

PENNSYLVANIA VIRTUAL CS

Charter School Annual Report | 2024 - 2025

School Profile

LEA Name

Pennsylvania Virtual CS

AUN

123460001

Address 1

630 Park Avenue

Address 2**City**

King of Prussia

State

PA

Zip Code

19406

Chief Administrator Name

Dr Debra Heath-Thornton

Chief Administrator Email

dheath@pavcsk12.org

Chief Administrator Phone

(484) 680-7772

Extension

Charter School Principal

Principal Name

Mr. Steve Schutt

Principal Email

sschutt@pavcsk12.org

Principal Phone

(484) 680-7770

Extension

Principal Name

Mr. Richard Verga

Principal Email

rverga@pavcsk12.org

Principal Phone

(484) 680-7893

Extension**Principal Name**

Ms. Leanne Carrington

Principal Email

lcarrington@pavcsk12.org

Principal Phone

484-680-7757

Extension

Principal Name

Mr. Jason Fitzpatrick

Principal Email

jfitzpatrick@pavcsk12.org

Principal Phone

(484) 680-7729

Extension**Principal Name**

Mrs. Diana Perney

Principal Email

dperney@pavcsk12.org

Principal Phone

(484) 680-7888

Extension**Authorizing District(s)**

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

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

PA Virtual Wellness Check Data Summary 24_25 SY.pdf

Upload Current Charter (PDF only)

Board Signed Charter Renewal Document 2025-2030.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Carl W. Schwartz		
Brenda Sacheleben		
Ariel Castillo		(CHECKED)
Victor Valetine Sr.		
Ruth Bowser		(CHECKED)
Stephanie Hamel		
Riana Rahman		(CHECKED)

Explanation of Board of Trustees Changes

Sophia Lewis (Board Secretary) resigned on 8/26/24 and Carl Schwartz was elected as Board Secretary. New Trustees joined the Board: Ruth Bowser elected on 2/24/25, Ariel Castillo and Riana Rahman elected on 04/26/25. Effective 6/24/2025 Bonnie Schaefer (Board Chair) resigned from the board, Carl Schwartz was elected as Board Chair and Ariel Castillo was elected as Board Secretary.

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

Bonnie M. Schaefer - Act 55 Certification of Completion -Advanced 5.14.24.pdf

Brenda Sachlebon Act 55 Certification of Completion -Advanced 5.14.24.pdf

Stephanie Hamel Ph.D. - Certification of Completion - Basic.Advanced 5.14.24(2).pdf

PAVCS Riana Rahman Certification of Completion .pdf

Victor Valentine Sr. - Certification of Completion - Basic.Advanced 5.14.24.2(3).pdf

PAVCS Ruth Bowser Certification of Completion .pdf

Carl Schwartz Act 55 Certification of Completion -Advanced 5.14.24(2) (1).pdf

PAVCS Ariel Castillo Certification of Completion .pdf

Sophia Lewis Act 55 Certification of Completion -BasicAdvanced 5.14.24(2).pdf

Board of Trustees Meeting Schedule

Location	Date	Time
https://zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	2024-08-26	6:30 pm
https://zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	2024-10-19	1:30 pm
https://zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	2024-12-16	6:30 pm
https://zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	2025-02-24	6:30 pm
https://zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	2025-04-26	1:30 pm
https://zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	0025-06-23	6:30 pm
https://zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	2024-08-06	12:00 pm
https://zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	2024-07-25	12:00pm

Upload Board Minutes

Approved BoT_Minutes 25Jul24.pdf

Approved BoT_Minutes26Apr25.pdf

Approved BoT_Minutes 06Aug24.pdf

Approved BoT_Minutes19Oct24.pdf

Approved BoT_Minutes16Dec24.pdf

Approved BoT_Minutes 26Aug24.pdf

_ DRAFT BOT_ Meeting Minutes 23Jun25.pdf

2024-2025 Board of Trustees Meeting Schedule.pdf

Approved BoT_Minutes24Feb25.pdf

Leadership Team

Name	Title/Position	Check if New Member
Dr. Shaikha BuAli	Chief Academic Officer	
Dr. Debra Heath-Thornton	Chief Administrator	
Ms. Melissa Paris	Fiscal Management Officer	
Mrs. Sherri Tate	Human Resource Officer	
Ms. Kinet Becker	Director of Special Education	
Mr. Rick Verga	Principal	

Mr. Steve Schutt	Principal	
Ms. Leanne Carrington	Principal	(CHECKED)
Mr. Jason Fitzpatrick	Principal	
Mrs. Diana Perney	Principal	
Ms. Laura Matjasic	Other	
Ms. Vicki Andrews	Other	
Mrs. Jennifer Brodhag	Other	
Mr. Chris Gilligan	Other	
Dr. Damon Key	Other	
Mr. Sheik Meah	Other	
Ms. Jamie Shedd	Other	

Mrs. Stefanie Solimine	Other	
Ms. Maureen Weinberger	Other	
Mr. Nate Achey	Other	
Ms. Melissa Alcaro	Assistant Principal	
Ms. Christine Gallagher	Assistant Principal	
Ms. Emily Sullivan	Assistant Principal	
Dr. Anjleke Woodruff	Assistant Principal	
Ms. Bethany Dombach	Assistant Principal	
Mr. Casey Wernick	Assistant Principal	
Mr. Charles Tranter	Assistant Principal	

Mr. Louis Rocchini	Assistant Principal	
Ms. Regina Kubica	Assistant Principal	
Ms. Natasha Dukes	Business Manager	

Explanation of Leadership Changes

Laura Matjasic became the Director of Career Services, and we hired a new Principal in her place.

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

PDE 414 - PA Virtual 24-25SY_2736b4c6.pdf

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	0	1
Chief Administrative Officer	1	1	0	0	0	1
Principal	5	5	0	0	0	5
Assistant Principal	10	10	0	0	0	10

Classroom Teacher (including Master Teachers)	123	123	0	0	3	120
Specialty Teacher (including Master Teachers)	34	34	0	0	0	34
Special Education Teacher (including Master Teachers)	35	35	0	0	1	34
Special Education Coordinator	4	4	0	0	0	4
Counselor	10	10	0	0	0	10
Psychologist	4	4	0	0	0	4
School Nurse	4	4	0	0	0	4
IT Director	1	0	0	0	0	1
Business Administrator	1	0	0	0	0	1
ISD, Curriculum Developers, Tech Support	1	0	0	0	0	1
HR Manager	1	0	0	0	0	1
Student Support Manager, Facilities Manager	2	0	0	0	0	2
Business Office, Administrative Support Staff,	12	0	0	0	0	12

Teaching Assistants						
Other	15	15			2	13
Totals	264	246	0	0	6	258

Explanation of Substantial Differences

Besides the standard resignations and replacement of vacant positions, the Director of Career Services was a newly formed position. The former Principal 9-12 moved into that new role so we hired a new Principal 9-12.

Fiscal Matters

Major Fundraising Activities

N/A

Fiscal Solvency Policies

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

Accounting System

No modifications have been implemented to our accounting system., Sage Intacct.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

Upload Statements of Revenues, Expenditures & Fund Balances

PA Virtual CS FS 063024.pdf

Financial Audit Basics

Audit Firm

Barbacane Thornton and Company

Date of Last Audit

2025-03-25

Fiscal Year Last Audited

2023-2024

Explanation of the Report

Please reference the audit report.

Upload Financial Audit Document(s)

PA Virtual CS FS 063024.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
Internal Controls	A new control procedure has been implemented to ensure that all proposed audit adjustments are properly reviewed, documented, and approved by the finance leadership before being posted. This includes validation of all supporting documentation and appropriate accounting treatment.

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

123460001_CAVLetter_31402225_Program.pdf

123460001_CAVLetter_77990360_Fiscal.pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2024-05-20

School Years Reviewed

2023-2024

Federal Programs Consolidated Review Report

123460001_Assessment_75547427_Consolidated Program Review 2023-2024.pdf

123460001_Assessment_49210758_Consolidated Fiscal Review 2023-2024.pdf

Consolidated Review/Annual Report

See attached.

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
1. The LEA will submit a Conflict of Interest Policy. 2. The LEA will submit agendas and sign in sheets to demonstrate that parents and family members were involved in the decision on how the set aside funds were spent. LEAs can use documentation from 2024-25 to address this corrective action. 3. TII The LEA will submit dated agendas and sign in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support	1. Board Policy updated 2. Title I Parent Meeting will be held 9/9/24 3. TII Include roles of invited parties on meeting documentation, develop process for sharing all meeting info for participants who cannot attend live to give input. 4. TIV Include roles of invited parties on meeting documentation, develop process for sharing all meeting info for participants who cannot attend live to give input. 5. New needs assessment completed as part of 2024 Comprehensive Plan

personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant. If this requirement did not occur prior to submitting the 2024-25 Consolidated application, LEAs can include a plan to address this requirement. 4. TIV The LEA will submit dated agendas and sign in sheets that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience) for meetings that took place prior to writing the grant. If this requirement did not occur prior to submitting the 2024-25 Consolidated application, LEAs can include a plan to address this requirement. 5. The LEA will submit a copy of the comprehensive needs assessment used to inform decisions on how Title IVA funds were used at the district and/or school level. LEAs should submit a copy of their Comprehensive Plan in the FRCPP, if it discusses the current needs for Title IVA funds. 6. The LEA will submit the updated school-parent compact, agendas and sign in sheets to demonstrate it was updated with parent and family input, and the method of distribution for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action. 7. The LEA will submit copies of meeting/workshop invitations, sign in sheets and agendas or materials that were provided to parents to help them understand the State's academic content standards and student academic achievement standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve student achievement for the Title I School. LEAs can use documentation from 2024-25 to address this corrective action.	6. Title I Parent Meeting will be held 9/9/24 7. Per Monitor comments, will submit a more detailed description of each session in the calendar of events.

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 Virtual Charter School	0	05	21
Assistant Director of Special Education Support Services and Compliance Monitoring	PA Virtual Charter School	0	05	21
Assistant Director of Special Education	PA Virtual Charter School	0	05	21
Assistant Director of Special Education, Transition Planning	PA Virtual Charter School	0	05	21
Special Education Instructional Coordinator	PA Virtual Charter School	0	5	10
Special Education Instructional Coordinator	PA Virtual Charter School	0	11	15
Special Education Instructional Coordinator	PA Virtual Charter School	0	15	21
Special Education Instructional Coordinator	PA Virtual Charter School	0	5	21
Senior Special Education Support Services Coordinator	PA Virtual Charter School	0	5	21
Special Education Support Services Coordinator	PA Virtual Charter School	0	5	13
Special Education Support Services	PA Virtual Charter School	0	11	14

Coordinator				
Special Education Support Services Coordinator	PA Virtual Charter School	0	12	17
Special Education Support Services Coordinator	PA Virtual Charter School	0	13	21
School Psychologist	PA Virtual Charter School	0	5	13
School Psychologist	PA Virtual Charter School	0	11	14
School Psychologist	PA Virtual Charter School	0	12	17
School Psychologist	PA Virtual Charter School	0	13	21
Special Education Enrollment Coordinator	PA Virtual Charter School	0	5	21
Special Education Enrollment Specialist	PA Virtual Charter School	0	5	21
Special Education Program Specialist	PA Virtual Charter School	0	5	21
Transition Coordinator	PA Virtual Charter School	5	16	21
Special Education Related Services Invoice & SBAP Coordinator	PA Virtual Charter School	0	5	21

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
AOT, Inc.	.49	Outside	1

		Contractor	
Attain Therapy, LLC dba Boost Therapy	21.26	Outside Contractor	50
Behavior By Design, LLC	3.89	Outside Contractor	1
Connecting the Pieces, LLC	1.31	Outside Contractor	3
Creative Therapy Solutions, LLC	19.52	Outside Contractor	64
Ellingsen & Associates, Inc.	264.45	Outside Contractor	407
Enablr Therapy, LLC	0.89	Outside Contractor	2
Fick Educational Services, LLC	6.04	Outside Contractor	7
KingofKings, Inc.	0.45	Outside Contractor	1
LETS Therapy	0.28	Outside Contractor	1
Liberty Therapy Solutions, LLC	9.27	Outside Contractor	5
Light of Mine Pediatric Speech, LLC	0.12	Outside Contractor	1

M.J. SLP Services, LLC	2.09	Outside Contractor	6
Neurodiversity Consultants, LLC	29.78	Outside Contractor	2
Opening Doors Therapy	13.53	Outside Contractor	21
TeleMental Health Network, LLC dba Virtual School Counselor Network	33.68	Outside Contractor	85
TeleVine Therapy	0.49	Outside Contractor	1
The Hope Learning Center	2.71	Outside Contractor	4
Therapy Bridges, LLC	0.49	Outside Contractor	1
Therapy House, LLC	1.95	Outside Contractor	2
Therapy Source	56.30	Outside Contractor	37
US Healthcare Services, LLC	0.49	Outside Contractor	1
Walk N' Roll Pediatrics	0.66	Outside Contractor	4

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2022-05-16

Upload Executive Summary (pdf only)

PA Virtual Charter School CMCI Report 05-16-2022.pdf

Upload the policy and procedures surrounding IEP development (pdf only)

IEP Paperwork Record Keeping & Filing Procedure- Revised 08-10-2023_6b4df21c.pdf

Process for Annual IEP with-without RR 1.12.22_b434d2b1.pdf

BOT Special Education Policy 2401.pdf

Did you receive a corrective action report?

Yes

Upload Corrective Action report (pdf only)

Pennsylvania_Virtual_Cyber_CS_Closeout_CS_2021.pdf

Special Education Personnel Development

Autism

Description of Training			
PASA Online Test Training			
Lead Person/Position		Year of Training	
Diana Perney/ Director of Onboarding and Professional Development		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
3	3	PA Virtual Charter School	Certified Staff

Training Date Complete

2024-12-11

PASA Online Training Agenda 24.25.pdf

PASA Online Test Training Attendance 24.25.pdf

BehaviorSupport

Description of Training			
Executive Functioning Part 1			
Lead Person/Position		Year of Training	
Dr. Mindy Byham/ School Psychologist		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	PA Virtual Charter School	Special Education Staff

Training Date Complete

2024-10-25

Executive Functioning Part 1 Agenda 10-25-24.pdf

Executive Functioning Part 1 Attendance 10.25.23.pdf

Training Date Complete

2024-11-22

Executive Functioning Part 2 Agenda 11.22-.4.pdf

Executive Functioning Part 2 Attendance 11.22.24 .pdf

Training Date Complete

2025-01-24

Reaching_I Don't Care_ and Underperforming Students Agenda 1.24.25.pdf

Reaching_I Don't Care_ and Underperforming Students Attendance 1.24.25.pdf

Paraprofessional

Training not offered.

Transition

Description of Training			
Key Components of Effective Transition Planning in the Life Skills Classroom			
Lead Person/Position		Year of Training	
Jennifer Watson/ Assistant Director of Special Education, Transition		2025	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)

1	1	PA Virtual Charter School	Certified Staff

Training Date Complete

2025-02-07

Key Components of Effective Transition Planning in the Life Skills Classroom Agenda 2-7-25.pdf

Key Components of Effective Transition Planning in the Life Skills Classroom Attendance 2_7_25 .pdf

Training Date Complete

2025-02-28

PA Secondary Transition Agenda 2_28_25.pdf

PA Secondary Transition Attendance 2.28.25.pdf

Training Date Complete

2024-12-06

Smart Futures Agenda 12.6.24.pdf

Smart Futures Attendance 12.6.24.pdf

Training Date Complete

2024-08-22

Transition What's the Bid Deal Agenda 8.22.24.pdf

Transition What's the Big Deal Attendance 8.22.24.pdf

ScienceofLiteracy

Training not offered.

ParentTraining

Description of Training			
Crafting Personalized Support- Data Driven IEP Development			
Lead Person/Position		Year of Training	
Kristin Donaldson/ Instructional Coordinator		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
.5	1	PA Virtual Charter School	Parents

Training Date Complete

2024-10-30

Crafting Personalized Support_ Data-Driven IEP Development Agenda 10-30-24.pdf

Crafting Personalized Support_ Data-Driven IEP Development Attendance 10-30-24.pdf

Training Date Complete

2025-01-29

Fostering a Growth Mindset Agenda 1-29-25.pdf

Fostering a Growth Mindset Attendance 1-29-25.pdf

Training Date Complete

2025-03-26

Promoting Social Skills in the Virtual Environment Agenda 3-26-25.pdf

Promoting Social Skills in the Virtual Environment Attendance 3-26-25.pdf

Training Date Complete

2025-02-26

State Testing_ Preparing and Understanding Accommodations Agenda 2-26-25.pdf

State Testing_ Preparing and Understanding Accommodations Attendance 2-26-25.pdf

Training Date Complete

2024-12-18

Stay Safe, Stay Smart Online Agenda 12-18-24.pdf

Stay Safe, Stay Smart Online Attendance 12-18-24.pdf

Training Date Complete

2024-09-25

Unlock Potential_ Empowering Kids for Independence Agenda 9.25.24.pdf

Unlock Potential_ Empowering Kids for Independence Attendance 9.25.24.pdf

Training Date Complete

2024-11-20

Utilizing Free Assistive Technology Resources Agenda 11-20-24.pdf

Utilizing Free Assistive Technology Resources Attendance 11-20-24.pdf

IEPDevelopment

Description of Training			
Staff Input for Quarterly IEP Progress Reports			
Lead Person/Position		Year of Training	
Stephanie Heyl/ Instructional Coordinator		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	PA Virtual Charter School	Certified Staff

Training Date Complete

2024-10-23

Progress Monitoring for IEP Students 10.23.24.pdf

Staff Input for Quarterly IEP Progress Reports Exit Ticket 10.23.24.pdf

Training Date Complete

2024-09-27

Progress Monitoring Agenda 9.27.24_c042633e.pdf

Progress Monitoring Attendance 9.27.24_09b1623c.pdf

Training Date Complete

2025-03-05

Economically Disadvantaged Agenda 3.5.25.pdf

Economically Disadvantaged Agenda 3.5.25.pdf

Training Date Complete

2025-03-19

Supporting Economically Disadvantaged Students in the Classroom Agenda 3.19.25.pdf

Supporting Economically Disadvantage in the Classroom Attendance 3.19.25.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
36	Elementary	Full-time (1.0)	07/02/2025 02:22 PM

Building Name		
Pennsylvania Virtual 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	Elementary	8 to 10
Age Range Justification		FTE %
		0.25

Building Name		
Pennsylvania Virtual 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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
35	Secondary	Full-time (1.0)	07/02/2025 02:20 PM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.33

Building Name		
Pennsylvania Virtual 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	18 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Pennsylvania Virtual 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 18
Age Range Justification		FTE %
		0.1

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.65

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
34	Secondary	Full-time (1.0)	07/02/2025 02:16 PM

Building Name		
Pennsylvania Virtual 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	15 to 15
Age Range Justification		FTE %
		0.08

Building Name		
Pennsylvania Virtual CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

Building Name		
Pennsylvania Virtual CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language 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 Virtual 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

Building Name		
Pennsylvania Virtual 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	Secondary	15 to 17
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
33	Secondary	Full-time (1.0)	07/02/2025 02:11 PM

Building Name		
Pennsylvania Virtual 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 Virtual 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	14 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Pennsylvania Virtual 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 15
Age Range Justification		FTE %
		0.05

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
32	Secondary	Full-time (1.0)	07/02/2025 02:07 PM

Building Name		
Pennsylvania Virtual 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	13 to 13
Age Range Justification		FTE %
		0.17

Building Name		
Pennsylvania Virtual 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 Virtual 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	Secondary	12 to 15
Age Range Justification		FTE %
		0.18

Building Name		
Pennsylvania Virtual 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	14 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Pennsylvania Virtual 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 15
Age Range Justification		FTE %
		0.05

Building Name		
Pennsylvania Virtual 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	12 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
31	Secondary	Full-time (1.0)	07/02/2025 02:02 PM

Building Name		
Pennsylvania Virtual 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	14 to 14
Age Range Justification		FTE %
		0.17

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

Building Name		
Pennsylvania Virtual 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	13 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30	Elementary	Full-time (1.0)	07/02/2025 01:58 PM

Building Name		
Pennsylvania Virtual 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	Elementary	10 to 13
Age Range Justification		FTE %
		0.26

Building Name		
Pennsylvania Virtual 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	Elementary	11 to 11

Age Range Justification	FTE %
	0.12

Building Name		
Pennsylvania Virtual 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	Elementary	11 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
29	Elementary	Full-time (1.0)	07/02/2025 01:49 PM

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

Building Name		
Pennsylvania Virtual 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	Elementary	10 to 13
Age Range Justification		FTE %
		0.22

Building Name		
Pennsylvania Virtual 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	12 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
28	Elementary	Full-time (1.0)	07/02/2025 01:45 PM

Building Name		
Pennsylvania Virtual 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	6 to 8
Age Range Justification		FTE %
		0.17

Building Name		
Pennsylvania Virtual 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	Elementary	5 to 9
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.26

Building Name		
Pennsylvania Virtual 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	Elementary	9 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Pennsylvania Virtual 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	8 to 8
Age Range Justification		FTE %
		0.05

Building Name		
Pennsylvania Virtual 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	Elementary	9 to 9
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
27	Secondary	Full-time (1.0)	07/02/2025 01:28 PM

Building Name		
Pennsylvania Virtual 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	13 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Pennsylvania Virtual 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 Virtual 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 14
Age Range Justification		FTE %
		0.22

Building Name		
Pennsylvania Virtual 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

Building Name		
Pennsylvania Virtual 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	13 to 13
Age Range Justification		FTE %
		0.05

Building Name		
Pennsylvania Virtual 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	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Elementary	Full-time (1.0)	07/02/2025 01:23 PM

Building Name			
Pennsylvania Virtual CS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support		Case Load	
Itinerant (20% or Less)		3	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	11 to 11	
Age Range Justification		FTE %	
		0.25	

Building Name			
Pennsylvania Virtual CS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional 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 %	
		0.04	

Building Name			
Pennsylvania Virtual 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	Elementary	11 to 12
Age Range Justification		FTE %
		0.24

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

Building Name		
Pennsylvania Virtual 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	Elementary	12 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Secondary	Full-time (1.0)	07/02/2025 01:17 PM

Building Name		
Pennsylvania Virtual 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 Virtual CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.06

Building Name		
Pennsylvania Virtual 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 Virtual 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	17 to 17
Age Range Justification		FTE %
		0.25

Building Name		
Pennsylvania Virtual 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

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Secondary	Full-time (1.0)	07/02/2025 01:11 PM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Pennsylvania Virtual CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.06

Building Name		
Pennsylvania Virtual 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	Secondary	15 to 18
Age Range Justification		FTE %
		0.14

Building Name		
Pennsylvania Virtual 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	18 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Secondary	Full-time (1.0)	07/02/2025 01:06 PM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.04

Building Name

Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Pennsylvania Virtual 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	18 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised

22	Secondary	Full-time (1.0)	07/02/2025 01:03 PM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 %
		0.5

Building Name		
Pennsylvania Virtual 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%)		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
21	Secondary	Full-time (1.0)	07/02/2025 12:59 PM

Building Name	
Pennsylvania Virtual 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	14 to 18
Age Range Justification		FTE %
		0.22

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Secondary	Full-time (1.0)	07/02/2025 11:18 AM

Building Name		
Pennsylvania Virtual 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 Virtual 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

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Secondary	Full-time (1.0)	07/02/2025 11:14 AM

Building Name		
Pennsylvania Virtual 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	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Pennsylvania Virtual 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 20
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.1

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

Building Name		
Pennsylvania Virtual 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Elementary	Full-time (1.0)	07/02/2025 11:11 AM

Building Name		
Pennsylvania Virtual 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	9 to 9
Age Range Justification		FTE %
		0.17

Building Name		
Pennsylvania Virtual 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	Elementary	8 to 10
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Secondary	Full-time (1.0)	07/02/2025 11:01 AM

Building Name

Pennsylvania Virtual CS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

Building Name		
Pennsylvania Virtual CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.16

Building Name		
Pennsylvania Virtual 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 16
Age Range Justification		FTE %
		0.26

Building Name	
Pennsylvania Virtual 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	18 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Pennsylvania Virtual 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

Building Name		
Pennsylvania Virtual 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	Secondary	15 to 17
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Elementary	Full-time (1.0)	07/02/2025 10:53 AM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.42

Building Name		
Pennsylvania Virtual 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	5 to 9
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.18

Building Name		
Pennsylvania Virtual CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.05

Building Name		
Pennsylvania Virtual 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	Elementary	8 to 8
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Secondary	Full-time (1.0)	07/02/2025 10:40 AM

Building Name		
Pennsylvania Virtual 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	13 to 13
Age Range Justification		FTE %
		0.17

Building Name		
Pennsylvania Virtual 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 Virtual 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	13 to 14
Age Range Justification		FTE %
		0.22

Building Name		
Pennsylvania Virtual 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

Building Name		
Pennsylvania Virtual 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	12 to 12
Age Range Justification		FTE %
		0.05

Building Name

Pennsylvania Virtual 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	13 to 15
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Secondary	Full-time (1.0)	07/02/2025 10:33 AM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.62

Building Name		
Pennsylvania Virtual 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%)		8
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 20
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.4

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Multiple	Full-time (1.0)	07/02/2025 10:28 AM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		56
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 17
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.86

Building Name		
Pennsylvania Virtual 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	9 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Elementary	Full-time (1.0)	07/02/2025 10:26 AM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.33

Building Name		
Pennsylvania Virtual 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	Elementary	9 to 12
Age Range Justification		FTE %
		0.26

Building Name		
Pennsylvania Virtual CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Secondary	Part-time (0.5)	07/02/2025 10:20 AM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.04

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.06

Building Name		
Pennsylvania Virtual 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	Secondary	14 to 19
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Secondary	Full-time (1.0)	07/02/2025 10:16 AM

Building Name		
Pennsylvania Virtual 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	18 to 18
Age Range Justification		FTE %
		0.17

Building Name		
Pennsylvania Virtual 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	Secondary	15 to 18
Age Range Justification		FTE %
		0.18

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Secondary	Full-time (1.0)	07/02/2025 10:07 AM

Building Name		
Pennsylvania Virtual 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	13 to 14
Age Range Justification		FTE %
		0.17

Building Name		
Pennsylvania Virtual CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.06

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Pennsylvania Virtual 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	14 to 16
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Secondary	Full-time (1.0)	07/02/2025 10:01 AM

Building Name	
Pennsylvania Virtual 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 Virtual 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	Secondary	15 to 18
Age Range Justification		FTE %
		0.18

Building Name		
Pennsylvania Virtual 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 15
Age Range Justification		FTE %
		0.25

Building Name		
Pennsylvania Virtual 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	Secondary	15 to 20
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Elementary	Full-time (1.0)	07/02/2025 09:57 AM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 %
		0.04

Building Name		
Pennsylvania Virtual 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	Elementary	11 to 13
Age Range Justification		FTE %
		0.26

Building Name	
Pennsylvania Virtual 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	Elementary	11 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	07/02/2025 09:46 AM

Building Name		
Pennsylvania Virtual 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

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.2

Building Name		
Pennsylvania Virtual CS		
Support Type		
Physical Support		
Support Sub-Type		
Physical 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Elementary	Full-time (1.0)	07/02/2025 09:43 AM

Building Name		
Pennsylvania Virtual 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	8 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Pennsylvania Virtual 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	9 to 9
Age Range Justification		FTE %
		0.08

Building Name		
Pennsylvania Virtual 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 10
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Secondary	Full-time (1.0)	07/02/2025 09:33 AM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.28

Building Name	
Pennsylvania Virtual 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	17 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Pennsylvania Virtual 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	14 to 19
Age Range Justification		FTE %
The Special Education Teacher manages a caseload of students, however, the students are not taught in a physical classroom.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Multiple	Full-time (1.0)	07/02/2025 10:45 AM

Building Name		
Pennsylvania Virtual CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 13

Age Range Justification	FTE %
	0.75

Building Name		
Pennsylvania Virtual 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	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Pennsylvania Virtual 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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	07/02/2025 09:13 AM

Building Name	
Pennsylvania Virtual 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	9 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.06

Building Name		
Pennsylvania Virtual CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Secondary	Full-time (1.0)	07/02/2025 08:59 AM

Building Name	
Pennsylvania Virtual 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	13 to 14
Age Range Justification		FTE %
		0.17

Building Name		
Pennsylvania Virtual 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 Virtual 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	Secondary	13 to 15
Age Range Justification		FTE %
		0.18

Building Name		
Pennsylvania Virtual 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	13 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Pennsylvania Virtual 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	Secondary	12 to 15
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
Student Computer Chromebooks	630 Park Avenue - Administrative Office	1,145,454.00

Facility Plans and Other Capital Needs

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

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

Memorandum of Understanding

Organization	Purpose
Upper Merion Police Department, 175 W. Valley Forge Road, King of Prussia, PA 19406	This Memorandum of Understanding (MOU) aims to establish a collaborative relationship built on cooperation and mutual support between the parties. It also outlines procedures to ensure the physical security and safety of the school's operating office, located at 630 Park Avenue, King of Prussia, PA 19406. The agreement is effective for a duration of two years.

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

PA Virtual_UMTPD_MOU_CounterSigned_041124 (1).pdf

Articulation Agreements

Partnering Institution

Temple University

Agreement Type

Program/Course Area

Undergraduate

Upload Articulation Agreement

Updated_and_Signed_Temple_MOU_Requires_PA_Virtual_Signature (1).pdf

Partnering Institution

Penn State

Agreement Type**Program/Course Area**

Undergraduate

Upload Articulation Agreement

LV_PA Virtual Charter School Dual Enrollment Agreement (1).pdf

Partnering Institution

Bucks Country Community College

Agreement Type**Program/Course Area**

Undergraduate

Upload Articulation Agreement

Signed_5.20.25_PA Virtual_Bucks_County_Community_College_Dual_Credit_MOU.pdf

Management Survey

Charter School Management Survey

Charter School Name

Pennsylvania Virtual CS

Point of Contact Name

Dr. Debra Heath-Thornton

Point of Contact Telephone Number

(484) 680-7772

Extension**Point of Contact Email**

dheath@pavcs.us

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

Affirmation_statement_PA Virtual Charterschool Annual Report 2024-25.pdf

Date of Approval

2025-07-21

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

Dr. Debra Heath-Thornton

Charter School Law Affirmation

Board President

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

Chief Administrator

Dr. Debra Heath-Thornton

Ethics Act Affirmation

Board President

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

Chief Administrator

Dr. Debra Heath-Thornton

Charter School Annual Background Check Affirmation

Board President

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

Chief Administrator

Dr. Debra Heath-Thornton

Charter Annual Administrative Certification Affirmation

Board President

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

Chief Administrator

Dr. Debra Heath-Thornton

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

Board President

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

Chief Administrator

Dr. Debra Heath-Thornton

PA Virtual Wellness Check Data Summary

2024–2025 Annual Report

VP (Visually Present) Attendance Code Compliance and Engagement Monitoring

Executive Overview

During the 2024–2025 academic year, PA Virtual Charter School successfully implemented and sustained a comprehensive student wellness monitoring system through the use of the VP (Visually Present) attendance code. This initiative ensured full compliance with Commonwealth regulations requiring weekly visual verification for all enrolled students, while simultaneously advancing the school's strategic objective of enhancing student engagement, early intervention, and holistic student support.

Regulatory Compliance and Strategic Significance

Originally designed to satisfy the Pennsylvania Department of Education's visual attendance verification mandates, the VP code process evolved into a critical operational strategy, enabling PA Virtual to:

- Monitor student visibility across multiple academic environments;
- Identify disengaged or at-risk learners in real time; and
- Prompt timely, targeted outreach by the Family Support Services team.

Visual engagement data was captured not only during synchronous instruction but also through structured non-classroom opportunities such as tutoring sessions, office hours, academic support groups, school-sponsored events, and enrichment activities. This comprehensive approach allowed for a multidimensional understanding of student engagement, connectivity, and well-being.

Annual Program Impact

Student Engagement and Monitoring Metrics

- Students Monitored: 100% of enrolled students were monitored weekly for visual presence.



PAVIRTUAL
CHARTER SCHOOL

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

- Average Weekly VP Submissions: Approximately 400+ students required alternative visual verification weekly.
- Family Communications: More than 400 wellness-related outreach contacts (emails, text messages, and formal notifications) were issued each week.

Example Week Data Snapshot (548 VP Code Entries)

- Elementary School (Grades K–4): 87 students — primarily for technical issues and family engagement reinforcement.
- Middle School (Grades 5–8): 201 students — focused support during key transitional years.
- High School (Grades 9–12): 260 students — reflecting higher intervention needs tied to developmental engagement challenges.

Staffing and Resource Allocation

PA Virtual employs ten (10) Family Support Coordinators (FSCs), each contact lists ranging from 42 to 67 students. This structure ensured equitable workload distribution while preserving the individualized, high-quality support essential for student success and wellness oversight.

Key Performance Indicators

Compliance and Systems Integrity

- Full adherence to all visual attendance mandates throughout the school year.
- Zero occurrences of system failures or data integrity breaches.
- Consistent weekly processing of 400+ student records.
- Comprehensive communication protocol, including emails, SMS outreach, and formal parent portal notifications for students requiring additional follow-up.



PAVIRTUAL
CHARTER SCHOOL

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

Operational Efficiencies Achieved

- 30% reduction in administrative processing time through streamlined workflows.
- 15% increase in family response rates attributed to improved communication strategies.
- Seamless integration of the VP code process within the existing Sapphire Student Information System, enabling efficient data management and reporting.

Data Analysis and Observed Trends

The wellness monitoring data revealed clear patterns of engagement across grade levels:

- High school students consistently represented nearly half of all non-engagement cases, underscoring the need for continued development of age-appropriate engagement strategies for adolescents.
- Elementary students exhibited the lowest rate of interventions, reflecting strong early-grade family partnerships and effective proactive communication.
- Each week, approximately 400 students were identified for additional visual verification, allowing for immediate and targeted outreach by support staff.

This data-driven approach provided valuable insights, informing both real-time interventions and ongoing program refinements.

Regulatory Integrity and Quality Assurance

The VP attendance code system operated with full fidelity to all state regulatory requirements. All wellness checks were documented accurately and comprehensively, with zero compliance violations or reporting discrepancies. The system's reliability ensures both operational integrity and long-term audit readiness.

Strategic Outlook for 2025–2026

To further advance student engagement infrastructure, PA Virtual has identified the following priorities for the upcoming academic year:



PAVIRTUAL
CHARTER SCHOOL

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

- **Technology Automation:** Develop and deploy automated data collection tools to minimize manual entry and enhance real-time reporting.
- **Multimodal Communication:** Expand outreach strategies to increase family responsiveness and student accountability.
- **Staff Development:** Provide ongoing training in high-impact engagement techniques and trauma-informed, student-centered outreach practices.

Recommendations for Board Consideration

The implementation and ongoing success of the VP code process demonstrate PA Virtual's commitment to regulatory compliance, operational excellence, and student-centered service delivery. This model not only satisfies current state directives but also provides a scalable, sustainable framework for comprehensive student wellness monitoring and engagement support in future years.

Conclusion

The 2024–2025 VP Attendance Code initiative reflects PA Virtual's capacity to translate regulatory requirements into a meaningful, data-driven system of student support. With full compliance, zero data failures, and consistent, proactive outreach to students and families, the VP code process served as a cornerstone of student wellness operations throughout the academic year. As the school looks ahead, the foundation established through this initiative positions PA Virtual to further strengthen its engagement strategies and ensure continued student success through innovation, accountability, and responsiveness.

PENNSYLVANIA DEPARTMENT OF EDUCATION

Pennsylvania Virtual Charter School : **Charter Renewal Effective:**
Renewal Application : **July 1, 2025 – June 30, 2030**

Decision to Renew Charter

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

The Department granted a charter to Pennsylvania Virtual Charter School (PA Virtual) for the term of July 1, 2019, through June 30, 2024. PA Virtual submitted a renewal application to continue operating a cyber charter school and has continued to operate its cyber charter school by extension of the previous charter term until such time as the Department finalized a renewal decision.

Based on a comprehensive review of PA Virtual's operation during the charter term beginning July 1, 2019, including the information submitted with its renewal application; information gathered by the Department's representatives; and other sources of data, the Department is renewing PA Virtual's charter to operate a cyber charter school, subject to this Decision to Renew Charter, the areas for correction noted within Appendix A, and the mutually agreed-upon enrollment parameters outlined herein and in the charter should PA Virtual become designated for Comprehensive School Improvement (CSI).

The baseline enrollment number from which any enrollment parameter would be calculated is PA Virtual's highest enrollment in the three years immediately preceding the designation of PA Virtual for CSI unless the actual enrollment at the time of the CSI designation is higher than the calculation of the parameter enrollment number, then the actual enrollment number shall be the parameter number. The baseline number would be used to calculate a one-time 10% enrollment increase that may not be surpassed during any time period PA Virtual is designated for CSI. As an example, if PA Virtual is designated for CSI in the 2025-26 school year and its highest enrollment, using the October 1 snapshot data as verified by PIMS, was the 2023-24 school year, then the Department would use the 2023-24 enrollment data as the baseline unless the actual enrollment at the time of the CSI designation is higher than the calculation of the parameter enrollment number, then the actual enrollment number shall be the parameter number. However, the Department will not require PA Virtual to disenroll students if their current enrollment exceeds a necessary enrollment parameter or actual enrollment upon imposition of the parameter.

The enrollment parameter would remain in effect at any time PA Virtual is designated CSI and would be lifted if PA Virtual exited CSI. In the event the funding formula for cyber charter

schools changes, or if another pandemic is declared, this enrollment parameter as defined above may be revisited.

The renewed charter shall be effective for a term of five (5) years beginning July 1, 2025, and ending June 30, 2030.

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

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

A handwritten signature in cursive script, reading "C. Rowe".

Carrie Rowe, Ed.,D.
Acting Secretary of Education

Date Mailed: May 12, 2025

APPENDIX A

Pursuant to section 1742-A of the Charter School Law (CSL), 24 P.S. § 17-1742-A, the Pennsylvania Department of Education (Department) has conducted an assessment and review of Pennsylvania Virtual Charter School (PA Virtual). Based on this assessment and review, the Department has identified areas of operation which PA Virtual must further examine and address.

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

- Assessment Participation
- Academic Proficiency
- Governance and Operations

PA Virtual Charter School must improve its assessment and accountability program.

A cyber charter school must meet the requirements for student performance set forth in 22 Pa. Code Chapter 4, including state student assessment requirements in Chapter 4. 22 Pa. Code §§ 4.51-4.52. The Department expects all schools, including cyber charter schools, to improve academically from the prior year, as demonstrated by various indicators, individually, collectively, or in any combination.

The Department examined various indicators related to PA Virtual's academic performance over its charter term, including, but not limited to, assessment participation and academic achievement.

In 2018-19, PA Virtual's assessment participation rate was at 81%. With the onset of the pandemic, PA Virtual's participation rate, along with all other cyber charter schools' participation rates, dropped substantially. Although the participation rate is recovering, in 2021-22 the participation rate was 63%, and in 2022-23, the rate was 68%. This is substantially lower than the 95% assessment participation rate that schools are to attain annually.

Additionally, PA Virtual's assessment proficiency lags well behind the average of traditional school districts. In 2021-22, the percentage of students achieving proficient and advanced on the math and ELA combined PSSA and Keystone tests was at 27.3%, and in 2022-23, this percentage dropped to 24.3%. However, the average for school districts in 2021-22 was at 47.7%, and in 2022-23 that percentage rose to 48.7%. This difference is also evident in the economically disadvantaged subgroup, where the 2021-22 percentage of PA Virtual students proficient and advanced on the math and ELA combined was at 20.6% and dropped to 18.4% in 2022-23. For school districts, the percentage in 2021-22 was 30.2%, increasing to 32.3% in 2022-23. We see similar numbers in the percentage of proficient and advanced in all areas of the Keystone assessment. PA Virtual, while outperforming the cyber charter school average and brick-and-mortar charter average, still lags behind traditional school districts.

Therefore, notwithstanding that the Department has renewed PA Virtual's charter, the Department may require corrective action and/or use designation as a CSI school or failure to exit CSI status as a basis for nonrenewal or revocation of PA Virtual's charter; if PA Virtual is designated as a school needing improvement (CSI, TSI, or A-TSI), PA Virtual must be prepared to provide to the Department the following:

- A comprehensive needs analysis that identifies the root causes of inconsistent student achievement results;
- A comprehensive data analysis that examines PSSA, Keystone, and PASA data;
- An assessment participation plan, submitted through the Future Ready Comprehensive Planning Portal (FRCPP) each year, the school fails to attain a 95% participation rate on state assessments¹; and
- An explanation of remedial programs that PA Virtual will use to ensure progress from year to year.

PA Virtual must take certain action related to finance and operations.

Responsibility for PA Virtual's finance and accounting functions falls on PA Virtual's Board of Trustees and administration and staff. The Department has observed that, overall, PA Virtual's approach to managing its finance and accounting functions appears to be straight forward and reasonable. However, it appears that PA Virtual has no formal policy as to how its fund balance should be used. Accordingly, PA Virtual must refine its policies and procedures to adopt a new policy or clarify an existing policy related to fund balance that is in alignment with financial best practices.

¹ A school that does not meet the 95% participation rate on state assessments may be required to submit an assessment participation plan through the FRCCP, regardless of designated school improvement status.

COMMONWEALTH OF PENNSYLVANIA
CHARTER
to operate a public school known as
PENNSYLVANIA VIRTUAL 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 Virtual Charter School** is hereby granted a Charter to operate a public cyber charter school for the period commencing on **July 1, 2025** and ending on **June 30, 2030**. The grant of this Charter was approved by the Pennsylvania Department of Education on **(The date of the signature will go here when the Department signs)**.

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

- 1) Pennsylvania Virtual 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) If Pennsylvania Virtual Charter School becomes designated for Comprehensive School Improvement (CSI) at any time, Pennsylvania Virtual Charter School may not expand its enrollment beyond a 10% increase of its highest enrollment of the previous three years from the designation of PA Virtual Charter School as CSI unless the actual enrollment at the time of the CSI designation is higher than the calculation of the parameter enrollment number, then the actual enrollment number shall be the parameter number. The Pennsylvania Department of Education will calculate the enrollment parameter using the October 1 snapshot data and will communicate the enrollment parameter to Pennsylvania Virtual Charter School unless the actual enrollment at the time of the CSI designation is higher than the calculation of the parameter enrollment number, then the actual enrollment number shall be the parameter number. The Department will not require Pennsylvania Virtual Charter School to disenroll students to meet the enrollment parameter upon imposition. Said enrollment parameter or the actual enrollment if the actual enrollment is higher at the time of the CSI designation may not be surpassed during any period Pennsylvania Virtual Charter School retains the accountability designation of CSI or until a written amendment, which reflects a mutual agreement of Pennsylvania Virtual Charter School and the Pennsylvania Department of Education, modifies this enrollment parameter as defined above;
- 3) 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 September 25, 2023, any previous application(s) approved by the Pennsylvania Department of Education, and the enrollment parameter stated herein, if such enrollment parameter becomes applicable. Said Renewal Application and previous application(s) are incorporated by reference as if fully set forth herein;
- 4) 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;

- 5) 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;
- 6) The Pennsylvania Department of Education reserves the right to continue to assess and review Pennsylvania Virtual Charter School's operation of the cyber charter school and notify Pennsylvania Virtual 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 Virtual 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
- 7) 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 _____ day of _____, 2025.

ATTEST:

BOARD OF TRUSTEES

Julie Pufko

Bonnie M. Lafer 05 / 15 / 2025

Julie Pufko

Brenda Seckler 05 / 15 / 2025

Julie Pufko

Carl W. Schwartz 05 / 15 / 2025

Julie Pufko

Victor Valentine 05 / 15 / 2025

Julie Pufko

Stephen C. Hamel 05 / 15 / 2025

Julie Pufko

Ruth A. Bowser 05 / 15 / 2025

ATTEST:

PENNSYLVANIA DEPARTMENT OF
EDUCATION

Carrie Rowe, Ed.D.
Acting Secretary of Education



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Advanced Training Program

Attended by:

Bonnie M. Schaefer

Name of Attendee

PA Virtual Charter School

Organization Name

A handwritten signature in blue ink, appearing to read "Ashley Brunner", is written over a light blue rectangular background.

**Signature of PA Virtual
Charter School Representative**

April 27, 2024

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Advanced Training Program

Attended by:

Brenda Sachleben

Name of Attendee

PA Virtual Charter School

Organization Name

A handwritten signature in blue ink, appearing to read "Ashley Brunner", is written over a light blue rectangular background.

**Signature of PA Virtual
Charter School Representative**

April 27, 2024

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic & Advanced Training Program

Attended by:

Carl Schwartz

Name of Attendee

PA Virtual Charter School

Organization Name

A handwritten signature in blue ink, appearing to read "Ashley Simon", is written over a light blue rectangular background.

**Signature of PA Virtual
Charter School Representative**

April 15, 2024 and April 27, 2024

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Ariel Castillo

Name of Attendee

Sonya Lupinacci

**Signature of PA Virtual
Charter School Representative**

PA Virtual Charter School

Organization Name

June 19, 2025

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Riana Rahman

Name of Attendee

Riana Rahman

**Signature of PA Virtual
Charter School Representative**

PA Virtual Charter School

Organization Name

June 19, 2025

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Ruth Bowser

Name of Attendee

Ruth Bowser

**Signature of PA Virtual
Charter School Representative**

PA Virtual Charter School

Organization Name

June 19, 2025

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic & Advanced Training Program

Attended by:

Sophia Lewis

Name of Attendee

PA Virtual Charter School

Organization Name

A handwritten signature in blue ink, appearing to read "Ashley Simon", is written over a light blue rectangular background.

**Signature of PA Virtual
Charter School Representative**

April 15, 2024 and April 27, 2024

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic & Advanced Training Program

Attended by:

Stephanie Hamel, Ph.D.

Name of Attendee

A handwritten signature in blue ink, appearing to read "Stephanie Hamel", is written over a horizontal line.

**Signature of PA Virtual
Charter School Representative**

PA Virtual Charter School

Organization Name

April 18 and April 27, 2024

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic & Advanced Training Program

Attended by:

Victor D. Valentine, Sr.

Name of Attendee

A handwritten signature in blue ink, appearing to read "Victor D. Valentine, Sr.", is written over a horizontal line.

**Signature of PA Virtual
Charter School Representative**

PA Virtual Charter School

Organization Name

April 18 and April 27, 2024

Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



PAVIRTUAL
CHARTER SCHOOL

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

2024-2025 Board of Trustees Meeting Schedule

August 26, 2024 at 6:30 pm

via Zoom Link

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

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

October 18-19, 2024 at 1:30 pm (Board Retreat)

via Zoom Link:

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

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

December 16, 2024 at 6:30 pm

via Zoom Link:

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

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

February 24, 2025 at 6:30 pm

via Zoom Link:

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

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

April 25-26, 2025 at 1:30 pm (Board Retreat)

via Zoom Link:

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

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

June 23, 2025 at 6:30 pm (Budget Meeting)

via Zoom Link:

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

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



Special Call Board of Trustees Meeting Minutes July 25, 2024 – 12:00 pm

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

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Passcode: pavirtual

1. Meeting Opening

A. Call to order

The meeting was called to order at 12:29 pm. by Board Chair, Bonnie M. Schaefer.

B. Pledge of Allegiance

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

C. Roll Call

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

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

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

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

2. Public Comment (Agenda Items Only)

3. Approval of the motion to approve the Resolution appointing McNeese Wallace for legal services.

Be it resolved that the Board of Trustees hereby approves the resolution to appoint McNeese Wallace for legal services.

MM: B.S. M: S.H. Action: 4-0

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

4. Approval of Policies

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

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

- Curriculum Review Policy
- Whistleblower Policy
- Title IX Policy & Grievances Procedures

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

5. Approval to post the Charter School 2023-2024 Annual Report, Comp Plan and TSI Title 1 School Plan 2024-2027

Be it resolved that the Board of Trustees hereby approves the posting of the Charter School 2023-24 Annual Report, Comp Plan and the TSI Title 1 School Plans 2024-27.

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

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

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

6. Approval to file dismissal paperwork in the matter of Pennsylvania Virtual Charter School, et al., v. the Pennsylvania Department of Education and Pedro A. Rivera. Docket Number 561 MD 2019

Be it resolved the Board of Trustees hereby approves the discontinuation of the following matter in light of the beneficial result and Board hereby directs counsel to file the appropriate papers to dismiss the case.

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

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

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

8. Closing of Meeting

A. Next Meeting

August 26, 2024 at 6:30 pm

B. Adjournment Time 12:40 pm

MM: SM: Action:

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

Mr. Victor Valentine			x

Carl W. Schwartz

Carl Schwartz, Secretary

Title	BOT Meeting Minutes 25Jul24 _ Revised
File name	BOT_Meeting_Minut...e_signed__2_.docx
Document ID	4a5496fb68b47db48bf2b1fed4c381706f703133
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History



SENT

12 / 16 / 2024

15:33:20 UTC

Sent for signature to Carl Schwartz

(carl_w_schwartz@hotmail.com) from jpufko@pavcsk12.org

IP: 96.245.14.20



VIEWED

12 / 16 / 2024

16:13:12 UTC

Viewed by Carl Schwartz (carl_w_schwartz@hotmail.com)

IP: 108.32.70.187



SIGNED

12 / 16 / 2024

16:13:40 UTC

Signed by Carl Schwartz (carl_w_schwartz@hotmail.com)

IP: 108.32.70.187



COMPLETED

12 / 16 / 2024

16:13:40 UTC

The document has been completed.



Special Call Board of Trustees Meeting Minutes August 06 , 2024 – 12:00 pm

<https://zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdZ09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Passcode: 590210719

1. Meeting Opening

A. Call to order

The meeting was called to order at 12:00 pm. by Board Chair, Bonnie M. Schaefer.

B. Pledge of Allegiance

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

C. Roll Call

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

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

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

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

2. Public Comment (Agenda Items Only)

3. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees meeting: June 25, 2024.

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

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

4. Election and Administering Oath of Office for Carl Schwartz to the PA Virtual Board of Trustees.

Be it resolved that the Board of Trustees hereby elects Carl Schwartz to the PA Virtual Board of Trustees for three-year term effective August 6, 2024 to August 6, 2027.

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

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

5. Approval to ratify all actions taken and decisions made by the Board, its officers, and its committees prior to the date of this resolution.

Be it resolved that the Board hereby ratifies and confirms all actions taken and decisions made by the Board, its officers, and its committees prior to the date of this resolution to the extent that such actions and decisions were taken in good faith and in accordance with the School's mission and goals.

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

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

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

6. Approval to withdraw redirection claim Allentown City School District v. Pennsylvania Virtual Charter School; PDE Docket: BBFM-00-2017-76.

Be it resolved the Board of Trustees hereby approves the withdrawal of the PDE redirection claim Allentown City School District v. Pennsylvania Virtual Charter School, PDE Docket: BBFM-00-2017-76.

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

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

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

8. Closing of Meeting

A. Next Meeting

August 26, 2024 at 6:30 pm

B. Adjournment Time 12:10 pm

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

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

Carl W. Schwartz

Sophia Lewis, Secretary

Title	Approved Meeting Minuted form August 6, 2024 for signature
File name	BOT_Meeting_Minut...6__2024_.docx.pdf
Document ID	872cc9ef04f66b8792d0bbb3678e2e24440efe23
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History

 SENT	08 / 28 / 2024 20:28:49 UTC	Sent for signature to Carl Schwartz (carl_w_schwartz@hotmail.com) from jpufko@pavcsk12.org IP: 96.245.14.20
 VIEWED	09 / 04 / 2024 14:27:30 UTC	Viewed by Carl Schwartz (carl_w_schwartz@hotmail.com) IP: 108.32.70.187
 SIGNED	09 / 04 / 2024 14:27:46 UTC	Signed by Carl Schwartz (carl_w_schwartz@hotmail.com) IP: 108.32.70.187
 COMPLETED	09 / 04 / 2024 14:27:46 UTC	The document has been completed.



Board of Trustees Meeting Minutes August 26, 2024 – 6:30 pm Annual Meeting

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

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

The Board of Trustees met in Executive Session prior to discuss personnel and legal issues which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

A. Call to order to order

The meeting was called to order at 7:37pm.

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

B. Motion to reconvene

Be it resolved the Board of Trustees hereby approves the motion to reconvene. The meeting was reconvened at 1:30 pm on October 19, 2024.

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

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

C. Pledge of Allegiance

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

D. Roll Call

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

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

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

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

2. Public Comment (Agenda Items Only)

3. Reports to the Board

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

B. Director of Equity & Belonging (Vicki Andrews)

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

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

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

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

4. Governance Committee

A. Approval of Sophia Lewis's Resignation

Be it resolved that the Board of Trustees hereby accepts the resignation of Sophia Lewis from the Board of Trustees.

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

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

B. 1. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: August 6, 2024. The Meeting minutes for July 25, 2024 will be tabled for approval until October 19, 2024.

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

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

B. 2 Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: July 25, 2024 on October 19, 2024.

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

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

C. Approval of Bylaws

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

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

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

D. Approval of Policies

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

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

- 1102- Conflict of Interest Policy
- 2415- Special Education Related Services Personnel Policy
- 3004- Revenue, Income, & Receivables
- 3006- Access to Financial Records by the Public
- 3007- Bank Accounts Policy
- 3010- Property, Plant, & Equipment Policy
- 3011- Payroll Policy
- 3012- Investments Policy
- 3013- Insurance Policy
- 3014- Financial Electronic Funds Transfers Policy
- 3016- GASB Fund Balance Policy
- 3018- Student Activity Funds Policy
- 3012 Disposal of Surplus Property, Obsolete Equipment, & Real Estate Policy
- 3301- Administrative Record Management, Retention, and Destruction Policy

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

E. Approval of Charter School 2023-24 Annual Report and TSI Title 1 Comp Plan 2024-2027.

Be it resolved that the Board of Trustees hereby approves the Charter School 2023-2024 Annual Report and the submission of the TSI Title 1 School Plan 2024-2027.

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

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

F. Approval of the 2025-2026 Board of Trustees Meeting Schedule

Be it resolved that the Board of Trustees hereby approves the 2025-26 Board of Trustees Regular Meeting Schedule from August 2025 through July 2026.

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

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

G. Election of Officers

1. Nomination of Officers

Be it resolved that the Board of Trustees nominate the following people as Officers for the Board of Trustees 2024-25 school year. A motion to put these nominations forward.

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

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

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

2.Election of Officers

Be it resolved that the Board of Trustees hereby elect the following as officers for the PA Virtual Board of Trustees for the 2024-25 school year.

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

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

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

H. Assignment of Committee Membership

1. Nomination of Committee Members

Be it resolved that the Board of Trustees hereby nominate the following committee structure and membership for the 2024-2025 school year.

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

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

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

2. Election of Committee Members

Be it resolved that the Board of Trustees hereby approves the following committee structure and elect the following for membership for the 2024-2025 school year.

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

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

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

Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through **June 30, 2024**.

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

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

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

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

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

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

C. Approval to Retain Barbacane Thornton and Company

Be it resolved that the Board of Trustees hereby approves the engagement of Barbacane Thornton & Company to perform the schools 2023-24 audit and AFR.

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

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

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

D. Approval of the K-12 Virtual School Program Products and Services Agreement

1. Motion to table

Be it resolved that the Board of Trustees hereby table this item until a later time to accept the contract subject to further review by legal counsel between K12 Virtual Schools L.L.C. and PA Virtual Charter School from July 1, 2024 to June 30, 2027 until a later date.

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

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

2. Approval of the K-12 Virtual School Program Products and Services Agreement

Be it resolved that the Board of Trustees hereby approves the motion to accept the contract subject to any pending review between K12 Virtual Schools L.L.C. and PA Virtual Charter School from July 1, 2024 to June 30, 2027 on October 19, 2024.

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

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

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from June 18, 2024 to August 09, 2024.

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

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

B. Approval of Confidential Separation Agreement 24-01

The Board hereby approves and ratifies the confidential separation agreement 24-01 dated June 17, 2024 for the 2023-24 school year.

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

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

C. Approval of Confidential Separation Agreement 24-02

The Board hereby approves and ratifies the confidential separation agreement 24-02 dated June 17, 2024 for the 2023-24 school year.

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

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

D. Approval of Confidential Separation Agreement 24-03

The Board hereby approves and ratifies the confidential separation agreement 24-03 dated June 17, 2024 for the 2023-24 school year.

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

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

E. Approval of Confidential Separation Agreement 24-04

The Board hereby approves and ratifies the confidential separation agreement 24-04 signed by employee on August 11, 2024 for the 2023-24 school year.

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

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

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

Jennifer Kirman

Academic Calendar 25-26 not on website for prospective enrollees

Graduation/Prom - suggested to be scheduled by regional FSC's and held on separate dates

8. Closing of Meeting

A. Next Meeting - Public Meeting is being held on October 19, 2024 at 1:30 p.m.

B. Motion to recess this meeting at this time of 8:34 pm.

Be it resolved that the Board of Trustees hereby accepts the motion to recess this meeting at this time.

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

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

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

C. Adjournment Time: 1:45 pm October 19, 2024

Be it resolved that the Board of Trustees hereby accepts the motion to adjourn the August 26th, 2024 meeting at this time.

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

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

Carl W. Schwartz

Secretary

Board of Trustees Meeting Minutes

October 19, 2024 – 1:30 pm



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

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

The Board of Trustees met in Executive Session twice prior to this meeting. Once on Friday October 18th and another time today on Saturday October 19th to discuss legal and personnel issues which we are permitted by law to discuss in Executive session.

1. Meeting Opening

A. Call to order

This meeting was called to order at 1:45 pm. by Board Chair, Bonnie M. Schaefer.

B. Pledge of Allegiance

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

C. Roll Call

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

D. Motion to Amend the Agenda

Be it resolved that the Board approves the motion to amend the agenda to correct the language below. As not to substitute the wording for the actual policy as opposed to the section that it was under.

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

- Policy 1103 - Disqualification removal policy is a section under the Board of Trustees Background Checks & Clearances policy
- Policy 3101- Should read Residence/Change of Residence Policy what is said there now is a section under that policy the due process protections
- Policy 4107- is referring to the Staff & Hiring policy and the qualifications that is a section under that policy
- Policy 4301- Should read Enrollment Policy and it includes the section the notifications of school districts

D. Adoption of the Agenda as amended

Be it resolved that the Board adopts the agenda as amended.

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

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

2. Public Comment (Agenda Items Only)

3. Reports to the Board

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

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

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

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

E. Director of Equity and Belonging (Vicki Andrews, Director of Equity and Belonging)

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

4. Governance Committee

A. Approval of Policies

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

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

- 1101 Code of Ethics for Trustees & Officers

- 1102- Conflict of Interest Policy (now named Conflict of Interest and Statement of Financial Interest Policy)
- 1103- Board of Trustees Background Checks & Clearances
- 1104- Board of Trustees Composition Policy- new policy
- 2013- Student Wellness Check Policy- new policy
- 2408- Positive Behavioral Support Policy & Procedures
- 2411- Assistive Technology (AT) Policy
- 2412- Early Intervention Policy (now named Transition from Preschool Early Intervention Programs to Charter School Kindergarten or First Grade Programs Policy)
- 2413- Surrogate Parent Policy
- 2450- Gifted Education Program Policy
- 2802- Title IX Policy and Grievance Procedures
- 3021- Allowability of Costs- Uniform Grant Guidance
- 3101- Residence/Change of Residence Policy
- 4107- Staff & Hiring Policy
- 4301- Enrollment Policy

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

B. Motion to amend the Bylaws to include the audit committee required by ACT 55 enacted July 2024.

Be it resolved that the Board of trustees adopts the motion to amend the Bylaws to include the audit committee required by Act 55 enacted July 2024.

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

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

C. Motion to nominate and elect the following persons for the audit committee required by Act 55 of 2024.

Be it resolved that the Board of Trustees adopts the motion to nominate and elect the following persons for the audit committee required by Act 55 of 2024.

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

Committee	Chair	Member(s)
Audit	Bonnie M. Schaefer	Dr. Debra Heath-Thornton; Melissa Paris Brenda Sachelben

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

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through September 30, 2024.

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

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

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from August 10th through October 01, 2024.

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

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

7. Other Action Items

A. Motion to ratify all previous actions of the Board Trustees Meetings

Be it resolved that the Board approves the ratification of all previous motions made during Board of Trustees Meetings.

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

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

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

9. Closing of Meeting

A. Next Meeting - Public Meeting is being held on December 16, 2024 at 6:30 p.m.

B. Adjournment Time: 2:34 pm

The Board approves the motion to adjourn the meeting.

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

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

Ms. Stephanie Hamel	x		

Carl W. Schwartz

Carl Schwartz, Secretary



Board of Trustees Meeting Minutes December 16, 2024 – 6:30 pm

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

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

1. Meeting Opening

A. Call to order

The meeting will be called to order at 6:33 pm. by Board Chair, Bonnie M. Schaefer.

B. Pledge of Allegiance

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

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben			6:39
Mr. Carl Schwartz	x		
Mr. Victor D. Valentine, Sr.	x		
Ms. Stephanie Hamel	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

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

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

Mr. Victor Valentine	x		
Ms. Stephanie Hamel	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

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

B. Director of Equity and Belonging (Vicki Andrews, Director of Equity and Belonging)

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

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

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

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

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby tables the approval of the minutes from the following Board of Trustees meetings: August 26 and October 19, 2024 until February 24, 2024.

MM: N/A SM: N/A Action: N/A

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

B. Approval of Policies

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

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

- Right to Know Policy #1113
- Evaluation & Reevaluation Policy #2403
- Student Educational Records Policy #2901
- Maintenance of Student Educational Records/ Retention Policy #2902

- Access to Student Educational Records #2912
- GASB Fund Balance Policy #3016
- Federal Fiscal Compliance Policy- Uniform Grant Guidance #3019

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

C. Approval of the revised Student Handbook and Code of Conduct

Be it resolved that the Board of Trustees hereby approves the revised Student Handbook and Code of Conduct for the 2025-26 SY.

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

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

D. Motion to accept the 2025-26 SY and Academic and Staff Calendars

Be it resolved that the Board of Trustees hereby approves the 2025-2026 SY Academic and Staff calendars.

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

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

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through November 30, 2024.

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

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

B. Approval of Contracts

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

- Skytop Agreement for Board of Trustees Strategic Planning meeting 2024
- Skytop Agreement for Board of Trustees Strategic Planning meeting 2025
- Skytop Agreement for Board of Trustees Strategic Planning meeting 2026

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

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

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from October 2, 2024 - December 5, 2024.

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

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

Mr. Victor Valentine	x		
Ms. Stephanie Hamel	x		

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

8. Closing of Meeting

A. Next Meeting - Public Meeting is being held on February 24, 2024 at 6:30 p.m.

B. Adjournment Time: 7:38pm

Be it resolved that the Board of Trustees hereby accepts the motion to adjourn.

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

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

Carl W. Schwartz

Carl Schwartz, Secretary



Board of Trustees Meeting Minutes February 24, 2025 – 6:30 pm

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

Dial In: 929-205-6099 Meeting ID: 592 664 2005 Password: pavirtual

1. Meeting Opening

A. Call to order

The meeting will be called to order at 6:32 pm. by Board Chair, Bonnie M. Schaefer.

B. Pledge of Allegiance

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

C. Roll Call

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

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Carl S. SM: Brenda S. Action: **5-0**

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

Ms. Stephanie Hamel	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

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

B. Chief Engagement Officer (Vicki Andrews, Chief Engagement Officer)

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

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

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

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

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees meetings: August 26, October 19, and December 16, 2024.

MM: Carl S. SM: Victor V. Action: 5-0

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

B. Approval of Policies

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

MM: Stephanie H. SM: Brenda S. Action: 5-0

- Confidentiality Policy for the Board of Trustees #1105
- Board of Trustees Response & Complaint Policy #1112
- Student Handbook and Code of Conduct Policy #2001
- Child Find Policy #2414
- PA Virtual Fundraising Policy #3017
- Volunteer Clearance Policy #4103
- Annual Child Find Notice
- Annual Special Education & Gifted Education Notice

- Title IX Policy and Procedures #2802 Revised
- Student Immigration Policy #5002 Revised

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

C. Nomination to Board of Trustees

Be it resolved that the Board of Trustees hereby nominates Ruth Bowser as a Candidate for the Board of Trustees.

MM:Stephanie H. SM: Brenda S. Action: 5-0

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

D. Motion to elect and Administer Oath of Office for Ruth Bowser to the PA Virtual Board of Trustees.

Be it resolved that the Board of Trustees hereby elects Ruth Bowser to the PA Virtual Board of Trustees for three-year term effective February 24, 2025 to February 23, 2028 to include any recusal.

MM: Stephanie H. SM: Victor V. Action: 5-0

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

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through January 31, 2025.

MM: Victor V. SM: Stephanie H. Action: 5-0 Abstention: 1

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

B. Approval of Independent Auditors Report for FY 23-24

Be it resolved that the Board of Trustees hereby accepts the Independent Auditor's Annual Audit for FY 23-24.

MM: Victor V. SM: Stephanie H. Action: 5-0 Abstention: 1

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

C. Approval of Contracts

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

- Bucks CCC Dual enrollment Memorandum of Understanding
- Penn State University and PA Virtual Dual Enrollment Agreement

MM: Carl S. SM: Stephanie H. Action: 5-0 Abstention: 1

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

Ms. Stephanie Hamel	x			
Ms. Ruth Bowser				x

D. Approval of Solar for Schools grant application

Be it resolved that the Board of Trustees hereby approves the Resolution pertaining to the PA Dept. of Community and Economic Development grant funding for a rooftop solar array in compliance of required application documents.

MM: Brenda S. SM: Victor V. Action: 5-0 Abstention:1

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

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from December 6, 2024 - February 03, 2025.

MM: Carl S. SM: Brenda S. Action: 5-0 Abstention: 1

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

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

8. Closing of Meeting

A. Next Meeting - Public Meeting is being held on April 26, 2025 at 1:30 p.m.

B. Adjournment Time: 7:54pm

Be it resolved that the Board of Trustees hereby accepts the motion to adjourn the meeting at this time.

MM: Victor V. SM: Stephanie H. Action: 5-0

Name	Yes	No	N/A	Abstention
Ms. Bonnie M. Schaefer	x			
Ms. Brenda Sachleben	x			
Mr. Carl Schwartz	x			
Mr. Victor Valentine	x			
Ms. Stephanie Hamel	x			
Ma. Ruth Bowser				x

Carl W. Schwartz

Carl Schwartz, Secretary



Board of Trustees Meeting Minutes

April 26, 2025 - 1:30 pm

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

Dial In: 929-205-6099

Meeting ID: 592 664 2005

Password: pavirtual

1. Meeting Opening

A. Call to order

The Board met in Executive session on April 25th from 11am to noon and today from 9:00 to 10:50 am in order to discuss collective bargaining matters and legal issues that we are permitted to do so by law.

B. Pledge of Allegiance

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

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Ms Stephanie Hamel	x		
Mr. Carl Schwartz		x	
Mr. Victor D. Valentine, Sr.	x		1:37pm

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Stephanie Hamel SM: Brenda Sachleben Action: 5-0

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

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

2. Public Comment (Agenda Items Only)

3. Reports to the Board

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

B. Engagement (Vicki Andrews, Chief Engagement Officer)

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

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

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

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

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: February 24, 2025.

MM: Brenda Sachleben SM: Stephanie Hamel Action: 5-0

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

B. Approval of Policies

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

MM: Ruth Bowser SM: Brenda Sachleben Action: 5-0

- Anti-Weapons Policy #2005
- Controlled Substance Policy #2006
- Youth Suicide Awareness & Prevention Policy #2007
- Wellness Policy on Physical Activity & Nutrition #2008

Name	Yes	No	N/A

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Ms. Stephanie Hamel	x		
Mr. Carl Schwartz			x
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through March 31, 2025.

MM: Victor Valentine SM: Ruth Bowser Action: 5-0

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

B. Approval of the Posting of the 2025-2026 Preliminary Budget

Be it resolved that the Board of Trustees hereby approves of the posting of the 2025-2026 preliminary budget for public review, inspection, and comment.

MM: Brenda Sachleben SM: Victor Valentine Action: 5-0

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

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from February 25, 2025 through April 04, 2025.

MM: Stephanie Hamel SM: Ruth Bowser Action: 5-0

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

B. Approval of Memorandum of Understanding for the Collective Bargaining Agreement regarding graduation attendance for teachers

Be it resolved that the Board of Trustees hereby approves the revisions to the current Collective Bargaining Agreement Memorandum of Understanding concerning graduation attendance.

MM: NA SM: NA Action: 0

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

1.Motion to amend resolution

Be it resolved that the Board of Trustees hereby approves the motion to approve the MOU concerning the graduation attendance to expire at the conclusion of the 2027 graduation.

2. Motion to amend the agenda

Be it resolved that the Board of Trustees hereby approves the motion to amend the agenda.

MM: Ruth Bowser SM: Brenda Sachleben Action 5-0

Name	Yes	No	N/A

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Ms. Stephanie Hamel	x		
Mr. Carl Schwartz			x
Mr. Victor Valentine	x		

3. Approval of the revised motion concerning the Memorandum of Understanding regarding graduation attendance.

Be it resolved that the Board of Trustees hereby approves the MOU concerning graduation attendance to expire at the conclusion of the 2027 graduation.

MM: Brenda Sachleben SM: Victor Valentine Action: 3-0

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

7. Other Action Items

A. Resolution to Approve and Execute Settlement Agreement

Be it resolved that the Board hereby approves and authorizes the necessary steps to execute the Settlement Agreement and Mutual Release between Pennsylvania Virtual Charter School and the Allentown City School District in the claim with the Pennsylvania Department of Education in Docket Number BBFM-00-2017-76. The Board further instructs and authorizes legal counsel to take the necessary steps to have the matter dismissed.

MM: Stephanie Hamel SM: Ruth Bowser Action: 5-0

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

Mr. Victor Valentine	x		

B. Approval of the Resolution to dismiss the following claims

The Board hereby resolves to dismiss the claims below and authorizes counsel to take the necessary steps to effectuate dismissal in the following matters:

Chambersburg Area School District v. PA Virtual Charter School
 2012-2013 School Year
 Docket No. PDE-363-264
 Claim Amount \$38,263.17

Philadelphia City School District v. PA Virtual Charter School
 2012-2013 School Year
 Docket No. PDE-363-265
 Claim Amount \$717,336.52

Pittsburgh Public Schools v. PA Virtual Charter School
 2012-2013 School Year
 Docket No. PDE-363-266
 Claim Amount \$111,519.14

MM: NA SM: NA Action: 0

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

1. Motion to table this to a future meeting

The Board hereby approves the motion to table this to a future meeting.

MM: Stephanie Hamel SM: Ruth Bowser Action: 5-0

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

Mr. Carl Schwartz			x
Mr. Victor Valentine	x		

C. Approval of Resolution - Compliance with Applicable Federal, State and Local Laws

Be it resolved that the Board of Trustees hereby acknowledges that PA Virtual Charter School is required to comply with all applicable local, state and federal laws and further resolves and affirms that it complies with all applicable local, state and federal laws and reaffirms that it complies and authorizes the CEO or her designee to execute various documents evidencing such compliances and ratifies all prior executions.

MM: Stephanie Hamel SM: Ruth Bowser Action: 5-0

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

D. Dual Enrollment and Dual Credit Agreements

Be it resolved that the Board of Trustees hereby approves the Memorandum of Understanding for Dual Enrollment/High School Enrichment Program between PA Virtual Charter School and Bucks County Community College, and the Dual Credit Affiliation Agreement with Pennsylvania State University / Commonwealth Campuses.

MM: Brenda Sacheleben SM: Stephanie Hamel Action: 5-0

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

E. Charter Renewal

Be it resolved that the Board of Trustees hereby accepts the charter renewal document from the Pennsylvania Department of Education for the charter effective July 1, 2025 and authorize the designated school officials to execute all necessary documents.

MM: NA SM: NA Action: 0

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

1. Motion to Amend the resolution

To read, that the Board of Trustees hereby accepts the charter renewal document subject to the Pennsylvania Department of Education for the charter effective July 1, 2025 and authorizes the designated school officials to execute all necessary documents, after the Board's revisions and legal review.

MM: Stephanie Hamel SM: Brenda Sachleben Action: 5-0

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

2. Approval to accept the amended Charter Renewal document

Be it resolved that the Board of Trustees hereby accepts the charter renewal document subject to the Pennsylvania Department of Education for the charter effective July 1, 2025 and authorize the designated school officials to execute all necessary documents, after the Board's revisions and legal review.

MM: Stephanie Hamel SM: Brenda Sachleben Action: 5-0

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

Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Ms. Stephanie Hamel	x		
Mr. Carl Schwartz			x
Mr. Victor Valentine	x		

F. Nominations to Board of Trustees

Be it resolved that the Board of Trustees hereby nominates Ariel Castillo and Riana Rahman as candidates for the Board of Trustees.

MM: Stephanie Hamel SM: Victor Valentine Action: 5-0

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

G. Motion to elect and Administer Oath of Offices for Ariel Castillo and Riana Rahman to the PA Virtual Board of Trustees

Be it resolved that the Board of Trustees hereby elects Ariel Castillo and Riana Rahman to the PA Virtual Board of Trustees for three-year term effective April 26, 2025 to April 25, 2028.

MM: Stephanie Hamel SM: Ruth Bowser Action: 5-0

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

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

9. Closing of Meeting

A. Next Meeting - Public Meeting is being held on June 23, 2025 at 6:30 p.m.

B. Adjournment Time: 2:42pm

Be it resolved that the Board of Trustees hereby accepts the motion to adjourn the meeting at 2:42pm.

MM: Ruth Bowser SM: Brenda Sachleben Action: 5-0

Name	Yes	No	N/A	Abstention
Ms. Bonnie M. Schaefer	x			
Ms. Brenda Sachleben	x			
Ms. Ruth Bowser	x			
Mr. Ariel Castillo				x
Ms. Stephanie Hamel	x			
Ms. Riana Rahman				x
Mr. Carl Schwartz			x	
Mr. Victor Valentine	x			

Carl W. Schwartz

Carl W. Schwartz, Secretary

Title	Approved _BoT_Minutes 26Apr25
File name	To_be__signed_App...s_26Apr25__2_.pdf
Document ID	17c197f01be2f7e0cefb083abbe673235792b4ae
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History



SENT

06 / 25 / 2025

15:38:02 UTC

Sent for signature to Carl Schwartz
(carl_w_schwartz@hotmail.com) from jpufko@pavcsk12.org
IP: 96.245.14.20



VIEWED

06 / 25 / 2025

17:50:06 UTC

Viewed by Carl Schwartz (carl_w_schwartz@hotmail.com)
IP: 96.236.154.242



SIGNED

06 / 25 / 2025

17:50:19 UTC

Signed by Carl Schwartz (carl_w_schwartz@hotmail.com)
IP: 96.236.154.242



COMPLETED

06 / 25 / 2025

17:50:19 UTC

The document has been completed.

Board of Trustees Meeting Minutes

June 23 , 2025 – 6:30 pm



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

Dial In: 929-205-6099 Meeting ID: 592 664 2005 Password: pavirtual

The Board met in Executive Session as allowed by law to discuss legal issues that we are permitted to do so by law.

1. Meeting Opening

A. Call to order

The public meeting will be called to order at 6:43 PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

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

C. Roll Call

Name	Present	Absent	Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Carl Schwartz SM:Stephanie Hamel Action: 8-0

Name	Yes	No	Abstain or Recuse
Ms. Bonnie M. Schaefer	x		

Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms. Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

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

B. Engagement (Vicki Andrews, Chief Engagement Officer)

C. Teaching, Learning, and Family Support (Dr. Shaika BuAli, Chief Academic Officer)

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

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

F. CEO (Dr. Debra Heath-Thornton, Chief Executive Officer)

4. Governance and Operations

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: April 26, 2025.

MM: Carl Schwartz SM: Brenda Sachleben Action: 8-0

Name	Yes	No	Abstain or Recuse
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms. Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

B. Approval of Policies

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

- 1110- Public Participation in Board Meetings
- 2301- Early Graduation Policy
- 2302- Graduation & Dropout Rates Policy
- 4110- Student Teachers/Interns Policy
- 4111- Employee Relocation Policy
- 4112- Employee Immigration Policy

MM: Carl Schwartz SM: Victor Valentine Action:

Name	Yes	No	Abstain or Recuse
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms. Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

C. Acceptance of the 2024-25 School Safety and Security Coordinator Report

Be it resolved that the Board of Trustees hereby accepts the 2024-25 School Safety and Security Coordinator Report and was reviewed in Executive Session as permitted by law.

MM: Stephanie Hamel SM: Ruth Bowser Action: 8-0

Name	Yes	No	Abstain or Recuse
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms. Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through May 31, 2025.

MM: Victor Valentine SM: Stephanie Hamel Action: 8-0

Name	Yes	No	Abstain or Recuse

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms. Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

B. Adoption of FY 2025-26 final budget

Be it resolved that the Board of Trustees hereby adopts the FY 2025-2026 final budget.

MM: Victor Valentine SM: Brenda Sachleben Action: 8-0

Name	Yes	No	Abstain or Recuse
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms. Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all personnel actions from April 05, 2025 to June 10, 2025.

MM: Brenda Sacheleben SM: Ruth Bowser Action: 8-0

Name	Yes	No	Abstain or Recuse
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms. Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

7. Other Action Items

A. Resignation of Board Chair

Be it resolved that the Board of Trustees hereby accepts the resignation of Ms. Bonnie M. Schaefer effective June 24, 2025. The Board thanks her for her 23 years of service.

MM: Carl Schwartz SM: Brenda Sacheleben Action: 8-0

Name	Yes	No	Abstain or Recuse
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms. Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

B. Nomination of Board Officers and Committee Members

Be it resolved that the Board of Trustees nominates the Officers of the Board with Committee assignments as follows, for the 2025 - 2026 school year, effective June 24, 2025.

MM: Victor Valentine SM: Brenda Sachleben Action: 8-0

Name	Office	Committee
Carl Schwartz	Chair	Governance & Nominating
Brenda Sachleben	Vice Chair	Governance & Nominating
Ariel Castillo	Secretary	Finance
Victor Valentine	Treasurer	Finance
Ruth Bowser	Member	Human Resources
Stephanie Hamel	Member	Human Resources
Riana Rahman	Member	Governance & Nominating

Name	Yes	No	Abstain or Recuse
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms. Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		

Mr. Victor Valentine	x		

C. Motion to elect nominated Board Officers and Committee Members

Be it resolved that the Board of Trustees elects the Officers of the Board with Committee assignments below for the 2025 - 2026 school year, effective June 24, 2025.

MM: Victor Valentine SM: Ruth Bowser Action: 8-0

Name	Office	Committee
Carl Schwartz	Chair	Governance & Nominating
Brenda Sachleben	Vice Chair	Governance & Nominating
Ariel Castillo	Secretary	Finance
Victor Valentine	Treasurer	Finance
Ruth Bowser	Member	Human Resources
Stephanie Hamel	Member	Human Resources
Riana Rahman	Member	Governance & Nominating

Name	Yes	No	Abstain or Recuse
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Ms. Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms. Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

8. Settlements and Withdrawals

A. The Board of Trustees hereby approves the settlements and withdrawals as warranted for the matters with various school districts as identified on the designated schedule and further authorizes the Chief Executive Officer to execute all necessary documents and further instructs and authorizes legal counsel to effectuate the settlements and dismissals.

B. Motion to table this motion

The Board of Trustees hereby approves the motion to table this action until further needed.

MM: Carl Schwartz SM: Stephanie Hamel Action: 8-0

Name	Yes	No	Abstain or Recuse
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		

Ms. Ruth Bowser	x		
Mr. Ariel Castillo	x		
Ms. Stephanie Hamel	x		
Ms. Riana Rahman	x		
Mr. Carl Schwartz	x		
Mr. Victor Valentine	x		

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

10. Closing of Meeting

A. Next Meeting - Public Meeting is being held on August 25, 2025 at 6:30 p.m.

B. Adjournment Time: 8:11 PM

Motion to adjourn meeting

MM: SM: Action:

Name	Yes	No	Abstain or Recuse
Ms. Bonnie M. Schaefer			
Ms. Brenda Sachleben			
Ms. Ruth Bowser			
Mr. Ariel Castillo			
Ms. Stephanie Hamel			
Ms. Riana Rahman			
Mr. Carl Schwartz			
Mr. Victor Valentine			

Carl W. Schwartz, Secretary

Professional Staff - Pennsylvania Virtual Charter School								
Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
1	Achey, Nathan A.				Director of Information Technology	2080		100%
2	Adamo, Debra		ELEMENTARY K-6_2810 READING SPECIALIST PK-12_7650	Grade 7	ELA	1536	100%	
3	Alcaro, Melissa		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115		Assistant Principal, Onboarding & Prof Development	2080	100%	
4	Alcott, Heather		MID-LEVEL CITIZ. ED 6-9_2870 ELEMENTARY K-6_2810 READING SPECIALIST_7650 MID-LEVEL ENGLISH 6-9_2850	Grade K, 1 & 2	Self-Contained	1536	100%	
5	Allen, Joshua K.		GRADES 4-8-ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100	Grade 5 - 8	Instructional Coach	2080	100%	
6	Allison, Leigh Ann		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	Grade K	Self-Contained	1536	100%	
7	Anderson, Kathryn J.		ELEMENTARY K-6_2810 MUSIC PK-12_7205	Grade 9-12	Music	1536	100%	
8	Andrews, Vicki I.				Chief Engagement Officer	2080		100%
9	Ansel, Jessica		EARLY CHILDHOOD N-3_2840	Grade 3 & 4	Self-Contained	1536	100%	
10	Archer, Gladys		SPANISH PK-12_4490 ELEMENTARY K-6_2810	Grade 9-12	Spanish	1616	100%	
11	Austin, Amy		ELEMENTARY K-6_2810	Grade 1 & 2	New Family Orientation	1536	100%	
12	Bacon, Tamara J.		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	
13	Bahn, Tanya		SPECIAL EDUCATION PK-12_9225 ENGLISH 7-12_3230 SOCIAL STUDIES 7-12_8875	Math	SPED	1536	100%	
14	Bank, Amanda Mae		ELEMENTARY K-6_2810 LIBRARY SCIENCE PK-12_6420 READING SPECIALIST PK-12_7650	Grade 3	Self-Contained	1536	100%	
15	Barger, Laurie		READING SPECIALIST PK-12_7650 ELEMENTARY K-6_2810	Grade 5 & 6	Academic Support	1536	100%	
16	Barnett, Katie J.		ELEMENTARY K-6_2810	Grade 1	Self-Contained	1536	100%	
17	Barth, Marika		SPECIAL EDUCATION PK-12_9231	Math	SPED	1536	100%	
18	Bartholomew, Rebecca L.		ELEMENTARY K-6_2810 READING SPECIALIST PK-12_7650		Assistant Director of Enrollment	2080		100%
19	Bauer, Vanessa L.		MATHEMATICS 7-12_6800	Grade 8	Math	1536	100%	
20	Beatty, Mindy		ELEMENTARY K-6_7200	Grade 3	Self-Contained	1536	100%	
21	Becker, Kinet		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235 SUPVR SPECIAL EDUCATION PK-12_9215		Director of Special Education	2080	100%	
22	Beckett, Amanda		GRADES PK-4_2825	Grade 1	Self-Contained	1536	100%	
23	Belizaire, Casandra		ENGLISH 7-12_3230	Grade 12	Career Capstone	1616	100%	
24	Betzenberger, Suzanne M.		GENERAL SCIENCE 7-12_8450 PHYSICS 7-12_8470 MID-LEVEL MATHEMATICS 6-9_2860 EARTH AND SPACE SCIENCE 7-12_8440 BIOLOGY 7-12_8405 ONLINE INSTRUCTION PROGRAM PK-12_1184	Grade 9-12	Science	1536	100%	
25	Bieber, Melissa		ELEMENTARY K-6_2810	Grade 4	Self-Contained	1536	100%	
26	Blizman, Jennifer E.		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
27	Bohanan, Lindsey		SPECIAL EDUCATION PK-12_9231		SPED Math	1536	100%	
28	Bornancini, Michelle		GRADES PK-4_2825 ENGLISH AS A SECOND LANGUAGE-ELS PK-12_4499	K-12	ELL	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
29	Brandt, Heather M.		ELEMENTARY K-6_2810 READING SPECIALIST PK-12_7650	Grade K	New Family Orientation	1536	100%	
30	Brodhag, Jennifer A.		Elementary K-6 Early Childhood N-3		Director of Parent Education & Engagement	2080		100%
31	Bryan, Alyssa		SCHOOL NURSE PK-12_1890		School Nurse	2080	100%	
32	BuAli, Shaikha M.		PRINCIPAL PK-12_1115 ARABIC PK-12_4005 MID-LEVEL MATHEMATICS 6-9_2860 GENERAL SCIENCE 7-12_8450 ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225 SUPERINTENDENT PK-12_1150		Chief Academic Officer	2080	100%	
33	Burke, Jennifer L.		MID-LEVEL MATHEMATICS 6-9_2860 BIOLOGY 7-12_8405 ONLINE INSTRUCTION PROGRAM_1184	Grade 9-12	Science	1536	100%	
34	Burneisen, Lyndsay M.		HEALTH & PHYSICAL ED PK-12_4805 SAFETY ED/DRIVER ED 7-12_5215	Grade 9-12	Health/PE	1536	100%	
35	Byers, Heather A.		ART PK-12_1405 SPECIAL EDUCATION 7-12_9227	Grades 9 & 10	New Family Orientation	1536	100%	
36	Byham, Melinda L.		SCHOOL PSYCHOLOGIST PK-12_1875		School Psychologist	2080	100%	
37	Byron, Andie Carole Markijohn				Assistant Director, Enrollment Communications	2080		100%
38	Callahan, Jessica E.		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235 READING SPECIALIST PK-12_7650	Grade K, 1 & 2	Self-Contained	1536	100%	
39	Campbell, Emily L.		SPECIAL EDUCATION PK-8_9226 Grades PK-4_2825	Grade 7 & 8	ELA	1536	100%	
40	Cardosi, Sarah		ELEMENTARY K-6_2810, READING SPECIALIST K-6_7650, MENT AND/OR PHYS HANDICAPPED K-12_9235		Special Education Enrollment Coordinator	2080	100%	
41	Carrington, Leanne		PRINCIPAL K-12_1115, MATHEMATICS 7-12_6800,		Principal, 9-12	2080	100%	
42	Casarella, Kimberly R.		ELEMENTARY K-6_2810		Assistant Director, Student Data & Assessmet	2080		100%
43	Celedonia, Kathryn M.		ELEMENTARY K-6_2810	Grade 3 & 4	New Family Orientation	1536	100%	
44	Cheng, Christina Ga-Kay		BIOLOGY 7-12_8405 CHEMISTRY 7-12_8420	Grade 9-12	Science	1536	100%	
45	Christman, Morgan		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226 SPECIAL EDUCATION EXPANSION 7-12_9229	Grade 5	Math	1536	100%	
46	Claar, Janese C.		EARLY CHILDHOOD N-3_2840	Grade K	Self-Contained	1536	100%	
47	Cleary, James		GRADES 4-8/ALL SUBJECTS 4-6_SCIENCE 7-8_3100 CHEMISTRY 7-12_8420	Grade 7	Life Science	1536	100%	
48	Cook, Kimberlee				Manager of Technology Support Services	2080		100%
49	Cooney, Tara A.		GRADES PK-4_2825	Grade 2	Self-Contained	1536	100%	
50	Cope, Jessica		EARLY CHILDHOOD N-3_2840, ELEMENTARY K-6_2810	Grade 6	Self-Contained	1536	100%	
51	Costa, Richard				School Safety/Security Coord & Facilities Mgr	2080		100%
52	Craig, Julie M.		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840	Grade 4	Self-Contained	1536	100%	
53	Creppy, Nadege		FRENCH PK-12_4410 SOCIAL STUDIES 7-12_8875	Grade 9-12	French & Social Studies	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
54	Criner, Nicole		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225	Grade 7 & 8 History	SPED	1536	100%	
55	Croyle, Bethany H.		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	Life Skills	SPED	1536	100%	
56	Cushman, Danielle		GRADES PK-4_2825	Grade 3 & 4	Self-Contained	1536	100%	
57	Daily, Katie S.		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235	Life Skills	SPED	1536	100%	
58	Dajczak, Amy		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225 MID-LEVEL ENGLISH 6-9_2850 READING SPECIALIST PK-12_7650	Grade 3 & 4	Self-Contained	1536	100%	
59	DaSilva, Laura		SCHOOL PSYCHOLOGIST PK-12_1875		School Psychologist	2080	100%	
60	Davis, Bryan E.		MID-LEVEL MATHEMATICS 6-9_2860 SOCIAL STUDIES 7-12_8875 CITIZENSHIP 7-12_8825 TECHNOLOGY EDUCATION PK-12_6075	Grade 9-12	Social Studies	1536	100%	
61	DellaPenna, Jennifer		ELEMENTARY K-6_2810		Assistant Director, Curriculum & Instruction	2080	100%	
62	DiMiceli, Jody Marie		SCHOOL PSYCHOLOGIST PK-12_1875		School Psychologist	2080	100%	
63	Dobbin, Jordan Michael		ENGLISH 7-12_3230 SPECIAL EDUCATION 7-12_9229	Grade 9-12	ELA Sped	1536	100%	
64	Dombach, Bethany		ENGLISH 7-12_3230 GRADES 4-8 - ALL SUBJECTS 4-6 ELA & READING 7-8_3100 PRINCIPAL PK-12_1115	Grade 11	Assistant Principal	2080	100%	
65	Donaldson, Kristin		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225		Special Education Instructional Coordinator	2080	100%	
66	Donohoe, William P.		EARTH AND SPACE SCIENCE 7-12_8440 BIOLOGY 7-12_8405	Grade 9-12	Science	1536	100%	
67	Dorneman, Jessica E.		ELEMENTARY K-6_2810	Grade 2	Self-Contained	1536	100%	
68	Dukes, Natasha				Assistant Director of Finance	2080		100%
69	Dzemyan, Scott		SOCIAL STUDIES 7-12_8875 EARTH AND SPACE SCIENCE 7-12_8440 GENERAL SCIENCE 7-12_8450 BIOLOGY 7-12_8405	Grade 8	Physical Science	1536	100%	
70	Egloff, Robin J.		ELEMENTARY K-6_2810	Grade 4	Self-Contained	1536	100%	
71	Eisenhower, Gabrielle B.		ENGLISH 7-12_3230 GRADES 4-8_ALL SUBJECTS 4-6/ MATHEMATICS 7-8_3100 GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE ARTS AND READING 7-8_3100		Field Placement & Career Services Manager	2080	100%	
72	Elder, Robin M.		MATHEMATICS 7-12_6800	Grade 8	Academic Support Math	1536	100%	
73	Ferrantino, Mariane		ENGLISH 7-12_3230 SPECIAL EDUCATION 7-12_9227	ELA	SPED	1536	100%	
74	Fine, Nathan		PHYSICS 7-12_8470 BUS-COMPUTER-INFO TECH PK-12_1603 MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
75	Firko, Emily S.		ELEMENTARY K-6_2810	Grade 6	Self-Contained	1536	100%	
76	Fitzgerald, Louri				Assistant Director of Family Support	2080		100%
77	Fitzpatrick, Jason		ELEMENTARY K-6_2810 MID-LEVEL CITIZ. ED 6-9_2870 ONLINE INSTRUCTION PROGRAM PK-12_1184 PRINCIPAL PK-12_1115		Principal, Pupil Services	2080	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
78	Flack, Michaela		GRADES PK-4_2825, SPECIAL EDUCATION PK-8_9226	Grade 5-8	SPED	1616	100%	
79	Freynik, Erin E.		ELEMENTARY K-6_2810	Grade 3 & 4	Self-Contained	1536	100%	
80	Gagliardi, Susan		EARLY CHILDHOOD N-3_2840 MENT AND/OR PHYS HANDICAPPED K-12_9235 ELEMENTARY K-6_2810	Math	SPED	1536	100%	
81	Gallagher, Christine L.		ELEMENTARY K-6_2810 PRINCIPAL PK-12_1115	Grade 4	Assistant Principal	2080	100%	
82	Galo, Kristen		ELEMENTARY K-6_2810 MID-LEVEL ENGLISH 6- 9_2810 MID-LEVEL MATHEMATICS 6-9_2860	Grade 5	Self-Contained	1536	100%	
83	Garbutt, Victoria		GRADES PK-4_2825 ART PK-12_1405	Grade 7 & 8	Art	1536	100%	
84	Gehrett, Patricia		ELEMENTARY K-6_2810	Grade 3	Self-Contained	1536	100%	
85	Gibbs, Jennifer Robin		ENGLISH 7-12_3230 SOCIAL STUDIES 7-12_8875	Grade 9-12	ELA	1536	100%	
86	Gilligan, Thomas C.		PRINCIPAL PK-12_1115 ENGLISH 7-12_3230 ELEMENTARY K-6_2810		Director of Student Data & Assessment	2080	100%	
87	Glisan, Caley		MATHEMATICS 7-12_6800	Grade 7	Math	1536	100%	
88	Gnibus, Kristy		BUS-COMPUTER-INFO TECH PK-12_1603 COMMUNICATION 7-12_3200 FAMILY-CONSUMER SCI PK-12_5600 PRINCIPAL PK12_1115	Grade 9-12	Fam & Cons Science	1536	100%	
89	Gomes, Carolyn		CHEMISTRY 7-12_8420 MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
90	Goodwin, Sarah M.		MATHEMATICS 7-12_6800 PHYSICS 7-12_8470	Grade 9-12	Science & Math	1536	100%	
91	Gorley, Kyli M.		GENERAL SCIENCE 7-12_8450 MATHEMATICS 7- 12_6800	Grade 9-12	Math	1536	100%	
92	Gould, Deena Haroun Mahdavi		GRADES PK-4_2825 GRADES 4-8: ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100 GRADES 4-8: ALL SUBJECTS 4-6 SCIENCE 7-8_3100	Grade 7 & 8	Math	1536	100%	
93	Grady, John Lawrence		SOCIAL STUDIES 7-12_8875	Grade 9-12	ELA	1536	100%	
94	Graham, Pamela A.				Manager of AP/Billing	2080		100%
95	Grantz, Jacob Todd		GRADES 4-8 ALL SUBJECTS 4-6/SOCIAL STUDIES 7- 8_3100 READING SPECIALIST PK-12_7650	Grade 8	History	1536	100%	
96	Grieff, Hannah		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK- 12_9225	ELA	SPED	1536	100%	
97	Grimes, Ruth		ELEMENTARY K-6_2810	Grade 3	Self-Contained	1536	100%	
98	Gross, Kristy		ELEMENTARY K-6_2810, MID-LEVEL MATHEMATICS 6-9_2860, MID-LEVEL SCIENCE 6-9_2880, SPECIAL EDUCATION PK-12_9225,	Grade 5	Self-Contained	1536	100%	
99	Gulbis, Sigrid Ieva		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
100	Gunter, Susan E.		ELEMENTARY K-6_2810	Grade 3 & 4	Self-Contained	1536	100%	
101	Hake, Megan L.		MID-LEVEL ENGLISH 6-9_2850 EARLY CHILDHOOD N- 3_2840 ELEMENTARY K-6_2810 ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499	Grade 4	Self-Contained	1536	100%	
102	Hall, Lauren E.		SOCIAL STUDIES 7-12_8875 ENGLISH 7-12_3230	Grade 9-12	Social Studies	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
103	Hall, Nathan		ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 CITIZENSHIP 7-12_8825 SOCIAL STUDIES 7-12_8875 ENGLISH 7-12_3230 COMMUNICATIONS 7-12_3200	Grade 9-12	ELA	1536	100%	
104	Harbaugh, Andrea S.		ART PK-12_1405 MID-LEVEL CITIZ. ED 6-9_2870 MID-LEVEL ENGLISH 6-9_2850 ELEMENTARY K- 6_2810	Grade 9-12	Art	1536	100%	
105	Harris, Kellene		SOCIAL STUDIES 7-12_8875 GRADES 4-8_ALL SUBJECTS 4-6/ENGLISH LANGUAGE AREAS AND READING 7-8_3100	Grade 7	History	1536	100%	
106	Harvey, Barry S.		MATHEMATICS 7-12_6800 SPECIAL EDUCATION PK- 12_9225 ELEMENTARY K-6_2810	Grade 7	Math	1536	100%	
107	Hauger, Michelle Leigh		EARLY CHILDHOOD N-3_2840	Grade 3	Self-Contained	1536	100%	
108	Hayes, Sarah		SPECIAL EDUCATION PK-12_9225 ENGLISH 7- 12_3230 GRADES PK-4_2825 GRADES 4-8/ALL SUBJECTS 4-6 SCIENCE 7-8_3100	Grade 9-12	ELA	1536	100%	
109	Heath-Thornton, Debra		SUPERINTENDENT PK-12_1150		Chief Executive Officer	2080	100%	
110	Henderson, Jessica		READING SPECIALIST PK-12_7650 SPECIAL EDUCATION PK-8_9226 SPECIAL EDUCATION 7- 12_9227	Social Studies	SPED	1536	100%	
111	Heyl, Stephanie C.		EARLY CHILDHOOD N-3_2840 ELEMENTARY K- 6_2810 SPECIAL EDUCATION PK-12_9225		Special Education Instructional Coordinator	2080	100%	
112	Hicks, Mary Jo		ELEMENTARY K-6_2810	Grade K, 1 & 2	Self-Contained	1536	100%	
113	Hilf, Kelly		ELEMENTARY K-6_2810 EARLY CHILDHOOD N- 3_2840	Grade 6	Self-Contained	1536	100%	
114	Hilf, Lee-Ann		ELEMENTARY K-6_2810	Grade 6	Self-Contained	1536	100%	
115	Himmelberger, Amanda		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	
116	Hoopes, Bridget		GRADES 4-8: ALL SUBJECTS 4-6, SCIENCE 7-8_3100, GRADES 4-8: ALL SUBJECTS 4-6, SOCIAL STUDIES 7- 8_3100	Grade 8	Science	1616	100%	
117	Horvat, Lori S.		ENGLISH 7-12_3230	Grade 8	ELA	1536	100%	
118	Howe, Malena E.		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
119	Huegel, Jillian Leigh		ELEMENTARY K-6_2810 EARLY CHILDHOOD N- 3_2840	Grade 1	Self-Contained	1536	100%	
120	Hurley, Heather L.		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
121	Hutcheson, Joseph		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115	Grade 5-8	Instructional Coach	2080	100%	
122	Irvine, Timothy		MATHEMATICS 7-12_6800 ENGLISH 7-12_3230 COMMUNICATIONS 7-12_3200 ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499	Grade 7 & 8	Academic Support Math	1536	100%	
123	Jarrett, Kelly		SOCIAL STUDIES 7-12_8875	Grade 9-12	Social Studies	1536	100%	
124	Jeffries, Bridgit		ELEMENTARY K-6_2810	Grade 4	Self-Contained	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
125	Johnson-Flowers, Janae		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839	Grade 9-12	School Counselor, 9-12	1536	100%	
126	Jones, Cynthia		ELEMENTARY K-6_2810 EARLY CHILDHOOD N- 3_2840	Grade 2	Self-Contained	1536	100%	
127	Karney, Robert P.		BUS-COMP-INFO TECH K-12_1603 MID-LEVEL CITIZ. ED 6-9_2870 ENGLISH AS A SECOND LANGUAGE/ESL PK-12_4499 ENGLISH 7-12_3230	Grade 7	History	1536	100%	
128	Kaufman, Colleen		ELEMENTARY K-6_2810 EARLY CHILDHOOD N- 3_2840	Grade 5 & 6	Self-Contained	1536	100%	
129	Keiser, Renee L.		ELEMENTARY K-6_2810	Grade 5 & 6	New Family Orientation	1536	100%	
130	Key, Damon L.				Director of Student Records	2080		100%
131	Keys, Jessica		PRINCIPAL PK-12_1115 ENGLISH 7-12_3230 ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839	Grade 9-12	School Counselor, 9-12	1536	100%	
132	King, Sandra L.		MID-LEVEL MATHEMATICS 6-9_2860 BIOLOGY 7- 12_8405 EARTH AND SPACE SCIENCE 7-12_8440	Grade 9-12	Science	1536	100%	
133	Kissick, Jessica		SCHOOL NURSE PK-12_1890		School Nurse	2080	100%	
134	Klasnic, Trina		EARLY CHILDHOOD N-3_2840 ELEMENTARY K- 6_2810	Grade K	Self-Contained	1536	100%	
135	Klingenberg, Angela M.		GRADES PK-4_2825 SPECIAL EDUCATION PK-8_9226	Life Skills	SPED	1536	100%	
136	Kolakowski, Kalina S.		6_2810	Grade 2	Self-Contained	1536	100%	
137	Konefsky, Dylan M.		GENERAL SCIENCE 7-12_8450	Grade 9-12	Science	1536	100%	
138	Kostaras, Susanne		SPECIAL EDUCATION PK-12_9225 MID-LEVEL MATHEMATICS 6-9_2860 READING SPECIALIST PK- 12_7650 FAMILY-CONSUMER SCI PK-12_5600 ELEMENTARY K-6_2810 ENGLISH 7-12_3230	Grade 9-12	ELA & SPED	1536	100%	
139	Krefta, Leslie		ELEMENTARY K-6_2810 GRADES 4-8: ALL SUBJECTS 4-6 ENGLISH LANGUAGE ARTS & READING 7-8_3100 LIBRARY SCIENCE PK-12_6420 GRADES 4-8: ALL SUBJECTS 4-6 SCIENCE 7-8_3100 GRADES 4-8: ALL SUBJECTS 4-6 SOCIAL STUDIES 7-8_3100	Grade 5 & 6	Academic Support	1536	100%	
140	Krystofolski, Lisa L.		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK- 12_9225		Transition Coordinator	2080	100%	
141	Kubica, Regina		MENT AND/OR PHYS HANDICAPPED K-12_9235 MID- LEVEL ENGLISH 6-9_2850 PRINCIPAL PK-12_1115	Grade 5	Assistant Principal	2080	100%	
142	Kwiecinski, DeAnna		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860	Grade 6	Self-Contained	1536	100%	
143	Kyler, Rachel		SPECIAL EDUCATION PK-12_9225 ENGLISH 7- 12_9225	ELA	SPED	1536	100%	
144	Lauffer, Peyton		ELEMENTARY K-6_2810	Grade 3	Self-Contained	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
145	Leach, Megan		MID-LEVEL ENGLISH 6-9_2850 MID-LEVEL MATHEMATICS 6-9_2860 SPECIAL EDUCATION PK- 12_9225 READING SPECIALIST PK-12_7650 LIBRARY SCIENCE PK-12_6420 FAMILY-CONSUMER SCI PK-12_5600	Science	SPED	1536	100%	
146	Lewis, Bradley R		SOCIAL STUDIES 7-12_8875 MATHEMATICS 7- 12_6800	Grade 7 & 8	Math	1536	100%	
147	Liberatore, Maddie		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839	Grade 9-12	School Counselor, 9-12	1536	100%	
148	Lisowski, Sandra		ELEMENTARY & SECONDARY COUNSELOR PK- 12_1839	Grade 5-8	School Counselor, 5-8	1536	100%	
149	Little, Melissa L.		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK- 12_9225	K	Self-Contained	1536	100%	
150	Lively, Jessica		ENGLISH 7-12_3230	Grade 7	ELA	1536	100%	
151	Luis, Maria		SPECIAL EDUCATION PK-12_9231	Life Skills	SPED	1536	100%	
152	Lusk, Lauren Renee		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825 READING SPECIALIST PK-12_7650	Grades 7 & 8	New Family Orientation	1536	100%	
153	Maddix, Karen D.		BIOLOGY 7-12_8405 GENERAL SCIENCE 7-12_8450	Grade 7	Life Science	1536	100%	
154	Major, Margaret		PRINCIPAL PK-12_1115 CAREER AND TECHNICAL- COOPERATIVE ED 7-12_2361 CAREER AND TECHNICAL-MEDICAL ASSISTANT 7-12_2207 CAREER AND TECHNICAL-HEALTH ASSISTANT 7- 12_2202 CAREER AND TECHNICAL-ALLIED HEALTH SCIENCES TECH 7-12_2298, CAREER AND TECHNICAL-NURSES AIDE 7-12_2213		Career Educator	1536	100%	
155	March, Caitlin		HEALTH & PHYSICAL EDUC PK-12_4805	Grade 9-12	Health/PE	1536	100%	
156	Markel, Anna Lynne		GENERAL SCIENCE 7-12_8450 CHEMISTRY 7- 12_8420 BIOLOGY 7-12_8405	Grade 9-12	Science	1536	100%	
157	Markel, David William		SOCIAL STUDIES 7-12_8875	Grade 9-12	Social Studies	1536	100%	
158	Martin, Lori A.		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235 INST TECHNOLOGY PK- 12_1825	Social Studies	SPED	1536	100%	
159	Martin, Michelle L.		GERMAN PK-12_4420 SPECIAL EDUCATION PK- 8_9226 SPECIAL EDUCATION 7-12_9227	Grade 9-12	German	768	100%	
160	Mathis, Bernadette M.		ELEMENTARY SCHOOL COUNSELOR K-6_1836 SECONDARY SCHOOL COUNSELOR 7-12_1837	Grade 5-8	School Counselor, 5-8	1536	100%	
161	Matjasic, Laura Michelle		MID-LEVEL CITIZ. ED 6-9_2870 ENGLISH 7-12_3230 COMMUNICATIONS 7-12_3200 ONLINE INSTRUCTION PROGRAM PK-12_1184 PRINCIPAL PK- 12_1115		Director of Career Services	2080	100%	
162	Matusz, Patrick		SOCIAL STUDIES 7-12_8875	Grade 9-12	Social Studies	1536	100%	
163	McCoy, Patricia		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115	Grade 7 & 8	ELA	1536	100%	
164	McGeever, Codie		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	
165	McGurk, Edmund J.		GENERAL SCIENCE 7-12_8450 BIOLOGY 7-12_8405	Grade 9-12	Science	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
166	McKillop, Natalie		GRADES PK-4_2825, SPECIAL EDUCATION PK-8_9226	Grade 4	Self-Contained	1536	100%	
167	McMann, Jenny E		GRADES PK-4 SPECIAL EDUCATION PK-8_9226	Grade 7 & 8	SPED	1616	100%	
168	Meah, Sheik Y.				Director of Marketing & Communications	2080		100%
169	Means, Kimberly		BIOLOGY 7-12_8405 PHYSICS 7-12_8470	Grade 9-12	Science	1536	100%	
			CHEMISTRY 7-12_8420 BIOLOGY 7-12_8405 MATHEMATICS 7-12_6800 EARTH AND SPACE SCIENCE 7-12_8440 PHYSICS 7-12_8470 BUS- COMPUTER-INFO TECH PK-12_1603 ENGLISH 7- 12_3230 SOCIAL STUDIES 7-12_8875					
170	Mehal, Zachary L.		COMMUNICATIONS 7-12_3200	Grade 9-12	Science	1536	100%	
171	Merine, Brigitte		SCHOOL PSYCHOLOGIST PK-12_1875		School Psychologist	2080	100%	
172	Miller, Amber		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
			HEALTH & PHYSICAL EDUC PK-12_4805 SAFETY ED/DRIVER ED 7-12_5215 LIBRARY SCIENCE PK- 12_6420 FAMILY-CONSUMER SCI PK-12_5600					
173	Montgomery, Zachary A.		READING SPECIALIST PK-12_7650	Grade 9-12	English & Social Studies	1536	100%	
			ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 ELEMENTARY K-6_2810 READING SPECIALIST PK- 12_7650 SPECIAL EDUCATION PK-12_9225		Special Education Instructional Coordinator	2080	100%	
174	Moore, Shannon L							
175	Mulrine, Karla		MENT AND/OR PHYS HANDICAPPED K-12_9235	Grade 4	SPED	1536	100%	
176	Murgo, Kristin		GRADES PK-4_2825, SPECIAL EDUCATION PK-8_9226	Grade K-4	SPED	1616	100%	
177	Myers, Meghan		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839	Grade 9-12	School Counselor, 9-12	1616	100%	
178	Nagle, McKenna		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839		Career Educator	1536	100%	
179	Nichols, Stacey		READING SPECIALIST PK-12_7650 ELEMENTARY K- 6_2810	Grade K, 1 & 2	Self-Contained	1536	100%	
			ELEMENTARY K-6_2810 GRADES PK-4_2825 GRADES 4-8 ALL SUBJECTS 4-6 SOCIAL STUDIES 7- 8_3100	Grade 7 & 8	History	1536	100%	
180	Nihoff, Beth							
181	Nixon, Amy		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235 EARLY CHILDHOOD N- 3_2840	Grade 7 & 8	SPED Math	1536	100%	
			ENGLISH 7-12_3230 SPANISH PK-12_4490 ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499	Grade 9-12	Spanish	1536	100%	
182	Oberholtzer, April J.							
183	Oberrender, Nicole		ELEMENTARY K-6_2810	Grade K, 1 & 2	Self-Contained	1536	100%	
184	Onjack, Elise		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	Grade 3	SPED	1536	100%	
185	Opdyke, Alyssa		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839	Grade 3 & 4	School Counselor, K-4	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
186	Oplinger, Julia		ENGLISH AS A SECOND LANGUAGE-ESL 9-12_4499, ELEMENTARY K-6_2810, GRADES 4-8-ALL SUBJECTS 4-6, ENGLISH LANGUAGE ARTS AND READING 7- 8_3100, ENGLISH 7-12_3230, READING SPECIALIST PK-12_7650		Instructional Coach, 5-8	2080	100%	
187	Palermo, Dina		ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499 ELEMENTARY K-6_2810 MUSIC PK-12_7205	K-12	ELL	1616	100%	
188	Paris, Melissa J.				Chief Financial Officer	2080		100%
189	Parker, Kiel P.				Assistant Director, Sped Supp Svcs & Com Mon	2080		100%
190	Pepe, Bethany L.		SECONDARY SCHOOL COUNSELOR 7-12_1837 ELEMENTARY SCHOOL COUNSELOR K-6_1836	Grade K, 1 & 2	School Counselor, K-4	1536	100%	
191	Pepe, Lauren M.		GRADES 4-8_ALL SUBJECTS 4-6/SCIENCE 7-8_3100	Grade 8	Physical Science	1536	100%	
192	Perney, Diana		PRINCIPAL PK-12_1115 ENGLISH 7-12_3230 ELEMENTARY K-6_2810 EARLY CHILDHOOD N- 3_2840		Principal, Onboarding & Prof Development	2080	100%	
193	Phillips, Lindsey		12_7650			1616	100%	
194	Price, Christopher R		ENGLISH 7-12_3032 ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499		Career Educator	1536	100%	
195	Pullara, Renee		ELEMENTARY K-6_2810	Grade 5 & 6	Academic Support	1536	100%	
196	Raman, Karyn A.		MENT AND/OR PHYS HANDICAPPED K-12_9235	Grades 5	Sped	1536	100%	
197	Ramos, Paula		READING SPECIALIST PK-12_7650 ELEMENTARY K- 6_2810	Grade 7 & 8	Academic Support ELA	1536	100%	
198	Richardson-Thomas, Evelyne		GRADES PK-4_2825 GRADES 5-6_2826	Grade 5	Self-Contained	1536	100%	
199	Roache-Lelli, Victoria		SCHOOL NURSE PK-12_1890		School Nurse	2080	100%	
200	Rocchini, Louis M.		SOCIAL STUDIES 7-12_8875 ENGLISH 7-12_3230 PRINCIPAL PK-12_1115	Grade 7	Assistant Principal	2080	100%	
201	Rockwell, Karen L.		ELEMENTARY K-6_2810 READING SPECIALIST PK- 12_7650	Grade 5	Self-Contained	1536	100%	
202	Rossi, Louise Constance		SPECIAL EDUCATION PK-12_9225, ENGLISH 7- 12_3230, BUS-COMPUTER-INFO-TECH PK-12_1603 ELEMENTARY K-6_2810, ENGLISH AS A SECOND LANGUAGE-ESL_4499	Grade 9-12	SPED	1616	100%	
203	Sahli, Lita		SPECIAL EDUCATION PK-12_9225		Special Education Instructional Coordinator	2080	100%	
204	Santina, Danielle K.		SPECIAL EDUCATION PK-12_9225 ELEMENTARY K- 6_2810	Science	SPED	1536	100%	
205	Sauro, Melissa Burns		ELEMENTARY K-6_2810	Grade 3	Self-Contained	1536	100%	
206	Scataglia, Louis Samuel		BUS-COMPUTER-INFO TECH K-12_1603	Grade 9-12	BCIT	1536	100%	
207	Schloss, Isaac		SPANISH PK-12_4490 GENERAL SCIENCE 7-12_8450 GRADES 4-8 - ALL SUBJECTS 4-6 SCIENCE 7-8_3100 GRADES 4-8 - ALL SUBJECTS 4-6 MATHEMATICS 7- 8_3100 GRADES PK-4_2825 GRADES 5-6_2826	Grade 8	Math	1536	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
208	Scholl, Stephen M.		HEALTH & PHYSICAL EDUC PK-12_4805 BUS-COMPUTER-INFO TECH PK-12_1603	Grade 9-12	Health/PE	1536	100%	
209	Schutt, Steven A.		ELEMENTARY PRINCIPAL K-6_1100 SUPERINTENDENT PK-12_1150 SECONDARY PRINCIPAL 7-12_1105 HEALTH & PHYSICAL ED PK-12_4805		Principal, K-4	2080	100%	
210	Shaffer, Katie M.		ELEMENTARY K-6_2810	Grade 2	Self-Contained	1536	100%	
211	Shearn, Lisa M.		SECONDARY SCHOOL COUNSELOR 7-12_1837 EELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839	Grade 5-8	School Counselor, 5-8	1536	100%	
212	Shedd, Jamie M.				Director of Enrollment	2080		100%
213	Shirk, Chelsea L.		ELEMENTARY K-6_2810 ENGLISH AS A SECOND LANGUAGE-ESL PK-12_4499	K-12	ELL	1536	100%	
214	Sieber, Jacqueline		ELEMENTARY K-6_2810	Grade 4	Self-Contained	1536	100%	
215	Simon, Patience		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-8_9226 SPECIAL EDUCATION EXPANSION 7-12_9129	Grade 6	Self-Contained	1536	100%	
216	Siravo, Christine		ELEMENTARY & SECONDARY SCHOOL COUNSELOR PK-12_1839	Grade 5-8	School Counselor, 5-8	1536	100%	
217	Slater, Jennifer L.		ENGLISH 7-12_3230	Grade 11 & 12	New Family Orientation	1536	100%	
218	Slater, Pamela		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	
219	Smith, Brittany		MID-LEVEL MATHEMATICS 6-9_2860 ELEMENTARY K-6_2810 MID-LEVEL SCIENCE 6-9_2880	Grade 5	Self-Contained	1536	100%	
220	Smith, Kristina		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
221	Solimine, Stefanie L.				Director of Human Resources	2080		100%
222	Spink, Emma J		ELEMENTARY K-6_2810	Grade 5	Self-Contained	1536	100%	
223	Steen, Lisa M.		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810	Grade K	Self-Contained	1536	100%	
224	Steighner, Stacie A.		MATHEMATICS 7-12_6800	Grade 9-12	Math	1536	100%	
225	Stinson, Paula J.		ENGLISH 7-12_3230 MID-LEVEL ENGLISH 6-9_2850 MID-LEVEL CITIZ. ED 6-9_2870 ELEMENTARY K-6_2810	Grade 8	History	1536	100%	
226	Stonebraker, Jordan P.		HEALTH & PHYSICAL ED PK-12_4805	Grade 7 & 8	Health/PE	1536	100%	
227	Sullivan, Emily		GRADES 4-8/ALL SUBJECTS 4-6 MATHEMATICS 7-8_3100 GRADES 4-8/ALL SUBJECTS 4-6 ENGLISH LANGUAGE ARTS AND READING 7-8_3100 PRINCIPAL PK-12_1115	Grade 2 & 3	Assistant Principal	2080	1	
228	Svoboda, Elizabeth		SOCIAL STUDIES 7-12_8875	Grade 9-12	Social Studies	1536	100%	
229	Swalga, Jason		ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860	Grade 5	Self-Contained	1536	100%	
230	Swarmer, Kayla		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	Grade 7 & 8	Science	1536	100%	
231	Tate, Sherri				Chief Human Resources & Marketing Officer	2080		100%

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
232	Tomaino, Emily		EARLY CHILDHOOD N-3_2840 ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-8_9226	Grade 5 & 6	Science	1536	100%	
233	Tomanio, Angela M.		ELEMENTARY K-6_2810	Grade 3	Self-Contained	1536	100%	
234	Toth, Rachelle M.		ELEMENTARY K-6_2810	Grade 4	Self-Contained	1536	100%	
235	Tranter, Charles		GRADES 4-8-ALL SUBJECTS 4-6; SOCIAL STUDIES 7-8_3100 PRINCIPAL PK-12_1115	Grade 6	Assistant Principal	2080	100%	
236	Tyson, Michelle		SPECIAL EDUCATION PK-12_9225 ELEMENTARY K-6_2810	Grade K, 1 & 2	SPED	1536	100%	
237	Ulmer, Boyd		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	
238	Vail, Peggy		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840 SPECIAL EDUCATION PK-8_9226	Grade 7 & 8	History	1536	100%	
239	Verdekal, Jenna		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	Grade K, 1, 2	Self-Contained	1536	100%	
240	Verga, Richard		PRINCIPAL PK-12_1115 MATHEMATICS 7-12_6800		Principal, 5-8	2080	100%	
241	Verton, Sonya M.		ELEMENTARY K-6_2810 EARLY CHILDHOOD N-3_2840 ENGLISH AS A SECOND LANGUAGE/ESL_4499	K-12	ELL	1536	100%	
242	Vioral, Tracey A.		ELEMENTARY K-6_2810 MENT AND/OR PHYS HANDICAPPED K-12_9235 EARLY CHILDHOOD N-3_2840	Grades K-4	Sped	1536	100%	
243	Vitalbo, Nicole Elizabeth		SPECIAL EDUCATION PK-8_9226 GRADES PK-4_2825	Grade 6	ELA Sped	1536	100%	
244	Waid, Audrey		ART PK-12_1405 ELEMENTARY K-6_2810 MID-LEVEL MATHEMATICS 6-9_2860	Grade 5 & 6	Art	1536	100%	
245	Wangler, Nina M.		MID-LEVEL ENGLISH 6-9_2850 ENGLISH 7-12_3230 READING SPECIALIST PK-12_7650 SPECIAL EDUCATION PK-12_9225 ELEMENTARY K-6_2810		Assistant Director of Special Education	2080	100%	
246	Wasil, Andrea		ENGLISH 7-12_3230 SOCIAL STUDIES 7-12_8875 LIBRARY SCIENCE PK-12_6420	Grade 9-12	Social Studies	1536	100%	
247	Wasilko, Mark B.		MUSIC PK-12_7205	Grade 7 & 8	Music	1536	100%	
248	Watson, Jennifer L.		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225		Asst Dir of SPED, Transition Programming	2080	100%	
249	Watterson, Maria A.		ELEMENTARY K-6_2810 SPECIAL EDUCATION PK-12_9225 READING SPECIALIST PK-12_7650	Grade K	Self-Contained	1536	100%	
250	Weinberger, Maureen		ENGLISH 7-12_3230 PRINCIPAL PK-12_1115 ELEMENTARY K-6_2810 ONLINE INSTRUCTION PROGRAM PK-12_1184		Director, Curriculum, Instruction & Fed Prog	2080	100%	
251	Wernick, Casey B.		SOCIAL STUDIES 7-12_8875 PRINCIPAL PK-12_1115	Grade 12	Assistant Principal	2080	100%	
252	Wessels, Douglas J.				Chief Public Affairs & Accountability Officer	2080		100%
253	Widmann, Crystal L.		SECODARY SCHOOL COUNSELOR 7-12_1837 PRINCIPAL PK-12_1115		Assistant Principal, Pupil Services	2080	100%	

Staff #	Name of Employee (List in Alpha. Order)	PPID #	All areas of Certification/ Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assign- ment	% of Time in Certified Position	% of Time in Areas Not Certified
254	Willits, Cynthia A.		GENERAL SCIENCE 7-12_8450 ELEMENTARY K-6_2810 ONLINE INSTRUCTION PROGRAM PK-12_1184	Grade 6	Self-Contained	1536	100%	
255	Witkowski-Denithorne, Laura J.		ENGLISH 7-12_3230 ELEMENTARY K-6_2810	Grade 8	ELA	1536	100%	
256	Woltjen, Christina		SCHOOL NURSE PK-12_1890		School Nurse	2080	100%	
257	Woodruff, Anjleke E.		SPECIAL EDUCATION PK-12_9225 PRINCIPAL PK-12_1115	Grade 9	Assistant Principal	2080	100%	
258	Wright, Alyssa		GRADES 4-8-ALL SUBJECTS 4-6 SCIENCE 7-8_3100 GRADES PK-4_2825 GRADES 4-8/ALL SUBJECTS 4-6 Math 7-8_3100	Grade 4	Self-Contained	1536	100%	
259	Wroten, Alison		ELEMENTARY K-6_2810	Grade 1	Self-Contained	1536	100%	
260	Yannarella, Michaela		HEALTH & PHYS EDUC PK-12_4805, SAFETY ED/DRIVER ED 7012_5215	Grade 9-12	Health/PE	768	100%	
261	Yoest, Melissa		MENT AND/OR PHYS HANDICAPPED K-12_9235 ELEMENTARY K-6_2810	Grade 5 & 6	ELA Sped & LS	1536	100%	
262	Zammetti, Ashley M		GRADES 4-8: ALL SUBJECTS 4-6; ELA/READING 7-8_3100		Self-Contained	1536	100%	
263	Zimmerman, Gary		SOCIAL STUDIES 7-12_8875, MENT AND/OR PHYS HANDICAPPED K-12_9235		Special Education Enrollment Specialist	2080	100%	
264	Zullick, Aaron James		ENGLISH 7-12_3230	Grade 9-12	ELA	1536	100%	

Total Number of Administrators (do not include CEO) __42__ CEO (certified)_1_

Total Number of Teachers __192__ Counselors __10__ School Nurses __4__ Others __15__

Total Number of Professional Staff __264__

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

**Preliminary Statement of Revenues, Expenditures &
Include ALL Funds
as of 6/30/2025 (Unaudited)**

Name of School PA Virtual Charter School

Address of School 630 Park Avenue King of Prussia, PA 19406

CEO Signature *Debra Heath Shorter*

REVENUES

6000		REVENUE FROM LOCAL SOURCES
6500		EARNINGS ON INVESTMENTS
	6510	Interest on Investments and Interest-Bearing Checking Accounts
	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
	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
		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 Withholding
		6948	Receipts from Members of Intermediate Units for Direct Contributions
		6949	Other Tuition from Patrons
	6950		Unassigned
	6960		Services Provide Other Local Governmental Units / LEAs
		6961	Transportation Services Provided Other Pennsylvania LEAs
		6969	All Other Services Provided Other Governments and LEAs Not Specified Above
	6970		Services Provided Other Funds
	6980		Revenue from Community Service Activities
	6990		Refunds and Other Miscellaneous Revenue
		6991	Refunds of a Prior Year Expenditure
		6999	Other Revenues Not Specified Above
7000			REVENUE FROM STATE SOURCES
7100			BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES
	7150		Unassigned
	7160		Tuition for Orphans and Children Placed in Private Homes
	7180		Staff and Program Development
7200			REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS
	7210		Homebound Instruction
	7220		Vocational Education
	7230		Alternative Education
	7240		Driver Education - Student
	7250		Migratory Children
	7260		Workforce Investment Act (WIA)
	7270		Specialized Education of Exceptional Pupils
	7280		Adult Literacy

	7290		Additional Educational Program Revenues
7300			REVENUES FOR NON-EDUCATIONAL PROGRAMS
	7310		Transportation (Regular and Additional)
	7320		Rental and Sinking Fund Payments / Building Reimbursement Subsidy
	7330		Health Services (Medical, Dental, Nurse, Act 25)
	7340		Unassigned
	7350		Sewage Treatment Operations / Environmental Subsidies
	7360		Safe Schools
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS
		7502	Dual Enrollment Grants
		7503	Project 720/High School Reform
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series
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)
	8520		Vocational Education
	8530		Child Nutrition Program
	8540		Nutrition Education and Training
	8560		Federal Block Grants
	8570		Unassigned
	8580		Child Care and Development Block Grants
	8590		Unassigned
8600			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER 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
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		

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of 6/30/2025 (Unaudited)

Name of School - PA Virtual Charter School

Address of School 630 Park Avenue King of Prussia, PA 19406

CEO Signature *Debra Heath-Shaw*

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	20,466,356.00
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	3,507,625.00
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
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	1,088,518.00
2130	Attendance Services	
2140	Psychological Services	452,139.00
2150	Speech Pathology and Audiology Services	728,905.00
2160	Social Work Services	25,233.00
2170	Student Accounting Services	
2190	Other Pupil Personnel Services	1,419,392.00
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	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	11,428.00
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	338,004.85
	2360	Office of the Superintendent (Executive Director) Services	1,170,684.00
	2370	Community Relations Services	
	2380	Office of the Principal Services	2,361,857.00
	2390	Other Administration Services	20,060,386.71
2400		SUPPORT SERVICES - PUPIL HEALTH	85,006.00
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	1,199,683.00
	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	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	641,471.00
	2630	Care and Upkeep of Grounds Services	5,125.00
	2640	Care and Upkeep of Equipment Services	18,605.00
	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	
	3210	School Sponsored Student Activities	
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600		EXISTING BUILDING IMPROVEMENT SERVICES	
5000		OTHER EXPENDITURES AND FINANCING USES	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200		FUND TRANSFERS	
5300		TRANSFERS INVOLVING COMPONENT UNITS	
5400		INTRAFUND TRANSFERS OUT	
5800		SUSPENSE ACCOUNT	
5900		BUDGETARY RESERVE	
TOTAL EXPENDITURES			53,580,418.56

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF**

53,580,418.56

-

Title	Preliminary Statement of Revenues, Expenditures & Fund...
File name	Preliminary_State...Fund_Balances.xls
Document ID	c1cf2bd9c1f0279269f6214b4f600557dfab3945
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History



SENT

09 / 26 / 2025

20:20:56 UTC

Sent for signature to Debra Heath-Thornton
(dheath@pavcsk12.org) from pgraham@pavcs.us
IP: 98.114.37.188



VIEWED

09 / 26 / 2025

20:28:34 UTC

Viewed by Debra Heath-Thornton (dheath@pavcsk12.org)
IP: 24.59.158.54



SIGNED

09 / 26 / 2025

20:28:59 UTC

Signed by Debra Heath-Thornton (dheath@pavcsk12.org)
IP: 24.59.158.54



COMPLETED

09 / 26 / 2025

20:28:59 UTC

The document has been completed.



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

FINANCIAL STATEMENTS

JUNE 30, 2024

PENNSYLVANIA VIRTUAL CHARTER SCHOOL
JUNE 30, 2024

TABLE OF CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITOR'S REPORT	1
FINANCIAL STATEMENTS:	
Statements of Financial Position	4
Statement of Activities	5
Statement of Functional Expenses	6
Statements of Cash Flows	7
Notes to Financial Statements	8
SINGLE AUDIT INFORMATION:	
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	16
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	18
Schedule of Expenditures of Federal Awards	21
Notes to Schedule of Expenditures of Federal Awards	22
Schedule of Findings and Recommendations	23
Corrective Action Plan	26



INDEPENDENT AUDITOR'S REPORT

February 24, 2025

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

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of the Pennsylvania Virtual Charter School, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Pennsylvania Virtual Charter School as of June 30, 2024, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Pennsylvania Virtual 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 opinion.

Responsibilities of Management for the Financial Statements

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

To the Board of Directors
Pennsylvania Virtual Charter School

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

To the Board of Directors
Pennsylvania Virtual Charter School

Report on Summarized Comparative Information

We have previously audited the Pennsylvania Virtual Charter School's June 30, 2023 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated March 29, 2024. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2023 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Supplementary Information

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report February 24, 2025, on our consideration of the Pennsylvania Virtual Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Pennsylvania Virtual Charter School's internal control over financial reporting and compliance.

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2024 AND 2023**

	<u>2024</u>	<u>2023</u>
<u>ASSETS</u>		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 23,560,903	\$ 22,481,143
Investments	14,539,998	-
Accounts receivable, net	5,492,506	4,402,281
Grants receivable	1,772,780	5,999,001
Prepaid expenses	4,337	117,230
Total Current Assets	<u>45,370,524</u>	<u>32,999,655</u>
NONCURRENT ASSETS:		
Land	918,892	918,892
Buildings and improvements	4,366,579	4,366,579
Furniture and equipment	2,364,295	2,354,473
Leased computer equipment	3,331,460	3,331,460
Less: Accumulated depreciation	<u>(5,624,592)</u>	<u>(4,339,439)</u>
Property and Equipment, Net	<u>5,356,634</u>	<u>6,631,965</u>
Security deposits	<u>6,000</u>	<u>-</u>
TOTAL ASSETS	<u>\$ 50,733,158</u>	<u>\$ 39,631,620</u>
<u>LIABILITIES AND NET ASSETS</u>		
CURRENT LIABILITIES:		
Accounts payable	\$ 1,149,453	\$ 1,059,584
Other liabilities	5,483,568	5,974,289
Due to K-12, Inc.	468,106	434,316
Current portion of lease payable	1,038,092	41,706
Total Current Liabilities	<u>8,139,219</u>	<u>7,509,895</u>
NONCURRENT LIABILITIES:		
Lease payable	259,583	2,214,737
Compensated absences	<u>388,791</u>	<u>281,780</u>
Total Noncurrent Liabilities	<u>648,374</u>	<u>2,496,517</u>
Total Liabilities	<u>8,787,593</u>	<u>10,006,412</u>
NET ASSETS:		
Without donor restrictions	<u>41,945,565</u>	<u>29,625,208</u>
Total Net Assets	<u>41,945,565</u>	<u>29,625,208</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 50,733,158</u>	<u>\$ 39,631,620</u>

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

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024
(With Summarized Totals for 2023)**

	Without Donor Restrictions	With Donor Restrictions	Totals	
			2024	2023
PUBLIC SUPPORT AND REVENUE				
Public support:				
Operating subsidy	\$ 55,455,521	\$ -	\$ 55,455,521	\$ 51,614,547
Federal grants	-	6,704,076	6,704,076	4,113,261
State grants	-	55,584	55,584	197,942
Other income	507,891	-	507,891	171,478
Total Public Support	55,963,412	6,759,660	62,723,072	56,097,228
Revenue:				
Interest income	699,768	-	699,768	340,230
Total Revenue	699,768	-	699,768	340,230
Net assets released from restrictions:				
Satisfaction of program restrictions	6,759,660	(6,759,660)	-	-
TOTAL PUBLIC SUPPORT AND REVENUE	63,422,840	-	63,422,840	56,437,458
EXPENSES				
Program services:				
Instruction	24,885,543	-	24,885,543	27,320,483
IDEA	711,792	-	711,792	611,206
Title I	1,324,843	-	1,324,843	1,248,407
Title II	110,458	-	110,458	104,713
Title IV	97,733	-	97,733	99,303
ESSER	4,459,250	-	4,459,250	2,049,632
Total Program Services	31,589,619	-	31,589,619	31,433,744
Support services	19,512,864	-	19,512,864	21,324,695
TOTAL EXPENSES	51,102,483	-	51,102,483	52,758,439
CHANGE IN NET ASSETS	12,320,357	-	12,320,357	3,679,019
NET ASSETS, BEGINNING OF YEAR	29,625,208	-	29,625,208	25,946,189
NET ASSETS, END OF YEAR	\$ 41,945,565	\$ -	\$ 41,945,565	\$ 29,625,208

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

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2024
(With Summarized Totals for 2023)**

	Program Services						Total Program Services	Support Services	Totals	
	Instruction	IDEA	Title I	Title II	Title IV	ESSER			2024	2023
Salaries	\$ 9,220,761	\$ -	\$ 1,118,640	\$ 106,570	\$ 91,707	\$ 2,053,723	\$ 12,591,401	\$ 8,347,516	\$ 20,938,917	\$ 21,765,592
Benefits and payroll taxes	5,445,914	-	66,242	-	-	1,783,700	7,295,856	6,566,278	13,862,134	14,966,426
Total Salaries and Related Expenses	14,666,675	-	1,184,882	106,570	91,707	3,837,423	19,887,257	14,913,794	34,801,051	36,732,018
Advertising expense	-	-	-	-	-	-	-	1,009,949	1,009,949	733,744
Depreciation	102,812	-	-	-	-	-	102,812	1,182,341	1,285,153	1,002,290
Dues and fees	13,015	-	-	-	5,413	-	18,428	241,863	260,291	423,007
Insurance	-	-	-	-	-	-	-	134,053	134,053	93,781
Instructional software	5,633,008	-	44,637	-	613	621,827	6,300,085	-	6,300,085	6,548,356
Interest expense	-	-	-	-	-	-	-	194,969	194,969	70,438
Materials and books	1,694,972	-	95,324	3,888	-	-	1,794,184	78,695	1,872,879	1,295,997
Miscellaneous	-	-	-	-	-	-	-	662,213	662,213	203,903
Occupancy	-	-	-	-	-	-	-	352,090	352,090	643,374
Postage	11,942	-	-	-	-	-	11,942	226,901	238,843	198,031
Professional services	10,248	-	-	-	-	-	10,248	4,822	15,070	108,752
Repairs and maintenance	-	-	-	-	-	-	-	105,071	105,071	81,884
Special education services	1,943,044	711,792	-	-	-	-	2,654,836	-	2,654,836	2,931,313
Supplies and small equipment	137,014	-	-	-	-	-	137,014	-	137,014	129,443
Telephone and internet	566,249	-	-	-	-	-	566,249	200,229	766,478	1,243,611
Travel and entertainment	106,564	-	-	-	-	-	106,564	205,874	312,438	318,497
TOTAL EXPENSES	\$ 24,885,543	\$ 711,792	\$ 1,324,843	\$ 110,458	\$ 97,733	\$ 4,459,250	\$ 31,589,619	\$ 19,512,864	\$ 51,102,483	\$ 52,758,439

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

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023**

	<u>2024</u>	<u>2023</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	\$ 12,320,357	\$ 3,679,019
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation	1,285,153	1,002,290
(Increase) Decrease in:		
Accounts receivable	(1,090,225)	(1,366,953)
Grants receivable	4,226,221	(2,158,222)
Prepaid expenses	112,893	594,338
Increase (Decrease) in:		
Accounts payable	89,869	107,052
Other liabilities	(490,721)	3,253,309
Due to K-12, Inc.	33,790	(240,999)
Compensated absences	107,011	69,915
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	<u>16,594,348</u>	<u>4,939,749</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	(9,822)	-
Purchase of investments	(14,539,998)	-
Security deposit (increase) decrease	(6,000)	8,250
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	<u>(14,555,820)</u>	<u>8,250</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Lease payments	(958,768)	(1,116,723)
NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	<u>(958,768)</u>	<u>(1,116,723)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	1,079,760	3,831,276
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>22,481,143</u>	<u>18,649,867</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 23,560,903</u></u>	<u><u>\$ 22,481,143</u></u>
SUPPLEMENTAL DISCLOSURES:		
Interest paid	<u>\$ 194,969</u>	<u>\$ 70,438</u>
Property and equipment acquired through lease	<u>\$ -</u>	<u>\$ 3,331,460</u>

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

PENNSYLVANIA VIRTUAL CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 1 NATURE OF THE ORGANIZATION

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

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

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

Financial Statement Presentation

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

Income Tax Status

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

Cash and Cash Equivalents

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

Investments

Investments with readily determinable fair values are reported at fair value with gains and losses included in the statement of activities.

FASB ASC 820, *Fair Value Measurement*, provides the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in

PENNSYLVANIA VIRTUAL CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

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

active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy under FASB ASC 820 are described as follows:

Level 1 – Uses unadjusted quoted prices that are available in active markets for identical assets or liabilities as of the reporting date.

Level 2 – Uses inputs other than Level 1 that are either directly or indirectly observable as of the reporting date through correlation with market data, including quoted prices for similar assets and liabilities in active markets and quoted prices in markets that are not active. Level 2 also includes assets and liabilities valued using models or other pricing methodologies that do not require significant judgment because the input assumptions used in the models, such as interest rates and volatility factors, are corroborated by readily observable data.

Level 3 – Uses inputs that are unobservable, supported by little or no market activity, and reflect significant management judgment. These values are generally determined using pricing models that utilize management's estimates of market participant assumptions.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Accounts and Grants Receivable

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

Property and Equipment

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

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

PENNSYLVANIA VIRTUAL CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

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

Compensated Absences

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

Advertising Expense

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

Allocation of Functional Expenses

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

Use of Estimates in the Preparation of Financial Statements

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

Prior Year Financial Statements

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2023, from which the summarized information was derived.

NOTE 3 CASH AND CASH EQUIVALENTS

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned. The School maintains five bank accounts at TD Bank, NA. Accounts at this institution are insured by the Federal Deposit Insurance Corporation ("FDIC") up to \$250,000. At

PENNSYLVANIA VIRTUAL CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 3 CASH AND CASH EQUIVALENTS (cont'd)

June 30, 2024, the carrying amount of the School's deposits totaled \$23,560,903, and the bank balance was \$24,360,211. Of the bank balance, \$250,000 was covered by federal depository insurance, and \$24,110,211 was exposed to custodial credit risk because it was uninsured, and the collateral held by the depository's agent was not in the School's name. However, the exposed deposits were collateralized in accordance with Act 72 of the Commonwealth of Pennsylvania.

NOTE 4 INVESTMENTS

Investments, stated at fair value, as of June 30, 2024 are as follows:

Certificates of deposit greater than 90 days	\$14,539,998

Investment return, and its classification in the statement of activities, is summarized as follows:

	Without Donor Restrictions	Total
Interest income	\$ 669,768	\$ 669,768

Fair Value Measurement

The table below sets forth, by level, the School's financial assets that were accounted for at fair value as of June 30, 2024:

	Fair Value at Report Date Using:			
	Fair Value	Level 1	Level 2	Level 3
Certificates of deposit greater than 90 days	\$14,539,998	\$14,539,998	\$ -	\$ -

NOTE 5 ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2024 consisted of the following:

Due from school districts and Pennsylvania	
Department of Education:	\$ 5,968,869
Less: Allowance for doubtful accounts	(476,363)
TOTAL	\$ 5,492,506

PENNSYLVANIA VIRTUAL CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 6 GRANTS RECEIVABLE

Grants receivable consisted of the following at June 30, 2024:

School Health Annual Reimbursement System (SHARS)	\$ 55,584
Federal receivables	<u>1,717,196</u>
TOTAL	<u>\$ 1,772,780</u>

NOTE 7 PROPERTY AND EQUIPMENT

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

	Balance July 1, 2023	Additions	Deletions	Balance June 30, 2024
Land	\$ 918,892	\$ -	\$ -	\$ 918,892
Buildings and improvements	4,366,579	-	-	4,366,579
Furniture and equipment	2,354,473	9,822	-	2,364,295
Leased computer equipment	3,331,460	-	-	3,331,460
	<u>10,971,404</u>	<u>9,822</u>	<u>-</u>	<u>10,981,226</u>
Accumulated depreciation	(4,339,439)	(1,285,153)	-	(5,624,592)
Total Property and Equipment, Net	<u>\$ 6,631,965</u>	<u>\$ (1,275,331)</u>	<u>\$ -</u>	<u>\$ 5,356,634</u>

NOTE 8 DUE TO K-12, INC.

In June 2009, the School entered into an agreement with K-12, Inc. to provide online curricula, instructional tools, materials, and other products through June 2024. Under this agreement, the School has purchased online curricula, instructional tools, materials, and other products totaling \$5,975,514 for the year ended June 30, 2024.

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

The line item "Due to K-12, Inc." shown on the statement of financial position represents amounts payable and due to K-12, Inc. for curriculum materials. The amount due as of June 30, 2024 was \$422,933.

PENNSYLVANIA VIRTUAL CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 9 LEASE OBLIGATION

The School acquired \$3,331,460 of computers under a lease agreement with payments due yearly on June 1, beginning on June 1, 2023 through June 1, 2025, with a final payment for the remainder of the balance on August 1, 2026. The leased computers are depreciated over the life of the lease. Depreciation of the computers under the financing lease is included in depreciation expense. For the year ended June 30, 2024, the School recorded \$1,110,487 of depreciation on the computers. The table below describes the future amounts due under the lease.

<u>Year Ending June 30,</u>	<u>Principal Maturities</u>	<u>Interest Maturities</u>	<u>Total Maturities</u>
2025	\$ 1,038,092	\$ 107,362	\$ 1,145,454
2026	259,583	25,417	285,000
	<u>\$ 1,297,675</u>	<u>\$ 132,779</u>	<u>\$ 1,430,454</u>

NOTE 10 SUBSCRIPTION AGREEMENT

In the current year, the School entered into a subscription agreement with Ring Central to provide monthly telephone and conferencing services. Subscription expense for the year ended June 30, 2024 was \$52,883 and is included in telephone and internet in the statement of functional expenses.

Future payments under this subscription agreement are as follows:

<u>Year Ending June 30,</u>	
2025	\$ 52,883
2026	22,034
	<u>\$ 74,917</u>

NOTE 11 PENSION PLAN

Plan Description

The School contributes to the Public School Employees' Retirement System ("PSERS"), a governmental cost-sharing multiple-employer defined benefit pension plan administered by the Commonwealth of Pennsylvania Public School Employees' Retirement System. The PSERS provides retirement and disability, legislative-mandated *ad hoc* cost-of-living adjustments, and certain healthcare insurance premium assistance to plan members and beneficiaries. The

PENNSYLVANIA VIRTUAL CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 11 PENSION PLAN (cont'd)

Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) provides the authority to establish and amend benefit provisions. The PSERS issues an annual comprehensive financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to the Public School Employees' Retirement System, P. O. Box 125, Harrisburg, Pennsylvania 17108-0125.

Funding Policy

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers, and the Commonwealth. Eligible active members contribute at 7.5% of their qualifying compensation. Contributions required of employers are based upon an actuarial valuation. For the fiscal year ended June 30, 2024, the rate of employer contribution was 34.00%, allocated 33.09% to pensions, 0.27% to Act 5 defined contribution, and 0.64% to health insurance. The School's contribution to PSERS for the years ended June 30, 2024, 2023, and 2022 was \$6,386,441, \$7,416,478, and \$6,300,508, respectively, equal to the required contribution.

NOTE 12 COMMITMENTS AND CONTINGENCIES

The School is subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the normal course of business. In the opinion of management, all such matters are adequately covered by insurance, and if not so covered are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of activities of the School if disposed of unfavorably.

NOTE 13 UNCERTAINTIES

Grants

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

NOTE 14 LIQUIDITY AND AVAILABILITY OF RESOURCES

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

PENNSYLVANIA VIRTUAL CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024

NOTE 14 LIQUIDITY AND AVAILABILITY OF RESOURCES (cont'd)

The following reflects the School's financial assets as of June 30, 2024, reduced by amounts not available for general use within one year of the statement of financial position date.

Financial assets, at year-end	<u>\$45,366,187</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$45,366,187</u>

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

NOTE 15 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through February 24, 2025, the date the financial statements were available to be issued.

SINGLE AUDIT INFORMATION



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

February 24, 2025

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Pennsylvania Virtual Charter School ("the School"), a nonprofit organization, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated February 24, 2025.

Report on Internal Control Over Financial Reporting

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

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

To the Board of Directors
Pennsylvania Virtual Charter School

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. We did identify a certain deficiency in internal control, described in the accompanying schedule of findings and recommendations as #2024-001 that we consider to be a material weakness.

Report on Compliance and Other Matters

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

School's Response to Finding

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

Purpose of This Report

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

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



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

February 24, 2025

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

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

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

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each major federal program 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 ("GAAS"); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States ("*Government Auditing Standards*"); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

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

To the Board of Directors
Pennsylvania Virtual Charter School

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 the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

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

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

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

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.

To the Board of Directors
Pennsylvania Virtual Charter School

Report on Internal Control Over Compliance

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

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

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

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

**PENNSYLVANIA VIRTUAL CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2024**

FEDERAL GRANTOR/PROJECT TITLE	SOURCE CODE	FEDERAL ALN	PASS- THROUGH GRANTOR'S NUMBER	GRANT PERIOD BEGINNING/ ENDING DATES	GRANT AMOUNT	TOTAL RECEIVED FOR YEAR	ACCRUED (UNEARNED) REVENUE 07/01/2023	REVENUE RECOGNIZED	EXPENDITURES	ACCRUED (UNEARNED) REVENUE 06/30/2024	AMOUNT PASSED THROUGH TO SUB- RECIPIENTS
U.S. DEPARTMENT OF EDUCATION											
Passed through Montgomery County I.U.											
IDEA	I	84.027	062-23-0035	07/01/2022 - 06/20/2023	\$ 611,206	\$ 611,206	\$ 611,206	\$ -	\$ -	\$ -	\$ -
IDEA	I	84.027	062-24-0023	07/01/2023 - 06/30/2024	711,792	-	-	711,792	711,792	711,792	-
Total ALN 84.027						611,206	611,206	711,792	711,792	711,792	-
Passed through Pennsylvania Department of Education											
Elementary and Secondary School Emergency Relief Fund	I	84.425D	200-21-1018	03/13/2020 - 09/30/2023	3,178,842	2,883,136	2,883,136	-	-	-	-
Elementary and Secondary School Emergency Relief Fund	I	84.425U	223-21-1018	03/13/2020 - 09/30/2024	6,429,877	5,962,250	1,503,000	4,459,250	4,459,250	-	-
Total ALN 84.425						8,845,386	4,386,136	4,459,250	4,459,250	-	-
Passed through Pennsylvania Department of Education											
Title I Grants - Improving Basic Programs	I	84.010	013-23-1018	08/16/2022 - 09/30/2023	1,248,407	802,537	802,537	-	-	-	-
Title I Grants - Improving Basic Programs	I	84.010	013-24-1018	09/04/2023 - 09/30/2024	1,440,122	517,888	-	1,324,843	1,324,843	806,955	-
Total ALN 84.010						1,320,425	802,537	1,324,843	1,324,843	806,955	-
Title II - Improving Teacher Quality	I	84.367	020-23-1018	08/19/2022 - 09/30/2023	104,713	69,747	69,747	-	-	-	-
Title II - Improving Teacher Quality	I	84.367	020-24-1018	09/04/2023 - 09/30/2024	110,459	39,923	-	110,458	110,458	70,535	-
Total ALN 84.367						109,670	69,747	110,458	110,458	70,535	-
Title IV - Student Support & Academic Enrichment	I	84.424	144-23-1018	08/19/2022 - 09/30/2023	99,303	-	67,771	-	-	67,771	-
Title IV - Student Support & Academic Enrichment	I	84.424	144-24-1018	09/04/2023 - 09/30/2024	97,733	37,590	-	97,733	97,733	60,143	-
Total ALN 84.424						37,590	67,771	97,733	97,733	127,914	-
TOTAL U.S. DEPARTMENT OF EDUCATION						10,924,277	5,937,397	6,704,076	6,704,076	1,717,196	-
TOTAL EXPENDITURES OF FEDERAL AWARDS						\$ 10,924,277	\$ 5,937,397	\$ 6,704,076	\$ 6,704,076	\$ 1,717,196	\$ -

SOURCE CODE:

I - Indirect Funding

PENNSYLVANIA VIRTUAL CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A REPORTING ENTITY

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

NOTE B BASIS OF ACCOUNTING

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

NOTE C INDIRECT COST RATE

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

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PENNSYLVANIA VIRTUAL CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PART A - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

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

Unmodified

Internal control over financial reporting:

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

Federal Awards

Internal control over major program:

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

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

Unmodified

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

 Yes X No

Identification of major programs:

Federal Assistance Listing Numbers

Name of Federal Program or Cluster

84.425D, 84.425U

Elementary and Secondary School Emergency Relief Fund

84.010

Title I Grants - Improving Teacher Quality

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

\$ 750,000

Auditee qualified as low-risk auditee?

 Yes X No

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

PART B - FINDINGS RELATED TO FINANCIAL STATEMENTS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

#2024-001

Condition

During the current year audit, material journal entries were needed to correct the beginning balances of various asset, liability, and equity accounts. We also noted, that the School was unable to identify the receipt of the federal IDEA funding receivable from fiscal year 2023, which was passed through the Montgomery County Intermediate Unit. This funding from 2023 was received in 2024; however, the client was unable to determine where the payment was posted. This resulted in federal receivables being overstated on the unadjusted trial balance. As a result, material adjustments were needed to correct the current year ending balances of accounts receivable, IDEA revenue, and interest income. The internal controls over financial reporting did not function properly and did not properly reconcile beginning account balances to the prior year audit report or current year receivable, IDEA revenue, and interest income balances. These changes also resulted in the School making periodic changes to the trial balances provided for the audit.

Criteria

The internal controls over financial reporting should reconcile account balances at the beginning and end of each period to ensure accounts are properly rolled forward to the next period.

Cause

Oversight of accounting staff during reconciliation process.

Effect

Material audit journal entries were required to correct beginning and ending account balances.

Recommendation

The internal controls over financial reporting should ensure balance sheet accounts are reconciled at least monthly to ensure accounts are properly rolled forward for each month. Beginning account balances for the start of the fiscal year should agree to the prior year audit report. Beginning monthly balances should agree the close of the prior month. Performing these regularly will ensure the trial balance and the general ledger agree to one another and ensure the accuracy of the account balances.

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

PART C - FINDINGS RELATED TO FEDERAL AWARDS

STATUS OF PRIOR YEAR FINDINGS

#2023-001

Condition

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

Criteria

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

Cause

Oversight due to turnover of accounting staff during the year.

Effect

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

Recommendation

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

Status

During our current year audit, we noted that the School had submitted the quarterly filings timely. The School also implemented a reporting tracker with the finance team and the director of federal programs to ensure all information is properly reported. Therefore, this finding no longer applicable.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.



PAVIRTUAL
CHARTER SCHOOL

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

Pennsylvania Virtual Charter School - Fiscal Year 2023 - 2024 Corrective Action Plan

Date: February 24, 2025

To Whom It May Concern:

Pennsylvania Virtual Charter School respectfully submits the following management response for the year ended June 30, 2024, based on the schedule of findings and recommendations included in the following audit report:

Audit Period: July 1, 2023 - June 30, 2024

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

Finding 2024-001 — During our current year audit, it was material journal entries were needed to correct the beginning balances of various asset, liability, and equity accounts. There were also material entries needed to properly record interest income and IDEA revenue for fiscal year 2024.

Recommendation – We recommend that the School implement policies and procedures that will provide internal controls over reconciliations and posting of proposed audit entries.

Action Taken – Pennsylvania Virtual Charter School management agrees with the above recommendation and has instituted policies and procedures designed to address this finding. (Please see the list of approved policies and procedures.)



Monday, July 15, 2024

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

Dear Debra Heath-Thornton,

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

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

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

Thank you for your cooperation.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs



Monday, July 15, 2024

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

Dear Debra Heath-Thornton,

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

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

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

Thank you for your cooperation.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs

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

Division of Federal Programs
Consolidated Program Review
2023-2024 School Year

Pennsylvania Virtual CS
630 Park Avenue
King of Prussia, PA 19406

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Dr. Debra Heath-Thornton	4846807772	☐
Business Manager:	Melissa Paris	4848418922	☐
Federal Program Coordinator:	Maureen Weinberger	4846807868	☐
Parent/Family Member:			☐

Program(s) Reviewed:

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

Program Reviewer(s): Dr. Helen Gross Dr. Adam Kenz

Program Review Date: 05/20/2024

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1A. For Districts only, Charter Schools mark N/A - Teachers working in a Title IA program are appropriately state certified. Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met. If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	☐	☐	☒	☐ list of staff on emergency permits	District Comments
					4/23/2024 3:11:35 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Charter School
					Monitor Comments
					5/19/2024 11:20:55 AM State Monitor Helen Gross Charter Schools mark N/A
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title I funds must ensure that at least 75% of their professional staff have the appropriate state certification.	☒	☐	☐	☒ Submit a list of certified and non-certified professional staff working in a Title IA program (all professional staff if in a schoolwide charter) and the PDE 414 form	Monitor Comments
					5/31/2024 10:52:57 AM State Monitor Helen Gross Required documentation was provided.
PDE414-PAVirtual22-23SY.pdf 2023-2024ESSAProgramMonitoringforPAVirtualCSTableofContents.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
2. For all LEAs - All staff paid with federal funds must be appropriately state certified.	☒	☐	☐	☒ list of staff and certifications of all staff being paid with federal funds broken out by building assignment	<table><tr><th>Monitor Comments</th></tr><tr><td>5/31/2024 10:53:07 AM State Monitor Helen Gross Required documentation was provided.</td></tr></table>	Monitor Comments	5/31/2024 10:53:07 AM State Monitor Helen Gross Required documentation was provided.
Monitor Comments							
5/31/2024 10:53:07 AM State Monitor Helen Gross Required documentation was provided.							
TitleIAcademicSupportTeachers.pdf							

Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.	☒	☐	☐	☒ Updated Equity Plan, with dated agenda and corresponding sign-in sheet	<table><tr><th>Monitor Comments</th></tr><tr><td>5/29/2024 2:00:39 PM State Monitor Helen Gross Documentation was complete and provided in a timely manner.</td></tr></table>	Monitor Comments	5/29/2024 2:00:39 PM State Monitor Helen Gross Documentation was complete and provided in a timely manner.
Monitor Comments							
5/29/2024 2:00:39 PM State Monitor Helen Gross Documentation was complete and provided in a timely manner.							
PennsylvaniaVirtualCharterSchoolEquityPlanSY23.24.pdf EquityPlanReviewMtg_Agenda_Attendees.pdf							

Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed and signed transportation procedures for students in foster care.	☐	☐	☒	☐ Written transportation procedures with signatures	<table><tr><th>District Comments</th></tr><tr><td>4/23/2024 3:31:38 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is a completely online cyber school model and therefore does not have transportation requirements.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/31/2024 10:56:00 AM State Monitor Helen Gross As a virtual LEA written transportation procedures/MOU are not required.</td></tr></table>	District Comments	4/23/2024 3:31:38 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is a completely online cyber school model and therefore does not have transportation requirements.	Monitor Comments	5/31/2024 10:56:00 AM State Monitor Helen Gross As a virtual LEA written transportation procedures/MOU are not required.
District Comments									
4/23/2024 3:31:38 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is a completely online cyber school model and therefore does not have transportation requirements.									
Monitor Comments									
5/31/2024 10:56:00 AM State Monitor Helen Gross As a virtual LEA written transportation procedures/MOU are not required.									

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.	☐	☐	☒	☐ MOU, with signatures, uploaded to eGrants. MOU must be dated to demonstrate it was reviewed this year.	<table><tr><th>District Comments</th></tr><tr><td>4/23/2024 3:34:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a cyber charter, PA Virtual is exempt from creating an MOU with Head Start agencies.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/31/2024 10:59:01 AM State Monitor Helen Gross As a virtual LEA written Head Start/ coordination/MOU are not required.</td></tr></table>	District Comments	4/23/2024 3:34:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a cyber charter, PA Virtual is exempt from creating an MOU with Head Start agencies.	Monitor Comments	5/31/2024 10:59:01 AM State Monitor Helen Gross As a virtual LEA written Head Start/ coordination/MOU are not required.
District Comments									
4/23/2024 3:34:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a cyber charter, PA Virtual is exempt from creating an MOU with Head Start agencies.									
Monitor Comments									
5/31/2024 10:59:01 AM State Monitor Helen Gross As a virtual LEA written Head Start/ coordination/MOU are not required.									

Component V: Transition

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA implements strategies to facilitate effective transitions for students.	☒	☐	☐	☒ List of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education and the Consolidated Application Transition and Coordination	<table><tr><th>District Comments</th></tr><tr><td>4/25/2024 11:08:04 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Including one transition session ppt as an example but PA Virtual holds these for incoming Kindergarten, each grade band change, and post-secondary planning.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 8:52:23 AM State Monitor Helen Gross An overall Transition Plan was not viewed. The narrative from the submitted e-grant does not appear to include parents. This area was discussed in full.</td></tr></table>	District Comments	4/25/2024 11:08:04 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Including one transition session ppt as an example but PA Virtual holds these for incoming Kindergarten, each grade band change, and post-secondary planning.	Monitor Comments	5/20/2024 8:52:23 AM State Monitor Helen Gross An overall Transition Plan was not viewed. The narrative from the submitted e-grant does not appear to include parents. This area was discussed in full.
District Comments									
4/25/2024 11:08:04 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Including one transition session ppt as an example but PA Virtual holds these for incoming Kindergarten, each grade band change, and post-secondary planning.									
Monitor Comments									
5/20/2024 8:52:23 AM State Monitor Helen Gross An overall Transition Plan was not viewed. The narrative from the submitted e-grant does not appear to include parents. This area was discussed in full.									

11thGradePost-SecondaryPlanningPresentation.pdf
TransitionandCoordination_TitleI_ConsolidatedApp.pdf

Component VI: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. LEA has a written Parent and Family Engagement policy that includes the required components below and a description of how the components are met at the LEA. Required Components: - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) - description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance - description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs	☒	☐	☐	☐ LEA Parent and Family Engagement policy that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met. LEA must also upload dated parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy. ☒ LEA Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy.	<table><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 11:27:56 AM State Monitor Helen Gross Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide proof of distribution of policy.. Following our meeting, additional information was provided (and has been uploaded) by Maureen Weinberger. This item has been changed to "met".</td></tr></table>	Monitor Comments	5/19/2024 11:27:56 AM State Monitor Helen Gross Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide proof of distribution of policy.. Following our meeting, additional information was provided (and has been uploaded) by Maureen Weinberger. This item has been changed to "met".
Monitor Comments							
5/19/2024 11:27:56 AM State Monitor Helen Gross Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide proof of distribution of policy.. Following our meeting, additional information was provided (and has been uploaded) by Maureen Weinberger. This item has been changed to "met".							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
- description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: - barriers to greater participation in activities, - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers - strategies to support successful school and family interactions - description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and - description of involvement of parents in the activities of the Title I schools.					
PAVirtualParentandFamilyEngagementPolicy(rev.2.2024).pdf Title1AnnualMeeting2023.2024(1).pdf PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf PAVirtualParent_Involvement.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
PAVirtual2023-2024ESSAProgramAdditionalDocumentsforPAVirtualCS.docx							
2. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)	☐	☒	☐	☒ Dated agendas and corresponding sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside.	<table><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 11:31:24 AM State Monitor Helen Gross Discussion how were parents included in the decision on how to use the LEA Parent & Family set aside for the 23/24 school year? A 2/12/24 meeting to involve parents in the year's decision making process is in the 3rd quarter of the school year. Moving forward, the school is working in this area to expand parent input in the decision making process.</td></tr></table>	Monitor Comments	5/19/2024 11:31:24 AM State Monitor Helen Gross Discussion how were parents included in the decision on how to use the LEA Parent & Family set aside for the 23/24 school year? A 2/12/24 meeting to involve parents in the year's decision making process is in the 3rd quarter of the school year. Moving forward, the school is working in this area to expand parent input in the decision making process.
Monitor Comments							
5/19/2024 11:31:24 AM State Monitor Helen Gross Discussion how were parents included in the decision on how to use the LEA Parent & Family set aside for the 23/24 school year? A 2/12/24 meeting to involve parents in the year's decision making process is in the 3rd quarter of the school year. Moving forward, the school is working in this area to expand parent input in the decision making process.							
Title1AnnualMeeting2023.2024(1).pdf PAVirtualTitleAnnualMtgAttendance2.12.24.pdf							
3. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following: - supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. - supporting programs that reach parents and family members at home, in the community, and at school	☒	☐	☐	☒ LEA Parent and Family Engagement policy that includes at least one of the five bullets , parent meeting agenda and sign in sheet			

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
- disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members - collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement - engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.)							
PA VirtualParentandFamilyEngagementPolicy(rev.2.2024).pdf PA VirtualTitleIAnnualMtgAttendance2.12.24.pdf Title I AnnualMeeting2023.2024(1).pdf							
4. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.	☒	☐	☐	☒ Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation of the contents of the LEA level policy. ☐ Survey of parents that assesses the contents of the LEA parent and family engagement policy. Survey must include questions that address the contents of the parent and family engagement policy.	<table><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 11:35:03 AM State Monitor Helen Gross Extensive discussion took place with the leadership team regarding the importance of this area and possibly incorporating / expanding parent ambassadors services in this area.</td></tr></table>	Monitor Comments	5/19/2024 11:35:03 AM State Monitor Helen Gross Extensive discussion took place with the leadership team regarding the importance of this area and possibly incorporating / expanding parent ambassadors services in this area.
Monitor Comments							
5/19/2024 11:35:03 AM State Monitor Helen Gross Extensive discussion took place with the leadership team regarding the importance of this area and possibly incorporating / expanding parent ambassadors services in this area.							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title1AnnualMeeting2023.2024(1).pdf PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf					
5. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A if the LEA receives less than \$500,000 in Title I funds.)	☒	☐	☐	☒ LEA level budget (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities	Monitor Comments 5/29/2024 2:14:31 PM State Monitor Helen Gross Following our review meeting, additional expanded budget information has been provided by Maureen Weinberger.
ParentEngagementSalary.xlsx					
6. For those LEAs that received \$500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than \$500,000 in Title I can mark N/A.	☐	☐	☒	☐ Building Level budgets that demonstrate at least 90% was allocated to schools AND building expenditures that demonstrate 90% was spent on allowable Parent and Family Engagement activities.	District Comments 4/25/2024 11:31:28 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a Cyber Charter School, PA Virtual is considered one building. Monitor Comments 5/19/2024 11:36:40 AM State Monitor Helen Gross PA Virtual is a single school entity.

Component IX: Nonpublic Schools

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

Sections 1117, 8501, and 8503
Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

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

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

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

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

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

Comments

It was a pleasure to meet and work with the leadership team at Pennsylvania Virtual CS (K-12 - 3000+ students). A special thank you to Maureen Weinberger for providing additional requested information in a timely and well organized manner. Collaboration and organization is key at the LEA with administration / teachers providing for excellence, supporting any needed changes, and doing what needs to be done to support strong academic programs and career path directions.

Title IIA: Program

Component I

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

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

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	☐	☐	☒	☐ Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers ☐ Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application	District Comments 4/25/2024 11:34:35 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger LEA uses Title II funds for districtwide professional development. Monitor Comments 5/19/2024 12:31:39 PM State Monitor Helen Gross LEA uses Title II funds for districtwide professional development.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.	☐	☐	☒	☐ Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	District Comments 4/25/2024 11:36:31 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is designated TSI. Additionally, as a cyber charter school, operates as the LEA and as one school. Monitor Comments 5/19/2024 12:32:24 PM State Monitor Helen Gross PA Virtual is designated TSI.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff.	☐	☒	☐	☒ Dated agendas and sign-in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant.	District Comments
					5/2/2024 12:15:26 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.
					Monitor Comments
					5/19/2024 11:59:59 AM State Monitor Helen Gross The stakeholders appear to be limited in the planning of the e-grant - Title II. Discussion needed and proof of inviting teachers, parents, specialized support personnel, etc. needed. (parent liaison not listed)
CompPlanMtg_Agenda_Attendance_6.15.23.pdf PrincipalsMtg_Agenda_Attendance_6.14.23.pdf					
4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement.	☒	☐	☐	☒ Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.	Monitor Comments
					5/31/2024 11:06:09 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.
StructuredLiteracyPDppt.pdf StructuredLiteracyExitTicket_redacted.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B). • Note: Effective 2024-25, this requirement cannot be marked Not Met.	☒	☐	☐	☒ Documentation of the LEAs professional development plan and educator evaluation framework	<table><tr><th>Monitor Comments</th></tr><tr><td>5/31/2024 11:06:19 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.</td></tr></table>	Monitor Comments	5/31/2024 11:06:19 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.
Monitor Comments							
5/31/2024 11:06:19 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.							
ProfessionalDevelopmentPlan(Act48)_2021-2024.pdf							
6. LEA utilizes tools that measure effectiveness of PD. • Note: Effective 2024-25, this requirement cannot be marked Not Met.	☒	☐	☐	☒ Tools (i.e., surveys, teacher evaluation forms, student achievement data) ☐ Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)	<table><tr><th>Monitor Comments</th></tr><tr><td>5/31/2024 11:05:55 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.</td></tr></table>	Monitor Comments	5/31/2024 11:05:55 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.
Monitor Comments							
5/31/2024 11:05:55 AM State Monitor Helen Gross Required documentation was uploaded and reviewed.							
StructuredLiteracyExitTicket_redacted.pdf							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired. • Note: Effective 2023-2025, this requirement cannot be marked "Not Met"	☐	☐	☒	☐ Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).	<table><tr><th>District Comments</th></tr><tr><td>4/25/2024 11:44:01 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title II funds for Class Size Reduction.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 12:34:41 PM State Monitor Helen Gross PA Virtual did not use Title II funds for CSR.</td></tr></table>	District Comments	4/25/2024 11:44:01 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title II funds for Class Size Reduction.	Monitor Comments	5/19/2024 12:34:41 PM State Monitor Helen Gross PA Virtual did not use Title II funds for CSR.
District Comments									
4/25/2024 11:44:01 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title II funds for Class Size Reduction.									
Monitor Comments									
5/19/2024 12:34:41 PM State Monitor Helen Gross PA Virtual did not use Title II funds for CSR.									
8. Program Goals - Data has been collected for 23-24 program goals Professional Development.	☒	☐	☐	☐ Data summary narrative ☒ Data reports ☐ Other tool as identified in program goal section in eGrants.	<table><tr><th>District Comments</th></tr><tr><td>5/2/2024 9:11:32 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger NWEA Map Assessment - any student scoring average or above is making adequate growth toward targets. Artifact shows the growth data but is one page of a multi sheet report available if needed.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 12:35:14 PM State Monitor Helen Gross Documentation was provided.</td></tr></table>	District Comments	5/2/2024 9:11:32 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger NWEA Map Assessment - any student scoring average or above is making adequate growth toward targets. Artifact shows the growth data but is one page of a multi sheet report available if needed.	Monitor Comments	5/19/2024 12:35:14 PM State Monitor Helen Gross Documentation was provided.
District Comments									
5/2/2024 9:11:32 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger NWEA Map Assessment - any student scoring average or above is making adequate growth toward targets. Artifact shows the growth data but is one page of a multi sheet report available if needed.									
Monitor Comments									
5/19/2024 12:35:14 PM State Monitor Helen Gross Documentation was provided.									

MAPAssessmentResultsFalltoWinter2024Jan192024.pdf

[MAPAssessmentResultsFalltoWinter2024Jan192024.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. Program Goals - Data has been collected for 23-24 program goals Class Size Reduction.	☐	☐	☒	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	District Comments
					4/25/2024 11:46:31 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title II funds for Class Size Reduction.
					Monitor Comments
					5/19/2024 12:34:17 PM State Monitor Helen Gross PA Virtual did not use Title II funds for CSR.

Title IIIA: Program

Component I

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. Parental Notification Section 3302	1. The LEA/Consortium provides notifications to parents in an understandable format, and, to the extent practicable, in a language that the parent can understand. Notification includes the following: a. basis for identification and placement b. level of proficiency and how it was assessed c. method(s) of instruction used in the Program d. how the program will meet the student's needs e. how the Program will increase English proficiency and support academic achievement f. expected rate of transition out of Program g. exit criteria. h. for ELs with IEPs an explanation of how the Program meets the goals of the IEP i. parents right to opt out of supplemental j. sends the notification to parents within 30 days of the beginning of school year or 2 weeks during the school year.	☐	☐	☒	☐ Dated Parent notification letters for placement in ESL Program supported with Title III supplemental funds	<table><tr><th>District Comments</th></tr><tr><td>5/2/2024 12:33:07 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/29/2024 2:25:46 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.</td></tr></table>	District Comments	5/2/2024 12:33:07 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.	Monitor Comments	5/29/2024 2:25:46 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.
District Comments										
5/2/2024 12:33:07 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds.										
Monitor Comments										
5/29/2024 2:25:46 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Authorized Subgrantee Activities for ESL/ELD Section 3115(d)	1. Authorized Activities: a. Upgrading program objectives and effective instruction strategies. b. Improving the instruction materials, education software, and assessment procedures c. Providing tutorials, academic or vocational education for ELs, and intensified instruction d. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services e. Improving the ELP and academic achievement of ELs f. Providing community participation programs, family literacy services, and parent outreach and training activities to ELs and their families. g. Improving the instruction of ELs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication h. Other activities	☐	☐	☒	☐ Title IIIA application, written ESL Policy/Program AND List of ELs being served.	District Comments 5/2/2024 12:33:13 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds. Monitor Comments 5/29/2024 2:25:57 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Assurance of assessment	1. LEA will annually assess the English proficiency of EL children.	☐	☐	☒	☐ Roster of students with student names redacted who completed assessment and roster of students who opted out of assessment.	District Comments 5/2/2024 12:33:19 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds. Monitor Comments 5/29/2024 2:26:06 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.
4. Authorized Subgrantee Activities for Immigrant Children and Youth (IMM) Section 3115(e)	2. Authorized Activities: - family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children - support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth - provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth - identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds	☐	☐	☒	☐ Title IIIA application AND List of immigrant children being served.	District Comments 5/2/2024 12:33:24 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds. Monitor Comments 5/29/2024 2:26:17 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	• basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services • other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education • activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services Note: If do not reserve IMM funds, can be marked N/A.					

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Stakeholder Engagement	1. The LEA provides evidence of stakeholder engagement in the development of Title IIIA activities i.e., parents, community members, schools staff. Please note: Effective 2024-25, this requirement cannot be marked Not Met.	☐	☐	☒	☐ Dated agendas and sign-in sheets that include all required stakeholders (teachers, principals, other school leaders, researchers, school leaders, parents, administrators, Nonpublic School Officials (if applicable) and community partners)	District Comments 5/2/2024 12:33:32 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds. Monitor Comments 5/29/2024 2:26:28 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.
6. Professional Development (ESEA Section § 3115 (c) (1))	1. Title IIIA program provides effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel. Please note: Effective 2024-25, this requirement cannot be marked Not Met.	☐	☐	☒	☐ List of professional development activities, dated agendas, and sign in sheets.	District Comments 5/2/2024 12:33:39 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds. Monitor Comments 5/29/2024 2:26:38 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Outreach to Parents of English Language Learners (ELLs) ESEA Section 1112(e)(3)(C); 3302(e)	1. The LEA has an effective means of outreach to parents of ELLs in place to inform them of how they can be involved in their child's education. Please note: This is effective 2024-25 and the requirement cannot be marked Not Met.	☐	☐	☒	☐ Samples of outreach to parents of ELLs such as letters, emails, texts, or web postings ☐ Translations of outreach communications	District Comments 5/2/2024 12:33:45 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds. Monitor Comments 5/29/2024 2:26:48 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.
8. Program Goals	1. Program Goals - Baseline data has been collected for 2023-24 program goals student achievement	☐	☐	☒	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	District Comments 5/2/2024 12:33:58 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title IIIA funds. Monitor Comments 5/29/2024 2:26:58 PM State Monitor Helen Gross PA Virtual CS does not currently receive Title IIIA funds.

Title IVA: Program

Component I:

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

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

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	☐	☒	☐	☒ Dated agendas and sign-in sheets that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience) for meetings that took place prior to writing the grant.	District Comments 5/2/2024 12:34:54 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.
					Monitor Comments 5/19/2024 12:01:27 PM State Monitor Helen Gross The stakeholders appear to be limited in the planning of the e-grant - Title IV. Discussion and proof of inviting teachers, parents, specialized support personnel, etc. needed. Parent liaison not listed.
PrincipalsMtg_Agenda_Attendance_6.14.23.pdf CompPlanMtg_Agenda_Attendance_6.15.23.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
2. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community. If your LEA transferred all Title IVA funds this requirement can be marked NA.	☒	☐	☐	☒ Dated agendas and sign-in sheets that includes all required stakeholders (Teachers, school leaders, parents, administrators, paraprofessionals, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, higher education (where applicable), and others with relevant experience for consultation that took place during the implementation of the grant.	<table><tr><th>District Comments</th></tr><tr><td>5/2/2024 12:36:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 12:13:06 PM State Monitor Helen Gross While the Schoolwide Plan was reviewed / planned there is no evidence that multiple representative stakeholders have been a part of this process. - discussion took place during our review. Moving forward, please expand your stakeholders base in planning/implementation as the school accepts Title IV funds.</td></tr></table>	District Comments	5/2/2024 12:36:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.	Monitor Comments	5/19/2024 12:13:06 PM State Monitor Helen Gross While the Schoolwide Plan was reviewed / planned there is no evidence that multiple representative stakeholders have been a part of this process. - discussion took place during our review. Moving forward, please expand your stakeholders base in planning/implementation as the school accepts Title IV funds.
District Comments									
5/2/2024 12:36:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger The Schoolwide Plan is coordinated with the Comprehensive Plan and the Fed Programs Coordinator leads Title Programs discussions during specified meetings as indicated in the agenda. Additionally, Title Programs are discussed in assigned meetings of the school Principals and Directors.									
Monitor Comments									
5/19/2024 12:13:06 PM State Monitor Helen Gross While the Schoolwide Plan was reviewed / planned there is no evidence that multiple representative stakeholders have been a part of this process. - discussion took place during our review. Moving forward, please expand your stakeholders base in planning/implementation as the school accepts Title IV funds.									
CompPlanMtg_Agenda_Attendance_9.14.23.pdf PrincipalsMtg_Agenda_Attendance_10.11.23.pdf CompPlanMtg_Agenda_Attendance_2.9.24.pdf PrincipalsMtg_Agenda_Attendance_3.13.24.pdf									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. If LEA receives more than \$30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.	☐	☒	☐	☒ Dated needs Assessment.	District Comments 5/2/2024 12:51:43 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Updated needs assessments are currently in process as part of the Comprehensive Plan. The attached artifact is from May of 2021 Monitor Comments 5/19/2024 12:16:42 PM State Monitor Helen Gross This counseling needs assessment is outdated and does not align with all areas addressed in Title IV. - discussion
CounselingNeedsAssessment5.27.21(Responses)-GoogleSheets.pdf					
4. If the LEA distributed funds to schools , it targeted schools that have the greatest needs; have the highest percentages or numbers of children low -income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	☐	☐	☒	☐ Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools. ☐ If LEA has schools designated CSI and A-TSI, list of schools receiving funds.	District Comments 4/25/2024 11:55:15 AM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a cyber charter, PA Virtual is the LEA and one school building and therefore does not have other schools to which to distribute funds. Monitor Comments 5/19/2024 12:17:17 PM State Monitor Helen Gross PA Virtual is a single school entity.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
5. LEA has only budgeted a maximum of 15% of the total amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	☒	☐	☐	☒ A statement of expenditures demonstrating funds are allowable and included in the approved application AND the Consolidated Application showing funds in the Effective Use of Technology expenditure section.	<table><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 12:20:52 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted .</td></tr></table>	Monitor Comments	5/19/2024 12:20:52 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted .
Monitor Comments							
5/19/2024 12:20:52 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted .							
TitleIVGrantContent.pdf TitleIVStatementofExpenditures.pdf PAVirtualTI_TII_TIV_SalaryBenefitsExpenditures.xlsx PAVirtualTitleI.IVExpenditureReports.xlsx							
6. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Well-Rounded Educational activities.	☒	☐	☐	☒ A statement of expenditures demonstrating funds are allowable and included in the approved application and a copy of the Consolidated Application Well-Rounded narrative.	<table><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 12:19:26 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted.</td></tr></table>	Monitor Comments	5/19/2024 12:19:26 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted.
Monitor Comments							
5/19/2024 12:19:26 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted.							
TitleIVGrantContent.pdf TitleIVStatementofExpenditures.pdf PAVirtualTI_TII_TIV_SalaryBenefitsExpenditures.xlsx							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Safe and Healthy activities.	☒	☐	☐	☒ A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application Safe and Healthy narrative.	Monitor Comments 5/19/2024 12:22:05 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested.
TitleIVGrantContent.pdf TitleIVStatementofExpenditures.pdf PAVirtualTI_TII_TIV_SalaryBenefitsExpenditures.xlsx PAVirtualTitleI.IVExpenditureReports.xlsx					
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	☒	☐	☐	☒ A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application showing funds in the Effective Use of Technology narrative section.	Monitor Comments 5/19/2024 12:22:33 PM State Monitor Helen Gross The expenditure sheet that was provided is undated. Following our meeting PA Virtual CS provided additional budget/expenditure information as requested. This was reviewed and accepted .
TitleIVGrantContent.pdf TitleIVStatementofExpenditures.pdf PAVirtualTI_TII_TIV_SalaryBenefitsExpenditures.xlsx PAVirtualTitleI.IVExpenditureReports.xlsx					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
9. Program Goals Well-Rounded Education - Baseline data has been collected for 2023-24 program goals in Well-Rounded Education. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	☒	☐	☐	☐ Data summary narrative ☒ Data Reports ☐ Other tool as identified in program goal section in eGrants.	<table><tr><th>District Comments</th></tr><tr><td>5/2/2024 9:59:08 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Outcomes of the Performance report for 22-23 are the baseline for 23-24. Pages 1 and 2 for Well-Rounded Education.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 12:24:39 PM State Monitor Helen Gross Discussion - Data reports to support the 22/23 Annual Title IV Performance Report were not provided. Additional information was provided and reviewed/accepted.</td></tr></table>	District Comments	5/2/2024 9:59:08 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Outcomes of the Performance report for 22-23 are the baseline for 23-24. Pages 1 and 2 for Well-Rounded Education.	Monitor Comments	5/19/2024 12:24:39 PM State Monitor Helen Gross Discussion - Data reports to support the 22/23 Annual Title IV Performance Report were not provided. Additional information was provided and reviewed/accepted.
District Comments									
5/2/2024 9:59:08 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Outcomes of the Performance report for 22-23 are the baseline for 23-24. Pages 1 and 2 for Well-Rounded Education.									
Monitor Comments									
5/19/2024 12:24:39 PM State Monitor Helen Gross Discussion - Data reports to support the 22/23 Annual Title IV Performance Report were not provided. Additional information was provided and reviewed/accepted.									
TitleIVPerformanceReport.pdf PAVirtualBaselineDataforSY2324Goals.xlsx									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. Program Goals - Safe & Healthy - Baseline data has been collected for 2023-24 program goals in Safe & Healthy. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	☒	☐	☐	☐ Data summary narrative ☒ Data Reports ☐ Other tool as identified in program goal section in eGrants.	District Comments 5/2/2024 10:00:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Outcomes of the Performance report for 22-23 are the baseline for 23-24. Pages 2 and 3 for Safe & Healthy Students. Monitor Comments 5/19/2024 12:25:43 PM State Monitor Helen Gross Discussion - Data reports to support the 23/24 program goals were not provided. Additional information was provided and reviewed/accepted.
TitleIVPerformanceReport.pdf					
11. Program Goals - Effective Use of Technology - Baseline data has been collected for 2023-24 program goals in Effective Use of Technology. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	☒	☐	☐	☐ Data summary narrative ☒ Data Reports ☐ Other tool as identified in program goal section in eGrants	District Comments 5/2/2024 10:03:47 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Outcomes of the Performance report for 22-23 are the baseline for 23-24. Page 3 for Effective Use of Technology. Monitor Comments 5/19/2024 12:28:57 PM State Monitor Helen Gross Discussion - Data reports to support the 23/24 program goals were not provided. Additional information was provided and reviewed/accepted.
TitleIVPerformanceReport.pdf					

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2023-2024 School Year
Pennsylvania Virtual CS**

PA Virtual Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:	Dr. Helen Gross Kenz	Dr. Adam Visit Date:	5/20/2024

School Level Monitoring

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. All instructional paraprofessionals working in a Title IA program are appropriately certified.	☐	☐	☒	☐ List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	District Comments
					4/25/2024 12:35:19 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have paraprofessionals working in the school.
					Monitor Comments 5/19/2024 11:40:55 AM State Monitor Helen Gross The LEA does not employ paraprofessionals.
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	☒	☐	☐	☒ Copy of Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date	District Comments
					4/25/2024 12:46:27 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Right to Know Letter is posted on the PA Virtual Website under Public Notices: https://www.pavcsk12.org/about-us/public-noticesinformation .
					Monitor Comments 5/19/2024 11:39:50 AM State Monitor Helen Gross Exact date of posting and date of letter to determine if 23/24 letter was shared/distributed within the appropriate timeline. Following our meeting additional information was provided by Maureen Weinberger. After reviewing, this area has been changed to "met".

[2023RTK_ParentLetter_English.pdf](#)
[RTK_WebsitePosting.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
PAVirtual2023-2024ESSAProgramAdditionalDocumentsforPAVirtualCS.docx					
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	☒	☐		☒ Copy of Right-to-Know Four Consecutive Week letter AND evidence of distribution date with signature, if distributed. If the letter was not distributed the date is not required in the letter.	District Comments 4/25/2024 12:46:51 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not have an instance in which the 4 consecutive week letter needed to be distributed.
					Monitor Comments 5/19/2024 11:40:24 AM State Monitor Helen Gross Required documentation was provided.
Right_To_Know_4week_Letter.pdf					

Component II: Parent and Family Engagement

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

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy that includes the required components below and a description of how the components are met at the school. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. All the following are Required components: • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement	☒	☐	☐	☒ School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. School must also upload dated parent meeting agendas and corresponding sign-in sheets, as well as method of distribution. ☐ School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy.	<table><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 11:42:12 AM State Monitor Helen Gross Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide dated proof (timestamp) of distribution of policy early in 23/24.. Moving forward, the finalized annual documents - policy, compact, Right to Know letters - which are well developed, need to be made available to all stakeholders in a more timely manner. Maintain proof of distribution along with other required documentation.</td></tr></table>	Monitor Comments	5/19/2024 11:42:12 AM State Monitor Helen Gross Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide dated proof (timestamp) of distribution of policy early in 23/24.. Moving forward, the finalized annual documents - policy, compact, Right to Know letters - which are well developed, need to be made available to all stakeholders in a more timely manner. Maintain proof of distribution along with other required documentation.
Monitor Comments							
5/19/2024 11:42:12 AM State Monitor Helen Gross Discussion - description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) for the 23/24 school year and provide dated proof (timestamp) of distribution of policy early in 23/24.. Moving forward, the finalized annual documents - policy, compact, Right to Know letters - which are well developed, need to be made available to all stakeholders in a more timely manner. Maintain proof of distribution along with other required documentation.							

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). ○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
- States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. - Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. - States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
- States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. - States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).					
PAVirtualParentandFamilyEngagementPolicy(rev.2.2024).pdf Title1AnnualMeeting2023.2024(1).pdf PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf ParentEngagementWebsite_TitleIpage.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	☒	☐	☐	☒ Dated Title I meeting agenda and corresponding sign-in sheets ☐ PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.	Monitor Comments 5/19/2024 11:46:53 AM State Monitor Helen Gross Discussion - Provide date that parents were informed of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. What part did the parent liaison have in informing parents of their school's Title I program and explaining the requirements of Title I and the right of parents to be involved prior to February 2024? This was discussed in detail. Moving forward - timing is critical - as is stakeholder involvement.
Title1AnnualMeeting2023.2024(1).pdf PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf					
3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall	☐	☒	☐	☒ School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact ☐ School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact.	Monitor Comments 5/19/2024 11:47:25 AM State Monitor Helen Gross Discussion / timeline - Please make sure this required Compact is developed / reviewed / distributed to parents / stakeholders in a timely manner.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
- describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and - address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.					
PAVirtualSchool-ParentCompact2023-2024.pdf Title1AnnualMeeting2023.2024(1).pdf PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf ParentEngagementWebsite_TitleIpage.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	☐	☒	☐	☒ Dated Title I meeting agenda & sign-in sheets that indicate topics of discussion ☐ PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.	Monitor Comments 5/19/2024 11:49:04 AM State Monitor Helen Gross Discussion - Moving forward, please include a more content specific agenda in aiding parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. This is separate from meeting with stakeholders to address federal programs / requirements / components, etc. This may be combined but should be reflected in the agenda.
Title1AnnualMeeting2023.2024(1).pdf PAVirtualTitleIAnnualMtgAttendance2.12.24.pdf					
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	☒	☐	☐	☒ Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events. ☐ Submit only one example of workshops with copies of dated agendas and sign-in sheets. ☐ Resource given to parents to aid in academic support.	Monitor Comments 5/19/2024 11:50:30 AM State Monitor Helen Gross Sign in sheets - one example including materials Additional materials were provided following our virtual meeting. These items were reviewed and accepted.
ParentLunchandLearnSessions_2023-24.pdf PAVirtual2023-2024ESSAProgramAdditionalDocumentsforPAVirtualCS.docx					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
6. ALL schools' teachers and staff shall annually be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	☒	☐	☐	☐ SPAC skits and staff agendas and sign in sheets ☒ Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	ParentSurvey081723_SB_MW.pptx.pdf August17PD-ParentSurveyResults(Responses).pdf		
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	☒	☐	☐	☐ Transition Plan ☒ Parent training materials, evaluations, agendas, calendar of events ☐ Staff/Parent meeting agendas and sign-in sheets	<table><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 11:53:17 AM State Monitor Helen Gross Documentation was provided.</td></tr></table> ParentLunchandLearnSessions_2023-24.pdf	Monitor Comments	5/19/2024 11:53:17 AM State Monitor Helen Gross Documentation was provided.
Monitor Comments							
5/19/2024 11:53:17 AM State Monitor Helen Gross Documentation was provided.							
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	☒	☐	☐	☒ All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	<table><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 11:54:27 AM State Monitor Helen Gross Unable to read upload even with a magnifying glass.</td></tr></table> ParentEngagementWebsite_TitleIpage.pdf	Monitor Comments	5/19/2024 11:54:27 AM State Monitor Helen Gross Unable to read upload even with a magnifying glass.
Monitor Comments							
5/19/2024 11:54:27 AM State Monitor Helen Gross Unable to read upload even with a magnifying glass.							

Component III: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. An approved Schoolwide Plan is present in the FRCPP. ESEA §1114(b)(6) requires that the schoolwide plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Additionally §1114(b)(7) the schoolwide plan needs to include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in §1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.	☒	☐	☐	☒ Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	
FRCPP_Aproved_Schoolwide_Plan_23.24.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan. ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	☒	☐	☐	☐ For newly identified Schoolwide schools - Agendas and sign-in sheets demonstrating plan was developed in the year prior to initial implementation. OR ☒ For existing Schoolwide schools - agendas and sign-in sheets demonstrating plan was updated within a year of the monitoring visit.			
PrincipalsMtg_Agenda_Attendance_6.14.23.pdf CompPlanMtg_Agenda_Attendance_6.15.23.pdf							
3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plans action plan. Please note: Schoolwide plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (b) Evidence exists that data has been collected in line with the schoolwide plans goals targeted timeframes. ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.	☒	☐	☐	☒ Agendas and sign-in sheets of meetings ☐ Copies of data reports	<table><tr><th>Monitor Comments</th></tr><tr><td>5/19/2024 11:56:57 AM State Monitor Helen Gross Additional explanation....</td></tr></table>	Monitor Comments	5/19/2024 11:56:57 AM State Monitor Helen Gross Additional explanation....
Monitor Comments							
5/19/2024 11:56:57 AM State Monitor Helen Gross Additional explanation....							
CompPlanMtg_Agenda_Attendance_9.14.23.pdf PrincipalsMtg_Agenda_Attendance_10.11.23.pdf CompPlanMtg_Agenda_Attendance_2.9.24.pdf PrincipalsMtg_Agenda_Attendance_3.13.24.pdf							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Note: If the school does not have an approved 2023-24 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.					

Component IV: Targeted Assistance Programs

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

Sec. 1113

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	☐	☐	☐	☐ Selection criteria and student roster with test scores that includes rank order listing.	
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	☐	☐	☐	☐ List of programs, activities, and academic courses provided to eligible children	
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	☐	☐	☐	☐ List of instructional strategies including activities that strengthen the academic program provided to eligible children	
4. The Title I school coordinates with and supports the regular education program. Please note: this may include services to assist preschool children in the transition from early childhood education programs such as Head Start or State-run preschool programs to elementary school programs.	☐	☐	☐	☐ Documentation of regular team meetings, dated agenda, sign-in sheets, and minutes	

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

Comments

A sincere thank you for meeting with us and for providing the requested school level programs materials that were available for review.

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

Division of Federal Programs
Consolidated Program Review
2023-2024 School Year

Pennsylvania Virtual CS
630 Park Avenue
King of Prussia, PA 19406

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Dr. Debra Heath-Thornton	4846807772	☐
Business Manager:	Melissa Paris	4846807772	☒
Federal Program Coordinator:	Maureen Weinberger	4846807868	☒
Parent/Family Member:			☐

School Level:

Program Reviewer: Dr. Adam Kenz Dr. Helen Gross

Component I: General Fiscal Requirements

Requirements

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IA Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with Title IA allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary.	☐	☐	☒	☐ Waiver request and Carryover Waiver Approval Letter, if over 15%.	District Comments
						4/25/2024 3:57:40 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not have carryover funds
						Monitor Comments
Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area. Sec. 1113	1. LEA appropriately distributed funds to all Title I buildings.	☐	☐	☒	☐ Must include LEA budget with Title I allocation for each Title I building AND must also include a copy of the Title I application within the Consolidated Application to verify allocation by building	District Comments
						4/25/2024 3:58:33 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a cyber charter school, PA Virtual is the LEA and one K-12 building
						Monitor Comments
						5/20/2024 6:49:42 AM Monitor Adem Oksuz N/A for the CS

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Schools with more than 75% of students from low-income families must receive services and can only be exempted with a written permission from PDE. LEAs cannot mark this as not applicable for any school that meets this criterion.	☐	☐	☒	☐ List of schools served, building level budgets aligned with Consolidated Application	District Comments 4/25/2024 3:59:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger As a cyber charter school, PA Virtual is the LEA and one K-12 building Monitor Comments 5/20/2024 6:49:58 AM Monitor Adem Oksuz N/A for the CS
	3. Pre-kindergarten children are excluded from the poverty count of any school.	☐	☐	☒	☐ PIMS Report on Economically Disadvantaged ☐ Other printed documentation showing Pre-K excluded from enrollment counts	District Comments 4/25/2024 3:59:35 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have Pre-K students enrolled Monitor Comments 5/20/2024 6:50:04 AM Monitor Adem Oksuz N/A for the CS

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113(c)(3), 42 U.S.C. 11432, 1116(a)(3)	1A. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.	☒	☐	☐	☒ Must include statement of expenditures for the Homeless set aside AND must also include Consolidated Application Reservation of Funds page	<table><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 6:52:47 AM Monitor Adem Oksuz The LEA set aside \$100.00 for Homelessness on the Consolidated Application Reservation of Funds page. However, there is no uploaded statement of expenditures for the homeless set-aside.</td></tr></table>	Monitor Comments	5/20/2024 6:52:47 AM Monitor Adem Oksuz The LEA set aside \$100.00 for Homelessness on the Consolidated Application Reservation of Funds page. However, there is no uploaded statement of expenditures for the homeless set-aside.		
Monitor Comments										
5/20/2024 6:52:47 AM Monitor Adem Oksuz The LEA set aside \$100.00 for Homelessness on the Consolidated Application Reservation of Funds page. However, there is no uploaded statement of expenditures for the homeless set-aside.										
PAVirtualReservationofFundsConsolidatedAppSY23.24.pdf 2023-2024ESSAFiscalMonitoringforPAVirtualCSTableofContents.pdf										
	1B. If the LEA has a Homeless Liaison paid with federal funds, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	<table><tr><th>District Comments</th></tr><tr><td>4/25/2024 4:10:16 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual Homeless Liaison is not paid with federal funds.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 6:53:05 AM Monitor Adem Oksuz N/A for the CS.</td></tr></table>	District Comments	4/25/2024 4:10:16 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual Homeless Liaison is not paid with federal funds.	Monitor Comments	5/20/2024 6:53:05 AM Monitor Adem Oksuz N/A for the CS.
District Comments										
4/25/2024 4:10:16 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual Homeless Liaison is not paid with federal funds.										
Monitor Comments										
5/20/2024 6:53:05 AM Monitor Adem Oksuz N/A for the CS.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2A. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	☐	☐	☒	☐ Must include statement of expenditures for the Foster set aside AND must also include Consolidated Application Reservation of Funds page	District Comments 4/25/2024 4:11:21 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not require Title funding for Foster students. Monitor Comments 5/20/2024 6:53:29 AM Monitor Adem Oksuz N/A for the CS.
	2B. If the LEA has a Foster Care Liaison paid with federal funds, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments 4/25/2024 4:11:51 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not have a Foster Care Liaison paid with federal funds. Monitor Comments 5/20/2024 6:53:33 AM Monitor Adem Oksuz N/A for the CS.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)	☐	☐	☒	☐ Spreadsheet demonstrating calculations	District Comments 4/25/2024 4:12:08 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Salary and Fringe Benefit not used. Monitor Comments 5/20/2024 6:53:38 AM Monitor Adem Oksuz N/A for the CS.
	4A. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	☐	☐	☒	☐ Must include statement of expenditures for each set aside AND must also include LEA Title IA budget	District Comments 4/25/2024 4:28:38 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Optional set-asides not used. Monitor Comments 5/20/2024 6:53:44 AM Monitor Adem Oksuz N/A for the CS.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	4B. If the LEA reserved funds for State and Federal Liaison, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments 4/25/2024 4:12:57 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not reserve funds for a State and Federal Liaison. Monitor Comments 5/20/2024 6:54:25 AM Monitor Adem Oksuz N/A for the CS.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	4C. If the LEA reserved funds for Pre-K Programs and uses federal funds for staff salaries and/or benefits, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments 4/25/2024 4:13:35 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not reserve funds for a Pre-K Program. Monitor Comments 5/20/2024 6:54:29 AM Monitor Adem Oksuz N/A for the CS.
	5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	☐	☐	☒	☐ Statement of expenditures for Neglected Institution	District Comments 4/25/2024 4:13:56 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual has no Neglected Institutions. Monitor Comments 5/20/2024 6:54:33 AM Monitor Adem Oksuz N/A for the CS.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IA Sec. 5103(b)	1A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IA, this can be marked NA.	☐	☐	☒	☐ Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	District Comments 4/25/2024 4:14:24 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs. Monitor Comments 5/20/2024 6:54:48 AM Monitor Adem Oksuz N/A for the CS.
	1B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments 4/25/2024 4:17:04 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs. Monitor Comments 5/20/2024 6:54:54 AM Monitor Adem Oksuz N/A for the CS.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IIA	2A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IIA, this can be marked NA.	☐	☐	☒	☐ Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	District Comments
						4/25/2024 4:17:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.
						Monitor Comments
						5/20/2024 6:55:01 AM Monitor Adem Oksuz N/A for the CS.
	2B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments
						4/25/2024 4:17:14 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.
						Monitor Comments
						5/20/2024 6:55:05 AM Monitor Adem Oksuz N/A for the CS.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IIIA	3A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IIIA, this can be marked NA.	☐	☐	☒	☐ Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	District Comments
						4/25/2024 4:28:24 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.
						Monitor Comments
						5/20/2024 6:55:09 AM Monitor Adem Oksuz N/A for the CS.
	3B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments
						4/25/2024 4:17:30 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.
						Monitor Comments
						5/20/2024 6:55:15 AM Monitor Adem Oksuz N/A for the CS.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IVA	4A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IVA, this can be marked NA.	☐	☐	☒	☐ Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	District Comments
						4/25/2024 4:17:35 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.
						Monitor Comments
						5/20/2024 6:55:20 AM Monitor Adem Oksuz N/A for the CS.
	4B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. - If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. - If that staff member works on one cost objective, semi-annual time certifications must be completed.	☐	☐	☒	☐ Personnel activity reports or time logs for staff working on multiple cost objectives. ☐ Semi-annual time certifications for staff working on one cost objective	District Comments
						4/25/2024 4:17:41 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not transfer any funds between programs.
						Monitor Comments
						5/20/2024 6:55:27 AM Monitor Adem Oksuz N/A for the CS.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Comparability The LEA complies with the comparability provisions of Title IA. Sec. 1118(c)	1. Title IA Comparability Report comparing Title IA. schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15.	☒	☐	☐	☐ Detailed Data Sheet and Assurance page ☒ Assurance page for those LEAs that are exempt.					
Comparability_Assurances_PAVirtual_SY2324_signed.pdf										
	2. For LEAs that are required to complete the Detailed Data Sheet, data must be uploaded to ensure information submitted in the Comparability site, Detailed Data Sheet matches.	☐	☐	☒	☐ Enrollment data used to complete Detailed Data Sheet	<table><tr><th>District Comments</th></tr><tr><td>4/25/2024 4:25:12 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is not required to complete the detailed data sheet.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 7:00:06 AM Monitor Adem Oksuz N/A for the CS</td></tr></table>	District Comments	4/25/2024 4:25:12 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is not required to complete the detailed data sheet.	Monitor Comments	5/20/2024 7:00:06 AM Monitor Adem Oksuz N/A for the CS
District Comments										
4/25/2024 4:25:12 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual is not required to complete the detailed data sheet.										
Monitor Comments										
5/20/2024 7:00:06 AM Monitor Adem Oksuz N/A for the CS										
Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	1. Title IIA the LEA approved budget and records of expenditures of Title IIA funds match.	☒	☐	☐	☒ Must include statement of Expenditures for Title IIA AND must also include LEA Title IIA budget.	<table><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 6:58:02 AM Monitor Adem Oksuz The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.</td></tr></table>	Monitor Comments	5/20/2024 6:58:02 AM Monitor Adem Oksuz The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.		
Monitor Comments										
5/20/2024 6:58:02 AM Monitor Adem Oksuz The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.										
TitleIIGrantContent.pdf										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
TitleIIStatementofExpenditures_Redacted.pdf TitleI.I,IVExpenditureReports.xlsx						
Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	1. Title IIIA the LEA approved budget and records of expenditures of Title IIIA funds match.	☐	☐	☒	☐ Must include statement of Expenditures for Title IIIA AND must also include LEA Title IIIA budget.	District Comments 4/25/2024 4:27:59 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds. Monitor Comments 5/20/2024 6:58:13 AM Monitor Adem Oksuz N/A for the CS
Supplement/Supplant Sec. 1118(b)	1. Title IVA - The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.	☒	☐	☐	☒ Must include statement of Expenditures for Title IVA AND must also include LEA Title IVA budget.	Monitor Comments 5/20/2024 6:59:42 AM Monitor Adem Oksuz The statement of expenditures for Title IVA is not provided. Both documents are the LEA Title IVA budget.
TitleIVGrantContent.pdf TitleIVStatementofExpenditures.pdf TitleI.I,IVExpenditureReports.xlsx						

Component II: Uniform Grant Guidance (UGG)

Requirements

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Audits The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months. UGG Sec 200.501	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	☒	☐	☐	☒ Two most recent audit reports	
PAVCSAuditedFSFYE06.30.22.pdf PAVirtualCSFS063023.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved/submit date.	☒	☐	☐	☒ Title IA, Title IIA, Title IIIA and/or Title IVA expenditures, showing very 1st expense using current years funds.	District Comments 5/4/2024 4:00:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual works on a reimbursement schedule for federal awards. Uploading Schedule of Expenditures of Federal Awards which was the accepted artifact in a previous audit.
						Monitor Comments 5/20/2024 7:05:07 AM Monitor Adem Oksuz To meet the requirement of obligating funds as per UGG Sec. 200.309, Please provide the expenditures for Title IA, Title IIA, Title IIIA, and/or Title IVA, showing the very first expense using the current years funds.
						ScheduleofExpendituresofFederalAwards.JPG Title.II,IVExpenditureReports.xlsx
Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior).	☒	☐	☐	☐ Federal Program document(s) (i.e., invoices paid from federal funds) from up to 7 years ago. ☒ Record retention policy that includes how federal program records are maintained AND screenshot of federal files/records. ☐ Photo of files/records	Monitor Comments 5/20/2024 7:06:38 AM Monitor Adem Oksuz Please provide a screenshot of federal files/records in addition to the Record Retention Policy.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
RetentionoffinancialRecordsPolicy3009.pdf FederalFiles_screenshot_records_retention.JPG								
Conflict of Interest Policy UGG Sec 200.112	1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes: - Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) - Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) - Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) - Mandatory Disclosure- (potential conflict disclosed in writing)	☐	☒	☐	☒ Board Approved policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest <i>The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.</i>	<table><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 7:09:18 AM Monitor Adem Oksuz Recommendations: Update the policy to explicitly address organizational conflicts. Include specific disciplinary actions for violations of the conflict of interest policy. Add a section on mandatory disclosure, specifying the requirement to disclose conflicts in writing. Ensure the policy is Board-approved and includes language on reporting conflicts of interest to the federal awarding agency or pass-through entity.</td></tr></table>	Monitor Comments	5/20/2024 7:09:18 AM Monitor Adem Oksuz Recommendations: Update the policy to explicitly address organizational conflicts. Include specific disciplinary actions for violations of the conflict of interest policy. Add a section on mandatory disclosure, specifying the requirement to disclose conflicts in writing. Ensure the policy is Board-approved and includes language on reporting conflicts of interest to the federal awarding agency or pass-through entity.
Monitor Comments								
5/20/2024 7:09:18 AM Monitor Adem Oksuz Recommendations: Update the policy to explicitly address organizational conflicts. Include specific disciplinary actions for violations of the conflict of interest policy. Add a section on mandatory disclosure, specifying the requirement to disclose conflicts in writing. Ensure the policy is Board-approved and includes language on reporting conflicts of interest to the federal awarding agency or pass-through entity.								
ConflictofInterestPolicy1102.pdf								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Allowability of Costs Procedures UGG Sec 200.403	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the LEA expends its funds the procedures must include the following cost principles: - Necessary, reasonable, and allocable - Conform with federal law and grant terms. - Consistent with state and local policies. - Adequately documented.	☒	☐	☐	☒ Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.	Monitor Comments 5/20/2024 7:10:44 AM Monitor Adem Oksuz The document titled "Allowability of Costs Policy 3021" does appear to meet the requirements outlined in UGG Sec 200.403.
AllowabilityofCostsPolicy3021.pdf						
Procurement Procedures UGG Sec 200.320, 200.88	1. Procurement the LEA maintains purchasing procedures. - Micro-purchases (purchase up to \$10,000) - Small Purchase (between \$10,000-\$250,000) - Sealed Bids (purchases over \$250,000 with formal advertising) - Competitive Proposals (more than one source submitting a proposal) - Non-competitive Proposals i.e., Sole Source (Solicitation of a proposal from only one source)	☒	☐	☐	☒ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels.	Monitor Comments 5/20/2024 7:12:01 AM Monitor Adem Oksuz The document titled "Procurement Policy 3023" appears to meet the requirements outlined in UGG Sec 200.320 and 200.88. It includes specific procedures for the five procurement levels, ensuring compliance with federal guidelines.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
ProcurementPolicy3023.pdf										
	2. Implementation of Procurement Procedures. Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	☐	☐	☒	☐ Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services	<table><tr><th>District Comments</th></tr><tr><td>5/3/2024 1:05:23 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger This requirement is effective for the 2024-25 year.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 7:12:10 AM Monitor Adem Oksuz This requirement is effective for the 2024-25 year.</td></tr></table>	District Comments	5/3/2024 1:05:23 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger This requirement is effective for the 2024-25 year.	Monitor Comments	5/20/2024 7:12:10 AM Monitor Adem Oksuz This requirement is effective for the 2024-25 year.
District Comments										
5/3/2024 1:05:23 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger This requirement is effective for the 2024-25 year.										
Monitor Comments										
5/20/2024 7:12:10 AM Monitor Adem Oksuz This requirement is effective for the 2024-25 year.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Cash Management Procedures UGG Sec. 200.305	1. Cash Management the LEA must maintain written procedures to implement the following cash management requirements: • Reimbursements explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds. • Advances explain what happens if the LEA receives advance payments of federal grant funds. • Interest explain how the LEA will manage interest earned on federal grant awards.	☒	☐	☐	☒ Cash Management Procedures are available that address all three components.	Monitor Comments 5/20/2024 7:13:05 AM Monitor Adem Oksuz The "Cash Management Policy 3022" document includes written procedures that address the necessary components of cash management requirements as specified by UGG Sec. 200.305. It covers reimbursements, advances, and interest management effectively, ensuring compliance with federal guidelines.
CashManagementPolicy3022.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Travel Reimbursement Policy UGG Sec. 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable. - Types of travel (single day, overnight or out-of-state) - What expenses may be reimbursed (food, lodging, transportation, airfare) - What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)	☒	☐	☐	☒ Board approved policy - Policy does not have to be specific to federal funds.	Monitor Comments 5/20/2024 7:14:28 AM Monitor Adem Oksuz The "Travel Reimbursement Policy 3020" includes written travel policies that address the types of travel, the expenses that may be reimbursed, and the documentation needed for reimbursement. This ensures compliance with UGG Sec. 200.474 and covers all necessary aspects of travel reimbursement.
TravelReimbursementPolicy3020.pdf						
	2. Implementation of Travel Reimbursement Policy Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	☐	☐	☒	☐ Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.	District Comments 5/3/2024 1:05:31 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger This requirement is effective for the 2024-25 year. Monitor Comments 5/20/2024 7:14:36 AM Monitor Adem Oksuz This requirement is effective for the 2024-25 year.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454	1. LEA must obtain prior written approval for the following expenditures: - Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) - Out of State Travel for workshops/conferences (200.474) - Entertainment Costs (200.438) - Equipment (200.439) - Student Activity Costs - Memberships, subscriptions, and Professional Activities (200.454)	☐	☐	☒	☐ Items were included in approved consolidated application budgets and/or narratives. ☐ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.	District Comments 4/27/2024 2:59:31 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds for the listed expenditures.
						Monitor Comments 5/20/2024 7:15:09 AM Monitor Adem Oksuz THE LEA stated, "they did not use Title funds for the listed expenditures."
Time and Effort Procedures	1. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be established to ensure effective internal control over the federal awards.	☒	☐	☐	☒ Written Procedure for Time and Effort (do not need board approval). Please note: Federal Fiscal Compliance Policy 626 does not meet this requirement.	
PAVirtualTimeandEffortProcedure.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Title IA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☒	☐	☐	☒ Semi-annual time certifications					
Title_I_Time_and_Effort_Forms.pdf										
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Time logs ☐ Staff schedules	<table><tr><th>District Comments</th></tr><tr><td>4/27/2024 4:53:57 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 7:16:50 AM Monitor Adem Oksuz The LEA stated, "Employees paid with Title funds are working on a single cost objective."</td></tr></table>	District Comments	4/27/2024 4:53:57 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.	Monitor Comments	5/20/2024 7:16:50 AM Monitor Adem Oksuz The LEA stated, "Employees paid with Title funds are working on a single cost objective."
District Comments										
4/27/2024 4:53:57 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.										
Monitor Comments										
5/20/2024 7:16:50 AM Monitor Adem Oksuz The LEA stated, "Employees paid with Title funds are working on a single cost objective."										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☒	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments 4/27/2024 4:53:35 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective. Monitor Comments 5/20/2024 7:17:28 AM Monitor Adem Oksuz The LEA stated, "Employees paid with Title funds are working on a single cost objective."
	4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☒	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	District Comments 4/27/2024 4:54:52 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not have staff paid with stipends via federal funds. Monitor Comments 5/20/2024 7:17:58 AM Monitor Adem Oksuz N/A for the CS

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☒	☐	☐	☒ Semi-annual time certifications	Monitor Comments
						5/20/2024 7:18:31 AM Monitor Adem Oksuz Where are the time certifications for the mentors paid from title II?
						5/31/2024 12:37:29 PM State Monitor Helen Gross Following our meeting documentation was provided.
Title_II_Time_and_Effort_Form.pdf						
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☒	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments
						4/27/2024 4:55:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.
						Monitor Comments

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Time logs ☐ Staff schedules	District Comments 4/27/2024 4:55:19 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective. Monitor Comments 5/20/2024 7:20:15 AM Monitor Adem Oksuz We need to see the job descriptions and semi-annual time certifications for mentors paid from Title II funds.
	4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☒	☐	☐	☒ A contract discussing the deliverables which would include the amount to be paid to staff.	District Comments 4/27/2024 4:57:55 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not have staff paid with stipends via federal funds. Monitor Comments 5/20/2024 7:20:52 AM Monitor Adem Oksuz How did you pay to the mentors?
Mentor_Extra_Duty_SampleLetter.docx Mentor-InductionProfessional.docx Induction_PersonalizedPlan.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title_II_Time_and_Effort_Form_Mentors.pdf MenteeLogGlisan-MS.pdf						
Title IIIA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☐	☐	☒	☐ Semi-annual time certifications	District Comments 4/27/2024 4:56:37 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.
						Monitor Comments 5/20/2024 7:21:02 AM Monitor Adem Oksuz N/A for CS
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☒	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments 4/27/2024 4:56:42 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.
						Monitor Comments 5/20/2024 7:21:14 AM Monitor Adem Oksuz N/A for CS

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Time logs ☐ Staff schedules	District Comments 4/27/2024 4:56:46 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds. Monitor Comments 5/20/2024 7:21:19 AM Monitor Adem Oksuz N/A for CS
	4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☒	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	District Comments 4/27/2024 4:56:52 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds. Monitor Comments 5/20/2024 7:21:27 AM Monitor Adem Oksuz N/A for CS

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Title IVA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☒	☐	☐	☒ Semi-annual time certifications					
Title_IV_Time_and_Effort_Forms.pdf										
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☒	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<table><tr><th>District Comments</th></tr><tr><td>4/27/2024 4:57:13 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 7:22:20 AM Monitor Adem Oksuz N/A for CS</td></tr></table>	District Comments	4/27/2024 4:57:13 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.	Monitor Comments	5/20/2024 7:22:20 AM Monitor Adem Oksuz N/A for CS
District Comments										
4/27/2024 4:57:13 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.										
Monitor Comments										
5/20/2024 7:22:20 AM Monitor Adem Oksuz N/A for CS										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Time logs ☐ Staff schedules	District Comments 4/27/2024 4:57:18 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective. Monitor Comments 5/20/2024 7:22:26 AM Monitor Adem Oksuz N/A for CS
	4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	☐	☐	☒	☐ A contract discussing the deliverables which would include the amount to be paid to staff.	District Comments 4/27/2024 4:58:09 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not have staff paid with stipends via federal funds. Monitor Comments 5/20/2024 7:22:36 AM Monitor Adem Oksuz N/A for CS

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	☐	☐	☒	☐ UGG compliant inventory log of items purchased with Title I A.	District Comments 4/27/2024 5:00:32 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property.
						Monitor Comments 5/20/2024 7:24:20 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years.	☐	☐	☒	☐ UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	District Comments 4/27/2024 5:00:39 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property. Monitor Comments 5/20/2024 7:24:43 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	☐	☐	☒	☐ UGG compliant inventory log of items purchased with Title IIA.	District Comments 4/27/2024 5:00:47 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property. Monitor Comments 5/20/2024 7:24:49 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years.	☐	☐	☒	☐ UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	District Comments 4/27/2024 5:00:52 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property. Monitor Comments 5/20/2024 7:24:53 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIIA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	☐	☐	☒	☐ UGG compliant inventory log of items purchased with Title IIIA.	District Comments 4/27/2024 5:01:48 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.
						Monitor Comments 5/20/2024 7:24:56 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or prior years.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years.	☐	☐	☒	☐ UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	District Comments 4/27/2024 5:01:52 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds. Monitor Comments 5/20/2024 7:25:03 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or prior years.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IVA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	☐	☐	☒	☐ UGG compliant inventory log of items purchased with Title IVA.	District Comments 4/27/2024 5:01:00 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property. Monitor Comments 5/20/2024 7:25:13 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years.	☐	☐	☒	☐ UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	District Comments 4/27/2024 5:01:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual did not use Title funds to purchase equipment or related property. Monitor Comments 5/20/2024 7:25:20 AM Monitor Adem Oksuz The LEA has not purchased equipment (over \$5,000) or computing devices and special purpose equipment (\$300 - \$4,999) in the current or 6 prior years.
Title IA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IA.	☒	☐	☐	☒ Title IA Program Performance Report submitted by the due date of January 5, 2024.	
TitleIPerformanceReport.pdf						
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	☒	☐	☐	☒ Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	Monitor Comments 5/20/2024 7:26:33 AM Monitor Adem Oksuz Provide Data summary narratives
TIAPerformanceReport_NarrativesHighlighted.pdf TIAPerformanceReportNarratives2223.docx TI_PerformanceGoal_123460001DistrictStudentData.JPG						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IIA.	☒	☐	☐	☒ Title IIA Program Performance Report submitted by the due date of January 5, 2024.	
TitleIIPerformanceReport.pdf						
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	☒	☐	☐	☒ Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	Monitor Comments 5/20/2024 7:27:42 AM Monitor Adem Oksuz Provide Data summary narratives
TIIAPerformanceReport_NarrativesHighlighted.pdf Title_II_Time_and_Effort_Form_Mentors.pdf TIIAPerformanceReportNarratives2223.docx						
Title IIIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IIIA.	☐	☐	☒	☐ Title IIIA Program Performance Report submitted by the due date of January 5, 2024.	District Comments 4/27/2024 5:07:21 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds. Monitor Comments 5/20/2024 7:27:55 AM Monitor Adem Oksuz N/A for the CS

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	☐	☐	☒	☐ Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	District Comments 4/27/2024 5:07:39 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds. Monitor Comments 5/20/2024 7:28:03 AM Monitor Adem Oksuz N/A for the CS
Title IVA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IVA.	☒	☐	☐	☒ Title IVA Program Performance Report submitted by the due date of January 5, 2024.	
TitleIVPerformanceReport.pdf						
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	☒	☐	☐	☒ Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	Monitor Comments 5/20/2024 7:28:59 AM Monitor Adem Oksuz Provide Data summary narratives
TIVAPerformanceReport_NarrativesHighlighted.pdf TIVAPerformanceReportNarratives2223.docx TIV_PerformanceGoal_SELScreeenerReport5-3-2023.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2. 2 CFR 200.308(a) and (b) and 2	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IA application.	☒	☐	☐	☒ LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	District Comments
						5/4/2024 3:35:40 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Budget for Title I on pages 21-24 of Grant Content document.
						Monitor Comments
						5/20/2024 7:31:12 AM Monitor Adem Oksuz The statement of expenditures for Title IA is not provided. Both documents are the LEA Title IA budget.
						Monitor Comments
5/31/2024 12:39:29 PM State Monitor Helen Gross Documentation was provided following our meeting.						

TitleIGrantContent.pdf

TitleIStatementofExpenditures_Redacted.pdf

TitleI.IVExpenditureReports.xlsx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments						
Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIA application.	☒	☐	☐	☒ LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	<table><tr><th>District Comments</th></tr><tr><td>5/4/2024 3:35:15 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Budget for Title II on pages 14 - 18 of Grant Content document.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 7:31:22 AM Monitor Adem Oksuz The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/31/2024 12:39:18 PM State Monitor Helen Gross Documentation was provided following our meeting.</td></tr></table>	District Comments	5/4/2024 3:35:15 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Budget for Title II on pages 14 - 18 of Grant Content document.	Monitor Comments	5/20/2024 7:31:22 AM Monitor Adem Oksuz The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.	Monitor Comments	5/31/2024 12:39:18 PM State Monitor Helen Gross Documentation was provided following our meeting.
District Comments												
5/4/2024 3:35:15 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Budget for Title II on pages 14 - 18 of Grant Content document.												
Monitor Comments												
5/20/2024 7:31:22 AM Monitor Adem Oksuz The statement of expenditures for Title IIA is not provided. Both documents are the LEA Title IIA budget.												
Monitor Comments												
5/31/2024 12:39:18 PM State Monitor Helen Gross Documentation was provided following our meeting.												

[TitleIIGrantContent.pdf](#)
[TitleIIStatementofExpenditures.pdf](#)
[Titel.II,IVExpenditureReports.xlsx](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIIA application.	☐	☐	☒	☐ LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	<table><tr><th>District Comments</th></tr><tr><td>4/27/2024 5:09:15 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 7:31:33 AM Monitor Adem Oksuz N/A for the CS</td></tr></table>	District Comments	4/27/2024 5:09:15 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.	Monitor Comments	5/20/2024 7:31:33 AM Monitor Adem Oksuz N/A for the CS
District Comments										
4/27/2024 5:09:15 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger PA Virtual does not receive Title III funds.										
Monitor Comments										
5/20/2024 7:31:33 AM Monitor Adem Oksuz N/A for the CS										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Program Accuracy Verification 2 CFR 200.308(a) and (b) an- The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IVA application.	☒	☐	☐	☒ LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	District Comments 5/4/2024 3:34:56 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Budget for Title IV on pages 19-22 of Grant Content document. Monitor Comments 5/20/2024 7:31:45 AM Monitor Adem Oksuz The statement of expenditures for Title IVA is not provided. Both documents are the LEA Title IVA budget. Monitor Comments 5/31/2024 12:39:03 PM State Monitor Helen Gross Documentation was provided following our meeting.
TitleIVGrantContent.pdf TitleIVStatementofExpenditures.pdf Titel.II,IVExpenditureReports.xlsx						

Personnel Interviews

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

**Division of Federal Program
Consolidated Program Review
2023-2024 School Year
Pennsylvania Virtual CS**

PA Virtual Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:	Dr. Adam Kenz Dr. Helen Gross	Visit Date:	5/20/2024

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Time Documentation UGG Sec. 200.430	1. The LEA and Title I School maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☒	☐	☐	☒ Semi-annual time certifications	
Title_I_Time_and_Effort_Forms.pdf Title_II_Time_and_Effort_Form.pdf Title_IV_Time_and_Effort_Forms.pdf						
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments 4/27/2024 5:11:00 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective. Monitor Comments 5/20/2024 7:32:50 AM Monitor Adem Oksuz N/A for the CS.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	3. The LEA and Title I School maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☒	☐ Time logs ☐ Staff schedules	<table><tr><th>District Comments</th></tr><tr><td>4/27/2024 5:11:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>5/20/2024 7:33:19 AM Monitor Adem Oksuz N/A for the CS</td></tr></table>	District Comments	4/27/2024 5:11:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.	Monitor Comments	5/20/2024 7:33:19 AM Monitor Adem Oksuz N/A for the CS
District Comments										
4/27/2024 5:11:06 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger Employees paid with Title funds are working on a single cost objective.										
Monitor Comments										
5/20/2024 7:33:19 AM Monitor Adem Oksuz N/A for the CS										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting ALL Title IA expenditures.	☒	☐	☐	☒ School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis	District Comments 5/3/2024 5:44:47 PM Director of Curriculum, Inst & Fed. Programs Maureen Weinberger See page 23 for Schedule of Expenditures of Federal Awards for the year ending June 30, 2023. Security settings didn't allow for this page to be isolated. Monitor Comments 5/20/2024 7:34:28 AM Monitor Adem Oksuz Please upload the Title I building-level budget, including specific salary and benefits for personnel, as well as supply orders for actual and anticipated expenditures for the 2023-24 school year.
PAVirtualCSFS063023.pdf TitleI.II,IVExpenditureReports.xlsx						

August 2, 2022

Dr. Debra Heath-Thornton
Sr. Executive Vice President
Pennsylvania Virtual Cyber CS
630 Park Avenue
King of Prussia, Pa 19406

Dear Dr. Heath-Thornton:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Pennsylvania Virtual Cyber CS the week of May 16, 2022.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- Deferral of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Dr. Beth Marvin, the Chairperson of the compliance monitoring team.

Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,



Carole L. Clancy
Director

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

CC: Chairperson
CS Monitoring File



Executive Summary BSE Compliance Monitoring Review of the Pennsylvania Virtual Cyber CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of May 16, 2022, the Pennsylvania Virtual Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

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

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

B. General Findings

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

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

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

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

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

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

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

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

2. **FILE REVIEW** (Student case studies)

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

The status of compliance of the Pennsylvania Virtual Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	83	3	74
Evaluation/Reevaluation: Process and Content	219	8	553
Individualized Education Program: Process and Content	514	1	285
Procedural Safeguards: Process and Content	113	0	7
TOTALS	929	12	919

3. TEACHER AND PARENT INTERVIEWS

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

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	222	11	108
Program Implementation: Special Ed Teacher Interviews	316	10	132
Program Implementation: Parent Interviews	186	18	115
TOTALS	724	39	355

4. CLASSROOM OBSERVATIONS

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

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

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

PART II CORRECTIVE ACTION PROCESS

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

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

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

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

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

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

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

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

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

Charter School: Pennsylvania Virtual Cyber CS

Chief Executive Officer: Dr. Debra Heath-Thornton

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: August 02, 2022

Date Final Report Sent to LEA: August 02, 2022

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

First Visit Date: _____

Y	N	NA	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.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 1 0 0 2 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 1 0 0 2 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. 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?			
8	2	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
6	1	3				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
7	2	1				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

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

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 0 0 0 2	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 2 0 0 0 2	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 1 0 0 0 2	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
9	0	1				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	0	1				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	3				GE 80b. If yes, in what ways? Interacts with a lot of peers. Is able to master general education curriculum with supports in place. Is able to access the content with the modifications and supports that are provided. Enjoys presenting work to peers. Able to keep up with content and has additional classroom support. Enjoys the social time and interacting with peers; eager to participate in class, even if unsure of the answer. Developing stronger skills; building friendships, problem solving skills and peer modeling.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
8	0	2				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
6	1	3				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
2	4	4				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	8				SE 95c. If yes, what reasons were discussed for recommending removal? Significant need, needs a significantly modified curriculum, needs alternate standards. Based on need.			
0	0	8				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Best placement, significant needs and needs individualized attention. Based on level of academic and functional support needed.			
6	1	3				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
9	0	1				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
7	3	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
		X				6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
	N					11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment	This LEA will submit an improvement plan to address meeting the SPP target for students with disabilities served inside the regular classroom 80% or more of the day.		
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
1	0	9				FR 153. PTE-Consent Form is present in the student file			
1	0	9				FR 154. Demographic data			
1	0	9				FR 155. Reason(s) for referral for evaluation			
1	0	9				FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
5	0	5				FR 194. PTRE-Consent Form is present in the student file			
5	0	5				FR 195. Demographic data			
5	0	5				FR 196. Reason for reevaluation			
5	0	5				FR 197. Types of assessment tools, tests and procedures to be used			
5	0	5				FR 198. Contact person's name and contact information			
5	0	5				FR 199. Parent has selected a consent option			
5	0	5				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
1	0	9				FR 160. ER is present in the student file			
1	0	9				FR 161. Evaluation was completed within timelines			
1	0	9				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			
1	0	9				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
9	0	1				FR 207. RR is present in the student file			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
8	1	1			11%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
9	0	1				FR 210. Demographic data			
3	6	1			67%	FR 211. Date IEP team reviewed existing evaluation data			
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
9	0	1				FR 214. Aptitude and achievement tests			
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			
9	0	1				FR 219. Lack of appropriate instruction in math			
9	0	1				FR 220. Limited English proficiency			
8	1	1			11%	FR 221. Conclusion regarding need for additional data is indicated			
4	1	5			20%	FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
9	0	1				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
9	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
9	0	1				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
8	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
8	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
8	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
0	0	8	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	8	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	8	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
9	1	0			10%	FR 241. Invitation is present in the student file			
8	1	1			11%	FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
6	0	4				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
1	0	9				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
6	0	4				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
9	0	1				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
1	0	9				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
1	0	9				FR 252. Demographic data			
1	0	9				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
1	0	9				FR 254. Form designates which members will submit written input prior to the meeting			
1	0	9				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0 0 0	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			
1	0	9				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			
6	0	4				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
1	0	9				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						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			
1	0	9				FR 275. If the student is deaf or hard of hearing, a communication plan			
6	0	4				FR 276. If the student has communication needs, needs must be addressed in the IEP			
2	0	8				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
3	0	7				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
9	0	1				FR 282. Student's present levels of functional performance			
6	0	4				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
6	0	4				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
6	0	4				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
6	0	4				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
6	0	4				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
6	0	4				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
6	0	4				FR 292c. Annual goals are related to the student's transition services			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
7	0	3				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
2	0	8				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	1	9			100%	FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
8	0	2				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						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			
4	0	6				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			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
10	0	0				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
6	0	4				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
10	0	0				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
2	0	8				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
2	0	8				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 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			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
8	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	8	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
8	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
7	0	1	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	8	0			P 32b. If no, what training or support would assist you?			
8	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
7	1	0	0			P 35. Was the current IEP developed at the IEP meeting?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	8	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	8	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
6	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
1	3	6				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
1	0	9				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
8	0	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	1				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
9	1	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
8	0	2				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	2				SE 117b. If yes, in what ways?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Able to learn with other students at academic level; being challenged, and it benefits academically and socially. Benefits from having interaction with the teacher, and utilizes socialization skills. Access to outings, clubs and relationship building with peers. Ability to access after school clubs; this provides the opportunity to building relationships. Making progress in all areas. An asynchronous model which works well for student. Doesn't need the content adapted, just some accommodations to access the curriculum. Works on executive functioning skills and independence. Student demonstrates success in the classroom with specially designed instruction and modifications.			
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)			
8	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
7	0	1	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					8 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
5	0	5				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
1	3	6				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal? The need for additional support and service.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on student's need.			
4	0	6				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
1	0	9				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
6	0	4				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
10	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
2	0	6	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
8	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
8	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
8	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	8	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	6	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
9	0	1				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
4	0	6				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
6	0	2	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
6	2	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
2	5	1	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	6	0			P 50c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Needs additional support and service. Based on need.			
0	0	6	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Based on the level of my child's need. Based on need.			
6	2	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	0	3	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	3	0			P 50g. If yes, in what ways? Gets a lot of help from other peers. Able to work on content areas. Improved; more interested in school; likes it more. Has been able to keep up with peers, grades are good. The structure of the day and the regular attending provide opportunities for learning. The teachers and staff are awesome.			
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					5 1 0 0 0 2	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 1 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
10	0	0				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
4	0	6				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
9	0	1				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	0	8	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 0 0 0 0 1	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					8 0 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			
		7	1			P 67. Tell me anything you would like to change about the program.			
		1	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
						P 69. Additional comments about your child's program. Was struggling but now doing great in this school.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Special Education Policy
Code	2401
Status	Active
Adopted	August 26, 2019
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023
Prior Revised Dates	8/26/19, 06/22/20

PURPOSE

Pennsylvania Virtual Charter School (PA Virtual) shall offer each student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, and transitional and related services. A student who requires special education shall receive programs and services according to an individualized education plan (IEP). The IEP shall provide access to the district's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with their nondisabled peers. PA Virtual will provide a continuum of placement options to appropriately meet the needs of students with disabilities.

The Board of Trustees (Board) of PA Virtual recognizes that charter schools must comply with Chapter 711 of Title 22 of the Pennsylvania Code, Charter School and Cyber Charter School Services and Programs for Children with Disabilities.

The Board also recognizes that charter schools are not exempt from federal special education laws or regulations included in Chapter 711. These include but are not limited to the Individuals with Disabilities Education Improvement Act (2004) ("IDEA") and Section 504 of the Rehabilitation Act of 1973.

POLICY

I. Child Find

PA Virtual shall ensure that all children with disabilities enrolled in the charter school, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

PA Virtual will document that children with disabilities, who are in need of special education programs and services, are identified and evaluated through child find activities. Child find includes public awareness activities that are sufficient to inform parents of the special education programs and services that are available and how to request those services.

PA Virtual will conduct systematic screening activities that lead to the identification and evaluation of children with disabilities. Basic screening procedures might include but are not limited to hearing and vision tests as well as grade level tests of academic performance.

PA Virtual will have a system to evaluate the overall success and effectiveness of public awareness and child find activities.

PA Virtual recognizes that:

1. Children with disabilities must be admitted on the same basis as children without disabilities.
2. Upon admitting a child with a disability, the school must provide services to address the child's specific needs.
3. When a student with a disability transfers to the school, the school is responsible to ensure that the student receives services that are described in an Individualized Education Program (IEP), either by adopting the old IEP or by developing a new IEP, within applicable time frames pursuant to the IDEA.
4. PA Virtual will use the most current and appropriate versions of Special Education Formats for documents pursuant to the IDEA.
5. To meet the requirements of federal law, PA Virtual may provide the services itself, or contract with another entity, such as an intermediate unit, school district, or third party, to provide the services, in accordance with applicable federal and state guidelines, including least restrictive environment requirements.

II. Least Restrictive Environment (LRE):

The Board directs the Director of Special Education or their designee to ensure that, in accordance with applicable state and federal laws and regulations, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The Director of Special Education or their designee is directed to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The continuum of alternative placements may include but is not limited to: instruction in regular classes with or without supplementary aids and services, special classes, special schools, approved private schools, home instruction and instruction in hospitals and institutions to the extent the IEP team determines such placements are appropriate.

The Director of Special Education or their designee is directed to support participation of students with disabilities in nonacademic and extracurricular activities where appropriate (including transportation) and to make opportunities available for students to interact with

nondisabled peers when they need to be removed for any amount of time from the regular education environment, in accordance with federal and state law.

The Director of Special Education or their designee is directed to provide training opportunities and professional development for PA Virtual staff regarding optimizing inclusion practices, in accordance with federal and state law.

III. Related Services

Pursuant to 34 CFR § 300.34, related services are transportation and those developmental, corrective and other supportive services that are required to assist a child with a disability to benefit from special education.

PA Virtual will provide related services to include those services which the IEP team determines are necessary for a student after a comprehensive evaluation and the development of an IEP.

Related services are provided to students during normal school hours during the regular school year as dictated by the student's IEP or during times and hours as otherwise agreed upon by the student's IEP team. Related services are provided during the extended school year to the extent extended school year services are applicable for a particular student pursuant to state regulations and the student's IEP.

IV. Transition Services

For students who are 14 years of age or older, Pennsylvania Virtual Charter School shall include a transition plan in the student's IEP, which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills. If determined appropriate by the IEP team, transition planning may begin prior to 14 years of age.

The student will be invited to the IEP team meeting where transition planning is being considered, as is required by law. If the student does not attend the IEP meeting, the School must take other steps to ensure that the student's preferences and interests are considered.

The Director of Special Education or their designee is directed to inform the Board of Trustees of any new requirements regarding Transition Planning and any need to obtain additional services, training and/or assessment tools related to Transition Planning.

V. Extended School Year (ESY)

The Board directs PA Virtual to comply with the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services).

The Director of Special Education or their designee is directed to ensure that PA Virtual uses appropriate standards, **among other things**, for determining annually whether a student with disabilities requires ESY as part of the student's program.

VI. Disproportionate Representation of Racial/Ethnic Groups in Special Education:

It is the policy of PA Virtual that there shall not be disproportionate representation of racial and/or ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. Disproportionality is the over-representation of minority students with a disability category under the IDEA. It is the policy of the Board to comply with Chapter 711.23 of Title 22 of the Pennsylvania Code regarding student screening and disproportionality.

It is the policy of PA Virtual that there shall be no disproportionality in regard to any of the following areas per 34 CFR 300.646:

1. The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 602(3) of IDEA;
 2. The placement in particular educational settings of these children; and
3. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

In accordance with 34 CFR 300.646(b)(2) (relating to disproportionality), as adopted by the Pennsylvania Department of Education, should disproportionality be found to exist, PA Virtual would ensure:

1. A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
2. For students with academic and/or behavioral concerns, assessment or evaluation, such as, of the student's performance in relation to State-approved grade level standards., a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.
3. A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments.
4. Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.

5. A determination whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.
6. A determination whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
7. Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

The Director of Special Education or their designee is directed to develop procedures consistent with this policy, the School's Charter, and applicable laws.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER AND/OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE SCHOOL'S CHARTER AND/OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Legal

20 USC Chapter 33

Chapter 711 PA Code

Individuals with Disabilities Education Act (IDEA)



IEP Paperwork Record Keeping and Filing Procedure- Special Education Teachers

Each Special Education Teacher will have their own account set up in Salesforce.

<https://pavcs.my.salesforce.com/>

Special Education Teachers are required to create an IEP Paperwork Record in Salesforce for every IEP Meeting they hold and each IEP revision they complete.

Types of IEP Meetings:

- ER/IEP- IEP Meeting held after the completion of an Evaluation Report where the student was found eligible for Special Education
- RR/IEP- IEP Meeting held after the completion of a Reevaluation Report or a Stand Alone Report
- Annual IEP- IEP Meeting held annually for a student based on timelines
- IEP Revision- This is for when a meeting is held to revise the IEP
- No Meeting Revision- This is when the IEP is revised but no meeting is required
- Newly Enrolled IEP- when a student is newly enrolled with PA Virtual a new IEP is created and held within 30 calendar days of the student start date
- Exit Meeting- this is when a meeting is held to exit a student from Special Education- in this instance no new IEP is created
- RR/IEP Revision- IEP Meeting held to revise the existing IEP to incorporate the results of the recently completed RR

If a record is created using the wrong type of meeting, the type of IEP Meeting cannot be changed within the record. A new record will need to be created using the correct type of meeting; then the Assistant Director of Special Education Support Services and Compliance Monitoring or the Senior Support Service Coordinator will need to delete the one created with the wrong IEP Meeting Type.

- If the wrong type of meeting is used in the initial record, please contact the Assistant Director of Special Education Support Services and Compliance Monitoring for assistance moving the information from one record to the other. There is no reason to redo everything and the Assistant Director of Special Education Support Services or the Senior Support Services Coordinator can assist with moving everything from one record to the other.

Editing Information in the IEP Paperwork Record:

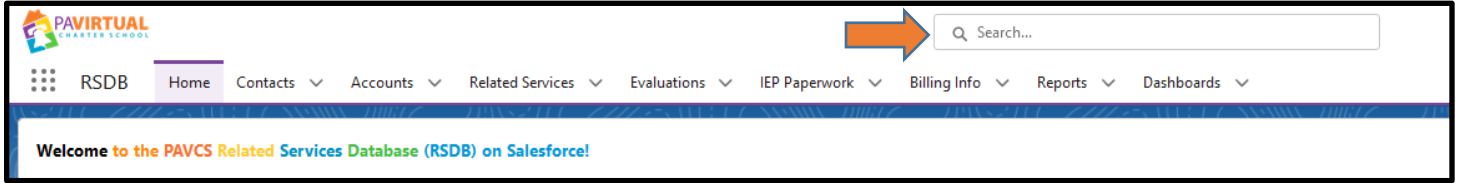
Only certain fields can be edited after the record has been created. Editable fields will have a gray pencil next to the field.

Finding the student's contact page

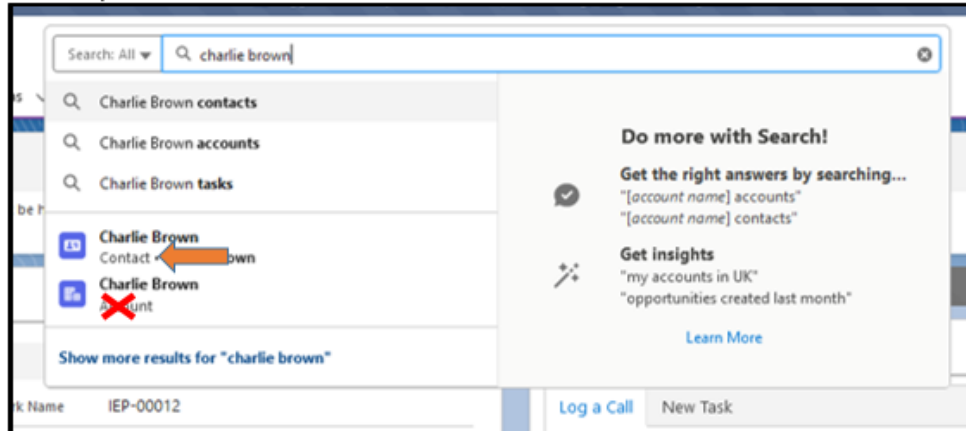
Updated 08-10-2023

Previously named 'IEP Paperwork Procedure'

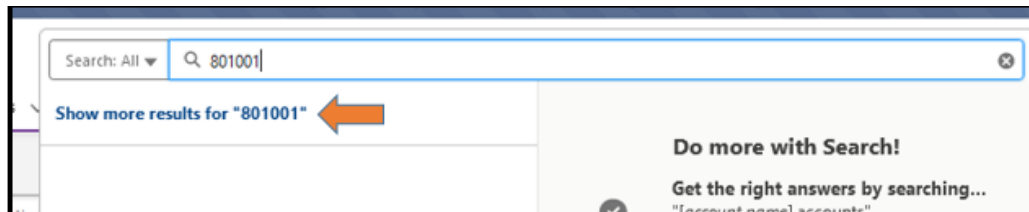
When a teacher is holding an IEP Meeting or revising an IEP they need to go to the student's contact (not account) record in Salesforce. This can be done by entering the student's name or ID in the search field at the top of the screen.



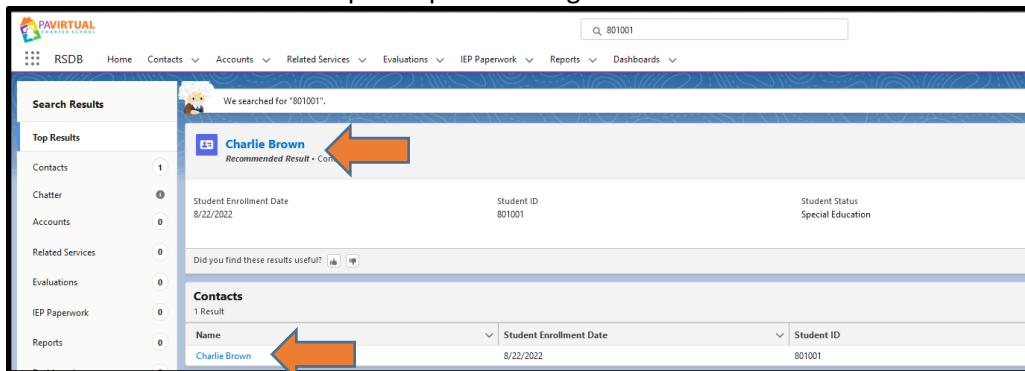
- Search by student name and choose their "Contact" page. Do not click on their "Account" Page



- Search by student ID
 - Click "Show more results for XXXXXX"



- Click in either of the places per the image below.

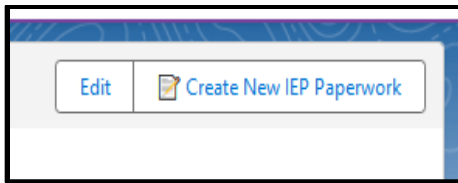


Creating the New IEP Paperwork Record

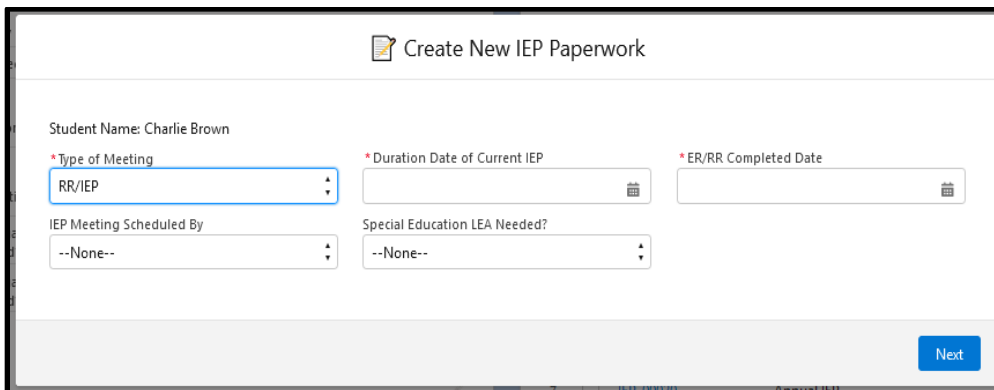
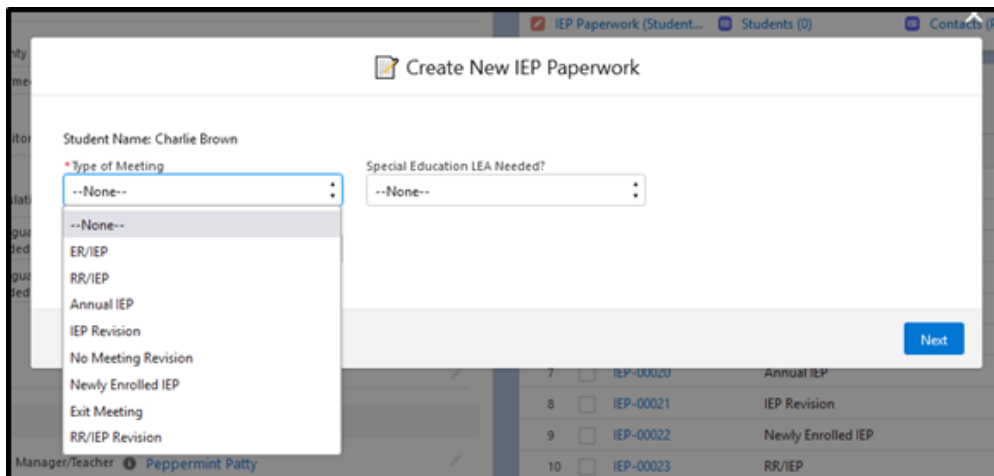
On the student's contact page the teacher will then need to click the "Create New IEP Paperwork" button in the upper right hand corner of the screen. Doing this will create a new window on the screen.

Updated 08-10-2023

Previously named 'IEP Paperwork Procedure'



In the new window select the type of meeting. Depending upon which type of meeting is selected, additional information will need entered in this window before clicking “Next.” This information will tell Salesforce everything it needs to know to ensure that the IEP Meeting is held within regulatory timelines.



Clicking next will then create the IEP Paperwork record:

Updated 08-10-2023
Previously named 'IEP Paperwork Procedure'

Details Tab- Meeting Information
Updated 08-10-2023
Previously named 'IEP Paperwork Procedure'

- Paperwork Receipt section is completed by the Special Education Services Coordinator (SSC) only. Teachers do not enter anything into this section.

Meeting Information

Type of Meeting	RR/IEP		
30 Days after Enrollment Date	9/21/2022	Duration Date of Most Recent IEP	10/20/2022
ER/RR Completed Date	9/9/2022	30 Days after ER/RR	10/9/2022
Date IEP Meeting must be held by	10/9/2022	IEP Meeting Scheduled By	Program Specialist
Special Ed Teacher's Preferred Date		Special Education LEA Required	Yes
Late Meeting Reason			
Meeting Invitees			
Date of IEP Meeting		IEP Meeting scheduled on time?	
LEA		Admin Approved	☐
IEP Meeting Comments			

Meeting Information Section:

- If the Special Education Teacher is scheduling their own meeting, then the teacher will need to fill out the following fields:
 - Date of IEP Meeting
 - LEA
- If the Special Education Program Specialist is scheduling the meeting then the Special Education Teacher will need to fill out the following fields:
 - Special Education Teacher's Preferred Date
 - Late Meeting Reason- only if applicable, the system will force this field to be filled out if the "Special Education Teacher's Preferred Date" falls after the "Date IEP Meeting must be held by."
 - Meeting Invitees

Details Tab- Paperwork Signature Requirements

Updated 08-10-2023

Previously named 'IEP Paperwork Procedure'

Paperwork Signature Requirements			
Invitations Required?	Yes	PBSP Required?	No
PSGN Required?	Yes	Voter Registration Required?	IEP Meeting Not Set Yet
IEP Signature Required?	Yes	Age at IEP End	
C2E Required?	Maybe	ER/RR Signature Required?	Yes
NOREP Required?	Yes	10 Day Waiver Required?	No

Paperwork Signature Requirements:

If anything in this section shows a “Maybe” the teacher will need to change the requirement to either “Yes” or “No.” The teacher may not know the answer for some of these until after the meeting is held. “Maybe’s must be changed to “Yes” or “No” before the paperwork is dropped in the SSC’s drop box.

Some fields in this section will auto populate based on information Salesforce knows about the student and the IEP Paperwork Record.

- Invitation Required- based on the type of meeting chosen
- PSGN Required- based on the type of meeting chosen
- IEP Signature Required- based on the type of meeting chosen
- NOREP Required- based on the type of meeting chosen
- Voter Registration Required- based on the age of the student
- ER/RR Signature Page Required - based on the type of meeting chosen
- 10 Day Waiver Required- based on the number of days between the completion of the ER/RR/Stand Alone report and the date of the IEP Meeting

Signature Attempts Tab

Special Education Teachers are required to make a minimum of three varied attempts to get paperwork signed if the parent/guardian doesn’t sign after the first attempt.

Updated 08-10-2023

Previously named ‘IEP Paperwork Procedure’

IEP Paperwork					
Charlie Brown-801001					
IEP Paperwork Name IEP-00012	Student Charlie Brown	Student ID 801001	Date IEP Meeting must be held by 10/9/2022	Date of IEP Meeting	SSC Kim Gould

Details		Signature Attempts	Audit Fields
Invitation Attempts ✕			
Invitation Attempt #1 Date		Invitation Attempt #1 Type	
Invitation Attempt #2 Date		Invitation Attempt #2 Type	
Invitation Attempt #3 Date		Invitation Attempt #3 Type	
Procedural Safeguard Notice Attempts ✕			
Procedural Notice Attempt #1 Date		Procedural Notice Attempt #1 Type	
Procedural Notice Attempt #2 Date		Procedural Notice Attempt #2 Type	
Procedural Notice Attempt #3 Date		Procedural Notice Attempt #3 Type	
ER/RR Signature Page ✕			
ER/RR Signature Attempt #1 Date		ER/RR Signature Attempt #1 Type	
ER/RR Signature Attempt #2 Date		ER/RR Signature Attempt #2 Type	
ER/RR Signature Attempt #3 Date		ER/RR Signature Attempt #3 Type	
10 Day Waiver Not Required			
IEP Signature Page Attempts ✕			
IEP Signature Page Attempt #1 Date		IEP Signature Page Attempt #1 Type	
IEP Signature Page Attempt #2 Date		IEP Signature Page Attempt #2 Type	
IEP Signature Page Attempt #3 Date		IEP Signature Page Attempt #3 Type	
C2E Attempts ✕			
C2E Attempt #1 Date		C2E Attempt #1 Type	
C2E Attempt #2 Date		C2E Attempt #2 Type	
C2E Attempt #3 Date		C2E Attempt #3 Type	
NOREP Attempts ✕			
NOREP Attempt #1 Date		NOREP Attempt #1 Type	
NOREP Attempt #2 Date		NOREP Attempt #2 Type	
NOREP Attempt #3 Date		NOREP Attempt #3 Type	
PBSP Not Required			

Invitation Attempts- a minimum of three varied attempts must be completed

- The Special Education Teacher must make three varied attempts with an invitation for all meetings. For Invitations the Special Education Teacher must log attempts to get the parent/guardian's signature and also to make note of reminders to the parent/guardian about the upcoming meeting. Three varied attempts are required to move forward with the IEP meeting if the parent does not attend.

All other document sections must be completed with at least one attempt. If the document is signed after the first attempt no other attempts are necessary or need to be documented. Subsequent attempts are required to be logged if the document does not get signed. If we are not able to get paperwork signed then we will need these attempts logged in Salesforce so that the SSCs can add them to the unsigned paperwork before placing it in the student's e-file..

If a document is listed as “No” in the Paperwork Signature Requirements section on the Details Tab then it will be grayed out and no attempts can be logged.

Paperwork Timelines:

Within two weeks of the IEP Meeting and after three attempts have been made, if the documents have not yet been signed:

Updated 08-10-2023

Previously named 'IEP Paperwork Procedure'

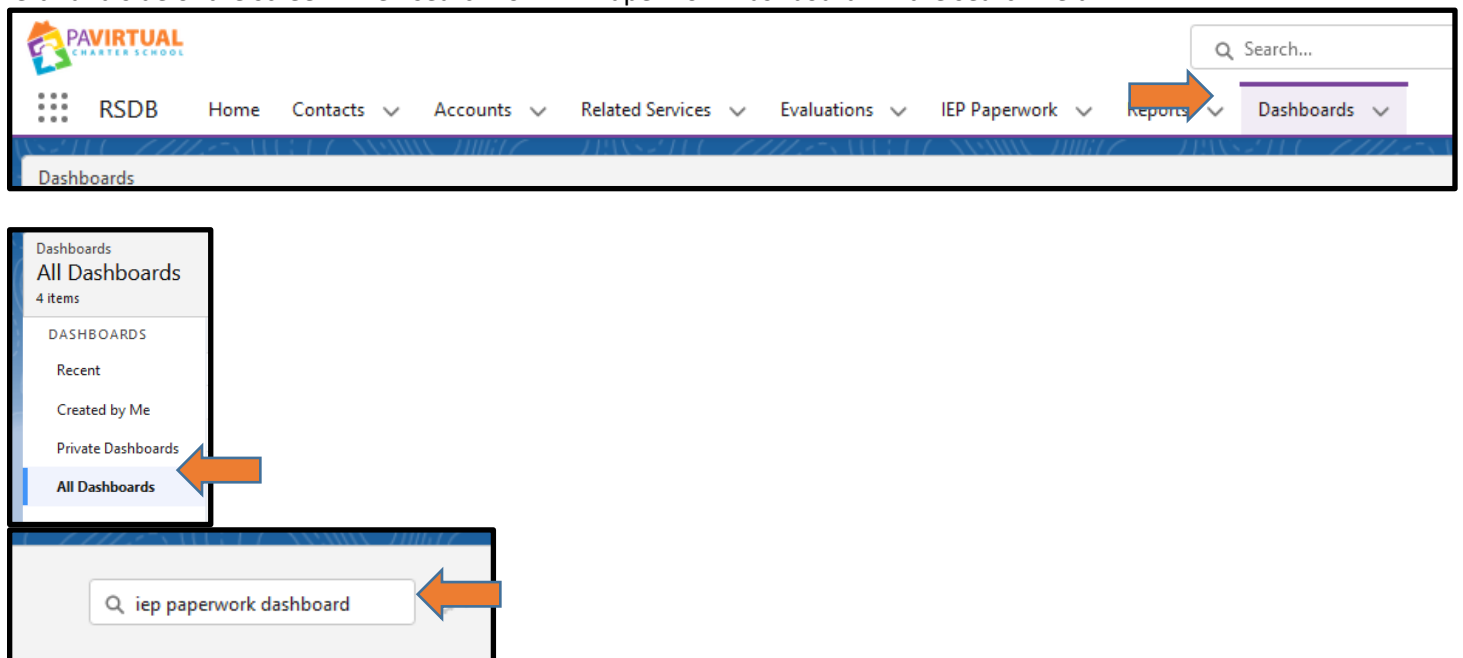
- The Special Education Teacher will drop the unsigned documents in the SSC's drop box.
 - The SSC will record the Special Education Teacher's attempts to obtain signatures on each unsigned document and place the document in the student's e-file.
1. Once all documents are ready to be dropped in the SSC's drop box the Special Education Teacher must finalize the IEP in Sapphire and then drop the paperwork. It is important that the IEP be finalized before it is dropped, otherwise it will say draft on it.
 - The IEP needs to be finalized as soon as possible after the documents have been signed (no later than 2 weeks from the date of the meeting). **For Initial IEP Meetings, IEPs cannot be finalized until the initial NOREP is signed.**
 - Failure to finalize documents will cause issues with IEP communication throughout the school and will cause reporting errors.
 2. Once all paperwork (unsigned and signed) has been received, the SSC will log everything in the "Paperwork Receipt" section of the IEP Paperwork Record in Salesforce.

IEP Paperwork Dashboard

There are three dashboards for the teachers to use: Elementary School, Middle School, and High School. The teacher will need to use the dashboard for the school building they work under.

Finding the dashboard:

Click on the Dashboard tab at the top of the screen. Once the dashboard page loads, click on "All Dashboards" on the left hand side of the screen. Then search for "IEP Paperwork Dashboard" in the search field.



Then choose the appropriate dashboard.

Dashboards					
All Dashboards					
4 items					
DASHBOARDS	Dashboard Name	Description	Folder	Created By	Created On
Recent	IEP Paperwork Dashboard- Elementary School		RSDB Dashboards	Kiel Parker	8/19/2022, 3:41 PM
Created by Me	IEP Paperwork Dashboard- High School		RSDB Dashboards	Kiel Parker	8/22/2022, 9:29 AM
Private Dashboards	IEP Paperwork Dashboard- Middle School		RSDB Dashboards	Kiel Parker	8/22/2022, 9:25 AM
All Dashboards	IEP Paperwork Dashboard- SSC		RSDB Dashboards	Kiel Parker	8/22/2022, 11:08 AM

Once the appropriate dashboard is open, the teacher will need to select their name from the drop down box in the upper left hand area of the screen. This will then filter the reports to only show data associated with the appropriate teacher.


Dashboard

IEP Paperwork Dashboard- High School

As of Jun 30, 2023 2:26 PM-Viewing as Kiel Parker

Case Manager/Teacher



IEP Meeting Information- CM/SpEd Teacher

IEP Meetings Not Scheduled On Time

Dashboard Reports:

- IEP Meeting Information- CM/SpEd Teacher- this report shows the IEP Paperwork Records for the students on the teacher's caseload that were created during the current school year.
- Incomplete IEP Paperwork- this report shows the incomplete IEP Paperwork Records for the students on the special education teacher's caseload that were created during the current school year.
 - By the end of the school year this should be zero
- IEP Meetings Not Scheduled On Time- this report shows the IEP Meetings that were not held on time per regulations and therefore are out of compliance
 - This should also be a zero
- IEP Mtg Sched by Teacher- No Mtg Date- If the teacher is the one scheduling the meeting they need to enter the "Date of IEP Meeting" into the IEP Paperwork Record. This report shows the teacher if this was missed at all.
- Preferred Meeting Date Missing- If the Program Specialist is scheduling the meeting they need to know the teacher's preferred meeting date. If the special education teacher forgot to enter this into the IEP Paperwork Record it will show on this report.
- Active Students- this is the list of the Special Education Teacher's caseload
- Active Student Services- this is a list of the related services that the students on the Special Education Teacher's caseload have and the therapists who are providing those services

Updated 08-10-2023

Previously named 'IEP Paperwork Procedure'



October 3, 2023

Dr. Debra Heath-Thornton
Sr. Executive Vice President
Pennsylvania Virtual Cyber CS
630 Park Avenue
King of Prussia, Pa 19406

Dear Dr. Heath-Thornton:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on May 16, 2022 have been corrected as of August 1, 2023 by the charter school. It is with pleasure that I commend you and your staff for efforts made in achieving resolution of the noncompliance areas.

Please note, if you have improvement plans that were developed as a component of the corrective action plan, they will remain open and you are required to implement the improvement plans until the specific action for those items has been completed as approved by your adviser.

As you know, compliance monitoring is required by Federal regulations to determine a local education agency's compliance with Federal and State requirements for students identified as eligible for special education. Your response to the monitoring visit and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

Carole L. Clancy, Ed. D.
Director



**Professional Development
PASA Training**

AGENDA

November 20, December 4, and December 11

Training is async.

Activity Type <i>(if non-Act 48 do not complete other boxes)</i>		Activity Subject Area <i>(Act 48 only)</i>	
Act 48		Teaching & Learning PD	
Act 48 Activity Sub-Category <i>(selected based off Subject Area)</i>			
Choose an item.	Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Teaching Techniques & Strategies	Choose an item.

Objectives

The staff will be able to:

- Complete the DLM PASA training.

Materials

Video Instructions:

<https://drive.google.com/file/d/1scDLSVnc8XWgmLImMJxtM601yxRmoUCO/view?usp=sharing>

Kite Website

<https://educator.kiteaai.org/AART/login.htm>

Exit Ticket will be available at 3:50 on Wednesday, December 11.

Schedule

November 29, December 6 and 13

Time	Topic	Presenter
3:00-3:10	Review Video	Individual
3:10-4:00	Online Training	Individual

Kinet, Nina, Melissa and Diana will be available in the PD room on Wednesdays—November 20, December 4 and 11 from 3 to 3:30.

If you do not have questions, you DO NOT need to come to the room. Use the time to complete the training.

The exit ticket will be deployed on Wednesday, December 11.

Timestamp	Email Address	FIRST Name	LAST name
11/21/2024 7:54:18	mhake@pavcs.us	Megan	Hake
11/21/2024 7:57:46	dperney@pavcs.us	Diana	Perney
11/21/2024 13:43:52	adajczak@pavcs.us	Amy	Dajczak
11/21/2024 13:51:31	gzimmerman@pavcs.u	Gary	Zimmerman
11/21/2024 14:30:54	nfine@pavcs.us	Nathan	Fine
11/21/2024 16:20:37	lidenithorne@pavcs.us	Laura	Denithorne
11/21/2024 16:44:36	jcallahan@pavcs.us	Jessica	Callahan
11/21/2024 20:40:26	lsteen@pavcs.us	Lisa	Steen
11/22/2024 8:50:28	noberrender@pavcs.us	Nicole	Oberrender
11/22/2024 10:06:29	bmathis@pavcs.us	Bernadette	Mathis
11/22/2024 10:25:20	aleon@pavcs.us	Anjeleke	Leon
11/22/2024 12:17:02	nmckillop@pavcs.us	Natalie	McKillop
11/22/2024 13:48:31	dpalermo@pavcs.us	Dina	Palermo
11/22/2024 15:25:54	awasil@pavcs.us	Andrea	Wasil
11/22/2024 15:37:21	relder@pavcs.us	Robin	Elder
11/25/2024 14:25:26	mlittle@pavcs.us	Melissa	Little
11/25/2024 14:30:42	pgehrett@pavcs.us	Patricia	Gehrett
11/25/2024 15:52:36	ahimmelberger@pavcs	Amanda	Himmelberger
11/26/2024 10:02:42	nwangler@pavcs.us	Nina	Wangler
11/26/2024 10:08:28	sheyl@pavcs.us	Stephanie	Heyl
11/26/2024 10:10:00	jwatson@pavcs.us	Jennifer	Watson
11/26/2024 10:17:37	kdonaldson@pavcs.us	Kristin	Donaldson
11/26/2024 10:45:49	cshirk@pavcs.us	Chelsea	Shirk
11/26/2024 15:46:58	jgrady@pavcs.us	Jack	Grady
11/26/2024 17:40:23	hhurley@pavcs.us	Heather	Hurley
11/27/2024 8:36:43	sgoodwin@pavcs.us	Sarah	Goodwin
12/3/2024 14:19:43	aopdyke@pavcs.us	Alyssa	Opdyke
12/3/2024 14:19:45	eonjack@pavcs.us	Elise	Onjack
12/3/2024 14:19:59	kbarnett@pavcs.us	Katie	Barnett
12/3/2024 14:20:09	ecampbell@pavcs.us	Emily	Campbell
12/3/2024 14:21:29	mliberatore@pavcs.us	Maddie	Liberatore
12/3/2024 14:23:31	lphillips@pavcs.us	Lindsey	Phillips
12/3/2024 14:24:35	ctranter@pavcs.us	Chaz	Tranter
12/3/2024 14:25:58	pramos@pavcs.us	Paula	Ramos
12/3/2024 14:26:02	mbarth@pavcs.us	Marika	Barth
12/3/2024 14:28:06	mhicks@pavcs.us	Mary Jo	Hicks
12/3/2024 14:28:19	azammetti@pavcs.us	Ashley	Zammetti
12/3/2024 14:28:29	jhuegel@pavcs.us	Jillian	Huegel
12/3/2024 14:29:02	msauro@pavcs.us	Melissa	Sauro
12/3/2024 14:29:17	lpepe@pavcs.us	Lauren	Pepe
12/3/2024 14:32:42	lkrefta@pavcs.us	Leslie	Krefta
12/3/2024 14:36:37	amarkel@pavcs.us	Anna	Markel
12/3/2024 14:36:55	dmarkel@pavcs.us	Dave	Markel
12/3/2024 14:38:12	rkubica@pavcs.us	Regina	Kubica

12/3/2024 14:38:24	mchristman@pavcs.us	Morgan	Christman (Waldroup)
12/3/2024 14:39:10	kmeans@pavcs.us	Kimberly	Means
12/3/2024 14:39:39	kwelsh@pavcs.us	Kristy	Welsh
12/3/2024 14:41:38	rpullara@pavcs.us	Renee	Pullara
12/3/2024 14:42:35	lhall@pavcs.us	Lauren	Hall
12/3/2024 14:51:16	npark@pavcs.us	Nancy	Park
12/3/2024 14:53:18	vbauer@pavcs.us	Vanessa	Bauer
12/3/2024 14:58:34	tklasnic@pavcs.us	Trina	Klasnic
12/3/2024 14:58:42	ncriner@pavcs.us	Nicole	Criner
12/3/2024 15:00:03	amiller@pavcs.us	Amber	Miller
12/3/2024 15:03:06	etomaino@pavcs.us	Emily	Tomaino
12/3/2024 15:04:36	jkeys@pavcs.us	Jessica	Keys
12/3/2024 15:11:42	pstinson@pavcs.us	Paula	Stinson
12/3/2024 15:12:23	kmulrine@pavcs.us	Karla	Mulrine
12/3/2024 15:18:17	slmoore@pavcs.us	Shannon	Moore
12/3/2024 15:20:04	kceledonia@pavcs.us	Kate	Celedonia
12/3/2024 15:20:23	wdonohoe@pavcs.us	William	Donohoe
12/3/2024 15:23:05	ssteighner@pavcs.us	Stacie	Steighner
12/3/2024 15:27:02	sgulbis@pavcs.us	Sigrid	Gulbis
12/3/2024 15:27:49	pvail@pavcs.us	Peggy	Vail
12/3/2024 15:30:06	mwmyers@pavcs.us	Meghan	Myers
12/3/2024 15:30:18	hgrieff@pavcs.us	Hannah	Grieff
12/3/2024 15:44:14	dgould@pavcs.us	Deena	Gould
12/3/2024 15:48:38	rgrimes@pavcs.us	Ruth	Grimes
12/3/2024 15:49:43	zmehal@pavcs.us	Zach	Mehal
12/3/2024 15:53:12	jcraig@pavcs.us	Julie	Craig
12/3/2024 15:58:08	snichols@pavcs.us	Stacey	Nichols
12/3/2024 16:17:18	sgagliardi@pavcs.us	Sue	Gagliardi
12/3/2024 16:31:47	emcgurk@pavcs.us	Ted	McGurk
12/3/2024 17:01:07	halcott@pavcs.us	Heather	Alcott
12/3/2024 17:01:30	tvioral@pavcs.us	Tracey	Vioral
12/4/2024 7:32:09	jsieber@pavcs.us	Jacqueline	Sieber
12/4/2024 7:38:13	aaustin@pavcs.us	Amy	Austin
12/4/2024 8:18:26	skostaras@pavcs.us	Susanne	Kostaras
12/4/2024 8:46:40	sverton@pavcs.us	Sonya	Verton
12/4/2024 8:49:13	mbyham@pavcs.us	Mindy	Byham
12/4/2024 8:56:02	sscholl@pavcs.us	Stephen	Scholl
12/4/2024 10:13:19	blewis@pavcs.us	Bradley	Lewis
12/4/2024 11:39:48	jansel@pavcs.us	Jessica	Ansel
12/4/2024 12:22:53	lrocchini@pavcs.us	Louis	Rocchini
12/4/2024 13:25:13	mhowe@pavcs.us	Malena	Howe
12/4/2024 13:36:37	lbarger@pavcs.us	Laurie	Barger
12/4/2024 13:43:40	kswarmer@pavcs.us	Kayla	Swarmer
12/4/2024 14:21:58	hbyers@pavcs.us	Heather	Byers
12/4/2024 14:27:42	dsantina@pavcs.us	Danielle	Santina
12/4/2024 14:32:46	plauffer@pavcs.us	Peyton	Lauffer
12/4/2024 14:33:18	regloff@pavcs.us	Robin	Egloff
12/4/2024 14:39:02	bsmith@pavcs.us	Brittany	Smith
12/4/2024 14:42:54	efirko@pavcs.us	Emily	Firko
12/4/2024 14:44:51	cjones@pavcs.us	Cynthia	Jones
12/4/2024 14:45:00	bcroyle@pavcs.us	Bethany	Croyle
12/4/2024 14:46:56	espink@pavcs.us	Emma	Spink
12/4/2024 14:49:42	jslater@pavcs.us	Jennifer	Slater
12/4/2024 14:57:17	bnihoff@pavcs.us	Beth	Nihoff
12/4/2024 14:57:31	mhauger@pavcs.us	Michelle	Hauger

12/4/2024 14:57:55	hbrandt@pavcs.us	Heather	Brandt
12/4/2024 14:59:38	geisenhower@pavcs.us	Gabrielle	Eisenhower
12/4/2024 15:00:13	jdimiceli@pavcs.us	Jody	DiMiceli
12/4/2024 15:03:36	cmcgeever@pavcs.us	Codie	McGeever
12/4/2024 15:03:38	mferrantino@pavcs.us	Mariane	Ferrantino
12/4/2024 15:04:59	lmatjasic@pavcs.us	Laura	Matjasic
12/4/2024 15:12:10	kmurgo@pavcs.us	Kristen	Murgo
12/4/2024 15:15:30	sgunter@pavcs.us	Susan	Gunter
12/4/2024 15:16:02	abeckett@pavcs.us	Amanda	Beckett
12/4/2024 15:16:08	kmaddix@pavcs.us	Karen	Maddix
12/4/2024 15:17:58	cglisan@pavcs.us	Caley	Glisan
12/4/2024 15:19:23	kgorley@pavcs.us	Kyli	Gorley
12/4/2024 15:25:57	mtyson@pavcs.us	Michelle	Tyson
12/4/2024 15:26:28	kgalo@pavcs.us	Kristen	Galo
12/4/2024 15:27:11	awaid@pavcs.us	Audrey	Waid
12/4/2024 15:30:43	khilf@pavcs.us	Kelly	Hilf
12/4/2024 15:30:48	lhilf@pavcs.us	Lee-Ann	Hilf
12/4/2024 15:31:16	kraman@pavcs.us	Karyn	Raman
12/4/2024 15:38:43	ksmith@pavcs.us	Kristina	Smith
12/4/2024 15:50:14	pslater@pavcs.us	Pamela	Slater
12/4/2024 16:04:56	ischloss@pavcs.us	Isaac	Schloss
12/4/2024 16:11:08	lhorvat@pavcs.us	Lori	Horvat
12/4/2024 18:18:39	pmccoy@pavcs.us	Patricia	McCoy
12/4/2024 19:25:37	sbetzenberger@pavcs.us	Suzanne	Betzenberger
12/4/2024 21:19:25	lmartin@pavcs.us	Lori	Martin
12/5/2024 7:33:14	Isahli@pavcs.us	Lita	Sahli
12/5/2024 8:05:14	efreynik@pavcs.us	Erin	Freynik
12/5/2024 10:07:18	jjohnson@pavcs.us	Janae	Johnson
12/5/2024 12:34:24	kdaily@pavcs.us	Katie	Daily
12/5/2024 13:01:52	dkonefsky@pavcs.us	Dylan	Konefsky
12/5/2024 13:17:55	tirvine@pavcs.us	Tim	Irvine
12/5/2024 15:47:26	aklingenberg@pavcs.us	Angela	Klingenberg
12/5/2024 15:48:43	mluis@pavcs.us	Maria	Luis
12/5/2024 20:53:14	cgomes@pavcs.us	Carolyn	Gomes
12/6/2024 8:07:36	rkylar@pavcs.us	Rachel	Kylar
12/6/2024 8:39:10	mbeatty@pavcs.us	Mindy	Beatty
12/6/2024 9:00:30	tbahn@pavcs.us	Tanya	Bahn
12/6/2024 10:12:27	lcarrington@pavcs.us	Leanne	Carrington
12/6/2024 10:13:12	dadamo@pavcs.us	Debby	Adamo
12/6/2024 10:15:29	bdombach@pavcs.us	Bethany	Dombach
12/6/2024 10:38:32	awroten@pavcs.us	Ali	Wroten
12/6/2024 10:42:15	psimon@pavcs.us	Patience	Simon
12/6/2024 11:12:17	vgarbutt@pavcs.us	Tori	Garbutt
12/6/2024 11:41:10	pgehrett@pavcs.us	Patricia	Gehrett
12/6/2024 11:54:33	malcaro@pavcs.us	Melissa	Alcaro
12/6/2024 13:58:05	ckaufman@pavcs.us	Colleen	Kaufman
12/6/2024 14:50:04	bjeffries@pavcs.us	Bridgit	Jeffries
12/6/2024 15:09:19	esvoboda@pavcs.us	Elizabeth	Svoboda
12/6/2024 15:19:48	nvitalbo@pavcs.us	Nicole	Vitalbo
12/6/2024 15:27:41	anixon@pavcs.us	Amy	Nixon
12/6/2024 15:44:50	atomanio@pavcs.us	Angela	Tomanio
12/6/2024 21:54:04	mwatterson@pavcs.us	Maria	Watterson
12/8/2024 21:55:13	myoest@pavcs.us	Melissa	Yoest
12/9/2024 5:31:42	jverdekal@pavcs.us	Jenna	Verdekal
12/9/2024 9:39:25	cwidmann@pavcs.us	Crystal	Widmann

12/9/2024 10:34:48	scardosi@pavcs.us	Sarah	Cardosi
12/9/2024 11:06:08	bpepe@pavcs.us	Bethany	Pepe
12/9/2024 12:19:31	jdellapenna@pavcs.us	Jennifer	DellaPenna
12/9/2024 12:58:13	garcher@pavcs.us	Gladys	Archer
12/9/2024 14:25:13	cgilligan@pavcs.us	Chris	Gilligan
12/9/2024 15:25:55	mweinberger@pavcs.u	Maureen	Weinberger
12/9/2024 16:39:55	esullivan@pavcs.us	Emily	Sullivan
12/9/2024 20:38:13	tbacon@pavcs.us	Tamara	Bacon
12/10/2024 11:41:35	mleach@pavcs.us	Megan	Leach
12/10/2024 11:49:13	jstonebraker@pavcs.us	Jordan	Stonebraker
12/10/2024 12:54:19	pmatusz@pavcs.us	Patrick	Matusz
12/10/2024 14:20:57	jclaar@pavcs.us	Janese	Claar
12/10/2024 14:29:54	rtoth@pavcs.us	Rachelle	Toth
12/10/2024 14:44:41	kkolakowski@pavcs.us	Kalina	Kolakowski
12/10/2024 14:48:17	tcooney@pavcs.us	Tara	Cooney
12/10/2024 15:34:41	jdorneman@pavcs.us	Jessica	Dorneman
12/10/2024 15:42:26	jcleary@pavcs.us	James	Cleary
12/10/2024 16:23:45	sdzemyan@pavcs.us	Scott	Dzemyan
12/10/2024 16:24:00	abank@pavcs.us	Amanda	Bank
12/11/2024 6:13:25	bdavis@pavcs.us	Bryan	Davis
12/11/2024 7:28:24	jgrantz@pavcs.us	Jacob	Grantz
12/11/2024 8:02:57	lkrystofolski@pavcs.us	Lisa	Krystofolski
12/11/2024 8:49:25	azullick@pavcs.us	Aaron	Zullick
12/11/2024 10:16:07	bmerine@pavcs.us	Brigitte	Merine
12/11/2024 10:53:42	kjarrett@pavcs.us	Kelly	Jarrett
12/11/2024 12:02:40	jdobbin@pavcs.us	Jordan	Dobbin
12/11/2024 14:25:22	dcushman@pavcs.us	Danielle	Cushman
12/11/2024 15:05:01	mbieber@pavcs.us	Melissa	Bieber
12/11/2024 15:05:36	slisowski@pavcs.us	Sandra	Lisowski
12/11/2024 15:09:01	jmcmann@pavcs.us	Jenny	McMann
12/11/2024 15:10:36	csiravo@pavcs.us	Christine	Siravo
12/11/2024 15:15:05	jlively@pavcs.us	Jessica	Lively
12/11/2024 15:16:33	jblizman@pavcs.us	Jennifer	Blizman
12/11/2024 15:19:39	lshearn@pavcs.us	Lisa	Shearn
12/11/2024 15:29:39	jallen@pavcs.us	Joshua	Allen
12/11/2024 15:31:55	cmarch@pavcs.us	Caitlin	March
12/11/2024 15:32:25	llusk@pavcs.us	Lauren	Lusk
12/11/2024 15:33:29	llusk@pavcs.us	Lauren	Lusk
12/11/2024 15:33:56	oahohuendo@pavcs.us	Nadege	Ahohuendo
12/11/2024 15:40:25	erichardsonthomas@p	Evelyne	Richardson-Thomas
12/11/2024 15:48:59	mflack@pavcs.us	Micaela	Flack
12/11/2024 15:49:22	jgibbs@pavcs.us	Jennifer	Gibbs
12/11/2024 15:52:35	bharvey@pavcs.us	Barry	Harvey
12/11/2024 15:54:27	shayes@pavcs.us	Sarah	Hayes
12/11/2024 15:58:10	zmontgomery@pavcs.i	Zachary	Montgomery
12/11/2024 16:00:14	nhall@pavcs.us	Nathan	Hall
12/11/2024 16:04:15	zmehal@pavcs.us	Zach	Mehal
12/11/2024 16:04:21	rkarney@pavcs.us	Rob	Karney
12/11/2024 16:07:34	cwillits@pavcs.us	Cynthia	Willits
12/11/2024 16:13:52	kanderson@pavcs.us	Kat	Anderson
12/11/2024 16:31:53	bulmer@pavcs.us	Boyd	Ulmer
12/11/2024 17:25:44	kshaffer@pavcs.us	Katie	Shaffer
12/12/2024 6:31:48	ldasilva@pavcs.us	Laura	DaSilva
12/12/2024 8:54:38	aharbaugh@pavcs.us	Andrea	Harbaugh
12/12/2024 12:34:46	mnagle@pavcs.us	McKenna	Nagle

12/12/2024 14:27:47	jburke@pavcs.us	Jennifer	Burke
12/12/2024 15:14:37	kgnibus@pavcs.us	Kristy	Gnibus
12/12/2024 15:25:05	kharris@pavcs.us	Kellene	Harris
12/12/2024 15:26:19	lscataglia@pavcs.us	Lou	Scataglia
12/12/2024 19:09:14	krockwell@pavcs.us	Karen	Rockwell
12/12/2024 21:39:18	jfitzpatrick@pavcs.us	Jason	Fitzpatrick
12/13/2024 8:07:09	sschutt@pavcs.us	Steven	Schutt
12/13/2024 9:33:42	mmajor@pavcs.us	Maggie	Major
12/13/2024 10:13:47	dkwiecinski@pavcs.us	DeAnna	Kwiecinski
12/13/2024 10:56:29	mbornancini@pavcs.us	Michelle	Bornancini
12/13/2024 15:31:08	sking@pavcs.us	Sandy	King

Please select your program.

Elementary

Onboarding

Middle School

Special Education

High School

Middle School

Elementary

Elementary

Elementary

Pupil Services

High School

Elementary

High School

High School

Middle School

Onboarding

Elementary

High School

Special Education

Special Education

Special Education Admin

High School

Middle School

High School

High School

High School

Student Services-Elementary

Elementary

Elementary

Middle School

High School

Elementary

Middle School

Middle School

High School

Elementary

Middle School

Elementary

Elementary

Middle School

Middle School

High School

High School

Middle School

Middle School	
High School	
Middle School	
Middle School	
High School	
Sped	
Middle School	
Elementary	
Middle School	
High School	
Middle School	
High School	
Middle School	
Elementary	
Special Education	
Onboarding	
High School	
High School	
High School	
Middle School	
High School	
High School	
Middle School	
Elementary	
High School	
Elementary	
Elementary	
High School	
High School	
Elementary	
Elementary	
Elementary	
Onboarding	
High School	
Elementary	
School Psychologists	
High School	
High School	
Elementary	
Middle School	
High School	
Middle School	
Middle School	
Onboarding	
High School	
Elementary	
Elementary	
Middle School	
Middle School	
Elementary	
Middle School	
Middle School	
Onboarding	
Middle School	
Elementary	

Onboarding	
High School	
School Psychologists	
High School	
High School	
TLFS admin	
Elementary	
Elementary	
Elementary	
Middle School	
Middle School	
High School	
Elementary	
Middle School	
Middle School	
Middle School	
Middle School	
Middle School	
High School	
High School	
Middle School	
Middle School	
Middle School	
High School	
High School	
High School	
Elementary	
High School	
High School	
High School	
Middle School	
Elementary	
High School	
High School	
High School	
Elementary	
High School	
High School	
Middle School	
High School	
Elementary	
Middle School	
Elementary	
Elementary	
Onboarding	
Elementary	
Elementary	
High School	
Middle School	
Middle School	
Elementary	
Elementary	
Middle School	
Elementary	
Pupil Services	

Sped Enrollment
Elementary
Curriculum and Instruction
High School
Data and Assessment
CIFP
Elementary
High School
High School
Middle School
High School
Elementary
Elementary
Elementary
Elementary
Elementary
Middle School
Middle School
Elementary
High School
Middle School
High School
High School
School Psychologists
High School
High School
Elementary
Elementary
Middle School
Middle School
Middle School
Middle School
High School
Student Personel Services
Middle School
High School
Onboarding
Onboarding
High School
Middle School
Middle School
High School
Middle School
High School
High School
High School
High School
High School
Middle School
Middle School
High School
High School
Elementary
School Psychologists
High School
High School

High School
High School
Middle School
High School
Middle School
Pupil Services
Elementary
High School
Middle School
Elementary
High School



Special Education Department

Professional Development

AGENDA: 10/25/2024

Executive Functioning

Part 1

Objectives:

- Define executive functioning.
- Identify the two broad categories of executive functioning.
- Understand the importance of executive functioning skills.

Schedule:

3:00-3:05	Welcome the Team
3:05-3:45	Information regarding executive functioning and executive functioning skills
3:45-4:00	Complete <u>Exit Ticket</u> (1 hour of Act 48 if applicable with PPID) Due date for completed exit tickets - 11/08/2024

Materials:

- Executive Functioning Part 1 PPT
- Exit Ticket

Timestamp	Email Address	First Name	Last Name
10/24/2024 11:00:34	kbecker@pavcs.us	Kinet	Becker
10/24/2024 13:53:05	nwangler@pavcs.us	Nina	Wangler
10/25/2024 15:53:48	etomaino@pavcs.us	Emily	Tomaino
10/25/2024 15:53:57	kparker@pavcs.us	Kiel	Parker
10/25/2024 15:54:00	kraman@pavcs.us	Karyn	Raman
10/25/2024 15:54:06	mleach@pavcs.us	Megan	Leach
10/25/2024 15:54:23	lkrystofolski@pavcs.us	Lisa	Krystofolski
10/25/2024 15:54:23	rkylar@pavcs.us	Rachel	Kylar
10/25/2024 15:54:26	kdaily@pavcs.us	Katie	Daily
10/25/2024 15:54:31	mferrantino@pavcs.us	Mariane	Ferrantino
10/25/2024 15:54:31	mluis@pavcs.us	Maria	Luis
10/25/2024 15:54:36	tbahn@pavcs.us	Tanya	Bahn
10/25/2024 15:54:40	npark@pavcs.us	Nancy	Park
10/25/2024 15:54:43	gzimmerman@pavcs.u	Gary	Zimmerman
10/25/2024 15:55:01	anixon@pavcs.us	Amy	Nixon
10/25/2024 15:55:09	mtyson@pavcs.us	Michelle	Tyson
10/25/2024 15:55:29	lrossi@pavcs.us	Louise	Rossi
10/25/2024 15:55:36	mbarth@pavcs.us	Marika	Barth
10/25/2024 15:55:40	ncriner@pavcs.us	Nicole	Criner
10/25/2024 15:55:40	kkline@pavcs.us	Kellie	Kline
10/25/2024 15:55:42	hgrieff@pavcs.us	Hannah	Grieff
10/25/2024 15:55:57	bmerine@pavcs.us	Brigitte	Merine
10/25/2024 15:56:06	eonjack@pavcs.us	Elise	Onjack
10/25/2024 15:56:06	bheaton@pavcs.us	Buffy	Heaton
10/25/2024 15:56:24	jhenderson@pavcs.us	Jessica	Henderson
10/25/2024 15:57:08	nvitalbo@pavcs.us	Nicole	Vitalbo
10/25/2024 15:57:09	pvail@pavcs.us	Peggy	Vail
10/25/2024 15:57:24	ldasilva@pavcs.us	Laura	DaSilva
10/25/2024 15:57:24	kdonaldson@pavcs.us	Kristin	Donaldson
10/25/2024 15:57:57	kswarmer@pavcs.us	Kayla	Swarmer
10/25/2024 15:58:01	tvioral@pavcs.us	Tracey	Vioral
10/25/2024 15:58:58	lmartin@pavcs.us	Lori	Martin
10/25/2024 15:59:11	kbenton@pavcs.us	Keisha	Benton
10/25/2024 15:59:22	kmulrine@pavcs.us	Karla	Mulrine
10/25/2024 16:02:15	myoest@pavcs.us	Melissa	Yoest
10/25/2024 16:03:37	jmcman@pavcs.us	Jenny	McMann
10/25/2024 17:05:48	dsantina@pavcs.us	Danielle	Santina
10/27/2024 10:34:37	jdobbin@pavcs.us	Jordan	Dobbin
10/29/2024 7:56:13	Isahli@pavcs.us	Lita	Sahli
11/1/2024 13:25:16	bcroyle@pavcs.us	Bethany	Croyle
11/12/2024 15:34:32	mchristman@pavcs.us	Morgan	Christman



Special Education Department

Professional Development

AGENDA: 11/22/2024 and 12/13/2024
Executive Functioning
Part 2

Objectives:

- Identifying various strategies for effectively teaching executive functioning skills

Schedule 11/22/24:

3:00-3:05	Welcome the Team
3:05-4:00	Discuss, review, and explore strategies for effectively teaching executive functioning skills.

Schedule 12/13/24:

3:30-3:35	Introduction
3:35-3:45	Discuss, review, and explore strategies for effectively teaching executive functioning skills.
3:45-4:00	Complete Exit Ticket (1.5 hours of Act 48 if applicable with PPID) Due date for completed exit tickets - 12/20/2024

Materials:

- Executive Functioning Part 2 PPT
- Exit Ticket

Timestamp	Email Address	First Name	Last Name
11/22/2024 12:58:51	kbecker@pavcs.us	Kinet	Becker
11/22/2024 15:14:26	nwangler@pavcs.us	Nina	Wangler
12/13/2024 15:48:09	kraman@pavcs.us	Karyn	Raman
12/13/2024 15:48:24	mtyson@pavcs.us	Michelle	Tyson
12/13/2024 15:48:46	kswarmer@pavcs.us	Kayla	Swarmer
12/13/2024 15:49:08	tbahn@pavcs.us	Tanya	Bahn
12/13/2024 15:49:50	etomaino@pavcs.us	Emily	Tomaino
12/13/2024 15:49:51	mleach@pavcs.us	Megan	Leach
12/13/2024 15:49:55	ldasilva@pavcs.us	Laura	DaSilva
12/13/2024 15:50:40	mluis@pavcs.us	Maria	Luis
12/13/2024 15:51:17	aklingenberg@pavcs.u	Angela	Klingenberg
12/13/2024 15:51:19	ecampbell@pavcs.us	Emily	Campbell
12/13/2024 15:51:28	mferrantino@pavcs.us	Mariane	Ferrantino
12/13/2024 15:51:40	jdobbin@pavcs.us	Jordan	Dobbin
12/13/2024 15:52:02	hgrieff@pavcs.us	Hannah	Grieff
12/13/2024 15:52:18	jwatson@pavcs.us	Jennifer	Watson
12/13/2024 15:52:40	ncriner@pavcs.us	Nicole	Criner
12/13/2024 15:53:06	Isahli@pavcs.us	Lita	Sahli
12/13/2024 15:53:09	dsantina@pavcs.us	Danielle	Santina
12/13/2024 15:54:00	jdimiceli@pavcs.us	Jody	DiMiceli
12/13/2024 15:54:08	tvioral@pavcs.us	Tracey	Vioral
12/13/2024 15:54:11	bcroyle@pavcs.us	Bethany	Croyle
12/13/2024 15:54:19	lmartin@pavcs.us	Lori	Martin
12/13/2024 15:54:37	mbarth@pavcs.us	Marika	Barth
12/13/2024 15:54:47	sheyl@pavcs.us	Stephanie	Heyl
12/13/2024 15:54:48	rkyler@pavcs.us	Rachel	Kyler
12/13/2024 15:55:20	jmcmann@pavcs.us	Jenny	McMann
12/13/2024 15:56:11	mchristman@pavcs.us	Morgan	Christman
12/13/2024 15:58:13	mflack@pavcs.us	Micaela	Flack
12/13/2024 15:58:26	kdonaldson@pavcs.us	Kristin	Donaldson
12/13/2024 15:58:29	slmoore@pavcs.us	Shannon	Moore
12/13/2024 15:58:36	bmerine@pavcs.us	Brigette	Merine
12/13/2024 15:59:55	anixon@pavcs.us	Amy	Nixon
12/13/2024 16:01:53	pvail@pavcs.us	Peggy	Vail
12/13/2024 16:03:03	scardosi@pavcs.us	Sarah	Cardosi
12/13/2024 16:04:35	myoest@pavcs.us	Melissa	Yoest
12/13/2024 16:09:37	eonjack@pavcs.us	Elise	Onjack
12/13/2024 16:24:10	kmulrine@pavcs.us	Karla	Mulrine



Special Education Department

Professional Development

AGENDA: 1/24/25

Reaching "I Don't Care" and Underperforming Students

Objectives:

- Examine reasons students become unmotivated and disengaged
- Reframe "I don't care" attitudes to "I can succeed"
- Explore strategies and resources

Schedule:

3:00-3:05	Welcome the Team
3:05-3:45	Discuss reasons for student disengagement, strategies for reframing attitudes, and resources.
3:45-4:00	Complete Exit Ticket (1 hour of Act 48 if applicable with PPID) Due date for completed exit tickets - 2/7/2025

Materials:

- Reaching "I Don't Care" and Underperforming Students PD 1/24/25
- Exit Ticket

Timestamp	Email Address	First Name	Last Name
1/17/2025 15:52:16	sheyl@pavcs.us	Stephanie	Heyl
1/24/2025 10:20:16	nwangler@pavcs.us	Nina	Wangler
1/24/2025 15:18:56	kbecker@pavcs.us	Kinet	Becker
1/24/2025 15:54:29	lbohanan@pavcs.us	Lindsey	Bohanan
1/24/2025 15:54:32	kraman@pavcs.us	Karyn	Raman
1/24/2025 15:54:52	mleach@pavcs.us	Megan	Leach
1/24/2025 15:54:56	jwatson@pavcs.us	Jennifer	Watson
1/24/2025 15:54:58	mferrantino@pavcs.us	Mariane	Ferrantino
1/24/2025 15:55:07	mbarth@pavcs.us	Marika	Barth
1/24/2025 15:55:39	mtyson@pavcs.us	Michelle	Tyson
1/24/2025 15:55:56	gzimmerman@pavcs.u	Gary	Zimmerman
1/24/2025 15:55:59	lmartin@pavcs.us	Lori	Martin
1/24/2025 15:56:17	lphillips@pavcs.us	Lindsey	Phillips
1/24/2025 15:56:22	kswarmer@pavcs.us	Kayla	Swarmer
1/24/2025 15:56:26	tvioral@pavcs.us	Tracey	Vioral
1/24/2025 15:56:51	nvitalbo@pavcs.us	Nicole	Vitalbo
1/24/2025 15:56:55	ncriner@pavcs.us	Nicole	Criner
1/24/2025 15:57:02	lrossi@pavcs.us	Louise	Rossi
1/24/2025 15:57:07	bcroyle@pavcs.us	Bethany	Croyle
1/24/2025 15:57:08	jdemiceli@pavcs.us	Jody	DiMiceli
1/24/2025 15:57:19	scardosi@pavcs.us	Sarah	Cardosi
1/24/2025 15:57:37	hgrieff@pavcs.us	Hannah	Grieff
1/24/2025 15:58:15	ecampbell@pavcs.us	Emily	Campbell
1/24/2025 15:58:50	dsantina@pavcs.us	Danielle	Santina
1/24/2025 15:59:12	rkyler@pavcs.us	Rachel	Kyler
1/24/2025 15:59:32	pvail@pavcs.us	Peggy	Vail
1/24/2025 15:59:33	anixon@pavcs.us	Amy	Nixon
1/24/2025 15:59:43	jmcman@pavcs.us	Jenny	McMann
1/24/2025 16:02:04	eonjack@pavcs.us	Elise	Onjack
1/24/2025 16:04:26	bmerine@pavcs.us	Brigitte	Merine
1/24/2025 16:07:42	mchristman@pavcs.us	Morgan	Christman
1/24/2025 16:10:16	myoest@pavcs.us	Melissa	Yoest
1/24/2025 16:10:27	mluis@pavcs.us	Maria	Luis
1/24/2025 16:14:16	kdaily@pavcs.us	Katie	Daily
1/24/2025 16:25:49	sgagliardi@pavcs.us	Sue	Gagliardi
1/25/2025 17:25:10	etomaino@pavcs.us	Emily	Tomaino
1/27/2025 7:15:39	jhenderson@pavcs.us	Jessica	Henderson
1/27/2025 10:08:24	mflack@pavcs.us	Micaela	Flack
1/27/2025 11:37:14	lkrystofolski@pavcs.us	Lisa	Krystofolski
1/27/2025 14:04:38	tbahn@pavcs.us	Tanya	Bahn



Special Education Department

Professional Development

AGENDA: 2/7/2025

"Key Components of Effective Transition Planning in the Life Skills Classroom"

Objectives:

- Understand Key Components of Transition Planning: Identify and implement essential strategies to prepare students for independent living and post-secondary success.
- Assess and Enhance Transition Readiness: Utilize assessment tools and best practices to evaluate students' skills and set personalized, actionable goals.
- Engage Families and Students in Planning: Develop collaborative approaches to involve families and students in meaningful transition planning.

Schedule:

3:00-3:05	Welcome and Objectives
3:05-3:45	<u>LSS PD 2/7/25 Key Components of Effective Transition Planning</u>
3:45-4:00	Complete Exit <u>Ticket</u> (1 hour of Act 48 if applicable with PPID)

Materials:

- LSS PD 2/7/25 Key Components of Effective Transition Planning
- Exit Ticket

Timestamp	Email Address	First Name	Last Name
2/7/2025 15:57:15	bcroyle@pavcs.us	Bethany	Croyle
2/7/2025 16:00:37	mluis@pavcs.us	Maria	Luis
2/7/2025 16:03:27	tvioral@pavcs.us	Tracey	Vioral
2/7/2025 16:03:59	kdaily@pavcs.us	Katie	Daily



Special Education Department

Professional Development

AGENDA: 02/28/25 "Pa Secondary Transition"

Objectives:

- Define secondary transition, understand its legal framework, and identify key components of an IEP-aligned transition plan.
- Familiarize staff with resources on the PA Secondary Transition website and learn strategies for collaboration among stakeholders, including students, families, schools, and community agencies.

Schedule:

3:00-3:05	Welcome the Team
3:05-3:15	Present the <u>PA Secondary Transition Site</u> and today's activity.
3:15-4:00	Complete <u>Scavenger Hunt/Exit Ticket</u> (1 hour of Act 48 if applicable with PPID) Due date for completed exit tickets - 3/14/2025

Materials:

- PA Secondary Transition Site
- Scavenger Hunt/Exit Ticket

Timestamp	First Name	Last Name
2/27/2025 9:53:59	Kinet	Becker
2/27/2025 12:26:48	Nina	Wangler
2/27/2025 12:27:05	Jennifer	Watson
2/28/2025 15:26:36	Megan	Leach
2/28/2025 15:33:04	Lisa	Krystofolski
2/28/2025 15:34:20	Nicole	Criner
2/28/2025 15:35:05	Rachel	Kyler
2/28/2025 15:35:33	Morgan	Christman
2/28/2025 15:35:59	Maria	Luis
2/28/2025 15:37:09	Kristin	Donaldson
2/28/2025 15:38:35	Katie	Daily
2/28/2025 15:39:03	Laura	DaSilva
2/28/2025 15:41:06	Elise	Onjack
2/28/2025 15:41:12	Angela	Klingenberg
2/28/2025 15:41:13	Michelle	Tyson
2/28/2025 15:41:53	Lindsey	Phillips
2/28/2025 15:42:34	Karla	Mulrine
2/28/2025 15:43:59	Brigette	Merine
2/28/2025 15:44:02	Jody	DiMiceli
2/28/2025 15:45:05	Bethany	Croyle
2/28/2025 15:46:56	Gary	Zimmerman
2/28/2025 15:48:39	Sarah	Cardosi
2/28/2025 15:49:11	Louise	Rossi
2/28/2025 15:49:13	Amy	Nixon
2/28/2025 15:49:22	Peggy	Vail
2/28/2025 15:51:02	Stephanie	Heyl
2/28/2025 15:52:07	Tracey	Vioral
2/28/2025 15:52:31	Nicole	Vitalbo
2/28/2025 15:54:26	Micaela	Flack
2/28/2025 15:55:07	Mariane	Ferrantino
2/28/2025 15:56:40	Marika	Barth
2/28/2025 16:02:35	Jenny	McMann
2/28/2025 16:08:05	Lori	Martin
2/28/2025 16:16:04	Lita	Sahli
3/1/2025 15:29:48	Shannon	Moore
3/3/2025 10:07:28	Jessica	Henderson
3/4/2025 14:32:11	Danielle	Santina
3/12/2025 10:02:34	Kayla	Swarmer
3/13/2025 13:03:09	Karyn	Raman



Special Education Department

Professional Development

AGENDA: 12/06/2024
"Smart Futures"

Objectives:

- Participants will understand why addressing transition in elementary grades is crucial for long-term student success.
- Participants will recognize how the Individuals with Disabilities Education Act (IDEA) supports early and ongoing transition planning for students.
- Participants will learn how the Future Ready PA Index aligns with transition planning to promote career and college readiness.
- Participants will gain a comprehensive understanding of SmartFutures.org as a tool for facilitating transition planning and career readiness.
- Participants will successfully navigate the SmartFutures.org Student Portal to explore its features and resources for student engagement.
- Participants will successfully navigate the SmartFutures.org Instructor Portal to access resources and manage student progress effectively.

Schedule:

3:00-3:05	Welcome the Team
3:05-3:30	Smart Futures Presentation
3:30-3:50	Explore Smart Futures together
3:50-4:00	Exit Ticket

Materials:

- Smart Futures PPT
- Exit Ticket

Timestamp	Email Address	First Name	Last Name
12/6/2024 14:08:24	jwatson@pavcs.us	Jennifer	Watson
12/6/2024 15:58:56	ecampbell@pavcs.us	Emily	Campbell
12/6/2024 15:59:09	kmulrine@pavcs.us	Karla	Mulrine
12/6/2024 15:59:10	mflack@pavcs.us	Micaela	Flack
12/6/2024 15:59:24	tvioral@pavcs.us	Tracey	Vioral
12/6/2024 15:59:27	etomaino@pavcs.us	Emily	Tomaino
12/6/2024 15:59:29	aklingenberg@pavcs.u	Angela	Klingenberg
12/6/2024 15:59:30	ncriner@pavcs.us	Nicole	Criner
12/6/2024 15:59:32	mchristman@pavcs.us	Morgan	Christman
12/6/2024 15:59:34	jmcmann@pavcs.us	Jenny	McMann
12/6/2024 15:59:36	bcroyle@pavcs.us	Bethany	Croyle
12/6/2024 15:59:50	lphillips@pavcs.us	Lindsey	Phillips
12/6/2024 16:00:01	mluis@pavcs.us	Maria	Luis
12/6/2024 16:00:09	mtyson@pavcs.us	Michelle	Tyson
12/6/2024 16:00:22	slmoore@pavcs.us	Shannon	Moore
12/6/2024 16:03:39	kdaily@pavcs.us	Katie	Daily
12/6/2024 16:03:56	eonjack@pavcs.us	Elise	Onjack
12/6/2024 16:15:02	myoest@pavcs.us	Melissa	Yoest



Special Education Department

Professional Development

AGENDA: 8/22/2024
Special Education Updates

Objectives:

- To review the beginning of the year start-up
- To understand updates for the 24-25 school year
- To understand transition and updates

Schedule:

1:00-2:00	Welcome the Team, review agenda, staffing updates
2:00-3:00	Review updates and reminders
3:00-3:50	Transition: What's the Big Deal?
3:50-4:00	Complete Exit Ticket

Materials:

- Agenda
- Transition: What's the Big Deal?
- Exit Ticket

Timestamp	Email Address	First Name	Last Name
8/22/2024 12:54:22	nwangler@pavcs.us	Nina	Wangler
8/22/2024 8:30:11	kbecker@pavcs.us	Kinet	Becker
8/22/2024 14:38:25	bheaton@pavcs.us	Buffy	Heaton
8/22/2024 14:42:22	kgould@pavcs.us	Kim	Gould
8/22/2024 14:43:43	kkline@pavcs.us	Kellie	Kline
8/22/2024 15:02:40	kbenton@pavcs.us	Keisha	Benton
8/22/2024 15:08:25	gcatarious@pavcs.us	Gennifer	Catarious
8/22/2024 15:44:39	jwatson@pavcs.us	Jennifer	Watson
8/22/2024 15:44:41	lbohanan@pavcs.us	indsey	Bohanan
8/22/2024 15:44:43	ncriner@pavcs.us	Nicole	Criner
8/22/2024 15:44:47	gzimmerman@pavcs.u	Gary	Zimmerman
8/22/2024 15:44:51	nvitalbo@pavcs.us	Nicole	Vitalbo
8/22/2024 15:44:54	pvail@pavcs.us	Peggy	Vail
8/22/2024 15:44:57	jhenderson@pavcs.us	Jessica	Henderson
8/22/2024 15:45:02	tbahn@pavcs.us	Tanya	Bahn
8/22/2024 15:45:04	mbyham@pavcs.us	Mindy	Byham
8/22/2024 15:45:05	lkrystofolski@pavcs.us	Lisa	Krystofolski
8/22/2024 15:45:10	mtyson@pavcs.us	Michelle	Tyson
8/22/2024 15:45:13	mluis@pavcs.us	Maria	Luis
8/22/2024 15:45:16	ldasilva@pavcs.us	Laura	DaSilva
8/22/2024 15:45:22	mchristman@pavcs.us	Morgan	Christman
8/22/2024 15:45:23	ecampbell@pavcs.us	Emily	Campbell
8/22/2024 15:45:25	lmartin@pavcs.us	Lori	Martin
8/22/2024 15:45:28	sgagliardi@pavcs.us	Sue	Gagliardi
8/22/2024 15:45:36	bcroyle@pavcs.us	Bethany	Croyle
8/22/2024 15:45:39	tvioral@pavcs.us	Tracey	Vioral
8/22/2024 15:45:42	rkyler@pavcs.us	Rachel	Kyler
8/22/2024 15:45:50	kparker@pavcs.us	Kiel	Parker
8/22/2024 15:45:53	sheyl@pavcs.us	Stephanie	Heyl
8/22/2024 15:46:02	mbarth@pavcs.us	Marika	Barth
8/22/2024 15:46:04	bmerine@pavcs.us	Brigette	Merine
8/22/2024 15:46:06	jdemiceli@pavcs.us	Jody	DiMiceli
8/22/2024 15:46:21	hgrieff@pavcs.us	Hannah	Grieff
8/22/2024 15:46:40	jmcmann@pavcs.us	Jenny	McMann
8/22/2024 15:47:18	mferrantino@pavcs.us	Mariane	Ferrantino
8/22/2024 15:47:20	slmoore@pavcs.us	Shannon	Moore
8/22/2024 15:48:09	kmulrine@pavcs.us	Karla	Mulrine
8/22/2024 15:48:30	aklingenberg@pavcs.u	Angela	Klingenberg
8/22/2024 15:48:56	anixon@pavcs.us	Amy	Nixon
8/22/2024 15:49:57	kdonaldson@pavcs.us	Kristin	Donaldson
8/22/2024 15:52:35	dsantina@pavcs.us	Danielle	Santina
8/22/2024 15:53:14	myoest@pavcs.us	Melissa	Yoest
8/22/2024 15:54:35	scardosi@pavcs.us	Sarah	Cardosi
8/22/2024 15:56:23	kdaily@pavcs.us	Katie	Daily

8/22/2024 15:57:39	kswarmer@pavcs.us	Kayla	Swarmer
8/22/2024 16:07:52	eonjack@pavcs.us	Elise	Onjack
8/22/2024 20:09:05	mleach@pavcs.us	Megan	Leach
8/23/2024 8:01:43	npark@pavcs.us	Nancy	Park
8/23/2024 12:26:05	jdobbin@pavcs.us	Jordan	Dobbin
9/10/2024 10:37:07	Isahli@pavcs.us	Lita	Sahli



PAVIRtual
CHARTER SCHOOL

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

Special Education Department

Professional Development

AGENDA: 10/30/24

Parent Lunch and Learn: Special Education Series
Crafting Personalized Support: Data-Driven IEP Development

Objectives:

1. Understand the special education process.
2. Understand how data guides the creation of the IEP and how services and supports are added to meet the student's needs

Schedule

11:15-11:20	Introduction / Welcome
11:20-11:40	Navigate the process from evaluations to data-driven IEP development for student success.
11:40-11:45	Questions / Complete <u>Exit Ticket</u>

Materials:

1. PowerPoint
2. Exit Ticket

10/30/24

Crafting Personalize Support Data Driven IEP Development – Attendance

Participants:

Sydney

Brenda M

Jamie

Priscilla S

Darcie L

Candice D

Cynthia D

Kristin D

Shannon M

Stephanie H

Lita S



PAVIRtual
CHARTER SCHOOL

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

Special Education Department

Professional Development

AGENDA: 1/29/25
Parent Lunch and Learn: Special Education Series
Fostering a Growth Mindset

Objectives:

1. Understand two types of mindset
2. Explore strategies to develop a positive mindset
3. Review real-world examples

Schedule

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding developing a positive mindset, reviewing strategies, and providing real-world examples of how to incorporate these strategies into daily routines.
11:40-11:45	Questions / Complete <u>Exit Ticket</u>

Materials:

1. Powerpoint: Fostering a Growth Mindset
2. Exit Ticket

1/29/2025

Fostering a Growth Mindset – Attendance

Participants:

Deacon S

Brenda

Jennifer B

Darcie L

Candice D

Cynthia D

Kristin D

Shannon M

Stephanie H

Lita S



Special Education Department

Professional Development

AGENDA: 3/26/25
Parent Lunch and Learn: Special Education Series
Promoting Social Skills in the Virtual Environment

Objectives:

1. Essential Skills for Communication
2. Ways to Communicate Virtually
3. Strategies for Success
4. PA Virtual Resources and Local Community Resources

Schedule

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding promoting and enhancing your child's social skills in the virtual environment
11:40-11:45	Questions / Complete <u>Exit Ticket</u>

Materials:

1. PLL - Promoting Social Skills in the Virtual Environment
2. Exit Ticket

3/26/2025

Promoting Social Skills in the Virtual World – Attendance

Participants:

Meg D

Darcie L

Candice D

Cynthia D

Kristin D

Shannon M

Stephanie H

Lita S



Special Education Department

Professional Development

AGENDA: 2/26/25

Parent Lunch and Learn: Special Education Series

State Testing: Preparing and Understanding Accommodations

Objectives:

1. Explore strategies for Parents/Learning Coaches to help their child learn what their testing accommodations are, what they mean, and how to ask for them during testing.
2. Identify strategies for Parents/Learning Coaches to help prepare their child for testing and alleviate worry or stress.

Schedule

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding testing accommodations and how to help alleviate testing anxiety.
11:40-11:45	Questions / Complete <u>Exit Ticket</u>

Materials:

1. PLL-State Testing-Preparing and Understanding Accommodations
1. Exit Ticket

2/26/2025

State Testing- Preparing and Understanding Accommodations – Attendance

Participants:

Alyson W
Hildebrand
Katelyn H
Rachel M
Yuvelca
Jennifer B
Darcie L
Candice D
Cynthia D
Kristin D
Shannon M
Stephanie H
Lita S



Special Education Department

Professional Development

AGENDA: 12/18/24
Parent Lunch and Learn: Special Education Series
Stay Safe, Stay Smart Online

Objectives:

1. Identify the importance of internet safety for parents and their children
2. Identify how to protect privacy online and establish guidelines

Schedule:

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding digital citizenship and safety for students.
11:40-11:45	Questions / Complete <u>Exit Ticket</u>

Materials:

1. PLL-Stay Safe, Stay Smart Online
2. Exit Ticket

12.18.24

Stay Safe Stay Smart Online – Attendance

Participants:

Deacon S

Brenda

Crystal W

Jennifer B

Darcie L

Candice D

Cynthia D

Kristin D

Shannon M

Stephanie H

Lita S



PAVIRtual
CHARTER SCHOOL

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

Special Education Department

Professional Development

AGENDA: 9/25/24

Parent Lunch and Learn: Special Education Series

Unlock Potential: Empowering Kids for Independence

Objectives:

1. Understand the importance of fostering independence while supporting your child's learning.

Schedule

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding fostering independence
11:40-11:45	Questions / Complete <u>Exit Ticket</u>

Materials:

1. PowerPoint
2. Exit Ticket

9/25/24

Unlock Potential-Empowering Kids for Independence – Attendance

Participants:

Angela S

Elena

Heather S.

Jamie

Lisette M

Morgan G

Prescilla S

Raheem

Jennifer B

Darcie L

Candice D

Cynthia D

Jennifer W

Kristin D

Shannon M

Stephanie H

Carolyn D

Lita S



PAVIRtual
CHARTER SCHOOL

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

Special Education Department

Professional Development

AGENDA: 11/20/24
Parent Lunch and Learn: Special Education Series
Utilizing Free Assistive Technology Resources

Objectives:

1. Define assistive technology
2. Identify and utilize free assistive technology resources

Schedule:

11:15-11:20	Introduction / Welcome
11:20-11:40	Information regarding free, online assistive technology resources supporting reading, writing, attention, and executive functioning.
11:40-11:45	Questions / Complete <u>Exit Ticket</u>

Materials:

1. PLL Utilizing Free AT Resources
2. Exit Ticket

11.20.24

Utilizing Free Assistive Technology Resources – Attendance

Participants:

Amber S

Deb G

Elena

Gianni D

Jennifer B

Darcie L

Candice D

Cynthia D

Kristin D

Shannon M

Stephanie H

Lita S

DUAL CREDIT AFFILIATION AGREEMENT
COMMONWEALTH CAMPUSES

THIS AGREEMENT (“Agreement”) is made and entered into as of the date of the last signature (the “Effective Date”) by and between The Pennsylvania State University, a state-related institution and instrumentality of the Commonwealth of Pennsylvania (“University”) and

PA Virtual Charter School

School referred to as (“School District”).

WHEREAS, University offers dual credit coursework (the “Program”) to certain qualified high school students and School District desires to make the Program available to its students; and

WHEREAS, For any dual credit programs, Pennsylvania law requires school entities to enter into agreements with institutions of higher education and this agreement outlines the requirements required under **24 Pa. Stat. § 15-1525**

WHEREAS, the parties desire to define their roles and responsibilities with respect to the Program consistent with Pennsylvania law.

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual promises and covenants contained herein, and intending to be legally bound hereby, the parties agree as follows:

1. Term and Termination.

- (a) Term. This Agreement shall commence on the Effective Date and shall continue for a period of five (5) years. Upon the expiration of this Agreement, this Agreement shall automatically renew for successive twelve (12) month periods.
- (b) Termination of Agreement. This Agreement may be terminated by either party, with or without cause, at any time, upon sixty (60) days prior written notice to the other party; provided, however, that any student already enrolled and participating in dual credit coursework as of the effective date of termination shall be permitted to complete their then-current coursework.

2. Student Eligibility and Enrollment

Students who meet the following criteria are eligible to participate in the Program:

- (a) This agreement is applicable at Commonwealth Campuses offering dual enrollment courses, excluding Penn State Abington, Altoona, and Harrisburg and University Park and World Campus.
- (b) Students who have completed their 11th grade year or are currently in their 12th grade year of high school are eligible to enroll in the Program.
- (c) The student must submit an enrollment form, signed by the School District to the University campus where they plan to enroll, along with an official high school transcript.
- (d) Deadlines for Program applications are August 1 for fall semester, December 1 for spring semester, and June 1 for summer session.
- (e) Exceptions for underclass students are considered on a case-by-case basis. These students must submit the enrollment application, signed by the School District, a high school transcript and a letter or recommendation from the School District

- (f) Students who have graduated from high school are not eligible for the Program.
- (g) Any student enrolled in the Program must be making satisfactory progress toward fulfilling secondary school graduation requirements and have been approved for university-level coursework as determined by the School District and approved by the University.
- (h) Students in the Program must maintain a minimum cumulative grade point average of 2.0 in each University course in which the student is enrolled.

3. Courses Offered

- (a) The University will share the list of courses eligible for the Program with the School District.
- (b) Whenever possible, University courses are aligned to the student's high school graduation requirements, the requirements of a career and technical education (CTE) program offered by the School District, or a career pathway offered by the School District.
- (c) Whenever possible, University courses available through the Program shall supplement not supplant courses offered by the School District to its secondary school students.
- (d) Courses may be offered in person, online or as a combination of in person and online.
- (e) Credits earned by students enrolled in the Program shall be equivalent to the credits offered to a postsecondary school student regularly enrolled at the University, including without limitation enforced prerequisites, and the use of an identical curriculum, assessments and instructional materials, and shall be recorded on a University transcript which shall be available to any student enrolled in the Program. Course descriptions are publicly available in the University Bulletin which is accessible through the University's Registrar's website.
- (f) The courses will be non-remedial.

4. Program Instruction

- (a) Program courses will be taught by instructors hired and approved by the University. Program courses may be taught on a University campus or at a School District location, as determined by the University and the School District.
- (b) In compliance with Pennsylvania Child Protective Services Law and University policy, the University will confirm that faculty who teach classes in which dual-enrolled students under the age of 18 are registered; are required to have the following three clearances: Pennsylvania State Police Criminal Background Check (SP4-164), Pennsylvania Child Abuse History Clearance Form (CY-113), and Federal (FBI) Fingerprint Criminal Background Check (Criminal History Report) and that they have completed University mandatory reporter training as required by University policy in effect from time to time.

5. Course registration process and deadlines

- (a) Students in the Program may schedule up to eight (8) credits in each of the fall and spring semesters or in the summer between their junior or senior year.
- (b) The School District and the University must both approve each student's course selection prior

- to enrollment for any student seeking participation in the Program.
- (c) The School District will award credit for and recognize courses that are successfully completed under this Agreement as fulfilling the appropriate secondary school graduation requirements.
 - (d) The University will award postsecondary credits to students who successfully complete courses in the Program. The University will apply these credits in the same manner as for other regularly enrolled University students.
 - (e) If a Program student becomes a regularly enrolled student at the University following graduation from secondary school, the University shall recognize credits earned in the Program as applying toward the student's degree requirements as it would for any other regularly enrolled postsecondary student who took the courses.

6. Communication of Program

Both the University and the School District agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures outlined in this agreement to parents and students.

7. Additional Administrative Responsibilities

(a) Data Sharing

1. The Family Educational Rights and Privacy Act of 1972 ("FERPA"), 20 U.S.C. § 1232g and its implementing regulations allows student education records to be shared between the University and the School District without the need for signed releases from students or parents.
2. The Enrollment Management Office at the University campus will provide information on the following items to the School District:
 - The names of students enrolled in dual enrollment.
 - Courses that were taken by each student.
 - Grades earned by the student
3. The University will notify the School District of any mid-semester progress reports that indicate that a dual credit student is in risk of failing a course.

(b) Program Costs

1. Penn State University's tuition for courses available through the Program is updated annually and is publicly reported through Penn State's Tuition Calculator located at the University's Bursar website.
2. Students enrolled in the Program receive a tuition adjustment from the University that is equivalent to a 50% reduction of the in-state tuition rate. Adjusted rates may be offered for students when PSU courses are taught by district teachers. Students are responsible for paying all applicable student fees.
3. Students receiving the Penn State employee dependent tuition discount are not eligible for both

the Penn State dual credit reduction and the employee dependent tuition discount.

4. If grant funding is provided by the school district, it will be forwarded to Penn State to reduce the cost of tuition and fees.
5. The University Bursar Office will directly bill the student/parents for the outstanding balance of any Program student's tuition and fee costs after all adjustments and grant funding are applied.
6. Students are responsible for their own transportation to and from the University.

8. Disability Services. Students in the Program are admitted without regard to disability and are held to the same standards and expectations as all other regularly enrolled University students.

- (a) Students are responsible for contacting the University's Office of Student Disability Resources ("SDR") to seek out accommodations under the Americans with Disabilities Act ("ADA") and to self-disclose any disabilities.
- (b) Accommodations provided by the University may not be the same as those contained in the student's Individualized Education Program and 504 program processes receive at their secondary institution.
- (c) School District may work in collaboration with SDR in connection with seeking reasonable accommodations under the ADA. Students interested in the Program may engage with SDR upon acceptance into the Program and any accommodation letters would be issued upon enrollment.

9. Non-Discrimination

The University and School District agree that, in performing their obligations pursuant to this Agreement, to provide a safe academic and working environment free from discrimination and harassment. Discrimination, harassment and retaliation on the basis of protected status, including an individual's race, color, creed, ethnicity, ancestry, national origin, genetic information, sex, gender, gender identity or expression, sexual orientation, age, religion, marital status, veteran status, disability or physical ability, socioeconomic background, or other legally protected classification, are unlawful and strictly prohibited.

10. Miscellaneous Provisions

- (a) Independent Contractor Status of the Parties. The parties hereby acknowledge that they are independent contractors, and neither the University nor any of its agents, representatives, students or employees shall be considered agents, representatives or employees of the School District and, further, neither School District nor any of its agents, representatives or employees shall be considered agents, representatives or employees of University. In no event shall this Agreement be construed or represented by either party as establishing a partnership or joint venture or similar relationship between the parties hereto. University and School District shall be liable for their respective debts, obligations, acts and omissions, including the payment of all required withholding, social security benefits and other taxes or benefits on behalf of their respective employees.

- (b) Responsibility. Each party shall be responsible for its own acts and omissions, and those of its trustees, directors, officers, employees, and agents.
- (c) Notices. All notices, requests and other communications pursuant to this Agreement shall be in writing and sent by first class mail or email to each party to the following address, or by email:

UNIVERSITY:

Penn State Lehigh Valley
2809 Saucon Valley Road
Center Valley, PA 18034

SCHOOL DISTRICT:

PA Virtual Charter School
630 Park Avenue
King of Prussia, PA 19406

- (a) Entire Agreement. This Agreement contains the entire agreement between the parties, and supersedes all prior and contemporaneous understandings, whether written or oral, with respect to the subject matter hereof. This Agreement may not be amended or modified except in a writing signed by both parties.
- (b) Governing Law. This Agreement shall be governed and construed in accordance with the laws of the Commonwealth of Pennsylvania without reference to its conflicts of laws principles.
- (c) Execution; Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original, and all of which together shall be deemed to be one and the same agreement or document. Signatures and signed copies of this Agreement transmitted by facsimile, email or other means of electronic transmission shall constitute effective execution and be deemed to have the same legal force and effect as delivery of an original executed copy of this Agreement for all purposes.
- (d) No Waiver. The failure of any party hereto to exercise any right, power or remedy provided under this Agreement or otherwise available in respect hereof at law or in equity, or to insist upon compliance by any other party hereto with its obligations hereunder, and any custom or practice of the parties at variance with the terms hereof, shall not constitute a waiver by such party of its right to exercise any such or other right, power or remedy or to demand such compliance.
- (e) Publicity. Neither party may use the name, logos, or marks of the other without the prior written consent of the other party.

[SIGNATURES APPEAR ON THE FOLLOWING PAGE]

For the School District:

Dr. Shaikha BuAli/ Designee

06 / 06 / 2025

Name Dr. Shaikha BuAli
Title Chief Academic Officer

Date

For the University:



06/06/25

Dr. Tina Q. Richardson

Chancellor
Penn State Lehigh Valley

Date

Renata Engel

6/12/2025

Dr. Renata Engel

Interim Vice President for Commonwealth
Campuses and Executive Chancellor

Date

Title	Penn State MOU with Correct Chancellor's Signature Line
File name	Dual_Credit_Affil...evised_6.6.25.pdf
Document ID	21c14b3af1375f06b92e701565fe2f34c6d552eb
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History



SENT

06 / 06 / 2025

12:07:15 UTC

Sent for signature to Dr. Shaikha BuAli (sbuali@pavcs.us)
from jfitzpatrick@pavcs.us
IP: 69.253.82.85



VIEWED

06 / 06 / 2025

12:54:41 UTC

Viewed by Dr. Shaikha BuAli (sbuali@pavcs.us)
IP: 107.115.17.64



SIGNED

06 / 06 / 2025

12:55:07 UTC

Signed by Dr. Shaikha BuAli (sbuali@pavcs.us)
IP: 107.115.17.64



COMPLETED

06 / 06 / 2025

12:55:07 UTC

The document has been completed.



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Upper Merion Township Police Department

(Law Enforcement Authority)

and

PA Virtual Charter School

(School Entity)

April 11, 2024

(Date)

I. Introduction

A. Parties

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

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

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

environment.

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

D. Legal Authority

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

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

3. Information from Student Records

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

- i. Criminal History Record Information Act, 18 Pa C.S. § 9101 *et seq.*

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

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

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

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

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

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

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

E. Priorities of the Law Enforcement Authority

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

F. Priorities of the School Entity

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

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

II. Notification of Incidents to Law Enforcement

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

A. Mandatory Notification

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

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

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

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

B. Discretionary Notification

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

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

C. Law Enforcement Response to Notification

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

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

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

disability.

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

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

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

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

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. For incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. For incidents initially reported to the Law Enforcement Authority:
 - a. If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.
- B. Custody of Actors
 1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following

circumstances:

- a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

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

B. Notification of Parent or Guardian

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

C. Scope of School Entity's Involvement

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

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

2. Victims

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

3. Witness

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

4. Suspects and Custodial Interrogation

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

5. Conflicts of Interest

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

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

D. Reporting Requirements

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

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

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

V. General Provisions

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

Melissa Paris 04 / 11 / 2024

Chief School Administrator

Date

PA Virtual Charter School

School Entity

Thomas M. Nolan

04/11/2024

Chief Law Enforcement Authority

Date

Upper Merion Township Police Department

Law Enforcement Authority

N/A - State classifies PAV as one building

Building Principal

Date

630 Park Ave., King of Prussia, PA 19406

School Building

Title	Memorandum of Understanding - UMLPD - 2024
File name	PA_Virtual_Charte...U_2024_041124.pdf
Document ID	72e285390c74fedafd2a39c3cd647a3cbdaa7676
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History



04 / 11 / 2024
13:08:47 UTC

Sent for signature to Melissa Paris (mparis@pavcsk12.org)
from rcosta@pavcsk12.org
IP: 209.118.76.66



04 / 11 / 2024
14:35:52 UTC

Viewed by Melissa Paris (mparis@pavcsk12.org)
IP: 68.83.176.21



04 / 11 / 2024
14:36:55 UTC

Signed by Melissa Paris (mparis@pavcsk12.org)
IP: 68.83.176.21



COMPLETED

04 / 11 / 2024
14:36:55 UTC

The document has been completed.

Memorandum of Understanding
for
Dual Enrollment/High School Enrichment Program
between
PA Virtual Charter School
and
Bucks County Community College

- I. **PARTIES.** This Memorandum of Understanding (MOU) is made and entered into by and between the PA Virtual Charter School (PAVCS), whose address is 630 Park Avenue, King of Prussia, PA 19406 and Bucks County Community College (Bucks), whose address is 275 Swamp Road, Newtown, PA 18940. PAVCS and Bucks may be collectively hereinafter referred to as "the Signatory Parties" or individually as a "Signatory Party." This MOU shall be effective as per Section III of this Agreement, *infra*.

BACKGROUND. The high school graduation requirements outlined in Chapter 4 of the Pennsylvania Public School Code of 1949 afford high school students the opportunity to earn dual credits (high school and college simultaneously) for completing college as well as independent study courses.

In 2022, the Public School Code of 1949 was amended to allow students of brick-and-mortar charter schools, regional charter schools, and cyber charter schools to enroll in concurrent college courses through an institution of higher education.

Thanks to this legislation, PAVCS is now positioned to pursue dual enrollment partnerships with institutions of higher education. Bucks is a well-established provider of dual enrollment courses and continues to transition to a more personalized and customized competency-based learning environment where students have a variety of pathways to pursue their interests with a course of study that both meets graduation requirements and provides them with a voice and a choice.

Given the above, PAVCS wishes to enter into this MOU with Bucks to provide PAVCS students with an alternative educational experience that affords students with the opportunity to earn dual credits in a college setting.

- II. **PURPOSE, INTENT, & GENERAL PROVISIONS.** The purpose of this MOU is to confirm the Signatory Parties' intent that PAVCS will provide tuition at the mutually agreed-upon rate for each course scheduled in connection to and purchase the textbooks related to those classes for each student participating. PAVCS retains the sole discretion to determine this maximum number of students and their accompanying tuition/textbooks.

The mutually agreed upon reduced tuition rate of \$130.00 per credit is in effect only for PAVCS students residing within the boundaries of Bucks County and participating in the Dual Enrollment Program for 2024-2025. PAVCS students located within counties not served by a Pennsylvania community college who opt to participate in this dual enrollment program qualify for a non-sponsored tuition rate of \$195.00 per credit. Students located within counties that are served by a Pennsylvania community college but prefer to pursue

dual enrollment at Bucks under the terms of this agreement will qualify for a tuition rate of \$340.00 per credit.

Bucks will waive all College Services, Student Activity, and Technology Support/Virtual Support fees and provide access to placement testing, at no additional cost, for all students who intend to participate as dually enrolled students under the terms of this Agreement. PAVCS students wishing to participate in the program must take placement testing in Reading, Writing, and Math to determine college readiness or take advantage of alternative placement options offered by Bucks (i.e., “holistic” placement whereby high school juniors with at least a 3.25 GPA or high school seniors with at least a 3.0 GPA are automatically deemed to be at college-level in Reading, Writing, and Math).

Specific fees related to courses with a laboratory component or special supplies will be billed separately to the student and/or parent or guardian.

- III. **TERM OF AGREEMENT.** This MOU becomes effective upon its execution by both the CEO, PA Virtual Charter School, and the President & CEO, Bucks County Community College.

This MOU shall be binding upon the signatures of the Signatory Parties and their respective successors.

This MOU is effective from August 15, 2025 through August 14, 2026, and applies to the Fall 2025 and Spring 2026 semesters only. All Summer and Winter terms during this period are excluded from this MOU unless otherwise agreed upon in writing by the Signatory Parties.

This agreement shall be reviewed by both parties in May of 2026 to assess the process and overall success.

- IV. **PROVISION OF FUNDS.** Funding for this program will be provided by PAVCS students. Bucks will provide a reduced tuition rate (see Section II, *supra*).

PAVCS agrees that it will collect payment for any tuition/fees for their dually enrolled students and provide funds via check to Bucks in accordance with the billing and accounting procedures of the Bucks Student Accounts Office. Bucks will invoice PAVCS following the end of the withdrawal period for each semester, and PAVCS will pay that tuition within 30 days of invoice receipt.

- V. **STUDENT ELIGIBILITY.** Students participating in the Bucks/PAVCS Dual Enrollment Program must enroll in at least three (3) credits and must take at least one (1) course per year. Students will be encouraged to enroll in additional courses, as appropriate to their goals.

- VI. **STUDENT CRITERIA.** Students must complete the High School Enrollment Application online prior to enrolling in Bucks courses. Students are also required to satisfy placement testing requirements or submit transcripts for a holistic placement testing waiver prior to enrolling in a course. In addition, students must satisfy either all criteria listed under Section A or Section B, *infra*.

A. Criteria:

1. The student is in 9th grade or higher.
2. The student demonstrates readiness for college-level coursework in the intended subject area of study, as determined through the placement testing/holistic placement testing waiver process. When approved by PAVCS, students may enroll in courses not deemed college-level, e.g., ACCT103.
3. The student is making satisfactory progress toward fulfillment of high school graduation requirements, either "on time" or ahead of schedule.

B. Continued Eligibility: To remain in this program of study, the student must:

1. regularly attend;
2. be in good academic standing;
3. be free of misconduct violations; and
4. maintain a minimum grade of "C" in coursework.

VII. **COURSES OFFERED.** The following applies to all courses covered by this agreement.

- A. Courses are not remedial, unless approved by PAVCS, subject to Section VI, paragraph A.(2), *supra*.
- B. The courses are regular college courses available to all members of the Bucks student body.

VIII. **DROP/ADD OF COURSES OFFERED.** Students must abide by all Bucks policies and timelines. Students who drop or withdraw from a course are responsible to notify PAVCS prior to initiating the formal process and must drop or add the course through the appropriate college protocol and technological systems. For students who drop courses, PAVCS students will be subject to the Bucks refund policy of record regarding tuition and fees due.

IX. **STUDENT CREDIT.** To successfully complete a course listed in this agreement, students are subject to the conditions of both the course syllabus and Bucks's grading policy.

PAVCS will award high school credit for all courses successfully completed under this agreement, pursuant to Chapter 4 of the Pennsylvania Public School Code of 1949, as amended, and in accordance with local board policies.

Bucks will award postsecondary credits to students who successfully complete courses identified within this agreement.

Bucks will transcribe credit(s) in a manner identical to non-dual enrolled students who take a course(s) at this institution.

X. **COURSES.** Bucks's course catalog is open to all dually enrolled students who meet respective course requirements.

The maximum number of dual enrollment students enrolled under the terms of this agreement is 100, but this maximum may be increased at the discretion of PAVCS.

The parties will work together to minimize the number of PAVCS students enrolled in the same Bucks course offering.

Total approved cost for the course:

Tuition: In-County - \$130/credit; Non-Sponsored County - \$195/credit; Out-of-County - \$340/credit

Books: As required by faculty and noted in course syllabuses.

Course Fees: Specific Course Fees related to courses with a laboratory component or special supplies will be billed to the student directly later in the semester.

Transportation: Students will be responsible for transportation to and from their campus and the Newtown, Epstein, or Upper Bucks campus of Bucks, where applicable.

- XI. **PROGRAM ADMINISTRATION.** PAVCS and Bucks will designate a single point of contact liaison to support the effective administration of the program.

PAVCS Liaison – Principal, Pupil Services

Bucks Liaison – Assistant Director, Dual Enrollment

- XII. **FACULTY CLEARANCES FOR MINORS.** In compliance with Pennsylvania state law, any faculty member teaching a course that includes students under the age of 18 must obtain the following clearances prior to the course start date: Pennsylvania Criminal Record Check, Pennsylvania Child Abuse Clearance, and FBI Criminal Background Check. If the faculty member holds valid clearances (within the past five years), they must provide documentation for verification.

- XIII. **OUTREACH AND COMMUNICATION.** Both PAVCS and Bucks agree to provide a mechanism for outreach and communication to the PAVCS community about the educational and economic benefits of higher education, as well as the requirements for participation and enrollment procedures to staff, parents, and students.

This outreach and communication will consist of a student orientation, student and parent/guardian information session and promotional materials (including a letter of invitation), and a student agreement.

- XIV. **AMENDMENT/WAIVER.** This MOU cannot be amended, modified, or revised unless done in writing and signed by both Signatory Parties. No provision may be waived except in writing and signed by both Signatory Parties.

The failure by a Signatory Party to enforce any provision of this MOU or to require performance by the other Signatory Party will not be construed to be a waiver or in any way affect the right of either Signatory Party to enforce such provision thereafter.

Either Signatory Party may terminate this MOU upon ninety (90) days' prior written notice to the other Signatory Party. If any provision of the MOU is found to be unenforceable, that provision will be severed and the remainder of this MOU will continue in full force and effect.

PAVCS and Bucks agree not to unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this agreement.

Signatory Parties:

For PAVCS Cyber Charter School:

Dr. Shaikha BuAli/ Designee

05 / 20 / 2025

Dr. Debra Heath-Thornton, CEO
Dr. Shaikha BuAli, Chief Academic Officer

Date

For Bucks County Community College:

Patrick M. Jones

07-11-2025

Patrick M. Jones, Ph.D.
President & CEO

Date

Title	Signature Request – Bucks County Community College Dual...
File name	PA_Virtual-_Bucks...OU__2025-2026.pdf
Document ID	0d8210e00b431553fbf88aa5fc4098e93e793f73
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History



SENT

05 / 20 / 2025

17:42:42 UTC

Sent for signature to Dr. Shaikha BuAli (sbuali@pavcs.us)
from jfitzpatrick@pavcsk12.org
IP: 69.253.82.85



VIEWED

05 / 20 / 2025

17:47:22 UTC

Viewed by Dr. Shaikha BuAli (sbuali@pavcs.us)
IP: 166.196.103.38



SIGNED

05 / 20 / 2025

17:47:38 UTC

Signed by Dr. Shaikha BuAli (sbuali@pavcs.us)
IP: 166.196.103.38



COMPLETED

05 / 20 / 2025

17:47:38 UTC

The document has been completed.

CERTIFICATE *of* SIGNATURE

REF. NUMBER

MOXEE-VV4JN-P4JSR-QQZF4

DOCUMENT COMPLETED BY ALL PARTIES ON

11 JUL 2025 15:47:41 UTC

SIGNER

PATRICK JONES

EMAIL

PATRICK.JONES@BUCKS.EDU

SHARED VIA

LINK

TIMESTAMP

SENT

10 JUL 2025 20:32:31 UTC

VIEWED

10 JUL 2025 20:34:29 UTC

SIGNED

11 JUL 2025 15:47:41 UTC

SIGNATURE



IP ADDRESS

192.112.54.2

LOCATION

MORRISVILLE, UNITED STATES



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made as of this 1st day of January, 2023 by and between **Temple University - of The Commonwealth System of Higher Education** ("Temple"), and **Pennsylvania Virtual Charter School** ("PA Virtual"). PA Virtual and Temple hereby agree as follows:

1. Program. Temple invites PA Virtual's students ("Program Participants") to enroll in dual enrollment courses as part of the College of Education and Human Development (CEHD) program ("Program") opportunities as described below in section 1, B.

A. Program Eligibility

Program Participants will be selected by PA Virtual and must meet Temple's requirements for participation in the College of Education and Human Development's dual enrollment programs. All Program Participants must be 11th or 12th grade students enrolled at PA Virtual Charter School, maintain a minimum 3.0 high school GPA, and must have satisfactory progress toward meeting high school requirements as determined by PA Virtual. The Program Participant must satisfy the prerequisite requirements, if any, for the specific courses. To remain in the Program, students must complete the requirements of each course as outlined in the course syllabus and earn a minimum grade of C in each course. The courses will be conducted as virtual (online) sessions taught by Temple faculty.

Program Participants may be registered for up to two (2) courses per term, and these courses could include Temple undergraduate students and/or include high school students from other schools. Participation in the Program and its courses does not equate to an offer of admittance to Temple University or any of its degree-granting programs.

B. Courses

Temple will offer one or more of the following courses in the College of Education and Human Development according to Temple's academic schedules in fall, spring, and/or summer:

AOD 0836: Interpersonal Communication

EDAD 0855: Why Care About College? Higher Education in American Life

ECED 2101: Child Development – Birth to Nine

ECED 4106: The Learning Community – Family and Community Partnerships

EDUC 0806: It's Bigger Than Hip-hop: Exploring the Evolution of Race and Identity through Hip-hop

EDUC 0809: Race and Diversity in Children's Literature and Young Adult Books:
Reading Between the Lines

EDUC 0817: Youth Cultures

EDUC 0819: Teens and Tweens

EDUC 0823: Kids in Crisis – When Schools Don't Work

EDUC 2103: Socio-cultural Foundations of Education in the US

EDUC 2019: Adolescent Development for Educators

URBE 0855: Education for Liberation Here and Abroad

SPED 211: Introduction to Special Education

SPSY 0828: The Meaning of Madness

Temple will share with PA Virtual the details of courses being offered in a given academic term (title, day/time, amount of synchronous vs asynchronous class time) and PA Virtual will determine in which course(s) its students will have the opportunity to participate in any given term.

This list of courses offered in each term is subject to change or cancellation at the discretion of Temple. Additionally, Temple reserves the right to change instructional modalities of courses term to term.

Temple will ensure that the instructor of each course identified for dual enrollment participation by PA Virtual students has obtained the required clearances for working with minors as outlined by Temple University policy. Before any employee, contractor, or agent of Temple has direct contact with any student of PA Virtual under this MOU, Temple shall provide to PA Virtual for that employee, contractor, or agent: (1) a report of criminal history record information from the Pennsylvania State Police as required by Section 1-111 of the Pennsylvania School Code of 1949, (2) a Federal criminal history record as required by Section 1-111 of the Pennsylvania School Code of 1949, and (3) a certification from the Department of Human Services as to whether the employee, contractor, or agent is named in the Statewide database as the alleged perpetrator in a pending child abuse investigation or as the perpetrator of a founded report or an indicated report as required by 23 Pa. C.S. § 6344(b)(2) et seq. Should any of these requirements or statutes be amended or replaced, Temple shall comply with the requirements of the amended or replacement statute.

Temple shall not permit any of its employees, contractors, or agents to have any direct contact with any of PA Virtual's students under this MOU (including but not limited to providing instruction to such students) if they have been convicted of a disqualifying offense under Section 1-111 of the Public School Code. Temple shall not permit any of its

employees, contractors, or agents to have direct contact with any of PA Virtual's student under this Agreement where the Department of Human Services has verified that the employee, contractor, or agent is named in the Statewide database as the perpetrator of a founded report committed within five years.

Temple shall ensure that its employees, contractors, or agents who have direct contact with children (as that phrase is defined in Act 126 of 2012, 24 P.S. § 12-1205.6) complete child abuse recognition and reporting training that complies with the requirements of Act 126 of 2012 or any statute replacing Act 126 of 2012. As part of this training, each employee, contractor, or agent who has direct contact with children under this Agreement shall view PA Virtual's Crisis Manual related to reporting of suspected abuse and sexual misconduct. PA Virtual's Crisis Manual can be found online [Here](#). Temple shall ensure that its employees, contractors, and agents understand that PA Virtual's manual alone does not fulfill the requirements of Act 126 of 2012, and that additional training must be obtained to comply with Act 126 of 2012. Temple shall provide to PA Virtual documentation demonstrating that each employee, contractor, or agent who will have direct contact with children under this Agreement has complied with the Act 126 of 2012 training requirements before such employee, contractor, or agent has direct contact with children under this Agreement.

The dual enrollment handbook will outline the policies that Program Participants must abide by in order to maintain their participation in the Program. These policies include reference to expectations for student attendance and behavior and to minimum grades earned in high school and college coursework. PA Virtual administration will be contacted with concerns related to the above and consulted in regard to interventions and any disciplinary action needed, including dismissal from the program. Temple shall provide PA Virtual with documentation regarding any misconduct by a Program Participant upon PA Virtual's request.

Program Participants attending the Program under this MOU will have all of the same rights, privileges, and responsibilities as other students at Temple, including the right to a student ID and the use of the library and other academic resources.

PA Virtual will be responsible for payment for the terms in which Program Participants participate in one or more dual enrollment courses if they proceed in the course after Temple's add/drop date, even if a student leaves the course by choice or due to dismissal before the end of a given term.

C. Examination and Program Completion

Upon completion of the courses, Temple will provide the Program Participants' final course grades to PA Virtual by providing copies of the Participants' unofficial

transcripts to PA Virtual via TUSafeSend, Temple's platform for secure data transmission. The PA Virtual personnel to whom this information will be transferred is the Registrar. This is information that PA Virtual can use to update Participants' high school transcripts with the course details, if desired by PA Virtual.

Program Participants who complete a dual enrollment course at Temple shall receive credits through Temple. The credits awarded for a dual enrollment course shall be the same credits offered to a postsecondary school student enrolled at Temple. Temple's transcript shall reflect completion of college-level work according to commonly accepted post-secondary practices, with no notation of the Program Participant's status as a secondary school student. If a student in a dual enrollment course should become a regularly enrolled postsecondary student at Temple, Temple shall recognize the credits from the course as applying to the student's degree requirements as it would for any regularly enrolled postsecondary students who took the course.

Program Participants who satisfactorily complete a dual enrollment course may also receive credits toward the completion of courses required for graduation at PA Virtual. PA Virtual shall weight credits for the Program courses in a manner similar to Advanced Placement Programs, International Baccalaureate Diploma Program, or Cambridge advanced courses in PA Virtual's grading system, including both academic and technical courses.

2. Program Fees.

PA Virtual agrees to a fixed cost per student agreement that includes the full tuition costs and associated program fees for each course and to remit payment to Temple University College of Education and Human Development as outlined below in 2. C., Invoicing and Payment.

A. Cost Per Participant

Expense Type	Cost
Tuition: 3 credits x \$325* / credit	\$975
*The high school tuition rate approved by Temple's Board of Trustees in May 2020; this rate is subject to change. PA Virtual will be notified of any changes that occur during the term of this agreement.	
Promotional items (t-shirt, water bottle, etc.)	\$25
CEHD DE Personnel / Staffing (orientation, onboarding, progress monitoring, tutoring, mentoring) College Success Coaches (graduate student staff), Tutor-Mentors (undergraduate student staff)	\$250
Total Cost Per Student/per course (2023-2024)	\$1250

Temple's normal refund policy will apply in the case of a student who withdraws from a Program course before completing it.

B. Additional Services / Needs

Program Participants engaged in virtual dual enrollment coursework with Temple will require the use of laptops or Chromebooks, cameras, and other technology to access the course and its content. Similarly, they will need to access course texts and resources as assigned by the course instructor and included in the course syllabus. PA Virtual will be responsible for ensuring that Program Participants have the necessary materials for their course and will contract separately with Temple should these supplies to be obtained and distributed to Program Participants by Temple directly, at a cost mutually agreed upon by both parties.

If the number of Program Participants engaged in virtual dual enrollment coursework with Temple (or the number of courses the Participants each take) reaches a level such that additional capacity from Temple is required to coordinate and manage the volume of Participants and their engagement each term, Temple and PA Virtual will discuss a mutually agreeable cost for services to be paid to Temple by PA Virtual.

C. Invoicing and Payment

PA Virtual has provided the following name, billing address, and telephone number for the person responsible for making the payment to Temple:

Jason Fitzpatrick

Principal, Pupil Services

PA Virtual Charter School

630 Park Ave

King of Prussia, PA 19406

Office Phone: (484) 680-7729

Email: jfitzpatrick@pavcs.us

The names of Program Participants will be confirmed by Temple and PA Virtual before the program's start at the beginning of each academic term. Temple will then generate an invoice detailing the per participant cost for their participation that term, and the invoice will be sent to the designated contact person at the PA Virtual. The full payment for each semester will be due thirty (30) days after invoice is generated.

Payments should be made payable to Temple University and sent to:

Julia Kershaw-St. George
Temple University
College of Education and Human Development
Temple University Mailroom
1851 N. 10th Street
Philadelphia, PA 19122

3. Responsibilities of PA Virtual.

- A. PA Virtual will be responsible for the selection of Program Participants, subject to the final approval of Temple in its sole discretion.
- B. PA Virtual will share Program Participants' and their Legal Parent/Guardians' contact information (email addresses and phone numbers) with Temple for coordination and onboarding of the Program Participants.
- C. PA Virtual will adjust the Program Participants' high school class rosters in order to accommodate Participants' engagement in the agreed-upon dual enrollment coursework.
- D. PA Virtual will identify a liaison to meet regularly with CEHD dual enrollment program staff to share Participant progress and program updates.
- E. PA Virtual will provide information to Temple about the Program Participants' college-going and college-major decisions in order to inform program evaluation and improvement.

4. Term. This Memorandum of Understanding (MOU) will be effective on July 1, 2023, and will automatically renew on July 1st of each subsequent year.

5. Ownership. All proprietary ideas, methods, materials, information, manuals, templates, designs, processes, diagrams, computer programs, reports, documentation, and other proprietary or protectable matters ("Materials") which Temple or its personnel create before or while providing the Program are and shall remain the sole property of Temple. In no event shall any of the Materials be considered a "work made for hire."

6. Insurance. At all times during the term of this MOU, PA Virtual and Temple shall maintain at their own expense liability insurance in an amount adequate to protect against any liability that may arise from the services provided under this MOU. Each party shall also carry the statutorily required amounts of unemployment and workers' compensation insurance at its own expense.

7. Amendments. This MOU may be amended by the PA Virtual and the President of Temple University in writing signed by both parties, contingent upon review and signature by Temple legal counsel and the PA Virtual legal counsel. No oral representations, warranty, condition, or arrangement of any kind or nature whatsoever shall be binding upon the parties hereto unless incorporated in this agreement in the form of a written amendment.

8. Non-Assumption of Liabilities and Independent Contractors. Nothing contained herein shall be construed as, nor shall any provision herein constitute, an assumption by either party of the liabilities of the other. The parties shall be deemed independent contractors and nothing in this MOU shall create or be deemed to create a joint venture, partnership, or other similar association between the PA Virtual and Temple.

9. Miscellaneous. This MOU shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania, without regard to its conflict of law provisions.

10. Dissolution. Either PA Virtual or Temple University may terminate this MOU by giving thirty (30) days' notice in writing, unless a shorter period of notice is mutually agreeable. Should this MOU be terminated by either party while students enrolled in PA Virtual are attending courses at Temple, the students shall be allowed to complete those courses.

11. Nondiscrimination. PA Virtual and Temple shall not unlawfully discriminate on the basis of a student's race, nationality, ethnicity, religion, gender, disability, or any other basis protected by state, federal, or applicable local law, regulation, or ordinance. Temple shall ensure that students with disabilities have equal opportunity to participate in the Program in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

12. Compliance with Laws regarding Education Records. Both parties shall comply with all applicable federal and state laws regarding the confidentiality of educational records of the Program Participants including but not limited to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, its implementing regulations (34 C.F.R. Part 99), and Title 22 of the Pennsylvania Code §§ 12.31-12.33.

13. Indemnification. Each party shall indemnify, defend, and hold the other party, its affiliates and their respective trustees, governors, directors, officers, employees, contractors, subcontractors, and agents (collectively, the "Indemnified Parties") harmless from and against any and all liabilities, suits, actions, claims, demands, damages, losses, expenses, and costs of every kind and character (including, without limitation, reasonable attorney fees court costs, and expert witness fees) suffered or incurred by, or asserted or imposed against the party seeking indemnification (or its Indemnified Parties) to the extent resulting from, connected with, or arising out of any negligent or wrongful act or omission by the indemnifying party (or its Indemnified Parties).

14. Cooperation Regarding Claims. The parties agree to fully cooperate in assisting each other and their duly authorized employees, agents, representatives and attorneys, in investigating, defending or prosecuting incidents involving potential claims or lawsuits arising out of or in connection with the services rendered pursuant to this Agreement. This paragraph shall be without prejudice to the prosecution of any claims which any of the parties may have against each other and shall not require cooperation in the event of such claims.

15. Exclusivity. This Agreement is not intended to conflict with or affect any existing or future affiliation between the parties and institutions not a party to this Agreement. This Agreement is not exclusive.

In witness whereof, the parties, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and intending to be legally bound hereby, execute this Memorandum of Understanding by each party’s duly authorized representatives.

	02 / 05 / 2024		12/4/2023
Signature	Date	Signature	Date
Dr. Shaikha BuAli		Jaison G. Kurichi	
Printed Name		Printed Name	
Chief Academic Officer		Associate Vice President, Budget	
Title		Title	
PA Virtual Charter Schools		Temple University - of The Commonwealth System of Higher Education	

Title	Updated and Signed Temple MOU Requires PA Virtual Signature
File name	PAVirtual_Dual_Enrollment_MOU.pdf
Document ID	65a62adcde9885a778c0ba1b1a014d5784b4be55
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History



SENT

02 / 05 / 2024

14:19:15 UTC

Sent for signature to Dr. Shaikha BuAli (sbuali@pavcs.us)
from jfitzpatrick@pavcs.us
IP: 69.253.82.85



VIEWED

02 / 05 / 2024

14:24:26 UTC

Viewed by Dr. Shaikha BuAli (sbuali@pavcs.us)
IP: 100.34.202.248



SIGNED

02 / 05 / 2024

14:25:05 UTC

Signed by Dr. Shaikha BuAli (sbuali@pavcs.us)
IP: 100.34.202.248



COMPLETED

02 / 05 / 2024

14:25:05 UTC

The document has been completed.

Board Affirmation Statement



PA Virtual Charter School

630 Park Avenue, King of Prussia PA 19406

866-728-2751

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

Steps to Complete this Section:

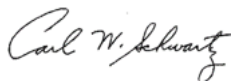
Note: Individual signatures required for each section.

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

Charter Annual Report Affirmation

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

Affirmed on this 21 day of July 21, 2025

By: 

(Signature of Board President)

Mr. Carl W. Schwartz

(Print Name)

PA Virtual Charter School

Board of Trustees

Charter School Law Affirmation

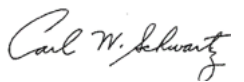
Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

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

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

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

Affirmed on this 21 day of July 21, 2025

By: 

(Signature of Board President)

Mr. Carl W. Schwartz

(Print Name)

PA Virtual Charter School

Board of Trustees

Ethics Act Affirmation

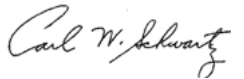
Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

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

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

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

Affirmed on this 21 day of July 21, 2025

By: 

(Signature of Board President)

Mr. Carl W. Schwartz

(Print Name)

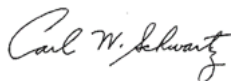
PA Virtual Charter School

Board of Trustees

Charter Annual Background Check Affirmation

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

Affirmed on this 21 day of July 21, 2025

By:  (Signature of Board President)

Mr. Carl W. Schwartz (Print Name)

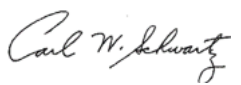
PA Virtual Charter School Board of Trustees

Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this 21 day of July 21, 2025

By:  (Signature of Board President)

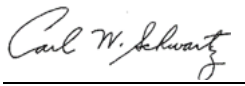
Mr. Carl W. Schwartz (Print Name)

PA Virtual Charter School Board of Trustees

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

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

Affirmed on this 21 day of July 21, 2025

By:  (Signature of Board President)

Mr. Carl W. Schwartz (Print Name)

PA Virtual Charter School Board of Trustees