prior knowledge and uses discussion to elicit information about word meanings
- Math - Polygons
- ELA - British Literature Eras

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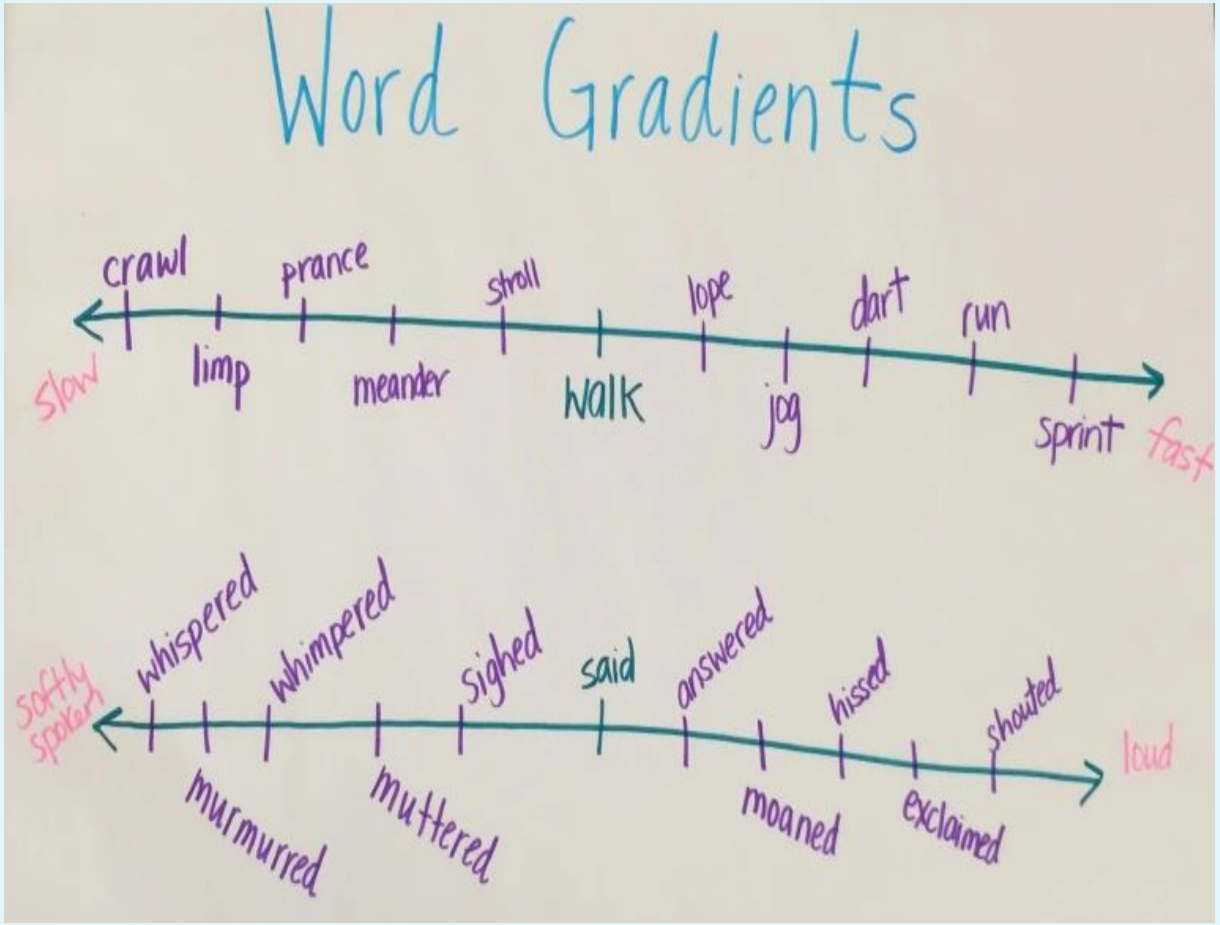
Semantic Gradients

- Helps broaden and deepen students' understanding of related words
- Helps students distinguish between shades of meaning
- Enhances students' vocabulary, which can help them be more precise and imaginative in their writing



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Choosing Vocabulary

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Selecting Appropriate Vocabulary

- Select words that are unknown
- Select words that are important to understanding the passage or unit
- Select words that students will hear, read, write, and say in the future
- Select words that are difficult to learn and need interpretation
  - words that label unknown concepts
  - words not adequately addressed through passage context clues
  - words related to abstract rather than concrete concepts
  - words that are difficult to pronounce
  - words requiring additional information

Turn and Talk

Which words would you chose to teach explicitly?

The servants would never comment on this strange occurrence (finding the kitchen clean even though none of them were seen doing the cleaning), each servant hoping the other had tended to the chores. Never would they mention the loud noises they'd hear emerging from the kitchen in the middle of the night. Nor would they admit to pulling the covers under their chins as they listened to the sound of haunting laughter that drifted down the halls to their bedrooms each night. In reality, they knew there was a more sinister reason behind their good fortune.

Turn and Talk

Which words would you chose to teach explicitly?

The servants would never comment on this strange occurrence (finding the kitchen clean even though none of them were seen doing the cleaning), each servant hoping the other had tended to the chores. Never would they mention the loud noises they'd hear emerging from the kitchen in the middle of the night. Nor would they admit to pulling the covers under their chins as they listened to the sound of haunting laughter that drifted down the halls to their bedrooms each night. In reality, they knew there was a more sinister reason behind their good fortune.

Which Words Do I Teach and How?

- Tier One:
  - Words of everyday speech learned in the early grades
  - Not often considered challenging beyond the early grades
  - Examples:
    - sad
    - walk
    - baby
    - elephant
    - rain

(Beck, McGowen, and Kucan, 2007; Liben, 2013)

Which Words Do I Teach and How?

- Tier Two:
  - Characterize written and especially academic text
  - Not so common in everyday conversation
  - Require particular instructional attention
    - vital to comprehension
    - reappear in many texts
    - part of a semantic network
  - Examples: harmony, valuable, amiable, astute

(Beck, McGowen, and Kucan, 2007; Liben, 2013)

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Which Words Do I Teach and How?

- Tier Three:
  - More common in informational text
  - Specific to a field or domain of study
  - Examples
    - igneous, electrolyte, isosceles

(Beck, McGowen, and Kucan, 2007;
Liben, 2013)

Turn and Talk

Which words would you chose to teach explicitly?

“Oh, Bea, you look as lovely as a longhorn beetle lifting off for flight. And I must admit your antennae are adorable. Yes, you’ve metamorphosed into a splendid young lady.”

Bea rolled her eyes and muttered, “My father, the entomologist.” “I heard that, Bea. It’s not nice to mumble. Unless you want to be called a….Mumble Bea!” Bea’s father slapped his knee and hooted. Bea rolled her eyes a second time.

The first day of fifth grade, and my father tells me I look like a longhorn beetle. Bea shuddered at the thought. She absolutely detested bugs.

Turn and Talk

Which words would you chose to teach explicitly?

“Oh, Bea, you look as lovely as a longhorn beetle lifting off for flight. And I must admit your antennae are adorable. Yes, you’ve metamorphosed into a splendid young lady.”

Bea rolled her eyes and muttered, “My father, the entomologist.” “I heard that, Bea. It’s not nice to mumble. Unless you want to be called a….Mumble Bea!” Bea’s father slapped his knee and hooted. Bea rolled her eyes a second time.

The first day of fifth grade, and my father tells me I look like a longhorn beetle. Bea shuddered at the thought. She absolutely detested bugs.

Turn and Talk

How would you categorize each word?

longhorn beetle
splendid
mumble

antennae
muttered
shuddered

metamorphosed
entomologist
detested

Tier One	Tier Two	Tier Three

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Turn and Talk

How would you categorize each word?

Tier One	Tier Two	Tier Three
mumble	shuddered	longhorn beetle
detested	muttered	entomologist
splendid	metamorphosed	antennae

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Competency 5

Comprehension & Knowledge Building

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Comprehension Activity

(Read Bransford Study text - Handout page 5)

- Table Talk:
- What topic did you just read about?
  - If you know, what parts of the text helped you to determine the topic? How did you figure it out?
  - If you don't know what you read about, why not?

5 Components of Reading Comprehension

- **Fluent word reading ability** - Ability to instantly recognize words, including words they can't sound out
- **Vocabulary** - To understand what you are reading,you need to understand most of the words in the text
- **Sentence construction and cohesion** - Knowing how ideas link up at the sentence level helps readers get meaning from paragraphs and entire texts

5 Components of Reading Comprehension

- **Reasoning and background knowledge** - Good readers relate what they read to what they know. They also need to be able to “read between the lines” and pull out meaning even when it is not literally spelled out
- **Working memory and attention** - When kids read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to construct meaning from what they are reading

Goal of Comprehension Instruction: Creating a Mental Model

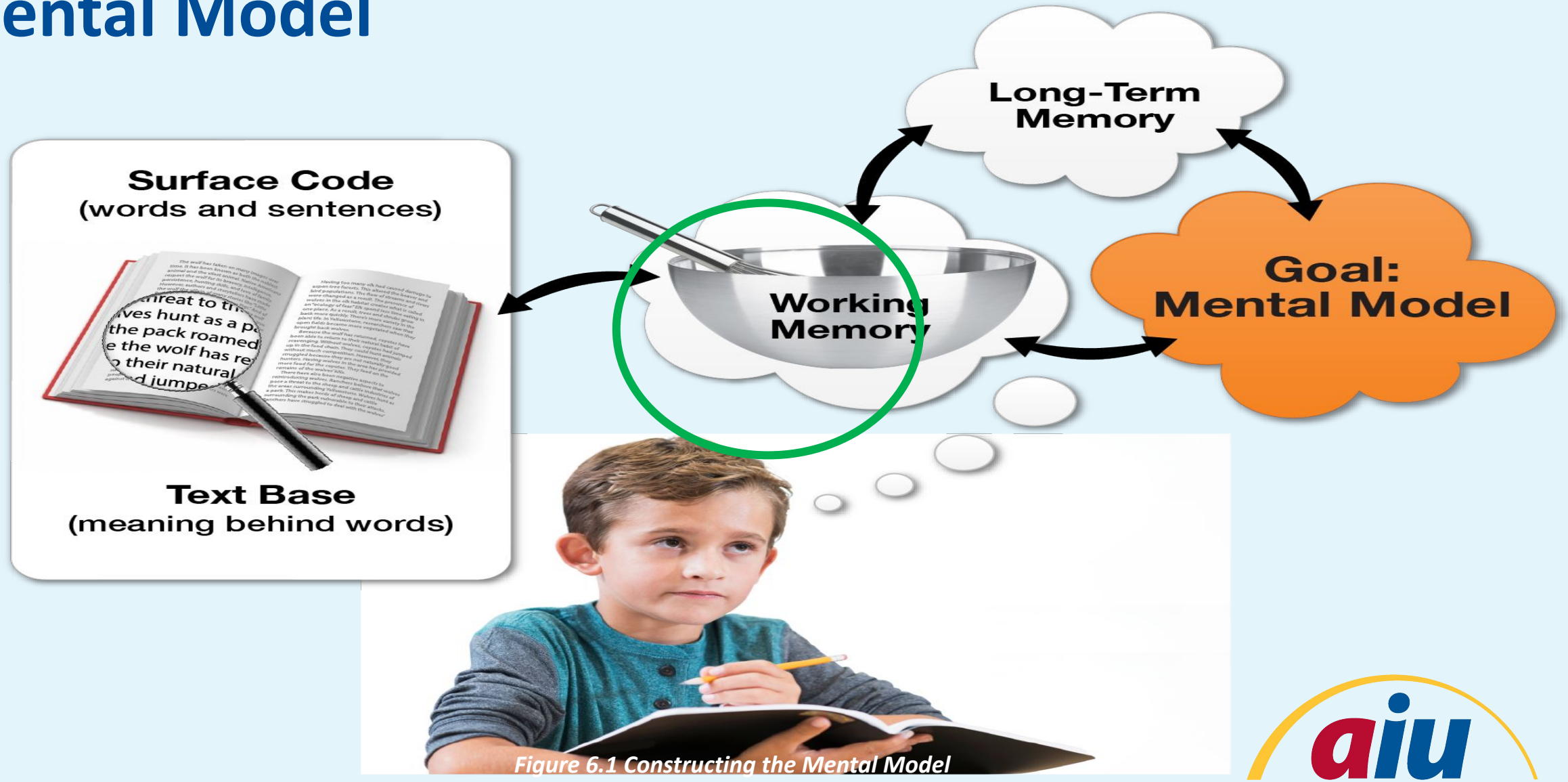


Figure 6.1 Constructing the Mental Model

B-D-A: A Framework for Designing Reading Experiences to Build Comprehension

BEFORE Reading

- Design pre-reading activities that:
  - Build connection/relevance
  - Establish community
  - Preview text for text features and structure
  - Set purpose for reading
- Choose an active reading method

B-D-A: A Framework for Designing Reading Experiences to Build Comprehension

DURING Reading

- Build meaning/response by having students:
  - Mark text
  - Annotate text

  → Connected to the purpose for reading
  - Engage with vocabulary in context
  - Share/talk

B-D-A: A Framework for Designing Reading Experiences to Build Comprehension

AFTER Reading

- Design tasks/activities that require students to:
  - Transcribe/summarize
  - Negotiate meaning
  - Demonstrate understanding
  - Reflect
  - Build fluency - reread sections for expression, rate, etc.

A Note About Text Structure

- Avoid teaching text structures “in isolation” and then having students identify “the structure of the text”
- Most rich, complex texts employ multiple structures!
- Instead, focus on:
  - How text structure connects to author’s purpose
  - Why the author chooses different structures to present different information within a text

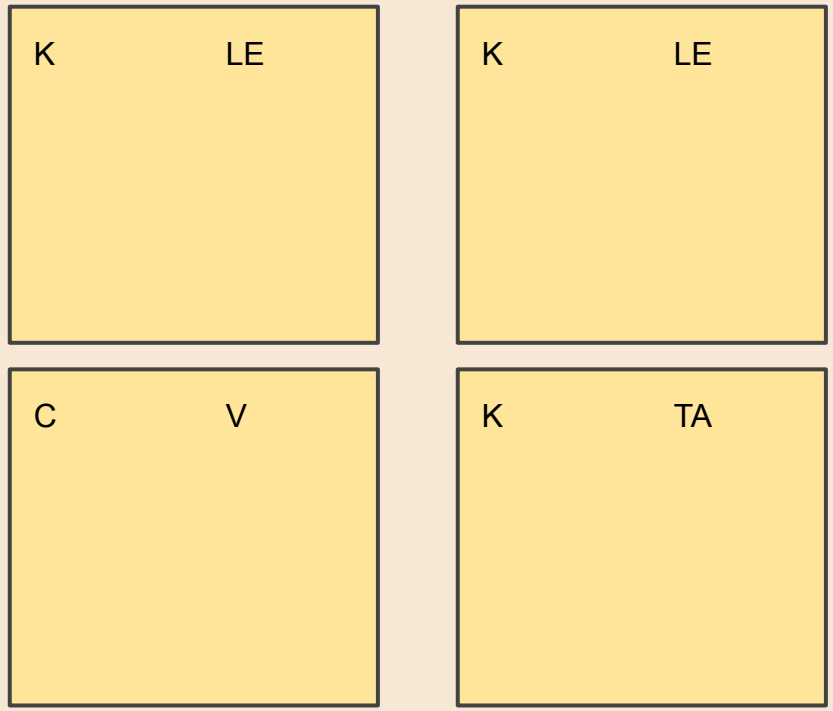
B-D-A Framework in Demo Lesson - Primary Grades

- **BEFORE:** Quick write (or discuss with a partner)
  - Write (or talk about) about a time when you got in trouble with a grownup. What caused you to get in trouble? What were the consequences?
- **DURING:** Take four sticky notes. Label them as shown on the next slide. Read the text aloud, chunked, pausing to discuss/analyze the text through the lens of teacher-posed text-dependent questions. Every student writes a response on the sticky notes.
- **AFTER:** Culminating task (discussion or written response) - connect all parts of the text to a larger “big idea.”

B-D-A Comprehension Model Lesson

Lesson prep:

- 4 sticky notes
- Label as shown



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AFTER Task

- Revisit your first sticky note. Has anything changed in what we can infer about Max and his mother? Write a description or draw a series of pictures that shows their relationship.

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B-D-A Framework in Demo Lesson: Upper Elem/MS/HS, Informational Text

- **BEFORE:** Word splash
- **DURING:** Read the chunked text following a gradual release model, pausing to discuss/analyze how the word splash words are used in the context of the article. Every student highlights and annotates the text.
- **AFTER:** Culminating task: New word splash and summary paragraph

Evidence-Based Comprehension Intervention Strategies for Struggling Readers

- Chunking text
- Fluent reader reads aloud
- Limit analysis to one target skill
- Set and communicate a purpose for reading
- Graphic organizers that include visual supports
  - Venn Diagrams, Story Webs, Concept Maps, Timelines

Turn and Talk

- What from this section can you use to design lessons that build students' comprehension BEFORE, DURING, and AFTER reading?
- How can you make this a regular part of the reading routine in your classroom?

Knowledge Building: Text Rendering

- **Read the passage on knowledge building** (Handout p. 6)
- **Text render:** highlight one sentence, one phrase, one word that stand out to you
- **Share:** discuss your choice of sentence, phrase, and word with your table group. Why did you choose each?

4 Key Points about Knowledge Building

1. **Early content-based reading experiences help fill holes and build a strong foundation beginning in the primary grades.**

- Student knowledge gaps sometimes surprise us when we assume students should know certain things.
- Examples:
  - A student reading a book on windy weather may not know how a kite works.
  - A student reading about the American Revolution may have never learned about George Washington or other important people in American history.
- Content-based texts are ideal for helping teachers gauge students' vocabulary and knowledge, and build those skills during reading-based lessons.

2. Connecting instruction to students' lives helps them leverage what they already know to access new information.

- Using informational text with the goal of giving students a common foundation can empower them. It helps them make connections to new concepts, build new mental schemas, and reflect on their own ideas and language use.
- Asking students about their knowledge about a topic builds bridges between prior knowledge and new concepts.
  - Example: When you are about to teach a topic like life cycles, it's important to ask kids what they already know about how a caterpillar becomes a butterfly.
- When students begin to share what they already know and learn how to organize that information, they can move on to applying that knowledge base and vocabulary to access new texts and content.

3. Spending more time building content knowledge levels the playing field.

- “Children from more educated families often absorb knowledge about the world at home. But those from less educated families have to rely on schools for the kind of knowledge that will equip them to do well on tests—not to mention in high school, college, and life.”
  - Natalie Wexler, *The Knowledge Gap*
- The longer kids have to wait to build content knowledge, the further behind they get. By the time they get to middle or high school, they tune out or lack the confidence to ask the necessary questions.

4. Acquiring content knowledge can spark passion and purpose.

- Content knowledge gained through reading can inspire kids and open their eyes to a range of topics, including science, history, culture, places, and more.
- Examples:
  - A book may inspire an insatiable curiosity about sea creatures for a student who lives in a landlocked location.
  - A worm-loving student who reads about composting may be motivated to suggest a trial program at a school that's not yet sustainability savvy.
- Content knowledge can also spark a child's passion for reading itself.

How to Incorporate Knowledge Building

- Cross-curricular connections, whenever possible
- Text sets that include multiple opportunities to interact with content and related topics
  - Variety of genres (ELA)
  - Variety of media

Turn and Talk

- Based on the recommendations in this section:
  - Where are there current opportunities for knowledge building in your school?
  - What else can/should be done?

In Summary…

- Four key areas of Structured Literacy, used together and systematically, result in strong reading instruction:
  - Explicit and systematic instruction in phonological and phonemic awareness
  - Alphabetic principle, decoding and encoding, fluency, and vocabulary
  - Reading comprehension and building content knowledge
  - Evidence-based intervention practices on structured literacy
- Housekeeping/Documentation
  - Proof of completion certificate
  - Act 48 hours

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Timestamp	First Name	Last Name	Email Address	Current Grade/Subject Taught	Column 1
10/29/2024 13:43:41	Caroline	Combemale	caroline.combemale@pa	7th Grade Science	x
10/29/2024 13:43:48	Heather	Upchurch	heather.upchurch@padis	6-8/ special ed	x
10/29/2024 13:43:51	Megan	Schmiech	megan.schmiech@padis	9-12 Science	x
10/29/2024 13:43:56	Ashley	Heinlein	ashley.heinlein@padistar	Third Grade ELA	x
10/29/2024 13:44:02	Jodi	Kriger	jodi.kriger@padistance.o	9-12 Social Studies	x
10/29/2024 13:44:18	Olivia	Carneval	Olivia.carneval@padistar	k-2 Special Education	x
10/29/2024 13:44:19	Georgia	Barlamas	georgia.barlamas@padis	High School Science	x
10/29/2024 13:44:22	Raegan	Domenico	raegan.domenico@padis	K-5	x
10/29/2024 13:44:31	Rebecca	Gregory	rebecca.gregory@padist	High School Life Skills	x
10/29/2024 13:44:33	April	Balsomico	april.balsomico@padista	High School Special Education	x
10/29/2024 13:44:33	rashonda	waldron	rashonda.waldron@padi	k-2 Title one interventionalist	x
10/29/2024 13:44:46	Jill	Bode	jill.bode@padistance.org	4th/5th Science	x
10/29/2024 13:44:54	Elizabeth	Rose	elizabeth.rose@padistan	HS Special Education	x
10/29/2024 13:45:23	Nicholas	Cullo	nicholas.cullo@padistan	9-12/Math Intervention	x
10/29/2024 13:45:38	Brittney	Feicht	brittney.feicht@padistan	Math Intervention, Grades 3-5	x
10/29/2024 13:48:34	Christina	Clodfelter	christina.clodfelter@padi	6th grade Science	x
10/29/2024 13:48:38	Lindsay	Dempsey	lindsay.dempsey@padist	Special Ed. 7th grade	x

Workshop Wednesday:

Role of Parents in State Assessments

What are state tests?

Administered by schools and districts to:

- Measure school effectiveness
- Measure student learning
- Measure skill acquisition
- Measure academic achievement

Why do we have state tests?

- Accountability for Schools
  - Ensures students are meeting specific learning objectives (set by state standards)
  - School accountability ratings
  - Educational programming effectiveness
- Results can determine grade or course placements (typically at the high school level)

How do the scores affect my child?

- Scores are factored into a student's academic record
- Used to inform of specific academic areas of strength and weakness from year to year
- Scores can also be used at times in the college admissions process (high school)

What to Expect for Keystones (High School- Algebra, Literature, and Biology)

- Time-10-15 early to check in
- One subject tested per day
- Parent not required if student can drive themselves
- Sign in your children
  - May wait for your children but not required
  - Provide good contact information for you or additional pick up person
  - Keep phone handy for text/calls
- Tests are not timed
  - 2 modules on each test
  - Typically 2-3 hours
- Snacks & drinks
- **Students should bring their Chromebook, mouse, charger, and headphones.**
- Calculators
  - Will not have graphing calculator at the site
- Letters will be sent in April

What to Expect for PSSA's (Students in grades 3-8)

- Time- Arrive 10-15 early to check in
- Sign in your children
  - Provide good contact information for you or additional pick up person
  - May wait for your children but not required
  - Keep phone handy for text/calls
- Tests are not timed
  - Math (Day 1/Tuesday) - 3-4 hours
  - ELA (Day 2/Wednesday)- 2-3 hours
  - Science(Day 3/ Thursday) - 1-2 hours
    - Only grades 5 & 8
- Lunch/Snacks/Drinks
- **Students should bring their Chromebook, mouse, charger, and headphones.**
- Calculators
- Student electronics

Online Testing

- More engaging testing experience
- One question per screen
- Built in features & tools
  - Highlighter, Cross-Off, Line Guides, Notepad, calc, etc…
  - Before testing, practice using the online tools (see next slide)
- Test Summary to review unanswered or flagged questions
- **Students are required to bring their own chromebooks, mouse, & chargers each day**
  - **Must be the school-issued device!**
  - Software/application will be downloaded on each chromebook
- Once logged in, students will be unable to access anything other than the test
- All students will be given “test tickets” with their login information

Online Testing

- PSSA/Keystone Tutorials and Online Tools Training
  - Students & Proctors MUST review
    - No restrictions of accessing - Can repeat/view as often as needed
    - Take practice tests
    - Learn all tools and functions available

- Practice questions to become familiar using the online tools
- Will provide a sample log in
  - Add audio to end of username to test out text to speech accommodation

- How to use the tools
- Unique tutorial for each content area

Reminders

- Provide a lunch, snacks, and drink
- Bring a calculator
  - Keystones - We will not provide graphing calculators
- **Students should bring their Chromebook, mouse, and charger**
- Staff will collect electronic devices before testing begins
- If you or someone in your household are not feeling well, please contact us and stay home
- The health and safety of your children and our staff are our number one concern!

What are some ways I can support my child during testing?

- Provide a structured bedtime and breakfast
  - Breakfast should include some sort of protein and not something overly sugary that could result in a crash later in the day
  - These basics can prevent your child from feeling distracted from hunger or losing focus because of sleepiness

What are some ways I can support my child during testing?

- Put some reps in
  - If your child took a state assessment last year and was weak in a specific area, get some extra practice in that area- reach out to your child's teacher for extra resources/ visit office hours

What are some ways I can support my child during testing?

- Remind your student of what accommodations that they receive during testing
  - Reach out to your student's special education teacher in the event you are unsure
  - Practice using the online testing tools

What are some ways I can support my child during testing?

- Support and Encourage

Contact

- Laura Bailey - Testing Coordinator
  - Testing@padistance.org

Timestamp	Email Address	First and Last Name	Student's name	Grade level(s)	What is your role in our school community?
4/8/2025 11:32:14	78elijah.geigerguyah@pa	Cindy Geiger	Elijah Guyah	6-8	I am a parent/guardian
4/8/2025 11:33:45	lexidicarlo19861981@gn	Alexis DiCarlo	Giuseppe Craig	K-5	I am a parent/guardian
4/8/2025 11:34:22	78jonathan.depreta@pac	Helena Murchison	Jonathan Depreta	K-5	I am a parent/guardian
4/8/2025 11:43:17	oxtatix33@gmail.com	Yaricsa Zayas	Annelys Zayas	6-8	I am a parent/guardian
4/8/2025 13:21:44	lashawnayoung7@gmail.	Young	Lashawna	K-5	I am a parent/guardian
4/8/2025 13:22:48	beldridge2011@gmail.cc	Elizabeth Eldridge	Kayden Mason	6-8	I am a parent/guardian
4/8/2025 13:57:27	hmmngbrdtc@gmail.con	Traci Coberly	Jessica Coberly	9-12	I am a parent/guardian
4/8/2025 15:34:50	meaghancoughlin01@gn	Meaghan Coughlin	Lilah Quaill	9-12	I am a parent/guardian
4/8/2025 17:37:02	kenndra1017@gmail.con	Kenneth McKnight	Kennya McKnight	K-5	I am a parent/guardian
4/8/2025 18:12:19	markandjenniferbridge@	Jennifer Bridge	Harrison Bridge	6-8	I am a parent/guardian
4/8/2025 21:30:14	rodriguez.sara.a@gmail.(	Sara Rodriguez	Sara and Hectory Ramire	6-8, 9-12	I am a parent/guardian
4/9/2025 12:28:45	21erin.hubbard@padista	Erin Hubbard	Jonah Chavez	6-8	I am a parent/guardian

What is ESY?

Parent Workshop Wednesdays- January 15, 2025

ESY- Extended School year

WHAT IT IS-

Special Education and Related Services that are provided to students with disabilities beyond the 180 day school year.

Under the federal special education law (IDEA), schools MUST provide ESY services if they are needed to provide a student with a Free Appropriate Public Education (FAPE).

In some cases, interruptions in the school schedule, like summer break, may cause students to lose basic skills or have trouble regaining those skills when starting school again. ESY is there to prevent that loss.

FOCUS: IEP GOALS and the progress toward IEP goals

What is ESY not?

Extended School year is NOT curriculum driven

They are not a summer recreation program or other programs or services that are not required to ensure the provision of a free, appropriate public education (FAPE) to a student — even if they provide some educational benefit.

WHO receives it?

Students who are identified with a severe disability that affects mental development (Intellectual Disability, Autism) OR Students who over a break in schooling are likely to:

- regress to a lower level of functioning
- have difficulty recovering skills not practiced
- not master a life skill because of the interruption
- have trouble mastering self-sufficiency or independence
- withdraw from the learning process upon returning to school(because of the interruption)

Additionally - Students also have access to their related service providers IF the providers feel it's necessary to support with data

- Related Services Include BSC, OT, PT, and Speech.

Is there a charge for ESY Services?

No. ESY services are provided in order that the student receives a free appropriate public education.

Therefore, ESY services, including required special education and related services such as speech therapy, occupational therapy, physical therapy, must be provided at no cost to the parent.

Which services will be provided during the Extended School Year?

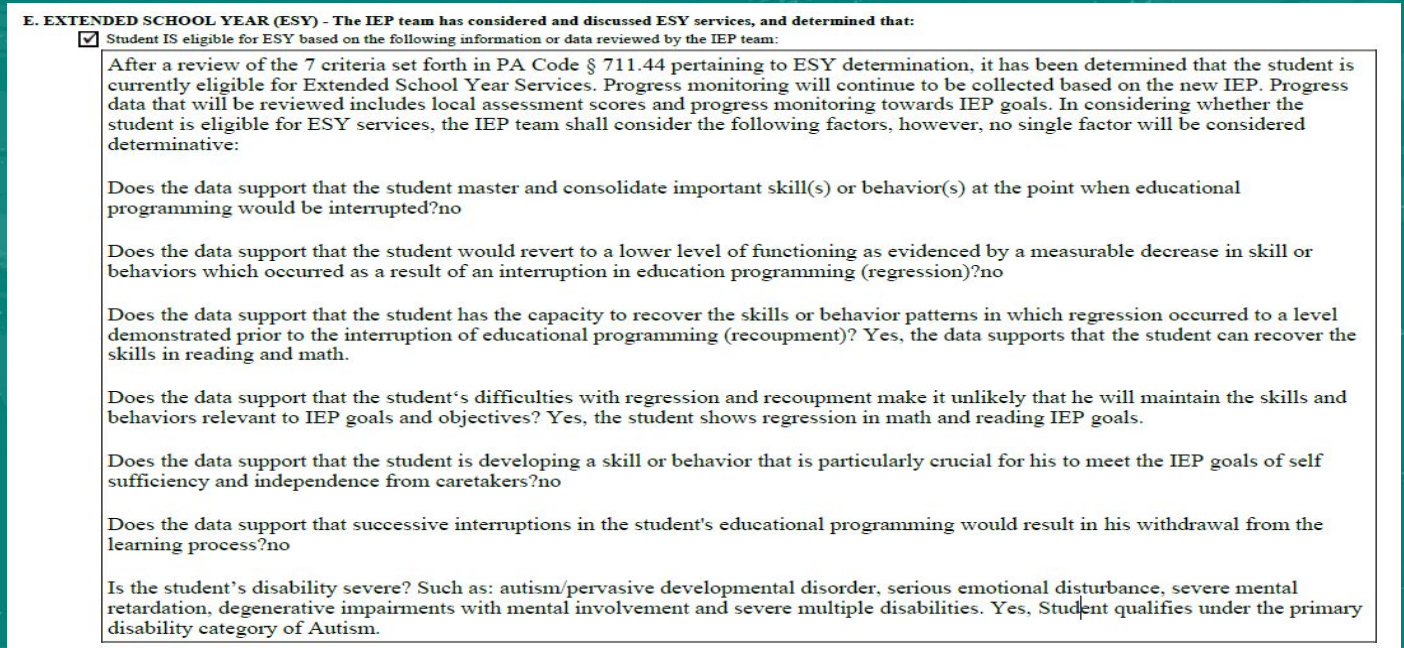
The IEP team will determine which services and how much of these services will be provide during the extended school year. The team may decide that the student will continue all the services received during the regular school year, or it may decide that the student will only receive a portion of services or one specific service. This decision is based on the needs of each student.

Services offered during ETSY **could** include: BSC, OT, PT, and Speech.

This is up to the IEP Team and the Related Service Provider. As parents, you are a critical part of the IEP team, and your input is so important when we discuss things like Extended School Year (ESY) services. During the IEP meeting, we encourage you to ask any questions you have about ESY—this is your opportunity to fully understand what it is, how the team determines if it's needed, and what it would look like for your child.

Where to Find ESY Information in the IEP ?

Designated Section: The ESY section is typically located in the services grid or a specific part of the IEP labeled "Extended School Year" or similar. This section will outline whether the team has determined ESY services are necessary, the specific goals or skills to be addressed, and the type and amount of services to be provided.



E. EXTENDED SCHOOL YEAR (ESY) - The IEP team has considered and discussed ESY services, and determined that:

☑ Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

After a review of the 7 criteria set forth in PA Code § 711.44 pertaining to ESY determination, it has been determined that the student is currently eligible for Extended School Year Services. Progress monitoring will continue to be collected based on the new IEP. Progress data that will be reviewed includes local assessment scores and progress monitoring towards IEP goals. In considering whether the student is eligible for ESY services, the IEP team shall consider the following factors, however, no single factor will be considered determinative:

Does the data support that the student master and consolidate important skill(s) or behavior(s) at the point when educational programming would be interrupted?no

Does the data support that the student would revert to a lower level of functioning as evidenced by a measurable decrease in skill or behaviors which occurred as a result of an interruption in education programming (regression)?no

Does the data support that 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)? Yes, the data supports that the student can recover the skills in reading and math.

Does the data support that the student‘s difficulties with regression and recoupment make it unlikely that he will maintain the skills and behaviors relevant to IEP goals and objectives? Yes, the student shows regression in math and reading IEP goals.

Does the data support that the student is developing a skill or behavior that is particularly crucial for his to meet the IEP goals of self sufficiency and independence from caretakers?no

Does the data support that successive interruptions in the student's educational programming would result in his withdrawal from the learning process?no

Is the student’s disability severe? Such as: autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities. Yes, Student qualifies under the primary disability category of Autism.

Where to Find ESY Information in the IEP ?

Example of the specific goals or skills to be addressed, and the type and amount of services to be provided in an IEP.

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS (Continued)

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

Reading Comprehension Goal:
When given a grade level reading passage, the student will independently read informational passages and answer five multiple choice comprehension questions that require them to explain events, procedures, ideas based on specific information in the text scoring 80% accuracy on 3 out 4 random trialsincreasing from a baseline of 0% monitored bi-weekly over a nine week period, over the course of the IEP year.

Math Computation:
Given a set of 5 grade-level Algebraic functions, the student will graph and/or analyze the functions and use their properties to make connections between the different representations with 60% accuracy in 3 out of 4 trials in a nine week period, increasing from a baseline of 0%. (CC.2.2.HS.C.2)

Behavior:
When presented with a situation, known by the student to be anxiety or frustration producing for him (i.e. technological difficulties during school, nonpreferred demands, sensory overload, etc.), the student will identify the source of frustration and identify the appropriate coping strategy (i.e. deep breathing, talking with an adult, request/take a break, etc.) to regulate back to an expected emotional state in 8 out of 10 opportunities over a 9-week period. (Baseline 0).

If the IEP team has determined ESY is appropriate, complete the following:

ESY Service to be Provided	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*
Small group/ 1:1 Direct Instruction in ELA	PDLCS-Online	2x per week for 30 minute sessions	7/7/2025	8/1/2025
Small Group/ 1:1 Direct Instruction in Math	PDLCS-Online	2x per week for 30 minute sessions	7/7/2025	8/1/2025
Behavioral Support 1:1 Instruction	PDLCS-Online	1x per week for 30 minutes	7/7/2025	8/1/2025

Which services will be provided during the Extended School Year?

Tentative Dates: July 7th - August 1st

- Individualized schedules depending on the needs of each student.
- Asynchronous and/or synchronous
- One on one sessions, group sessions.
- Systematic Math and Reading
- Related Services- OT, PT, Speech, BSC

Questions?

For more information about ESY contact:

- Special Education ConsultLine — 800-879-2301 (V/TTY)
- Parent Education and Advocacy Leadership Center — 866-950-1040 (V/TTY)
- Your local school district — See local telephone directory blue pages
- Your local intermediate unit — See local telephone directory blue pages

PA Distance Learning

Stephanie Faith <stephanie.faith@padistance.org>

Parent Workshop Wednesdays: What is ESY? 24-25 SY

Stephanie Faith <stephanie.faith@padistance.org> Thu, Jan 16, 2025 at 7:26 AM
To: Kelly Crooks <kelly.crooks@padistance.org>
Cc: Robert DiGiandomenico <robert.digiandomenico@padistance.org>

Sorry- Mrs. Cheri Mosher attended. Thanks!
[Quoted text hidden]

SPECIALLY DESIGNED INSTRUCTION

Rebecca Gregory,
April Balsomico, and Janine Otis

HELLO!

Parents and guardians, thank you for joining us for this Special Education learning session where we will be discussing Specially Designed Instruction (SDIs) and what those mean and look like for your child.

TABLE OF CONTENTS

01. DEFINE SPECIALLY DESIGNED INSTRUCTION (SDI)

02. THE WHAT OF SDI

03. SAMPLE SDI SECTION OF IEP

01. DEFINE SPECIALLY DESIGNED INSTRUCTION (SDI)

SDI is based on identified student needs.

SDI connects to the goal, which comes from needs identified in present levels, which comes from assessment.

WHAT IS A SPECIALLY DESIGNED INSTRUCTION?

- Adapting- adaptation of content, methodology or delivery of instruction
- To address the unique needs of the child that result from the child's disability, and
- To ensure access of the child to the general education curriculum

Most SDIs fall into two categories

ACCOMODATIONS

Accommodations are a type of adaptation that creates a personal learning environment for a child by altering instruction, classroom environment, assessment and/or other materials and attributes in order to provide a student with a disability an equal opportunity to participate in class activities and demonstrate knowledge and skills.

MODIFICATIONS

Modifications are a type of adaptation that involves changes made to an assignment, content, instruction, or an assessment that fundamentally alters the content, lowers the standard, or reduces the learning expectations in regards to the objective being addressed or the assignment/test measuring that goal.

02.

THE WHAT OF SDI

The “What” of SDI

Specially designed instruction means adapting, as appropriate to the needs of the child, the content, methodology or delivery of instruction.

- To address the unique needs of the child that result from the child’s disability; and

- To ensure access of the child to the general curriculum, so that the child can meet the education standards

SDI may involve any aspect of the student’s instruction, including materials, techniques, assessments and activities.

Specially	Instruction is different from how the general education teacher is teaching
Designed	Instruction is deliberately planned and designed using information from the IEP ☐ Addresses IEP goals ☐ Based on PLOP and accommodations ☐ Based on learner characteristics from eligibility
Instruction	**Direct and explicit** instruction is provided to develop students' ability to access the curriculum, rather than support or just providing accommodations, such as: ☐ Providing a think-aloud and/or modeling (I Do) ☐ Guided and independent practice with specific feedback (We Do, You Do) ☐ Opportunities for frequent student response ☐ Multiple examples and non-examples are used ☐ Brisk pace with limited/no downtime ☐ Systematic and sequential instruction ☐ A strategy or step-by-step process was explicitly taught ☐ Evidence-based strategies were observed (i.e. multi-sensory instruction)

03.

SAMPLE SDI SECTION OF IEP

TYPES OF SPECIALLY DESIGNED INSTRUCTION

1. **Environmental/Physical:** Adaptations and modifications to the physical environment

Provided when school buildings are open:	Possible additional or different virtual support:

• Adaptive equipment
  ○ Low tech: adapted paper, slant-board, special seating, wedges
  ○ High tech: FM systems, Computer, iPad, Wi-Fi (hot spots), online platforms, adapted text, talk to text, text to speech
	• IEP team assists the family to create a virtual learning environment that meets the student's needs
	• Fidgets to help the student focus

2. **Organizational:** Supports and instruction to plan, organize and execute tasks

Provided when school buildings are open:	Possible additional or different virtual support:
• Check in and check out with teacher(s) • Agenda books, outlines • Visual schedules	• 5/10/15-minute alarm checks in "pop-up" • Agenda prompts ○ link schedule reminders to a child's calendar

TYPES OF SPECIALLY DESIGNED INSTRUCTION

3. **Testing and Assignments:** Accommodations of where and duration; modification of work

Provided when school buildings are open:	Possible additional or different virtual support:
• Extended time • Chunking into smaller parts • Small group testing, limited distractions	• Provide real time instruction instead of pre-recorded • Have paraprofessional or teacher on line while student is testing

4. **Instructional:** Development and delivery of instruction that addresses diverse learning needs

Provided when school buildings are open:	Possible additional or different virtual support:
• Modified Instruction • Altering level and amount of content • Adapted text	• Provide materials in easy to read fonts • Highlight important content • Watch video to learn concepts instead of reading

TYPES OF SPECIALLY DESIGNED INSTRUCTION

5. **Behavioral:** Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

Provided when school buildings are open:	**Possible virtual support:**
• Modification of rules and expectations • Check in and check out • Positive reinforcement • Scheduled breaks for movement	• IEP team (which always includes the family) reviews the Behavioral Support Plan to identify how it can be provided at home and provide training/coaching to family on implementing strategies • Direct messaging student to help increase attention and particiaption • Video chats to check in and check out

TYPES OF SPECIALLY DESIGNED INSTRUCTION

6. **Social:** Supports and services to increase appropriate social skills and/or emotional regulation

Provided when school buildings are open:	Possible virtual support:
• Social skills instruction • Facilitated conversation with peers • Social Stories	• Record the child and use it as a teaching tool • Watch appropriate shows/videos & discuss emotional and non-verbal examples

7. **Collaborative:** Adults working together to support students

Provided when school buildings are open:	Possible virtual support:
• Scheduled opportunities for parental collaboration • Consultation from related service providers	• Scheduled coaching and guided support for team members, including parents, to plan and problem-solve for an individual student • Consultations among with teachers, related service providers, behavior specialists, families, etc. to meet student's needs at home

Any Questions ?

Thank you for Attending!

Timestamp	Email Address	First and Last Name	Student's name	Grade level(s)	What is your role in our school community?
3/24/2025 15:01:13	mavinwise432@gmail.cc	Mavin Wise	Michael Wise	6-8	I am a parent/guardian
3/25/2025 18:24:19	amybartonohio@gmail.c	Amy Barton	Lillian Andrew plamondo	K-5	I am a parent/guardian
3/26/2025 12:10:59	21cheri.mosher@padista	Cheri Mosher	Dravyn Evans	6-8	I am a parent/guardian

May 28, 2025	**1**
March 26, 2025	**7**
February 19, 2025	**13**
January 29, 2025	**17**
December 11, 2024	**23**
November 20, 2024	**27**
October 23, 2024	**32**
October 2, 2024	**37**
August 22, 2024	**41**
August 21, 2024	**44**

Special Education

Special Education Department MEETING AGENDA

May 28, 2025

11:45-3:30

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees:** Faith, Budd, Mulvey, Meneice, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Balsomico, Rose, Corcoran, Carneval, Glancy, Ault, Gregory, Bate, Bartrug, Garren, Fischer, Hammond, Crooks **Note Taker:** Budd

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - Teachers Teaching Teachers
- Objective 3 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

		ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf

		Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead. Notes: ● New staff introductions!
		OBJECTIVE 1 - SE Updates & Important Dates --- **PAPERWORK (Heidi)** ● Paperwork ○ Follow the correct order ○ Two electric hole punches available (straight lines) ○ 3 attempts (3rd should be mailed out and box checked for not returned)-invites and NOREPs ○ Only want revisions page ○ Procedural Safeguards-need ○ Just letter needed ○ **DO NOT** leave on your last day with a stack of papers. Items may be returned if they need fixed, so time is needed to review. ● Counseling ○ Please ensure this is no longer in the IEP under the related services section ○ May be noted in PL if approved by Steph ● SAP ○ If you are unsure if you already submitted a referral, ask someone on the team.
	1:40	● **Holds** for no shows ○ Once a student misses 3 consecutive sessions follow this process: ■ Notify Heidi ■ Advise the parent services are being placed on hold for the next 10 days (If they want services to resume right away, they can but the student can only miss 6 sessions total or services are completely removed). ■ Put the words “hold of related services” in the functional Present Levels and in the back of the IEP (Gaskin Questions). ■ Add Revision to include “hold of related services” ● NO NOREP issued, just revise ■ After 10 days, contact the parent again to see if they are ready to resume services.

		● If they wish to resume advise again that only 6 absences are allowed per year before services are removed. ● If they wish to remove, follow the steps below. ○ Notify Heidi of decision ● **Removal** of Services ○ If services are being removed, follow this process: ■ Notify Heidi ■ Take out of the IEP and issue NOREP ● Once NOREP is issued, a signature or 10 days must pass before official removal (whichever comes first). ● Once removed, add how we are meeting this need for the student as an SDI (reach out to in-house providers for assistance). ○ Essentials of IEP Writing ■ New staff only ● Self-paced webinar ● Will get you signed up when you return
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

March 26, 2025

1:00-2:00

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees:** Faith, Budd, Mulvey, Meneice, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Balsomico, Rose, Corcoran, Carneval, Glancy, Ault, Gregory, Bate, Bartrug, Garren, Fischer, Hammond, Crooks **Note Taker:** Budd

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - Teachers Teaching Teachers
- Objective 3 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

		ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead. Notes: ● New staff introductions!
		OBJECTIVE 1 - **SE Updates & Important Dates** **Updates:** ● Extended School Year - FOLDER ○ Please review the sheet pulled directly from IEP Writer and see who is there and who should be there or be removed ○ Posting for 6 teachers, 1 BSC, 1 OT, and 2 SLP will be out from Leigh Anne. If interested, please apply when this is posted ○ In the folder - you are responsible for completing ESY Goal/Progress Monitoring sheet for all of your students prior to ESY ● IEP meeting feedback ○ Do not read from the IEP! ○ The meeting should let all parties know that YOU know the student and are invested in that student

		○ Remember to explain the difference between ESY and summer school ○ You do not have to read teacher input for those that are not there - but refer to it to the parent and point out any different opinions ○ Watch repeating the same info over again ● PSSA and Keystone accommodations ○ Make sure they fit the student need ○ 1:1 should only be for significant social/behavioral needs ○ Read aloud should only be for those that have a reading disability ○ I will be sending an updated accommodation sheet to Laura Bailey on April 7 ■ After April 7 - if there are any changes, you will have to send them directly to Laura ● SE Teacher and Counselor Input in the IEP ○ It is preferred that SE Teacher and Counselor input be placed in functional performance since most of the input is behavioral. ○ The SE Teacher can have input in academics as well if they are reporting on that piece (so could be in both functional and academic). ● Learning Coach Service Updates for 25-26 SY: ○ Need to look at reducing or eliminating LC time for students ○ LC Times need to align with the 45 min block scheduling ○ Add in the IEP “state testing” to frequency ■ excluding student absences, school holidays/closings and state testing. ● All related service updates ○ Please review the Related Service - BSC and LC document on the “If Then” for services ○ All services need to be in 30 (speech, OT, PT) or 45 minute increments. No more 60 minutes a session. ○ Need to ensure that services meet the needs of the student - use the RR and the data ○ Social Skills ■ What is this and how can it be provided and by WHO? ○ Add in the IEP “state testing” to frequency ■ excluding student absences, school holidays/closings and state testing. ● Small groups and resource room need the following blurb added for frequency: ○ excluding student absences, school holidays/closings and state testing. ● IEP Writer Enhancements ○ Heidi sent these to you all and they are linked on the IEP Writer home page ○ Highlights -

		■ When sending out multiple documents (first, second, third attempt, *etc.*), a note field will be added to record a history of how/why the document was sent. ■ The ability to track multiple notices sent will be added to the **PTE Oral Request** and **PTR**. ■ The Spanish version of the **PWN** and **PTRE 2024** documents will be updated. ■ A filter for e-sign notifications will be added for finalized documents so they can be better managed based on type of document. ■ The resend e-sign request feature will be adjusted to only resend to whoever has not yet signed the document. ■ A demo and/or view will be created for district staff to see what parents see on the e-sign portal during the e-signature process to better help them. ■ The e-sign IEP portal page will be translated to Spanish for those that have selected to have a Spanish version of the IEP. ■ The report for completed **Progress Reports** will be updated to ensure all goals in the active IEP are assigned a progress report. ■ **A District Option will be added to check before finalizing *IEP – Parental Concerns* in the Present Levels section.** ■ The **Procedural Safeguards** will be a standalone form that can be sent through the e-sign portal. ■ The **NOREP/NORA form** will allow users to pick from a dropdown menu list of signature images. Notes: ● ESY (July 7-Aug 1) ○ 140 students ○ Steph will advise when you need to call families. ○ Please apply to work ESY once Leigh Anne sends out the information. 20 hours per week ○ Unique for LS ○ IXL for all others ■ PM from these and report out weekly ● IEP Meetings ○ Do not read from the IEP ○ Should be working off of the IEP not docs (unless LS) ○ ESY Folder has a cheat sheet to explain the difference between ESY and summer school. ○ Watch repeating information ○ Do not read input from the IEP for teachers who aren't there ● PSSA and Keystone Accommodations ○ Make sure they fit the student needs ○ 1-1 should only be for high needs ○ Read alouds-only for those with reading disabilities ○ PASA students were all tested! ○ Extra fidgets are available in Steph's office

		• SE Teacher and Counselor Input
		  ○ Counselors always functional
		  ○ SE Teacher can be functional or academic depending on what is being reported
		• Learning Coach Service Updates
		  ○ Students have to attend all initial supports in order to be eligible to get LC services
		  ○ 60 minutes need to be changed to 45 (except speech, OT, PT)
		  ○ Add state testing into frequency (Heidi lets service providers know when testing takes place)
		• All Related Service Updates
		  ○ Review the BSC and LC Doc linked above
		  ○ Services must meet the needs of the student based on RR/ER data.
		  ○ Social Skills-there are a lot. Who is providing?
		• IEP Writer Enhancements
		  ○ Review highlights shown above

		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

February 19, 2025

2:00-3:00

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees:** Faith, Budd, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Balsomico, Rose, Corcoran, Carneval, Glancy, Ault, Gregory, Bate, Bartrug, Lang **Note Taker:** Budd

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - Teachers Teaching Teachers
- Objective 3 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead. Notes: ● Congrats to Jen! ● Chelsea is first lol
		OBJECTIVE 1 - SE Updates & Important Dates **Updates:** ● Report out from PDE SE Conference (With Lisa and Ashley) ○ SDIs ○ Co-teaching vs. SE push-in support ○ Executive functioning ○ Mental health ○ 2e Notes: ● 2e-The Twice Exceptional Child ○ Those who are gifted and have simultaneous learning differences like ADHS, Autism, Dyslexia, or other LDs. ● Gifted ○ We have 6 potential students for Gifted

		○ 1 student is being evaluated in EI Ed now ● PASA Testing ○ Coverage sheet is on the move. Sign up on your own to support. ● PDE Conference-Link to notes above ○ "I wish my teacher knew…" ■ Student write things down privately and share out anonymously to whole class ■ Belonging is key to student success. Contribution from all parties must take place in order for this to happen. ○ CQC=celebration, question or concern ■ Students got to respond to any of these three and then reviewed it the next day in a morning meeting. ○ Engagement ■ Active engagement of all students ● Verbal, Written, Action ● Reference sheets and other resources are in the SE folder ○ Neurodiversity ■ Neurodiverse vs. Neurodivergent ○ Changing Our Lens on Language ■ Ways to say things in a more appropriate way ○ Specially Designed Instruction ■ Not an accommodation! ■ It is instruction based and more is not better ■ Has to be meaningful and fit the students IEP needs ○ 16 Elements of Explicit Instruction ■ Applies to everyone ○ Co-Teaching ■ Everything must be done together for it to be considered "tru" co-teaching ■ SE Teachers are the support person. You can do the SDIs in small groups with students. ○ Overall approach to problem solving ○ Perfectionism ○ Good Stress vs. Bad Stress ○ 7 Actions for Affective Living ----
		●
		Optimistic Closure (SEL Practice) Three Signature Practices

		https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

January 29, 2025

2:30-3:30

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees:** Faith, Budd, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Balsomico, Rose, Corcoran, Carneval, Glancy, Ault, Gregory, Bate, Bartrug, Lang **Note Taker: Budd & Glancy**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - Teachers Teaching Teachers
- Objective 3 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.

		Notes: ● Ted Lasso Video (be curious not judgemental)
		OBJECTIVE 1 - **SE Updates & Important Dates** **<u>Updates:</u>** ● Reminders ○ IEPs - Extended School Year ■ Need to start noting that this was discussed in the Gaskins questions and on the NOREPs ○ Any team meeting for an IEP student, especially when discussing attendance or failure of classes, needs an invite and procedural safeguards! ● 2nd Semester changes ○ Important - For all SE staff ■ Please make a Google sheet with all SDIs for all students on your caseload and share this with the RE teachers. ■ You can put the accommodation and then list those students that receive it under it. This way, teachers will know easily who needs what SDI. ○ Important - verbiage change! ■ Instead of saying “diagnosis,” please use “educational eligibility category” or “educational eligibility determination” ■ This eliminates parents from thinking that we are doctors or mental health providers and have “diagnosed” their child ○ From the state - ■ Full reevaluations can be submitted if three attempts were made and the team is adamant on putting in for new testing ■ New FBA info and guidance has come from PDE ■ The new IEPs should be updated with state testing - 5th should have science marked on PSSA ■ PSSA and Keystone accommodations - NEW!!! ○ Push-in time ○ 1:1 time ○ Use of LCs and BSCs ○ Use of our counselors as the counselors in the IEP ○ SAP changes ■ When to get Nadine involved? Ashley? ● Audit review ○ WE ARE OFFICIALLY DONE! GREAT WORK! ○ I had to submit 10 files that covered our three areas that were our target areas for corrective action - ESY, transition, and FAPE.

		○ Silly mistakes were found in IEPs that should not be there - you all are too good for these! ■ Signature pages ■ Invitations ■ Making sure the correct box is checked for ESY and the blurb matches ● IEP incentive! ● Have any positive parents reach out to Google and write a review! ○ https://g.page/r/CeEYgA5vfkwqEAI/review Notes: ● ESY Qualifications ○ Start to note in Gaskins Questions that ESY was considered ○ 2 areas must be marked on the questions ■ ESY items need to be added into IEP by end of Mar** ○ Armstrong Group-ID no matter what, Autism, Severe ED ■ ESY for Armstrong Group due by end of Feb** ● Team Meetings for IEP Students ○ Must have an invite and procedural safeguards ● Make Google Sheet that shows SDIs for all students on your caseload (Due by end of Feb) ○ Share with Steph and Gen Ed Teachers (takes the place of IEPs at a glance) ○ Consider how you are writing current SDIs (be specific-need has to be there–DATA from Evals) ○ Only adopt what you feel is needed and will work. Don't keep everything! ● Educational Eligibility Category ○ Use this verbiage to replace "Diagnosed" / "Diagnosis" ○ Ex: Student is eligible under the category of _____. ○ Idea: Put post-it near your work area ● STATE UPDATES: ○ Full Evals can be submitted if 3 attempts were made and the team states that new testing is in fact needed. ○ FBA Guidance-Steph will send separately ○ IEPs should show 5th not 4th for Science PSSA ● Push-In Time ○ Be there enough but don't overwhelm yourself! ○ HS schedules are coming and start Monday ● Use of LC and BSC Services ○ Not everyone needs this! ○ This is a crutch and will not help them when they exit HS ○ Have they attended every other option available to them (Resource, HS help, 1:1 Time, etc) ○ DATA!! ○ BSC-Need parents to understand that pushing the students is necessary. ■ SE Teachers-Please help communicate this. ● PA Distance Counselors

		○ Our counselors will be doing school counseling ■ Our students will be getting started with our counselors soon! ■ **Still list as Related Service in the IEP** ○ Our current contracted counselors are school NOT mental health counselors. ■ A couple are being kept that have success with our students. ● SAP Process Update ○ Coming soon! ● Audit ○ WE did it! GREAT JOB ALL!! ○ File Submission ■ ESY, Transition, FAPE ● Took a long time to get files that met these three. ● IEP Incentive! ○ Perfect IEP (full sticker chart-11) you get a gift! ● Positive Parent Reviews ○ Get parents to fill out the form (linked above) ● PSSA Accommodation ○ ELA passages can now be read **Heidi Stuff** ● Lunch & Learn sessions, next one 2/13 at 1130 ● Local and State Assessment pdfs need to be included w/ input forms for Erika ● Please check IEPWriter STaR for student attendance w/ Related Services Notes: ● Review above items on your own.
		●
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

December 11, 2024

1:00-2:00

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees: Faith, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Balsomico, Rose, Corcoran, Carneval, Glancy, Ault, Gregory, Bate, Bartrug, Lang** **Virtual: all** **Note Taker: White**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - Teachers teaching Teachers
- Objective 3 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.
		OBJECTIVE 1 - SE Updates & Important Dates **Updates:** ● Heidi - input forms and cover sheets ● Resource Room expectations ● Dec 1 Child Count results ● Social Worker usage

		● Counselor Corner for on camera use ○ Use this to document if you see the student on camera **Heidi Stuff** ● The sooner we invite Heidi to meetings the quicker she can get them back to us. As much time as we can give her (and teachers) is appreciated. ● Send cover sheets (first 3 pages) to Special Ed Assistant email. It can be more than one cover sheet per email. ● Do your filing!!!! Or Heidi will make mean faces probably. ● Make it straight and pretty with aligning hole punches. ● We are still getting audited until March, so filing is important. ● Schedule your meetings out for the year. ● Steph is observing Resource Rooms. ● Resource Room expectations are set by us as teachers. ● We need an agenda and objectives. ● Align activities to student's goals and needs. ● When you use breakout rooms, make sure you give the students the expectations of what to be doing before you get there. **December 1 Child Count** ● December 1 Child Count - looks at compliance dates. Steph has had to fix dates. ● Meeting date and Implementation date are different. (implementation is the day after the meeting) ● Double check your dates!!! ● Timelines do not stop because of breaks. They only stop for summer. ● If there is a change in disability category make sure to let Heidi know. ● Next Child Count is July 1. **Social Worker** ● We have a social worker! Her name is Nadeen. ● Working to figure out schedule. She is shadowing people this week. ● She will be the SAP person and outside services (environmental) ● Kathy Timmerman is the Mckinney Vento person. ● Ashley is our behavior person still, she is student facing. **Counselor Corner** ● Everyone has access to this to document if we see kiddos on camera aside from class. ● If you do NOT see this, talk to Nick. ● There is probably more than one counselor corner listed, it does not matter which you use. ● If you cannot find a student on there, talk to Nick.

		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a "cheery ending," but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

November 20, 2024

12:30-1:00

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees: Faith, Budd, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Upchurch, Balsomico, Rose, Corcoran, Watenpool, Carnival, Glancy, Ault, Gregory, Bate, Hoffman,Abbiati** **Virtual: all** **Note Taker: Watenpool**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - SE updates & Important Dates
- Objective 2 - PD for staff (IEE review)
- Objective 3 - Teachers teaching Teachers
- Objective 4 - SE Coordinator Updates
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY

		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.
		OBJECTIVE 1 - **SE Updates & Important Dates** **<u>Director of Special Education Call</u> (11/19/2024)** **1. Referrals from School Districts for APS for Students at Enrollment** ● Cybers are seeing families enroll that don't want their child to attend an APS. ● School Districts are seeing cybers as a continuance of service rather than an LEA and are telling families to try cyber first. ● Most cybers have a special team enrolling potential SE students (experts). ● Something is being drafted so that all cybers have similar language (boilerplate messaging) to assist in helping those who wish to enroll in a cyber understand that we are an LEA and everything is data driven. What we provide may not be what a brick and mortar can and may not meet a student's needs. **2. Act 55 Wellness** ● There was discussion as to whether or not what is written in an IEP can trump a wellness check. Basically since Act 55 is legal, the consensus was that nothing should be in the IEP to overthrow this and schools should do what they can to complete the check for the student. Some schools, like us, are getting creative in order to get these checks completed. ● Wellness checks as outlined in the statute shows the following verbiage "Each enrolled student **<u>is able</u>** to be visibly seen and communicated with in real time." So there could be grounds for argument here in the sense that they don't actually have to be on camera and just having a webcam is enough (could see them if needed). Notes: ● Warm Welcome: Sarah Blose's new-to-PA-Distance student is a senior who came to us due to issues at her last school district. Her parents are spanish-speaking and the student felt that the prior SD didn't accommodate them. After coming to PDLCS, she wants to go to Shippensburg University with a goal to work for the FBI someday.

		The student credits her goals and school success to the caring, considerate teachers at PA Distance. ● Dec. SE Meeting rescheduled for Dec. 11 due to holiday party conflict with original date (meeting is in person) ● Cyber charter monthly call for SE Directors across the state (Laura Budd attended). The APS problem is happening across ALL cyber charters in the state, not just at PDLCS. ● Act 55 Wellness Update - you MUST see a student on camera once per week in order to determine wellness/safety. Parents and students may say that they cannot be seen due to anxiety. Moral of the story: the IEP cannot supersede law. THe Act 55 wellness check trumps the IEP because it is a law.If you have families pushing back on this, let Stephanie and Laura know. ● December 11 is the last new student start date until January 2025. ● Welcome to Jennifer Lang! She is a new HS SE teacher and her cube is next to Maddie Corcoran on the third floor. ● Congratulations to Chelsea White - she is expecting a baby boy in June!
		OBJECTIVE 2 - Professional Development - IEEs ● Results of the PDE BSE Audit noted that we need to make sure that we are well trained on the steps for when a parent asks for an Independent Educational Evaluation (IEE). ● There is a SOP on this procedure on the site ○ https://sites.google.com/padistance.org/sop/special-education ● Since I have been at PDLCS, we have only had one parent request an IEE. This request has to come to me directly and I will then follow the procedure and get our solicitor involved. We can either honor this request and provide it at no expense to the parent or initiate due process and a hearing to support our evaluation. ● If we go ahead with the IEE request, PDLCS gets to provide a list of evaluators who are qualified to do the evaluation. Parents can also request their own evaluator if they meet criteria. ○ The SOP has the criteria listed for evaluators ● It is then on the parents to contact the evaluator and schedule the appointments in a timely manner. ● There is a DIFFERENCE between an IEE that is requested by the parent and one that a parent does on their own and then provides to the school. ○ Both have to be considered at an IEP meeting. Key word is considered. Notes: ● The IEE is an assessment of a child's educational needs by a qualified professional outside of the school system. ● This can be requested at any time by the parent but it is usually when the parent disagrees with the school's ER or RR.

		• They could also be looking for more accommodations, additional tests done, or feel the report is not accurate. • PDLCS wants to get ahead of any possible IEE requests so if a parent wants further testing or additional testing, please see me and we will issue a PTR through our SE system.
		•
		***If you have any questions, or need additional support, please reach out.**
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a "cheery ending," but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

October 23, 2024

1:30-2:30

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees: Faith, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Upchurch, Balsomico, Rose, Corcoran, Watenpool, Carnival, Glancy, Ault, Gregory** **Virtual: Bate, Hoffman** **Note Taker: Watenpool**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - Important dates and SE updates
- Objective 2 - Teachers teaching Teachers
- Objective 3 -Life After High School (Transition)
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.
		OBJECTIVE 1 - **Important Dates and Info** SE Updates ● SE Staffing update ● SE Audit update ● October is AAC Awareness Month (Augmented and Alternative Communication) ● Processes for outside placement - ensure all steps are covered ● Notes: ● Welcome back to Rebecca Gregory! ● Congratulations to Ashely Levenson - she's getting hitched this weekend! ● Shout Outs! ○ On the ball as far as all compliance/paperwork dates! YAY! ○ HS dept. - From 2022-2023 to 23-24, we saw an increase of 21% in the graduation rate of students with disabilities. ○ Amy Dotson got a shout out from a longtime student's mom - good stuff! ● Q1 PM due NO LATER than end-of-day Nov. 1st ● SE building level meetings are back, baby! Check your calendars for specific dates. ● Be aware of Election Day on Nov. 5th. Students and families may have *feelings* about this and may share those feelings with us. Be delicate with this topic as you navigate it with your students and families.

		• ALL NOV IEPS DONE BY NOV 8th for Child Count - DO NOT WORRY ABOUT REEVALS, THOUGH! We can't control that. • Steph out of town, OFF THE GRID, no phone/no email, NO INTERNET IN AUSTIN, TX from Nov. 14-18. • The day prior to Thanksgiving Break is a full work day, not a half day as in years past. • Stacy Martin has resigned. Her last day is 10/28. We wish her the best in her new adventure as a reading specialist! • The audit continues! Steph will have to pull 5 perfect files and do a few other housekeeping things to continue the audit process. • October = AAC Awareness month! Brina and Amy have students who use AAC. AAC is not just school based, it is life based! • There are many steps in an "outside placement." It's a LONG process and it takes a while. You need data to support the process. Outside placements do NOT take students with Other Health Impairment (OHI). Students must have ED, Autism, ID for an outside placement. Maybe LD, but not typically. PDLCS is NOT a "placement," we are a school! • Remember: families **choose** PA Distance. They don't have to! They could choose to send their child to another school. So, please thank them when you have the chance for choosing PA Distance! 🙂 • Observations are being done by Steph. Level 1 teachers get one in the Fall, one in the Spring. Level 2 teachers can choose when their one is…either Fall/Spring. You can choose to have Steph observe either an IEP meeting, Resource Room, Small Group, or a 1:1. There is still a pre-observation form in PAETEP. Laura Budd does walkthroughs for IEPs/transition 4x per year (once per quarter).

		OBJECTIVE 2 - All Teach, All Learn!
		
		• Daniella and Amy D
		  ○ Student-led IEPs in all levels
		  ■ Model Example
		  ■ Student Example
		Notes:
		• Daniella and Amy D - Student-Led IEPs in all Levels
		  ○ ALL students can do a student-led IEP! Regardless of grade level, skill level, etc.
		  ○ Amy Dotson shared a Visual Transition Survey with the group. This is adapted for students who may be more successful with a "drag and drop" type survey with pictures. These slides can also be used in their student-led IEP! 🙂This allows students to actively participate in their own IEP process! All students deserve to have agency in their own meetings! It is very empowering for students!
		  ○ Daniella shared an example of a transition-based student-led IEP. Expectations and guidelines are important so that students are know what is expected of them. Daniella gives

		them opportunities to complete it over a few resource room sessions so that it 1) gets completed and 2) so that teacher help is available if needed. This process is very empowering for students! This process can also be tailored to specific students needs - they can record themselves presenting it to be played at the meeting if they do not want to present it live. • Collaborate with Reg. Ed. teachers to perhaps offer bonus points or progress grade points for students who complete student-led ieps (or other resource room activities/lessons) that relate to any content-area class.
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a "cheery ending," but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

Special Education

Special Education Department MEETING AGENDA

October 2, 2024

12:30-1:30

TOPIC: Important Dates and Teachers teaching Teachers	**Attendees: Faith, Budd, Mulvey, Levenson, Dempsey, Wierdak, Galando, Gates, Domenico, Dotson, Otis, Zenone, White, Blose, Metz, Paul, Upchurch, Balsomico, Martin, Rose, Corcoran, Watenpool, Carnival, Glancy, Ault, Butter** **Virtual: Bate, Hoffman** **Note Taker: Levenson**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - Important Dates
- Objective 2 - All Teach, All Learn
- Objective 3 -Life After High School (Transition)
- Optimistic Closure (SEL practice)

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.
		OBJECTIVE 1 - **Important Dates and Info** ● Important Dates: ○ October 4 - PLPs and SPMs due ○ October 4 - ALL Staff in person for PD ○ October 7 - Steph out of office ○ October 14 - NO SCHOOL FOR ALL ○ October 16, 17, 23 - Open House events ○ October 23 - Full SE Meeting ○ November 1 - Q1 PM Due ● Contact log - use the “no contact made” in the drop down ○ Just because you sent a text - if there was no reply, then there was no contact made ○ If there is contact after the message or call, go in and adjust the contact log ● Debrief of SE topics from the state and legal issues ○ Gifted Support ■ Steph is finishing SOP ○ Legal Trends ○ LRE Notes:

		• Data will be pulled on this. Please be sure you are documenting communication or lack thereof appropriately.
		  ○ Ex: Text sent=no contact made
		  ■ If they reply back, adjust the contact log to show contact made.
		• Gifted Support
		  ○ 3 Tier Process
		  ■ Data Review: Top 5-15% on benchmarks
		  ■ Provide Gifted Screener / Teacher & Parent Input
		  ■ Full Evaluation
		  ○ Supports have to be individualized so plans will be made as new cases arise.
		  ■ SOP PENDING
		• Legal Trends
		  ○ How we are doing things on our end looks great!
		  ■ FBAs (Need to adjust how they are being handled)
		  • Need completed by BCBA not School Psychologist
		  • Need multiple observations in different settings
		  ○ Ex: ENG Class, Science Class, Etc
		  ■ Test Referral
		  • Social Skills Assessments added
		  • Autism Rating Scales
		  • Executive Functioning Scales
		  ○ Tailor to the needs of the student
		  ■ Emails
		  • Stay away from this! Not good for legal items.
		  ■ Teacher Input
		  • Should be given by all
		  ■ IE (independent Evals) - where the testing takes place, who does the testing
		  ■ FAPE - what is that? Parents don't know
		  ■ Procedural Safeguards-Give more context
		  ■ Acronyms -Break them down to help with parent understanding
		  ■ Don't forget baselines in GOALS
		  ■ Meaningful Progress
		  • IEP needs to be used to show this
		  ○ Additional Links
		  ■ Percentage of School-Age Students Receiving SE Services
		  ■ PA Seven Year State Trend Data as of 12/1 Count
		  ■ OSEP's 45th Annual Report to Congress
		  ■ LRE Data Trend
		  ■ Impact of Location of Services
		  ■ Accommodations Guidelines for PSSA and Keystones (2025)

		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.
		REMINDER - “ALL TEACH, ALL LEARN” **ESY DATES - 7/7/25 - 8/1/25

Special Education

Special Education Department MEETING AGENDA

August 22, 2024

8:30-11:00

TOPIC: Welcome Back Special Ed PD for opening of school year, Transition training	**Attendees: Faith, Wierdak, Garand, Bate, Hoffman, Glancy, Galando, Martin, Otis, Zenone, Balsomico, Domenico, White, Rose, Metz, Watenpool, Levenson, Gates, Upchurch, Dotson, Ault, Beck, Corcoran, Paul, Budd, Mulvey, Blose** **Note Taker: Levenson and Budd**

MEETING OBJECTIVES:

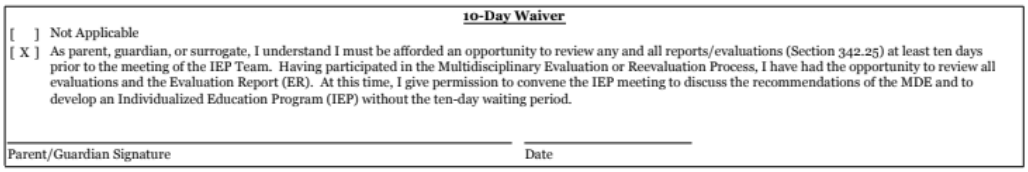
- Warm Welcome (SEL practice)
- Objective 1 - Transition training
- Objective 2 - Follow-up from yesterday
- Optimistic Closure (SEL practice)

TO PREPARE FOR THIS MEETING, PLEASE:

- Bring your laptop with access to Google Drive

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.
		OBJECTIVE 1 - Transition training by Laura Budd **POWERPOINT from today's Training** Notes: **Laura's Powerpoint** ● Follow all example pages (updated 8/16/24) ● Follow blurbs given in powerpoint - Top of page 2 for input forms ● Career related data K-6, but no narrative. Blurb goes in Present Ed Levels ● **Underneath parent/input transition - blurb if the parent doesn't show or unsuccessful attempts** ● **All grades are required to complete surveys/assessments/inquiries!!!** ● Student tracking sheets for each grade/each month ● OVR - "will be invited to future meeting" document in invite and present ed levels ○ No 10 day meetings, student-by-student basis for 30 Days ● Can't write Transition plan without DATA- need to document and document why we can't get data if that is the case
		OBJECTIVE 2 - Follow-up from yesterday's meeting ● Infinite Campus - sending texts ● Input form update

		○ Teachers ○ Counselors ● Related service counseling change - time ● Counselor assignments ● 10 day Waiver blurb  **10-Day Waiver** [ ] Not Applicable [X] As parent, guardian, or surrogate, I understand I must be afforded an opportunity to review any and all reports/evaluations (Section 342.25) at least ten days prior to the meeting of the IEP Team. Having participated in the Multidisciplinary Evaluation or Reevaluation Process, I have had the opportunity to review all evaluations and the Evaluation Report (ER). At this time, I give permission to convene the IEP meeting to discuss the recommendations of the MDE and to develop an Individualized Education Program (IEP) without the ten-day waiting period. Parent/Guardian Signature Date This is part of the IEP from York SD - so we can just note that a 10 day waiver was sent to parents and add the date. ● Review age waiver on IEP Writer Notes: ● Adding transition blurbs to counselor input forms ● Anticipated courses - HS ● Contact Heidi first if you aren't getting input, then she will go to Supervisor ● "Teacher input was received on (date) and their input states…"" ● Educational component for all CE events this year (minus bowling) ● Field trips - cannot miss any SPED meetings, conflict with schedule (All people should attend 1 field trip during the school year) ● Counselor assignments are being sent out by Brandon (K-12 Coordinator). ○ Tier I Counselors-Main points of contact (Aly-K-5, Amy-6-8, Mandy- End of Alphabet-K-12, Courtney Beginning of alphabet-K-12) ○ There are also Tier II and III Counselors–detailed info coming on this. (Groups, community support) ○ Tier 3- Individual support ● 10-Day Waiver Blurb-example above–can IEP Writer just add the blurb? Stephanie is going to find out. ● Age waiver on IEP Writer-Complete and send to parent if they agree to waive all things plus age waiver ○ Bring up in meeting and advise that a waiver to sign will be sent–same date as meeting. For age waiver only when finalizing check which one you want to show. ■ Age Gap Waiver Required As Follows: ● 3 years el ed ● 4 years secondary ■ Be sure to check to ensure updated email addresses are in the academic section.
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf

		Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.
		REMINDER - “ALL TEACH, ALL LEARN” **ESY DATES - 7/7/25 - 8/1/25

Special Education

Special Education Department MEETING AGENDA

August 21, 2024

12:30-3:00

TOPIC: Welcome Back Special Ed PD for opening of school year, Transition training	**Attendees: Faith, Wierdak, Garand, Bate, Hoffman, Glancy, Galando, Martin, Otis, Zenone, Balsomico, Domenico, White, Rose, Metz, Watenpool, Levenson, Gates, Upchurch, Dotson, Ault, Beck, Corcoran, Paul, Budd, Mulvey, Blose** **Note Taker: Levenson and Budd**

MEETING OBJECTIVES:

- Warm Welcome (SEL practice)
- Objective 1 - Department and Caseload information
- Objective 2 - Related Services
- Objective 3 - Important Dates
- Objective 4 - Paperwork/SOPs
- Objective 5 - Transition
- Optimistic Closure (SEL practice)

TO PREPARE FOR THIS MEETING, PLEASE:

- Bring your laptop with access to Google Drive
- Bring your SE reference binder

Schedule

TIME	MINUTES	ACTIVITY
		Warm Welcome (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.
		OBJECTIVE 1 - Department Changes and Caseload Information ● Changes to SE Team ○ Elizabeth Rose - coverage for Gregory and Garand ○ April Balsomico - Supplemental HS ○ Olivia Carneval - SE elementary ○ Lindsay Dempsey - SE elementary ○ Jennifer Gates - SLP ■ Will be case manager for speech only IEPs, along with Jamie Bate ■ Jen will take all new speech only IEPs ○ Christina Beck - BSC ○ Raegan Domenica - ES LC ○ Heather Upchurch - MS LC ○ Jenn O'Kane - HS LC (2nd semester) ● Timelines ○ Meeting Calendar - USE THIS! ○ Started Aug 5, 2024 ○ New Student 10 day by Sep 4, 2024 ○ Deadlines for Child Count by PDE -

		■ IEPs that will be due October and November need to be done by October 11 (for October) and October 28 (November) at the latest!!! ○ Follow 10/30 days to ensure compliance! ● As new students come in, we will not assign them to you until we receive and have reviewed their SE paperwork. ● Caseloads are always changing as far as #s of students, so please just worry about your own caseload ● All IEPs should have been done prior to the end of the SY if they are due in September. The only ones we should be meeting on are the RRs that were done over the summer or any specific cases. ● Regular Ed teachers will have access to IEP Writer but you all need to provide "IEP At A Glance" for all students to the RE team. This could be through Adobe or printouts. ○ "At A Glance" needs to be provided anytime there is an update to an IEP or you gain a new student - please do this within 10 days of the IEP **Notes:** ● April is getting a variety of students. Will have small groups in reading and math each day and pushing into classes. ● Olivia and Lindsay will be here in Sept ● IEPs for Speech only will be handled by Jen and Jamie ○ Jen will take all new speech IEPs that come in ○ Speech kids can attend Resource Room, not required but scheduled in IC ● Christina will have a caseload-just like a contracted provider but is here! Cube 310 ● Jenn will be the High School LC 2nd semester-subbing in MS for now ○ Working with supplemental students ● Please use the meeting calendar-great support to see what is happening in the school ● Timelines started August 5, 2024. ● Refer to important dates shown above to ensure you are in compliance. ● If you have placeholders we should get records soon ● Childcount Deadlines: ○ Oct IEPs due by Oct 11th ○ Nov IEPs due by Oct 28th ● Follow 10 Days and 30 Days (30 Days from the 10 Day) ● If they have an active RR but not an IEP you can do a 30 day ● We have out of state students coming in–will receive guidance on these cases. ● Might be assigned a student prior to paperwork comes in ● Next enrollment date after start date is Sep 11 ● Email reg ed teachers adobe downloads for IEP at a glance ○ Do this within 10 days of your IEP (for current caseloads) ● Reg ed teachers will sign off on end of September for all students

		• IEPs at a glance if the students IEP changes

		OBJECTIVE 3 - Important Dates and Information
		• **Wednesdays are paperwork days for all teachers**. Follow what the principals' have assigned for you. PLCs - make sure you are attending what was assigned by principals - minimum attendance is 1 x month.
		• August 26 - First Day for students!
		• Rolling enrollment every Wednesday - Starting Sept 11
		• September 2 - NO SCHOOL - Labor Day
		  ○ No new students on Sept 4
		Important Information
		• IXL and LinkIt IEP Write Up
		  ○ Please reach out to Jess Colbert and Lindsay with question
		• Dr. Buchanan's availability for this SY
		  ○ Mondays and Fridays after 8:30
		  ○ Make sure you email her directly and give her ample time to review her schedule
		  ○ Dr. B will be reviewing all new ERs and some RRs (those that have new testing)
		  ○ Stephanie will be reviewing all RRs that are record reviews and some RRs with new testing and new speech evals
		• New SE meeting schedule
		  ○ 1 x month - full SE Team meeting on Wednesdays
		  ○ 1 x month - SE bldg meetings virtually from 7:30-8:00 on Fridays
		• Add in CEW activities to every RR and ensure that you monitor your own caseloads' CEW progress
		• ****Make sure you use Infinite Campus to take formal attendance of who is in Resource Room before 3:30pm**
		• Parent Orientation/Communication
		  ○ Slides are linked here
		  ○ We are looking to offer ALL parents the SE Orientation during the first few weeks of school.
		  ○ NEW Students - SE Teachers please do an informal interview when you call to introduce yourself to them - ask about prior education (schools) and any academic/behavioral info the parent wants to share. This is the time that you can reinforce the expectations of live learning attendance and independent learning completion.
		  ○ When you contact parents through email - **YOU HAVE TO FOLLOW UP WITH A TEXT MESSAGE!**
		Notes:
		• Use your open times to your advantage
		• If Stephanie is scheduling for you it is because those are your must haves

		• PLCs-Must attend at minimum once per month (subject area)
		  ○ You can take turns running small groups with your partner (HS) so they don't have to be canceled
		  ○ Life Skills is NOT required to attend
		  ○ Related Services is NOT required to attend
		• Enrollment
		  ○ If we hit our cap of students (overall) we pause rolling enrollments. If not, we continue.
		  ○ Do Not Shows after 10 days are removed
		  ○ We will have higher numbers this year
		  ○ Next round of new students will be September 11th
		• Blurbs for IEPs linked on this agenda
		• IXL and LinkIT take the place of STAR and CDTs (except Science)
		• Please email Erika before you schedule meetings
		• Do not double book Stephanie or put her back-to-back
		• ***10 Day Waivers!!***
		• 16 year old shouldn't be with a 20 year old (need parent to agree to this through a waiver)--no more than 3 year age gap between
		  ○ Send ASAP (especially for Life Skills)--Steph will share out link and discuss this in depth tomorrow.
		• At minimum, add student led IEPs to Smart Futures
		  ○ Work with Laura if you need support in determining what should be added (what counts as an artifact for Career Readiness).
		• Sp Ed Parent Orientation Slides-Will be updated as needed; please use this as a resource.
		• When you contact families via email you must also send out a text (talking points or infinite campus)
		  ○ These attempts can count as part of your "3 attempts". Families are not likely to check email, but you may have more success through text.
		• Continue to take attendance-infinite campus is overriding attendance for classes

		OBJECTIVE 4 - Paperwork and SOPs
		• End of Year Paperwork Debrief
		• Updated SOPs
		• Paperwork expectations
		  ○ 30 days - from the IEP date to turning in paperwork
		  ○ No Certified mail - regular mail or ask for signature on priority mail - Heidi logs when it is sent and when it is received. Heidi will let you know if it gets signed and will be scanned and filed
		  ○ Most recent on top and in order for filing
		  ○ One week apart for NOREP attempts
		  ○ At end of all meetings - note electronic is coming from "IEP Writer"
		  ○ Use of personal emails
		  ○ Download each attempt and print out those attempts for filing

		○ Third attempt - mailing packed - make two packets - one to mail and one for the binders. Then signatures will need to be switched out on the paperwork. **Notes:** ● Paperwork at the end of last year was good! ○ **Reminders**: paper click correctly, hole punch correctly ■ There is an SOP that explains how to do this ● SOPs are being updated by the end of August ● Parent Reminder: Comes from IEP Writer ○ Use personal emails ○ Download attempts and print for filing ○ Certified mail NOT required unless it truly has to be ○ 3rd attempt you can mail and note in contact log ● Who Has A Hole Puncher: Blose, Galando, Missy, Stacy, Amy, Heidi ● **Progress Monitoring - IXL !!**
		Optimistic Closure (SEL Practice) Three Signature Practices https://drc.casel.org/uploads/sites/3/2019/02/Summary-The-SEL-3-Signature-Practices.pdf Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.
		REMINDER - “ALL TEACH, ALL LEARN”

Special Education Training for 24-25 SY

Presented by Stephanie Faith, Director of Special Education

Meeting Norms

- I will respect everyone’s time by starting and ending on time
- Be present for the meeting
- Come with an open mind
- Maintain confidentiality
- Come empowered to make commitments for your area in education
- Assume good intentions
- Ask questions for clarification to help avoid making assumptions

Agenda

1

Special Education at PDLCS

Updates for the 24-25 SY

2

Testing updates

PASA update from the state

3

Special Education Trends

Summary from PDE

4

Legal Updates

From the Bureau of Special Education and our solicitor

5

Any Questions?

-

1

Special Education at PDLCS

Special Education Changes

Staff Additions

- ★ April Balsomico - SE Teacher
- ★ Elizabeth Rose - SE Teacher
- ★ Christina Beck - BSC
- ★ Raegan Domenica - LC
- ★ Heather Upchurch - LC
- ★ Jennifer Gates - SLP

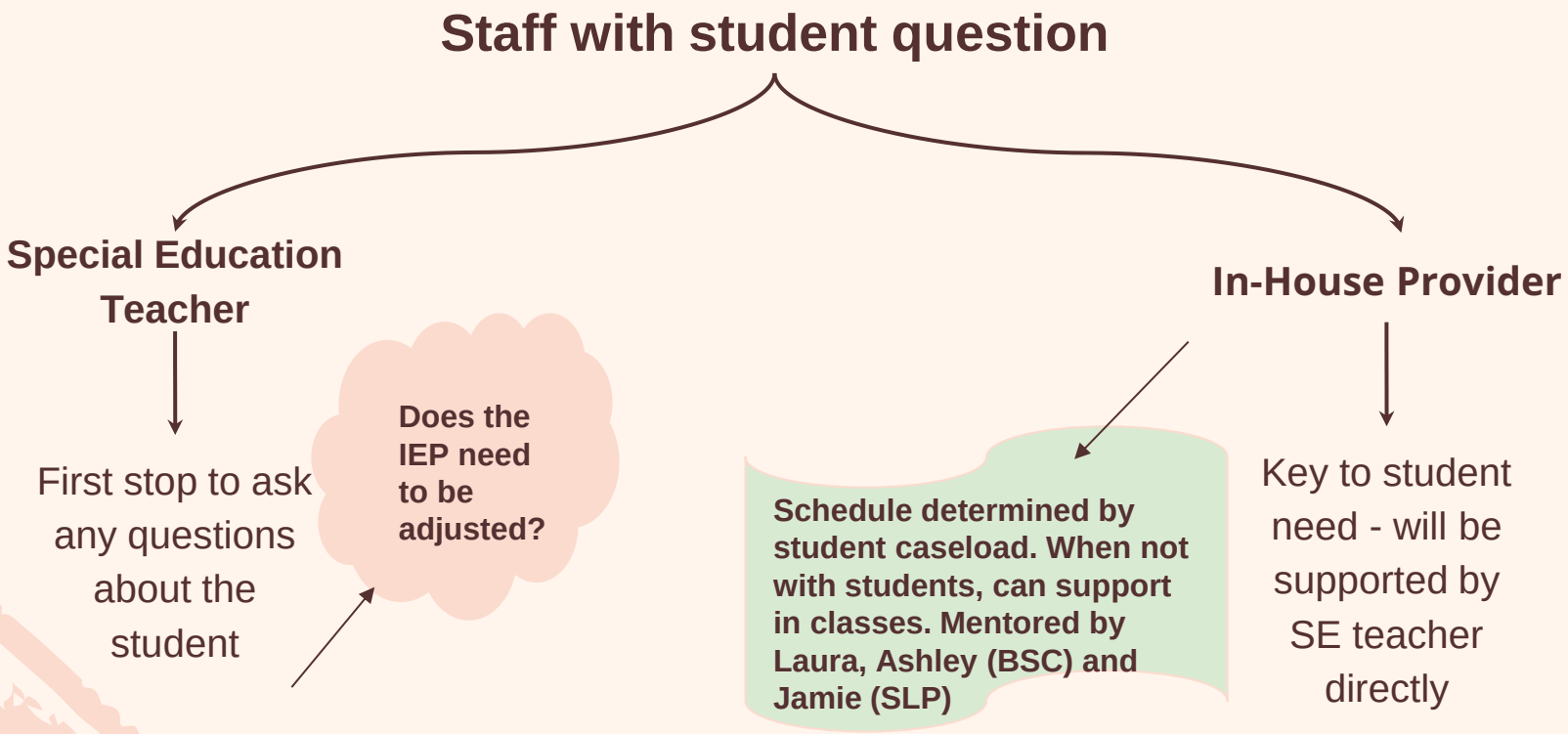
Department changes

- ❖ Laura Budd - Special Education Coordinator
- ❖ Heidi Paul - Related Service Specialist (SE focused)
- ❖ Mary Alicandro - Records Specialist (NEW SE Student records)
- ❖ Ashley Levenson - Behavioral Specialist
- ❖ Karen Clutter will be GS only and Felicia Batrack has left PDLCS

Scenario

You have been working with a student on academic tasks. After the first 9 weeks, the grades do not indicate progress and/or passing grades. The student has an in-house learning coach. What do you do?

In-house Related Services - COLLABORATION IS KEY!!



Supplemental specialized support

Small group of SE students that are on the “bridge” between full-time life skills and supplemental learning support. While considered supplemental - they will be receiving intensive reading and math instruction, in addition to adapted assignments and grading in regular education classes. These students qualified based on IEP needs and through an intensive individualized process. Special and Regular Ed teachers will HAVE to work closely to ensure that needs are met.

Note - we have many students that are supplemental support - IEPs are individualized!

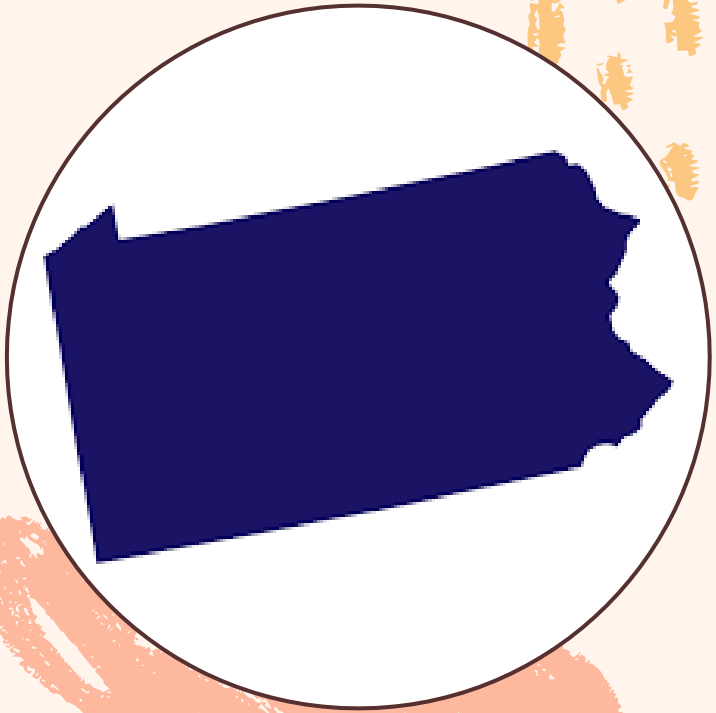
Teacher input forms - reminders

- All teacher input forms will be coming from Heidi Paul. The subject will contain the date that they are due.
- Input has to be objective and data-driven, focused on exact skills, strengths, and needs. **Attendance to your class is ESSENTIAL to note on your form, as looking at the IC attendance can be confusing for reporting.**
- All input forms are due when it is noted in the email - usually within a week. **Your supervisor will be notified if there are multiple forms turned in late or not turned in at all.**
- Teacher input forms have directions provided for all staff. This includes using student's formal name, **speaking in the 3rd person**, using complete sentences, using professional language. Please no ! or :) or "they're great!"
- Remember that everything you put in writing can be used in any lawsuit or hearing.
- Teacher input should not recommend anything that is a related service or change of placement (i.e. "this student needs 1:1 since they cannot work in a group.")

2

Testing Update

PASA vs. PSSA



PASA qualifications - 1% or less should qualify with “YES” in all 6 areas

Grade level

Grades 3-8 and 11

Cognitive

Significant cognitive abilities in all academic content areas, adaptive behaviors, and functional skills

Instruction

Intensive, direct, repeated instruction in academic, functional and adaptive behaviors

Life Skills

Extensive adaptation and support in everyday life activities

Modifications

Substantial modifications - Alternate Eligible Content

IEP goals with STOs

Measurable annual goals with short-term objectives

3 Special Education Updates from PDE

SE Trends, Family Engagement, Trauma-informed SE, AI in SE

Trends

Enrollment is down, but % of students with disabilities (SWD) is up.
Autism and OHI are seeing the highest increases.
Least Restrictive Environment (LRE) is a focus.
Increase in graduation rate and decrease in dropout in the last 2 years.
Challenges: Exponential growth of population, elevating low incidence disabilities, increase in due process and legal cases.

Family Engagement

Importance: School leaders set the tone for successful home-school partnerships.
Four core beliefs:

- All families have dreams for their children.
- All families can support children's learning.
- Family and school staff are equal partners.
- Responsibility for partnerships rests with school staff.

Strategies: Encourage family involvement (not just "doing to" families), consider including info on trauma histories in reports, assessments need to be family-friendly.

SE Trends, Family Engagement, Trauma-informed SE, AI in SE

Trauma-informed SE

Definition: Acknowledges the impact of adverse experiences on learning and behavior.
Strategies:

- Build safe and supportive environments.
- Understand trauma's effects on cognitive and emotional development.
- Integrate knowledge into IEPs to build student capacities (coping strategies, skills).
- Consider ACES (Adverse Childhood Experiences)

AI in SE

Definition: Artificial Intelligence (AI) is a tool that can be used to help with tasks.
Applications:

- Personalize learning.
- Increase student persistence.
- Text to speech, language translation = **differentiation!**

Considerations:

- AI won't replace teachers or solve every problem.
- Promote AI literacy with students.
- Address potential limitations and biases (e.g., data privacy, algorithmic bias).

4

Legal updates

Child Find Obligations under IDEA and Section 504

Key Points:

- The letter discusses the recent case, *B.S.M. v. Upper Darby Sch. Dist.*, which clarified the relationship between Child Find obligations under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
- **IDEA** mandates special education services through Individualized Education Programs (IEPs) for students with disabilities. It includes the "Child Find" requirement to identify and evaluate all children needing special education.
- **Section 504** is a broader civil rights law requiring reasonable accommodations for students with disabilities to ensure equal access to education.
- The *B.S.M.* case established that:
  - Evaluating a child under IDEA does not automatically fulfill the evaluation requirement under Section 504.
  - A student may qualify for services under Section 504 even if they don't qualify for an IEP under IDEA.
- **Implications for LEAs:**
  - Conduct separate evaluations for IDEA and Section 504.
  - Be vigilant in identifying students who may qualify under either statute.
  - Understand the different procedural requirements for IDEA and Section 504 claims.

In essence, the letter emphasizes the importance of distinct Child Find processes for IDEA and Section 504, and the need for school districts to be aware of their obligations under both laws.

PA Distance Learning CS

SECTION 504 EVALUATION REPORT

Section 504 of the Rehabilitation Act of 1973
Chapter 15 of the Regulations of the Pennsylvania State Board of Education

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Name and Address of Parent/Guardian:

[redacted]

Meeting Date: 7/6/2024

Child's Name: [redacted] **Birth Date:** 7/22/2006

Student ID: [redacted] **Grade:** [redacted]

School: PA Distance Learning CS

Participants:

NAME	TITLE	SIGNATURE

Nature of the student's disability:

The major life activity that the student's disability limits:

The basis for determining the disability:

Educational impact of the disability:

The aids, services or accommodations are as follows:

ACCOMMODATIONS	RESPONSIBLE PARTY	START DATE	END DATE

Awesome words

“Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them.”

–Dr. Kevin Maxwell

Thanks!

Do you have any questions?

stephanie.faith@padistance.org
Ext. 105

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Compliance	Questionna	Email Addr	Last Name	First Name	Questionna	Original Su	User Cycle	User Cycle
8-6-2024 S	Profession	angela.abb	Abbiati	Angela	########	########	Approved	########
8-6-2024 S	Profession	mary.alicar	Alicandro	Mary	########	########	Approved	########
8-6-2024 S	Profession	sheryl.allm	Allmon	Sheryl	########	########	Approved	########
8-6-2024 S	Profession	cassandra.a	August	Cassandra	########	########	Approved	########
8-6-2024 S	Profession	brina.ault@	Ault	Brina	########	########	Approved	########
8-6-2024 S	Profession	georgia.bar	Barlamas	Georgia	########	########	Approved	########
8-6-2024 S	Profession	nicholas.ba	Barr	Nicholas	########	########	Approved	########
8-6-2024 S	Profession	jamie.bate	Bate	Jamie	########	########	Approved	########
8-6-2024 S	Profession	felicia.batr	Batrack	Felicia	Not Completed		Active	
8-6-2024 S	Profession	joanna.big	Bigos	Joanna	########	########	Approved	########
8-6-2024 S	Profession	alexa.billet	Billetdeaux	Alexa	########	########	Approved	########
8-6-2024 S	Profession	ashley.bloc	Blocker	Ashley	########	########	Approved	########
8-6-2024 S	Profession	sarah.blose	Blose	Sarah	########	########	Approved	########
8-6-2024 S	Profession	lauren.borg	Borghetti	Lauren	########	########	Approved	########
8-6-2024 S	Profession	courtney.b	Bowman	Courtney	########	########	Approved	########
8-6-2024 S	Profession	joe.brecht(	Brecht	Joe	########	########	Approved	########
8-6-2024 S	Profession	catherine.b	Brenc	Catherine	########	########	Approved	########
8-6-2024 S	Profession	marissa.bu	Butter	Marissa	########	########	Approved	########
8-6-2024 S	Profession	mackenzie.	Campbell	Mackenzie	########	########	Approved	########
8-6-2024 S	Profession	elisa.carpe	Carpenter	Elisa	########	########	Approved	########
8-6-2024 S	Profession	jessica.cha	Chavers	Jessica	########	########	Approved	########
8-6-2024 S	Profession	christina.cl	Clodfelter	Christina	########	########	Approved	########
8-6-2024 S	Profession	karen.clutt	Clutter	Karen	########	########	Approved	########
8-6-2024 S	Profession	jessica.colb	Colbert	Jessica	########	########	Approved	########
8-6-2024 S	Profession	tanya.cont	Contos	Tanya	########	########	Approved	########
8-6-2024 S	Profession	madison.cc	Corcoran	Madison	########	########	Approved	########
8-6-2024 S	Profession	kimberly.cr	Crandall	Kimberly	Not Completed		Expiring	
8-6-2024 S	Profession	kelly.crook	Crooks	Kelly	########	########	Approved	########
8-6-2024 S	Profession	matthew.d	Dayka	Matthew	########	########	Approved	########
8-6-2024 S	Profession	william.dej	DeJoseph	William	########	########	Approved	########
8-6-2024 S	Profession	joyous.dem	DeMark	Joyous	########	########	Approved	########
8-6-2024 S	Profession	victoria.de	DeRoner	Victoria	########	########	Approved	########
8-6-2024 S	Profession	Robert.digi	Digiandom	Robert	########	########	Approved	########
8-6-2024 S	Profession	tamara.dor	Donahue	Tamara	########	########	Approved	########
8-6-2024 S	Profession	lauren.don	Donofrio	Lauren	########	########	Approved	########
8-6-2024 S	Profession	amy.dotso	Dotson	Amy	########	########	Approved	########
8-6-2024 S	Profession	lainey.eshe	Eshelman	Elaine	########	########	Approved	########
8-6-2024 S	Profession	matthew.e	Evanchak	Matthew	########	########	Approved	########
8-6-2024 S	Profession	stephanie.f	Faith	Stephanie	########	########	Approved	########
8-6-2024 S	Profession	lindsey.fan	Fanning	Lindsey	########	########	Approved	########
8-6-2024 S	Profession	amber.fox(	Fox	Amber	Not Completed		Expired	
8-6-2024 S	Profession	ashlee.free	Freeman	Ashlee	########	########	Approved	########
8-6-2024 S	Profession	matthew.g	Galando	Matthew	########	########	Approved	########
8-6-2024 S	Profession	joann.gara	Garand	Joann	########	########	Approved	########
8-6-2024 S	Profession	clare.gates	Gates	Clare	########	########	Approved	########
8-6-2024 S	Profession	matthew.g	Gates	Matthew	########	########	Approved	########

8-6-2024 S	Profession	melissa.gla	Glancy	Melissa	########	########	Approved	########
8-6-2024 S	Profession	andrew.gla	Glaser	Andrew	########	########	Approved	########
8-6-2024 S	Profession	Rebecca.gr	Gregory	Rebecca	########	########	Approved	########
8-6-2024 S	Profession	david.hall@	Hall	David	########	########	Approved	########
8-6-2024 S	Profession	Bill.Hart@p	Hart	Bill	########	########	Approved	########
8-6-2024 S	Profession	katie.hartm	Hartmann	Katie	########	########	Approved	########
8-6-2024 S	Profession	Katherine.H	Heiles	Katherine	########	########	Approved	########
8-6-2024 S	Profession	ashley.hein	Heinlein	Ashley	########	########	Approved	########
8-6-2024 S	Profession	leah.heinz@	Heinz	Leah	########	########	Approved	########
8-6-2024 S	Profession	aubrey.nas	Nassan	Aubrey	########	########	Approved	########
8-6-2024 S	Profession	karley.hon	Honaker	Karley	########	########	Approved	########
8-6-2024 S	Profession	maureen.ia	Iannessa	Maureen	########	########	Approved	########
8-6-2024 S	Profession	ken.johnso	Johnson	Ken	########	########	Approved	########
8-6-2024 S	Profession	maggie.joh	Johnston	Maggie	########	########	Approved	########
8-6-2024 S	Profession	sarah.keele	Keeler	Sarah	########	########	Approved	########
8-6-2024 S	Profession	jordan.kist	Kist	Jordan	########	########	Approved	########
8-6-2024 S	Profession	nicholas.ko	Kocuba	Nicholas	########	########	Approved	########
8-6-2024 S	Profession	jeffrey.kor	Korber	Jeffrey	########	########	Approved	########
8-6-2024 S	Profession	jodi.kriger@	Kriger	Jodi	########	########	Approved	########
8-6-2024 S	Profession	alyson.laml	Lamberton	Alyson	########	########	Approved	########
8-6-2024 S	Profession	jenna.latsk	Latsko	Jenna	########	########	Approved	########
8-6-2024 S	Profession	michael.lei	Leitera	Michael	Not Completed		Expired	
8-6-2024 S	Profession	ashley.mer	Meneice	Ashley	########	########	Approved	########
8-6-2024 S	Profession	emily.linga	Lingayat	Emily	########	########	Approved	########
8-6-2024 S	Profession	brianna.lov	Lowry	Brianna	########	########	Approved	########
8-6-2024 S	Profession	stacy.marti	Martin	Stacy	########	########	Approved	########
8-6-2024 S	Profession	samantha.r	Mauk	Samantha	########	########	Approved	########
8-6-2024 S	Profession	josh.mckru	McKruit	Joshua	########	########	Approved	########
8-6-2024 S	Profession	nurse@pac	McNeil	Laura	########	########	Approved	########
8-6-2024 S	Profession	janie.ruane	Ruane	Janie	########	########	Approved	########
8-6-2024 S	Profession	valerie.met	Metz	Valerie	########	########	Approved	########
8-6-2024 S	Profession	reilly.meye	Meyer	Reilly	########	########	Approved	########
8-6-2024 S	Profession	ken.middle	Middlemiss	Ken	########	########	Approved	########
8-6-2024 S	Profession	emily.mille	Miller	Emily	########	########	Approved	########
8-6-2024 S	Profession	charles.mo	Mort	Charles	########	########	Approved	########
8-6-2024 S	Profession	michele.m	Mort	Michele	########	########	Approved	########
8-6-2024 S	Profession	bethann.m	Mudd	Beth	########	########	Approved	########
8-6-2024 S	Profession	kerianne.m	Mulvey	Kerianne	########	########	Approved	########
8-6-2024 S	Profession	peter.myse	Mysels	Peter	########	########	Approved	########
8-6-2024 S	Profession	crystal.nau	Naugle	Crystal	########	########	Approved	########
8-6-2024 S	Profession	janine.otis@	Otis	Janine	########	########	Approved	########
8-6-2024 S	Profession	vanessa.pa	Panepucci	Vanessa	########	########	Approved	########
8-6-2024 S	Profession	dean.papp	Pappaterra	Dean	########	########	Approved	########
8-6-2024 S	Profession	angela.pat	Patxot	Angela	Not Completed		Active	
8-6-2024 S	Profession	heidi.paul@	Paul	Heidi	########	########	Approved	########
8-6-2024 S	Profession	brandon.pa	Payne	Brandon	########	########	Approved	########
8-6-2024 S	Profession	angela.pell	Pelloni	Angela	########	########	Approved	########

8-6-2024 S	Profession	marisa.pet	Petraglia	Marisa	########	########	Approved	########
8-6-2024 S	Profession	matthew.p	Picciafoco	Matthew	########	########	Approved	########
8-6-2024 S	Profession	david.pierc	Pierce	David	########	########	Approved	########
8-6-2024 S	Profession	aubrey.plo	Ploesch	Aubrey	########	########	Approved	########
8-6-2024 S	Profession	paul.polloc	Pollock	Paul	########	########	Approved	########
8-6-2024 S	Profession	brad.ponti	Pontius	Brad	########	########	Approved	########
8-6-2024 S	Profession	bryce.potts	Potts	Bryce	########	########	Approved	########
8-6-2024 S	Profession	carrie.pow	Powers	Carrie	########	########	Approved	########
8-6-2024 S	Profession	amy.protho	Protho	Amy	########	########	Approved	########
8-6-2024 S	Profession	mandy.rau	Rauenzahn	Mandy	########	########	Approved	########
8-6-2024 S	Profession	anthony.re	Reda	Tony	########	########	Approved	########
8-6-2024 S	Profession	antonietta.	Riley	Antonietta	########	########	Approved	########
8-6-2024 S	Profession	gabriel.ron	Roman	Gabriel	########	########	Approved	########
8-6-2024 S	Profession	caroline.ro	Rooney	Caroline	########	########	Approved	########
8-6-2024 S	Profession	hannah.ruc	Rudzki	Hannah	########	########	Approved	########
8-6-2024 S	Profession	evan.rumb	Rumble	Evan	Not Completed		Active	
8-6-2024 S	Profession	stephanie.s	Sabol	Stephanie	########	########	Approved	########
8-6-2024 S	Profession	jessica.sap	Sapp	Jessica	########	########	Approved	########
8-6-2024 S	Profession	megan.sch	Schmiech	Megan	########	########	Approved	########
8-6-2024 S	Profession	deanna.scc	Scotto	Deanna	########	########	Approved	########
8-6-2024 S	Profession	samantha.s	Sellinger	Samantha	########	########	Approved	########
8-6-2024 S	Profession	amber.shir	Shirley	Amber	########	########	Approved	########
8-6-2024 S	Profession	sarah.simm	Simmons	Sarah	Not Completed		Active	
8-6-2024 S	Profession	carol.smial	Smialek	Carol	########	########	Approved	########
8-6-2024 S	Profession	adam.smitl	Smith	Adam	########	########	Approved	########
8-6-2024 S	Profession	stephanie.s	Smith	Stephanie	Not Completed		Active	
8-6-2024 S	Profession	aimee.stee	Steele	Aimee	########	########	Approved	########
8-6-2024 S	Profession	courtney.st	Stein	Courtney	########	########	Approved	########
8-6-2024 S	Profession	cathy.talen	Talento	Cathy	########	########	Approved	########
8-6-2024 S	Profession	amy.thornt	Thornton	Amy	########	########	Approved	########
8-6-2024 S	Profession	kathy.timm	Timmerma	Kathy	########	########	Approved	########
8-6-2024 S	Profession	alaina.turo	Turocy	Alaina	Not Completed		Active	
8-6-2024 S	Profession	Julia.vertul	Vertullo	Julia	########	########	Approved	########
8-6-2024 S	Profession	vanessa.vil	Vilella	Vanessa	########	########	Approved	########
8-6-2024 S	Profession	rashonda.w	Waldron	Rashonda	########	########	Approved	########
8-6-2024 S	Profession	michelle.w	Wallace	Michelle	########	########	Approved	########
8-6-2024 S	Profession	amy.waten	Watenpool	Amy	########	########	Approved	########
8-6-2024 S	Profession	eric.wedde	Weddell	Eric	########	########	Approved	########
8-6-2024 S	Profession	chelsea.wh	White	Chelsea	########	########	Approved	########
8-6-2024 S	Profession	christina.w	Wier	Christina	########	########	Approved	########
8-6-2024 S	Profession	lisa.wierda	Wierdak	Lisa	########	########	Approved	########
8-6-2024 S	Profession	samantha.v	Wilfert	Samantha	########	########	Approved	########
8-6-2024 S	Profession	nicole.willi	Williams	Nicole	########	########	Approved	########
8-6-2024 S	Profession	adam.wint	Winter	Adam	########	########	Approved	########
8-6-2024 S	Profession	alan-micha	Wisniewski	Alan-Micha	########	########	Approved	########
8-6-2024 S	Profession	daniella.ze	Zenone	Daniella	########	########	Approved	########
8-6-2024 S	Profession	laura.budd	Budd	Laura	########	########	Approved	########

8-6-2024 S	Professiona	april.balsor	Balsomico	April	########	########	Approved	########
8-6-2024 S	Professiona	christina.be	Beck	Christina	########	########	Approved	########
8-6-2024 S	Professiona	raegan.don	Domenico	Raegan	########	########	Approved	########
8-6-2024 S	Professiona	jennifer.sic	Sicilia	Jennifer	########	########	Approved	########
8-6-2024 S	Professiona	elizabeth.r	Rose	Elizabeth	########	########	Approved	########
8-6-2024 S	Professiona	heather.up	Upchurch	Heather	########	########	Approved	########
8-6-2024 S	Professiona	gabriella.fe	Feil	Gabriella	########	########	Approved	########
8-6-2024 S	Professiona	laura.baile	Bailey	Laura	########	########	Approved	########
8-6-2024 S	Professiona	stephanie.s	Smith	Stephanie	########	########	Approved	########
8-6-2024 S	Professiona	DUPLICATE	Riley	DuplicateA	Not Completed		Active	
8-6-2024 S	Professiona	steve.cutle	Cutler	Stephen	########	########	Approved	########
8-6-2024 S	Professiona	brandee.ka	Shutak	Bebe	########	########	Approved	########
8-6-2024 S	Professiona	maryann.ca	Calderone	Mary Ann	########	########	Approved	########
8-6-2024 S	Professiona	mike.morr	Morrone	Michael	########	########	Approved	########
8-6-2024 S	Professiona	linda.willia	Williams	Linda	########	########	Approved	########
8-6-2024 S	Professiona	kaylie.brec	Brecht	Kaylie	########	########	Approved	########
8-6-2024 S	Professiona	nadine.del	Deleo	Nadine	########	########	Approved	########

Name:	Course/Act	Course/Act	Course/Act	All necessa	Overall inst	This activity
Angela Abbiati	5	5	5	5	5	5
Mary Alicandro	4	4	5	5	4	3
Sheryl Allmon	5	5	5	5	5	3
Cassandra August	5	5	5	5	5	5
Brina Ault	5	5	5	5	5	5
Georgia Barlamas	5	5	5	5	5	5
Nicholas Barr	5	5	3	5	5	5
Jamie Bate	5	5	5	5	5	5
Joanna Bigos	5	5	5	5	5	5
Alexa Billetdeaux	5	5	5	5	5	5
Ashley Blocker	5	5	5	5	5	4
Sarah Blose	5	5	5	5	5	5
Lauren Borghetti	5	4	5	5	5	5
Courtney Bowman	4	4	4	4	4	4
Joseph Brecht	5	5	5	5	5	5
Catherine Brenc	5	5	5	5	5	5
Marissa Butter	5	5	5	5	5	5
Mackenzie Campbell	4	5	5	5	4	4
Elisa Carpenter	5	5	5	4	5	5
Jessica Chavers	5	5	5	5	5	5
Christina Clodfelter	5	5	5	4	4	5
Karen Clutter	5	5	5	5	5	5
Jessica Colbert	5	5	5	5	5	5
Tanya Contos	5	5	5	5	5	5
Madison Corcoran	5	5	5	5	5	5
Kelly Crooks	5	5	5	5	5	4
Matthew Dayka	5	5	5	5	5	5
William DeJoseph	5	5	5	5	5	5
Joyous DeMark	5	5	5	4	5	5
Victoria DeRoner	5	5	5	5	5	5
Robert DiGiandomenic	4	4	4	4	4	4
Tamara Donahue	5	5	5	5	5	5
Lauren Donofrio	5	5	5	5	5	5
Amy Dotson	5	5	5	5	5	5
Lainey Eshelman	5	5	5	5	5	5
Matt Evanchak	5	5	5	5	5	5
Stephanie Faith	5	5	5	5	5	5
Lindsey Fanning	5	5	5	5	5	5
Ashlee Freeman	4	4	4	4	3	4
Matthew Galando	5	5	5	5	5	5
Joann Garand	5	5	5	5	5	5
Clare Gates	5	5	5	5	5	3
Matthew Gates	5	5	5	5	5	5

Melissa Glancy	4	4	4	4	4	4
Andrew Glaser	5	5	5	5	5	5
Rebecca Gregory	5	5	5	5	5	5
David Hall	5	5	5	5	5	5
William Hart	5	5	5	5	5	5
Katie Hartmann	5	5	5	5	5	5
Katherine Heiles	5	5	5	5	5	5
Ashley Heinlein	5	5	5	5	5	5
Leah Heinz	4	4	4	4	4	5
Aubrey Hoffman	5	5	5	5	5	5
Karley Honaker	5	5	5	5	5	5
Maureen Iannessa	5	5	5	5	5	5
Ken Johnson	5	5	5	5	5	5
Maggie Johnston	5	5	3	5	5	4
Sarah Keeler	5	5	5	5	5	3
Jordan Kist	5	5	5	5	5	5
Nick Kocuba	4	5	5	5	5	5
Jeffrey Korber	4	4	4	4	4	4
Jodi Kriger	5	5	5	4	5	1
Alyson Lamberton	5	5	5	5	5	5
Jenna Latsko	4	4	4	4	4	4
Ashley Levenson	5	5	5	5	5	5
Emily Lingayat	5	5	5	5	5	4
Brianna Lowry	5	5	5	5	5	5
Stacy Martin	5	5	5	5	5	5
Samantha Mauk	5	5	5	5	5	1
Joshua McKruit	5	5	5	5	5	5
Laura McNeil	5	5	5	5	5	5
Janie Messina	5	5	5	5	5	5
Valerie Metz	5	5	5	5	5	5
Reilly Meyer	5	5	4	4	4	5
Kenneth Middlemiss	5	5	3	5	5	4
Emily Miller	5	5	5	5	5	5
Charlie Mort	5	5	5	5	5	5
Michele Mort	5	5	5	5	5	4
Beth Mudd	5	5	5	5	5	5
Kerianne Mulvey	5	5	5	5	5	5
Peter Mysels	5	5	5	5	5	5
Crystal Naugle	5	5	5	5	5	5
Janine Otis	5	5	5	5	5	5
Vanessa Panepucci	5	5	5	5	5	5
Dean N. Pappaterra	5	5	5	5	5	5
Heidi Paul	4	5	4	4	4	4
Brandon Payne	4	5	5	5	5	5
Angela Pelloni	5	5	5	5	5	5

Marisa Petraglia	5	5	5	5	5	5
Matthew Picciafoco	5	5	5	5	5	4
David Pierce	5	5	5	5	5	5
Aubrey Ploesch	4	4	5	5	4	4
Paul Pollock	5	5	5	5	5	5
Brad Pontius	5	5	5	5	5	5
Bryce Potts	5	5	5	5	5	3
Carrie Powers	5	5	5	5	5	5
Amy Protho	4	4	4	5	4	3
Mandy Rauenzahn	5	5	5	5	5	5
Tony Reda	5	5	5	5	5	5
Antonietta Riley	5	5	5	5	5	5
Gabriel Roman	5	5	5	5	5	5
Caroline Rooney	4	4	5	5	4	5
Hannah Rudzki	4	4	4	4	5	4
Stephanie Sabol	4	5	4	4	5	4
Jessica Sapp	5	5	5	5	5	5
Megan Schmiech	5	5	5	5	5	5
Deanna Scotto	5	5	5	5	5	5
Samantha Sellinger	5	5	5	5	5	5
Amber Shirley	5	5	5	5	5	5
Carol Smialek	5	5	5	5	5	3
Adam Smith	5	5	5	5	5	5
Aimee Steele	5	5	5	5	5	5
Courtney Stein	5	5	5	5	5	5
Cathy Talento	5	5	5	5	5	5
Amy Thornton	5	5	5	5	5	5
Kathy Timmerman	5	5	5	5	5	5
Julia Vertullo	5	5	5	5	5	5
Vanessa Vilella	5	5	5	5	5	5
Rashonda Waldron	4	4	4	5	4	4
Michelle Wallace	5	5	5	5	5	5
Amy Watenpool	5	5	5	5	5	5
Eric Weddell	5	5	5	5	5	5
Chelsea White	5	4	4	5	5	5
Christina Wier	4	5	4	4	4	4
Lisa Wierdak	5	5	5	5	5	5
Samantha Wilfert	5	5	5	5	5	5
Nicole Williams	5	5	5	5	5	5
Adam Winter	5	5	5	5	5	5
Alan-Michael Wisniews	5	5	5	5	5	5
Daniella Zenone	5	5	5	5	5	5
Laura Budd	5	5	5	5	5	5

April Balsomico	5	5	5	5	5	5
Christina Beck	5	5	5	5	5	5
Raegan Domenico	5	5	5	5	5	5
Jennifer Gates	5	5	5	5	5	5
Elizabeth Rose	5	5	5	5	5	5
Heather Upchurch	5	5	5	5	5	5
Gabriella Feil	4	4	4	4	4	4
Laura Bailey	5	5	5	5	5	5
Stephanie Smith	5	5	5	5	5	5
Steve Cutler	5	5	5	5	5	5
Bebe Shutak	5	4	3	5	5	1
Mary Ann Calderone	5	5	5	5	5	5
Michael Morrone	5	5	5	5	5	5
Linda Williams	5	4	4	5	5	5
Kaylie Brecht	5	5	5	5	5	5
Nadine DeLeo	5	5	5	5	5	5

This activit	This activit	This activit	This activit	This activit	This activit	1. How did	2. What ne
5	5	5	5	5	5	Important	Considerin
3	3	3	3	3	3	na	na
3	3	3	3	3	3	The trainin	It was inter
5	5	5	5	5	5	It is helpful	Using 3rd p
5	5	5	5	5	5	I am a spec	I saw what
5	5	5	5	5	5	I know how	Just how to
4	2	4	5	5	5	Workshop	So far my i
5	5	5	5	5	5	Good over	Learning m
5	4	5	5	5	5	working wi	nothing ne
5	5	5	5	5	5	As teachers	We learnec
4	4	4	4	4	4	Just having	I am not a t
4	5	5	5	5	5	All of it doe	I liked learr
5	3	3	4	4	4	Special Edu	It was inter
4	4	4	4	4	4	We have sp	Ideas for ev
5	5	5	5	5	5	As a Classro	The concep
5	3	5	5	5	5	Because th	I plan to wo
5	5	5	5	5	5	I will now b	I plan to pa
4	3	4	4	4	4	This trainin	There are r
5	5	5	5	5	5	This has all	When we h
5	3	4	3	3	5	It is always	Ms. Faith sl
5	1	1	5	3	5	The trainin	I recently le
5	5	5	5	5	5	Special Ed t	Adding a su
5	4	4	4	3	4	As an instru	Considerin
5	5	5	5	5	5	Stephanie (	This will he
5	5	5	5	5	5	This worksl	I gained ne
4	3	4	4	1	5	The trainin	It helped te
5	5	5	5	5	5	Directly spo	collaboratio
5	5	5	5	5	5	It hasn't	It hasn't
5	5	5	5	5	5	Very inforn	I will try to
5	5	5	5	5	5	This gave n	The reminc
4	4	4	4	4	4	N/A	N/A
5	5	5	5	5	5	Updates to	We have ne
5	5	5	5	5	5	Since we ha	There is no
5	5	5	5	5	5	It provided	I liked learr
5	4	5	5	5	5	It applied to	Nothing rea
5	4	5	5	4	5	This trainin	This year w
5	5	5	5	5	5	I ran this tr	I ran this tr
5	3	5	3	3	5	It highlight	Supplemen
4	4	3	3	3	3	in my depa	ACE test
5	5	5	5	5	5	The worksh	I plan on ke
5	5	5	5	5	5	sped teach	to ensure a
5	5	5	5	5	5	It made me	See above.
5	5	5	5	5	5	This worksl	I will be im

4	4	5	4	4	4	This worksl	I have learr
5	5	5	5	5	5	Special edu	Having lear
5	5	5	5	5	5	As a specia	Family enga
5	5	5	5	5	5	I have quite	It was bene
5	5	5	5	5	5	I teach esp	I think it str
5	3	5	5	5	5	More infor	Remember
5	5	5	5	5	5	SE Updates	Collaborati
5	5	5	5	5	5	As a regula	I plan to im
4	4	5	5	5	5	This trainin	I noticed th
5	5	5	5	5	5	I have spec	The new br
5	5	5	5	5	5	This sessio	The new pe
5	4	5	5	5	5	This worksl	I ike the ide
5	5	5	5	5	5	Help with I	The resour
5	4	5	4	5	5	This trainin	I hope to p
3	3	3	3	3	3	N/A	N/A
5	5	5	5	5	5	This worksl	It was help
3	3	3	5	3	4	Even thoug	Even thoug
4	4	4	4	4	4	It is import	It takes tim
1	1	2	3	1	1	Refresher c	Refresher c
5	5	5	5	5	5	Being a cou	We spoke a
4	4	4	4	4	4	I am regula	being more
4	1	3	5	5	5	This is ever	Definitely g
4	4	5	5	4	5	I teach stuc	I learned ab
5	5	5	5	5	5	This relatec	Making sur
5	5	5	5	5	5	Special Edu	Changes fo
5	5	5	5	3	5	As educato	Typically, I
5	5	5	5	5	5	Special Edu	Great Refre
5	5	5	5	5	5	good refres	na
5	5	5	5	5	5	Gain a bett	I will be abl
5	5	5	5	5	5	I am a spec	More collal
4	5	5	5	5	4	It related to	I plan on ut
3	1	3	5	3	4	I work with	I plan on cr
5	5	5	5	5	5	The worksh	Preview on
5	5	5	5	5	5	Reviewed v	Updates to
3	4	4	5	5	5	Good refre	Increased k
5	5	4	5	4	5	As an elem	I feel I will l
5	5	5	5	5	5	It refreshec	If I exit a st
5	5	5	5	5	5	As a conter	I am eager
5	5	5	5	5	5	I have spec	I learned ab
5	5	5	5	5	5	This worksl	The new su
5	5	5	5	5	5	It provided	Learning ab
5	5	5	5	5	5	It may help	Additional i
4	4	4	4	4	4	I work in th	New staff t
5	4	5	5	5	5	This helpec	I am hopefu
5	5	5	5	5	5	This meetir	I did not kn

5	5	5	5	5	5	I have stud	No new ide
4	4	4	4	5	5	The trainin	The reminc
5	5	5	5	5	5	Organized	From a bro
5	3	3	4	3	3	Learning n	I am going
5	5	5	5	5	5	I like to see	I am lookin
5	5	5	5	5	5	Using IEPs	Using the s
5	3	5	5	5	5	As a social	I plan to ke
5	5	5	5	5	5	Informatio	N/A
3	3	4	4	4	4	This trainin	This was m
5	4	4	5	5	5	Updates or	Ways to wo
4	4	4	4	4	4	We work w	Learning ke
5	5	5	5	5	5	Update on	The bridge
5	4	5	5	4	5	As someon	We have sc
5	5	5	5	5	5	Provided u	I gained an
4	4	4	4	4	4	Review of	Wondering
5	4	4	5	5	5	This relate	I can collab
5	5	5	5	5	5	This works	We now ha
5	5	5	5	5	5	I have a hig	I am more
5	5	5	5	5	5	This works	I learned ab
5	2	3	3	3	5	Provided in	Gained a be
5	3	5	5	5	5	We have a	Having in-s
5	3	4	5	4	4	When supp	Although le
5	5	5	5	5	5	Does not re	Does not re
5	5	5	5	5	5	Reminding	I loved the
5	5	5	5	5	5	Updates to	I didn't real
5	5	5	5	5	5	N/a	N/a
5	5	5	5	5	5	It is essenti	I have learr
5	5	5	5	5	5	Provided m	n.a
5	5	5	5	5	5	This is relat	Discussing
5	5	5	5	5	5	Prepared a	It was reite
4	4	4	4	4	5	I may have	How to wri
5	5	5	5	5	5	I work with	I am more
5	5	5	5	5	5	This was di	New proce
5	5	5	5	5	5	Helpful rev	The inform
4	4	4	4	4	5	Gained insi	We began t
3	1	1	4	3	3	This sessio	One idea th
5	5	5	4	5	5	This was a	The roles o
5	5	5	5	5	5	It was direc	I love the id
5	5	5	5	5	5	IEP's and 5	Constant co
5	5	5	5	5	5	It helped m	I don't kno
5	5	5	5	5	5	Enrollment	Possibly us
5	1	5	5	5	5	This trainin	I need som
4	4	5	5	4	4	This trainin	I need to e

5	4	5	5	5	5	As a new e	The new in
5	5	5	5	5	5	BSC learne	Informatio
5	5	5	5	4	5	I was able t	I was able t
5	4	5	5	5	5	This preser	I am more
5	5	5	5	5	5	The entire	Many since
5	5	5	5	5	5	It was grea	I did not kn
4	4	4	4	4	4	This trainin	I will use th
5	5	5	5	5	5	I work with	To have mo
5	5	5	5	5	5	Special Edu	I think that
5	5	5	5	5	5	This trainin	We have o
1	4	1	4	4	3	This partic	NA
5	5	5	5	5	5	I rely on Sp	N/A
5	5	5	5	5	4	I am respo	Working wi
4	5	5	4	4	5	I am more	I am not su
5	5	5	5	5	5	This works	I was able t
5	5	5	5	5	5	How social	Provide soc

3. What inf	4. What sp	Additional comments:
All of it.	None at this time.	
na	na	na
It was all in	It was well	Thank you.
Learning ab	None	
Refresh of	None	
Going over	none	
Yes the info	Possibly a list of do's and don'ts with specific examples of for the IEP forms.	
All of it was	None! It w	Great presentation and great presenter!
all informa	n/a	
I always ap	N/A	
That child f	I do not have any suggestions at this time.	
Knowing th	none	
Special Edu	None at this time.	
Ideas for e	None	
The concep	No Suggestions	
Learning ab	None, Mrs. Faith did amazing.	
Reminders	None	
Informatio	The training could be improved through breakout rooms or more engaging activities.	
Knowing W	none at thi	n/a
The quote	None at this time :)	
The teache	Provide opportunities for hand-on practice	A grade level training to review incoming studen
I feel that	None	
Trends in t	None, the presentation was well organized and included engagement opportunities like the	
The data o	NA	
Informatio	I do not ha	Although teachers will have access to information regarding related services in t
Updates or	Live questi	Thanks!
new flow-c	none	Hello.
These are b	None.	
The refresh	I would like to know what is the chain of command when I want to follow up with a specific	
The inform	N/A	
N/A	N/A	
All of it	None	
Child Find i	No suggestions!	
I loved the	none	
The remind	none	
I thought t	I don't think there was anything needed to improve this activity.	
I wanted to	Keep monitoring teacher input forms	
Input for n	None- all good!	
learning ab	N/A	
All of the ir	none	na
all of it	none, great information and timing	
The inform	None	None
Input form	none	

That we ha	None at this time.	
The inform	N/A	N/A
Everything	None	
It seems sir	none	Receiving each students At a Glance will be helpful.
Everything,	Honestly n	Nope!
Yes	none	
All	None	Thank you, Stephanie!
I appreciat	Nothing, it was very informative and planned.	
The input f	None at this time.	
special ed t	n/a	
The exemp	none at this time	
Knowing th	None, it wa	Stephanie did a great job and offered a wealth of knowledge.
The availab	N/A	Helpful and informative training!
The roles a	None	
updated SF	N/A	Entered 3 (neutral) for Professional Practice questions as they do not apply to m
It was inter	No suggestions at this time.	
The plan fo	None	Some of these questions need an N/A option. I put in 3's where I though the que
Taking a cl	NA	NA
Refresher c	none	
The inform	There are no suggestions at this time. Thanks Steph!	
all of it	None	
INPUT FOR	None!	A lot of great information to refresh the importance of our department!
Clarifying w	None	
Learning ab	Providing specific examples of good vs bad input forms, written communication, etc when d	
Hearing the	None	
I did not re	None, Stephanie delivered a lot of information in a small time frame, and it was all useful kn	
All informa	Great presentation	
nice review	none	did not attend live but did review the slides and ppt
funding up	N/A	
Staff chang	None	
The discuss	None really.	
The role de	Provide more flowcharts on where to go when we need support.	
All of it- re	Nothing at this time	
All info and	None	
Increased k	NA	NA
The reminc	Nothing at this time.	
The inform	I don't have any suggestions. I thought the training met the objectives it needed to, especial	
I liked to se	None to note at this time.	
The inform	No suggestions to improve this activity - it was very well put and easy to understand.	
The inform	Very informative presentation!	
The depart	No specific suggestions as I felt that it was well outlined.	
Recent cas	None	
New staff t	Good overview.	
All of the ir	Nothing at this time. Very informative!	
Mainly the	None	

Reminders	None.	
Learning th	None at this time, I appreciated the very direct approach.	
Honestly, ju	N/A	
Case law	NA	
The lawsuit	None at thi	Very informative!
The new in	More interactive activities	
Being infor	None.	
N/A	Separate instruction modified for Student Services	
It was all va	None at this time.	
How servic	Nothing, it	None
Teacher Inp	None at thi	None at this time, thanks for the training and clarifications.
Knowledge	None	
Knowing ab	none	
Explanatior	None	
New testin	Would be great to have a single sheet handout with a list of SpEd department/who does wh	
It was gooc	Less lecture	
I appreciate	N/A	
The inform	none	none
Honestly, I	I have no specific suggestions on how to improve this activity.	
Which staff	Provide guide beforehand	
Staffing up	N/A	
The extra la	There seemed to be a lot of questions from the group. Collecting questions in a Padlet or sh	
Does not re	With the new in house related services, have a portion of the presentation relate to how the	
Yes, very va	None	
The full rev	N/A	
N/a	N/a	N/A
All the info	No suggestions at this time.	
updates on	none it was	n/a
Informatio	None	
I appreciate	None at this time.	
reminder o	none	
Filling out f	nothing, it	thanks for the info!
All of the ir	None at this time.	
The 4 areas	N/A	Not sure what to put for some of the questions in section B because some of the
All of it. It i	None!	
All of the ir	No suggestions for improvement.	
Reminder c	N/a	
Staffing, In	None needed	
Always add	None	
Learning ab	I think this training did exactly what it was supposed to. It informed us what special educatic	
A review or	None, it was great!	
Hearing ab	I think make it more interactive and make it more student focused. Highlight some of the gr	
It was grea	Nothing at	N/A

The entire	n/a	
I appreciat	NA	
yes, I was a	None	
The 504 pl	I would have liked even more detail on the 504 plan, but I know that's coming later this wee	
The presen	None	
PASA	N/A	I really appreciate what Faith had said about including parents in the partnership
The new ch	N/A	
PASA testir	NA	
Reviewing	No suggest Great training and great information. Thank you!	
The specifi	Steph was direct, informative and purposeful in her presentation.	
The new st	Instead of having a combined training with the academic team, I think that the student servi	
Knowing th	Attach Pow Thank you!	
Updates to	Could not find link to resources used, maybe I missed it?	
I am more	I do not ha no additional comments	
I liked learr	It was great!	
Better und	na	

ts so we are all on the same page.

scenario, it was not all lecture.T

he student IEPs, it would be cool if that could be added as a flag in Infinite Campus. This would be resou

2nd grader/1st grader/etc. Sometimes we're not in the loop about certain updates on diagnosis or disab

y position.

stion was not applicable to this training.

ealing with special education students (although there have been other examples provided in previous t

owledge.

ly with so much information needing to be shared.

at/who to contact when as a quick reference sheet for hanging up in our cubes

ared document could be a good resource between the two training sessions.
ey should be reported to PDE, what information is needed from other employees, etc.

se questions do not apply to this training. There should be a N/A option in the drop down.

on was going to look like this year and what our expectations are.

eat things that some of the special white students did this past school year.

k, so I do not have any suggestions for improvement at this time.

for their student's learning. All parents want to be involved and want what's best for their child, they m

ices team could benefit more from a SPED refresher.

rceful for reg ed teachers who have multiple students with various providers to quickly remember the n

ɔilities, and just as Aubrey stated, it would be nice to know when those updates are found/implemented

trainings and workshops - just was something I would have liked to see in this activity. Examples are alw

ıay not know how best to do that. We can be the guide for them. We can partner with them to give ther

ames of providers to contact on a needed basis.

l. In those situations, who will contact me or who should I contact?

ays helpful)

m any support that they may need to help their children.