

CERTIFICATION VERIFICATION FORM

PDE-414

Complete the following information for all professional staff members.

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

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14	Budd, Laura	Yes	Special Education PK-8	K-12	Career to Work - Special Education Teacher	40 per week	100%	0%
15	Buncic, Kara	Yes	Elementary & Secondary School Counselor PK-12	4, 7	School Counselor	40 per week	100%	0%
16	Carpenter, Elisa	Yes	PK-12 Music	2,4,6	PK-12 Music Teacher	40 per week	100%	0%
17	Clutter, Karen	Yes	K-12 Health N-12 Special Education	8, 12	Special Education Teacher	40 per week	100%	0%
18	Colbert, Tracey	Yes	K-12 Bus/Computer/Info Tech 7-9 Social Studies 7-12 General Science 7-9 Math 7-12 Chemistry 7-12 Physics	9-12	8th Grade Science Teacher Chemistry Teacher Physics Teacher	40 per week	100%	0%
19	Collins, Kelly		Biology 7-12 Earth and Space Science 7-12 Chemistry 7-12	8	8th Grade Science Teacher	40 per week	100%	0%
20	Contos, Tanya	Yes	Elementary K-6 Citizenship 6-9 English 6-9	8	8th Grade Social Studies	40 per week	100%	0%
21	Crooks, Kelly	Yes	7-12 English Principal PK-12 Supvr Curr & Ins K-12	K-12	7-12 School Principal	40 per week	100%	0%
22	Cutler, Stephen	Yes	Social Studies 7-12	9-12	Secondary Social Studies Teacher	40 per week	100%	0%
23	Danka, Jesse	Yes	Special Education N-12	7-12	Special Education Teacher	40 per week	100%	0%
24	Dayka, Matthew	Yes	English 7-12	8	8th Grade English Teacher	40 per week	100%	0%
25	DeRoner, Victoria	Yes	Instructional Tech Spec PK-12 7-12 Social Studies 7-12 Citizenship 6-9 Mid-Level English	9-12	7-12 Social Studies Teacher/ Teacher and Technology Coach	40 per week	100%	0%
26	Desrochers, Jamie	Yes	Elementary K-6 Ment/Phys Handicapped K-12 Technology Education K-12 Supvr Special Education K-12	K-12	Director Special Education Homeless Liasion	40 per week	100%	0%

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27	Devlin, Kaitlin	Yes	Social Studies 7-12 Special Education N-12	7	7th Grade Social Studies Teacher	40 per week	100%	0%
28	Dietrich, Maggie	Yes	English 7-12	9-11	Secondary English Teacher	40 per week	100%	0%
29	Donahue, Tamara	Yes	Elementary K-6 Special Education PK-12 Reading Specialist PK-12	K-12	Special Education Teacher	40 per week	100%	0%
30	Donofrio, Lauren	Yes	7-12 English	9-12	Secondary English Teacher	40 per week	100%	0%
31	Edwards, Brianna	Yes	Elementary & Secondary School Counselor PK-12	5-6	School Counselor	40 per week	100%	0%
32	Emanuelson, LeNora	Yes	Music PK-12	9-12	Music Teacher	40 per week	100%	0%
33	Evanchak, Matthew	Yes	Elementary K-6 Special Education N-12	10	Special Education Teacher	40 per week	100%	0%
34	Fanning, Lindsey	Yes	7-12 Mathematics	9-12	7-12 Mathematics Teacher	40 per week	100%	0%
35	Fischetti, Krista	Yes	Elementary K-6 Special Education PK-8	8	Special Education Teacher	40 per week	100%	0%
36	Fischetti, Tessa	Yes	Grades PK-4	1	1st Grade Teacher	40 per week	100%	0%
37	Francis, Crystal	Yes	7-12 Mathematics	9-12	7-12 Mathematics Teacher	40 per week	100%	0%
38	Furman, Marna	Yes	Reading Specialist Elementary K-6	3-6	Title I Teacher	40 per week	100%	0%
39	Gagich, Jesse	Yes	Music PK-12 Bus-Computer-Info Tech PK-12	9-12	Bus/Technology Teacher	40 per week	100%	0%
40	Gates, Matthew	Yes	Bus-Computer Info Tech PK-12	8-12	Bus/Technology Teacher	40 per week	100%	0%

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41	Griffith, Katie	Yes	Elementary & Secondary School Counselor PK-12	8, 9	School Counselor	40 per week	100%	0%
42	Grosso, Sherri	Yes	Biology 7-12 Chemistry 7-12	9-12	Secondary Science Teacher	40 per week	100%	0%
43	Guiliani, Ryan	Yes	7-12 Social Studies	8	8th Grade Social Studies	40 per week	100%	0%
44	Habbyshaw, Elizabeth	Yes	K-6 Elementary; Special Education N-12	11	Special Education Teacher	40 per week	100%	0%
45	Hanavan, Kayla	Yes	K-6 Elementary K-12 Reading Specialist	4	Elementary Teacher	40 per week	100%	0%
46	Hartmann, Katie	Yes	Social Studies 7-12 ESL PK-12 Safety/Driver ED 7-12	9-12	Social Studies Teacher Driver's Education Teacher	40 per week	100%	0%
47	Heiles, Katherine	Yes	7-12 English	9-12	7-12 English Teacher/Teacher and Technology Coach	40 per week	100%	0%
48	Hedderman, Lauren	Yes	K-12 Physical Education/Health	9-12	Physical Education/Health Teacher	40 per week	100%	0%
49	Hockman, Carolyn	Yes	K-6 Elementary Early Childhood N-3 Special Education N-12	7	Special Education Teacher	40 per week	100%	0%
50	Hughes, Kevin	Yes	K-12 Physical Education/Health	K, 4, 5	Physical Education/Health Teacher	40 per week	100%	0%
51	Hutton, Ray	Yes	Safety Ed/Driver Ed 7-12 Elementary K-6 General Science 7-12 Mathematics 7-12 Physics 7-12	9-12	Biology Teacher Physical Science Teacher	40 per week	100%	0%
52	Jasin, Morgan	Yes	Elementary & Secondary School Counselor PK-12	9	School Counselor (9)	40 per week	100%	0%
53	Kocuba, Nick	Yes	Mathematics 7-12 Safety Ed/Driver Ed 7-12 Principal PK-12	K-12	Director of Technology	40 per week	100%	0%

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54	Koliscak, Melanie	Yes	K-6 Elementary Early Childhood N-3	K-2	Title I Teacher	40 per week	100%	0%
55	Korber, Jeffrey	Yes	7-12 Mathematics	7	7-12 Mathematics Teacher	40 per week	100%	0%
56	Lee, Claudia	Yes	7-12 Mathematics	9-12	7-12 Mathematics Teacher	40 per week	100%	0%
57	Lesko, Branna	Yes	Spanish PK-12	9-12	Spanish Teacher	40 per week	100%	0%
58	Lewis, Hannah	Yes	7-12 English 7-12 Social Studies	9-11	7-12 English Teacher	40 per week	100%	0%
59	Marinzel, Gina	Yes	Grades PK-4	K	Kindergarten Teacher	40 per week	100%	0%
60	Mayle, Andrew	Yes	Mathematics 7-12	7-12	Title I Mathematics 7-12 Mathematics Teacher	40 per week	100%	0%
61	McNeil, Laura	Yes	Nurse (contracted 990 employee)	K-12	School Nurse	30 per month	100%	0%
62	Miller, Megan	Yes	K-6 Elementary 7-12 English 7-12 Social Studies	9-12	7-12 English Teacher	40 per week	100%	0%
63	Monnich, Amanda	Yes	Elementary K-6 Special Education N-12	9	Special Education Teacher	40 per week	100%	0%
64	Mudd, Beth Ann	Yes	Elementary K-6	5	5th Grade Teacher	40 per week	100%	0%
65	Mysels, Peter	Yes	7-12 Social Studies PK-12 Inst Technology Specialist	9-12	Secondary Social Studies	40 per week	100%	0%
66	Naugle, Crystal	Yes	K-6 Elementary Education N-12 Special Education; Reading Specialist PK-12	6	6th Grade Teacher	40 per week	100%	0%
67	Pagnotta, Gina	Yes	Special Education N-12 Elementary K-6	K-6	Special Education Teacher	40 per week	100%	0%

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68	Payne, Brandon	Yes	Elementary & Secondary School Counselor PK-12	K-3	School Counselor	40 per week	100%	0%
69	Perry, Katherine	Yes	K-12 ESL K-6 Elementary PK-8 Special Education PK-12 Autism (Endorsement)	2	2nd Grade Teacher	40 per week	100%	0%
70	Petraglia, Marisa	Yes	7-12 Social Studies 7-12 English PK-12 Family Consumer Science	9-12	Secondary Social Studies Family Consumer Science Teacher	40 per week	100%	0%
71	Petrick, Melissa	Yes	Special Education PK-8 Elementary PK-4	K-6	Special Education Teacher	40 per week	100%	0%
72	Pickering, Stephanie	Yes	PK-12 Health & Physical Science	1, 2, 6	Physical Education/Health Teacher	40 per week	100%	0%
73	Posney, Darla	Yes	Principal K-12 Instruction II - Early Childhood N-3	K-12	Principal Federal Programs Right To Know Officer	40 per week	100%	0%
74	Protho, Amy	Yes	Principal K-12; Secondary School Counselor; Elementary School Counselor	10, 11	School Counselor	40 per week	100%	0%
75	Rauenzahn, Mandy	Yes	Secondary School Counselor	10, 12	School Counselor	40 per week	100%	0%
76	Reda, Anthony	Yes	K-12 Physical Education/Health	3, 7	Physical Education/Health Teacher	40 per week	100%	0%
77	Rossetti, Patricia	Yes	Principal PK-12 Social Studies 7-12 LOE Superintendent PK-12	K-12	Chief Executive Officer	40 per week	100%	0%
78	Rutkowski, Marissa	Yes	Elementary K-6th	3	3rd Grade Teacher	40 per week	100%	0%
79	Scotto, Deanna	Yes	Elementary K-6th	5	5th Grade Teacher	40 per week	100%	0%
80	Sellinger, Samantha	Yes	Biology 7-12 General Science 7-12	9-12	Biology Teacher Physical Science Teacher	40 per week	100%	0%
81	Simmons, Sarah	Yes	General Science 7-12	9-12	Secondary Science Teacher	40 per week	100%	0%

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82	Smialek, Carol	Yes	Social Studies 7-12 English 7-12	9-12	Secondary Social Studies Teacher	40 per week	100%	0%
83	Smith, Stephanie	Yes	Health and Physical Education	2, 8	Physical Education/Health Teacher	40 per week	100%	0%
84	Sorce, Kelly	Yes	Art K-12	9-12	Art Teacher	40 per week	100%	0%
85	Sturm, Kelly	Yes	Chemistry 7-12 Physics 7-12	9-12	Secondary Science Teacher	40 per week	100%	0%
86	Swantner, Alyssa	Yes	Elementary PK-4 Special Education N-12	4	Special Education Teacher	40 per week	100%	0%
87	Teare, Emily	Yes	Grades PK-4 Special Eduation PK-8	5-6	Special Education Teacher	40 per week	100%	0%
88	Thornton, Amy	Yes	Special Education N-12 Elementary K-6	3	3rd Grade Teacher	40 per week	100%	0%
89	Trapani, Kelly	Yes	PK-12 Health and Physical Education	K, 1, 2, 6	Physical Education/Health Teacher	40 per week	100%	0%
90	Trudeau, Christine	Yes	Elementary K-6 English 7-12 Mental or Phys Handicapped	7	7-12 English Teacher	40 per week	100%	0%
91	Wisniewski, Alan-Michael	Yes	4-6 All Subjects 7-8 Mathematics	6	6th Grade Teacher	40 per week	100%	0%
92	Zollner, Casey	Yes	7-12 Mathematics	9-12	Secondary Math Teacher	40 per week	100%	0%

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

Total Number of Teachers: 79 Counselors: 7 School Nurses: 1 Others \_\_\_\_\_

Total Number of Professional Staff: 87

Pennsylvania Distance Learning Charter School's  
Financial Statements and Supplemental  
Information  
Year Ending June 30, 2018

is available upon request

Contact:

Pennsylvania Department of Education  
Division of Charter Schools

At

[RA-charterschools@pa.gov](mailto:RA-charterschools@pa.gov)



**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2019**

Name of School: Pennsylvania Distance Learning Charter School

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

CEO Signature *Patricia Rossetti*

**REVENUES**

<b>6000</b>		<b>REVENUE FROM LOCAL SOURCES</b>	0
			0
<b>6500</b>		<b>EARNINGS ON INVESTMENTS</b>	0
	6510	Interest on Investments and Interest-Bearing Checking Accounts	40,638
	6520	Dividends on Investments	0
	6530	Gains or Losses on Sale of Investments	0
	6540	Earnings on Investments in Real Property	0
	6590	Other Earnings or Investments	0
			0
<b>6600</b>		<b>FOOD SERVICE REVENUE</b>	0
	6610	Daily Sales - Reimbursable Programs	0
	6620	Daily Sales - Non-Reimbursable Programs	0
	6630	Special Functions	0
	6640	Non-Cash Contributions	0
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	0
	6690	Other Food Service Revenues	0
			0
<b>6700</b>		<b>REVENUES FROM STUDENT ACTIVITIES</b>	0
	6710	Admissions	0
	6720	Bookstore Sales	0
	6730	Student Organization Membership Dues and Fees	0
	6740	Fees	0
	6750	Student Activity - Special Events	0
	6790	Other Student Activity Income	0
			0
<b>6800</b>		<b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>	0
	6810	Revenue from Local Governmental Units	0
	6820	Revenue from Intermediary Sources - Commonwealth Funds	0
	6830	Revenues from Intermediary Sources - Federal Funds	0
	6890	Other Revenues from Intermediary Sources	0
			0
<b>6900</b>		<b>OTHER REVENUE FROM LOCAL SOURCES</b>	0
	6910	Rentals	0

6920	Contributions & Donations from Private Sources / Capital Contributions	0
6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	0
6940	Tuition from Patrons	0
6941	Regular Day School Tuition	0
6942	Summer School Tuition	0
6943	Adult Education Tuition	0
6944	Receipts From Other LEAs in Pennsylvania - Education	12,937,848
6945	Receipts from Out-of-State LEAs	0
6946	Receipts from Member Districts - AVTS / Special Program Jointure only	0
6947	Receipts from Members of Intermediate Units for Education by	0
6948	Receipts from Members of Intermediate Units for Direct Contributions	0
6949	Other Tuition from Patrons	0
6950	Unassigned	0
6960	Services Provide Other Local Governmental Units / LEAs	0
6961	Transportation Services Provided Other Pennsylvania LEAs	0
6969	All Other Services Provided Other Governments and LEAs Not Specified Above	0
6970	Services Provided Other Funds	0
6980	Revenue from Community Service Activities	0
6990	Refunds and Other Miscellaneous Revenue	4,242
6991	Refunds of a Prior Year Expenditure	0
6999	Other Revenues Not Specified Above	0
		0
<b>7000</b>	<b>REVENUE FROM STATE SOURCES</b>	0
7100	BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	0
7150	Unassigned	0
7160	Tuition for Orphans and Children Placed in Private Homes	0
7180	Staff and Program Development	0
		0
7200	REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	0
7210	Homebound Instruction	0
7220	Vocational Education	0
7230	Alternative Education	0
7240	Driver Education - Student	0
7250	Migratory Children	0
7260	Workforce Investment Act (WIA)	0
7270	Specialized Education of Exceptional Pupils	0
7280	Adult Literacy	0
7290	Additional Educational Program Revenues	0
		0
7300	REVENUES FOR NON-EDUCATIONAL PROGRAMS	0
7310	Transportation (Regular and Additional)	0
7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	0
7330	Health Services (Medical, Dental, Nurse, Act 25)	13,408
7340	Unassigned	0

	7350	Sewage Treatment Operations / Environmental Subsidies	0
	7360	Safe Schools	0
			0
			0
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	0
			0
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	0
	7502	Dual Enrollment Grants	12,181
	7503	Project 720/High School Reform	0
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	0
			0
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	0
			0
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	0
	7810	State Share of Social Security and Medicare Taxes	0
	7820	State Share of Retirement Contributions	0
			0
7900		REVENUE FOR TECHNOLOGY	0
	7910	Educational Technology	0
	7990	Other Technology Grants	0
			0
<b>8000</b>		<b>REVENUE FROM FEDERAL SOURCES</b>	0
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	0
	8110	Payments for Federally Impacted Areas - P.L. 81-874	0
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	0
			0
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	0
			0
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	0
	8310	Payments for Federally Impacted Areas - P.L. 81-815	0
	8320	Energy Conservation Grants - TA and ECM	0
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	0
			0
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	0
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	247,645

8520	Vocational Education	0
8530	Child Nutrition Program	0
8540	Nutrition Education and Training	0
8560	Federal Block Grants	391,170
8570	Unassigned	0
8580	Child Care and Development Block Grants	0
8590	Unassigned	0
8600	RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	0
8610	Homeless Assistance Act	0
8620	Adult Basic Education	0
8640	Headstart	0
8650	Unassigned	0
8660	Workforce Investment Act (WIA)	0
8670	Unassigned	0
8680	Unassigned	0
8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	0
8800	MEDICAL ASSISTANCE REIMBURSEMENTS	0
9000	<b>OTHER FINANCING SOURCES</b>	0
9100	SALE OF BONDS	0
9110	Bond Issue Proceeds (Gross)	0
9120	Proceeds from Refunding of Bonds	0
9200	PROCEEDS FROM EXTENDED TERM FINANCING	0
9300	INTERFUND TRANSFERS	0
9310	General Fund Transfers	0
9320	Special Revenue Fund Transfers	0
9330	Capital Projects Funds Transfers	0
9340	Debt Service Fund Transfers	0
9350	Enterprise Fund Transfers	0
9360	Internal Service Fund Transfers	0
9370	Trust and Agency Fund	0
9380	Activity Fund Transfers	0
9390	Permanent Fund Transfers	0
9400	SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	0
9500	Unassigned	0
9600	Unassigned	0

				0
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	0
	9710		Transfers from Component Units	0
	9720		Transfers from Primary Governments	0
				0
9800			INTRAFUND TRANSFERS IN	0
	9810		General Fund Intrafund Transfers	0
	9820		Special Revenue Intrafund Transfers	0
	9840		Debt Service Intrafund Transfers	0
	9850		Enterprise Intrafund Transfers	0
	9860		Internal Service Intrafund Transfers	0
	9870		Trust and Agency Intrafund Transfers	0
	9880		Activity Interfund Transfers	0
				0
				0
<b>TOTAL REVENUES</b>				<b>13,647,132</b>

**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2019**

Name of School: Pennsylvania Distance Learning Charter School

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

CEO Signature *Dorcia Rosetti*

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

**EXPENDITURES**

<b>1000</b>	<b>INSTRUCTION</b>		
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY		5,126,728
			0
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY		2,624,597
			0
1300	VOCATIONAL EDUCATION		0
			0
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY		0
			0
1600	ADULT EDUCATION PROGRAMS		0
			0
1700	HIGHER EDUCATION PROGRAMS		0
			0
1800	PRE-KINDERGARTEN		0
			0
<b>2000</b>	<b>SUPPORT SERVICES</b>		<b>0</b>
2100	SUPPORT SERVICES - PUPIL PERSONNEL		0
	2110 Supervision of Pupil Personnel Services		0
	2120 Guidance Services		0
	2130 Attendance Services		0
	2140 Psychological Services		0
	2150 Speech Pathology and Audiology Services		0
	2160 Social Work Services		0
	2170 Student Accounting Services		0
	2190 Other Pupil Personnel Services		0
			0
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF		1,142,196
	2210 Supervision of Educational Media Services		0
	2220 Technology Support Services		0
	2230 Educational Television Services		0



	2240	Computer-Assisted Instruction Support Services	599,425
	2250	School Library Services	0
	2260	Instruction and Curriculum Development Services	0
	2270	Instructional Staff Professional Development Services	34,540
	2280	Nonpublic Support Services	0
			0
2300		SUPPORT SERVICES - ADMINISTRATION	0
	2310	Board Services	0
	2320	Board Treasurer Services	0
	2340	Staff Relations and Negotiations Services	0
	2350	Legal Services	48,811
	2360	Office of the Superintendent (Executive Director) Services	0
	2370	Community Relations Services	454,814
	2380	Office of the Principal Services	1,399,696
	2390	Other Administration Services	0
			0
2400		SUPPORT SERVICES - PUPIL HEALTH	56,184
			0
2500		SUPPORT SERVICES - BUSINESS	0
	2510	Fiscal Services	525,171
	2520	Purchasing Services	0
	2530	Warehousing and Distributing Services	0
	2540	Printing, Publishing and Duplicating Services	144,509
	2590	Other Support Services - Business	485
			0
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	609,083
	2610	Supervision of Operation and Maintenance of Plant Services	0
	2620	Operation of Buildings Services	0
	2630	Care and Upkeep of Grounds Services	0
	2640	Care and Upkeep of Equipment Services	0
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	0
	2660	Security Services	0
	2690	Other Operation and Maintenance of Plant Services	0
			0
2700		STUDENT TRANSPORTATION SERVICES	0
	2710	Supervision of Student Transportation Services	0
	2720	Vehicle Operation Services	0
	2730	Monitoring Services	0
	2740	Vehicle Servicing and Maintenance Services	0
	2750	Nonpublic Transportation	0
	2790	Other Student Transportation Services	0
			0
2800		SUPPORT SERVICES - CENTRAL	0
	2810	Planning, Research, Development and Evaluation Services	0
	2820	Information Services	0

	2830	Staff Services	0
	2840	Data Processing Services	0
	2850	State and Federal Agency Liaison Services	0
	2860	Management Services	0
	2890	Other Support Services Central	0
			0
2900		OTHER SUPPORT SERVICES - CENTRAL	0
	2990	Pass-Thru Funds	0
			0
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	0
3100		FOOD SERVICES	0
			0
3200		STUDENT ACTIVITIES	44,241
	3210	School Sponsored Student Activities	0
	3250	School Sponsored Athletics	0
			0
3300		COMMUNITY SERVICES	0
	3310	Community Recreation	0
	3320	Civic Services	0
	3330	Public Library Services	0
	3340	Custody and Child Care	0
	3350	Welfare Activities	0
	3390	Other Community Services	0
			0
3400		SCHOLARSHIPS AND AWARDS	0
			0
<b>4000</b>		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	0
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	0
			0
4200		EXISTING SITE IMPROVEMENT SERVICES	0
			0
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	0
			0
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	0
			0
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	0
			0
4600		EXISTING BUILDING IMPROVEMENT SERVICES	0
			0
<b>5000</b>		<b>OTHER EXPENDITURES AND FINANCING USES</b>	0
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	7,599
			0



5200	FUND TRANSFERS	0
		0
5300	TRANSFERS INVOLVING COMPONENT UNITS	0
		0
5400	INTRAFUND TRANSFERS OUT	0
		0
5800	SUSPENSE ACCOUNT	0
		0
5900	BUDGETARY RESERVE	0
		0
		0
<b>TOTAL EXPENDITURES</b>		<b>12,818,079</b>

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF JUNE 30, 2019** **829,053**



**pennsylvania**  
DEPARTMENT OF EDUCATION

October 22, 2018

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

Dear Ms. Rossetti:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on December 4, 2017 have been corrected as of October 4, 2018 by the charter school. It is with pleasure that I commend you and your staff for efforts made in achieving resolution of the noncompliance areas.

Please note, if you have improvement plans that were developed as a component of the corrective action plan, they will remain open and you are required to implement the improvement plans until the specific action for those items has been completed as approved by your adviser.

As you know, compliance monitoring is required by Federal regulations to determine a local education agency's compliance with Federal and State requirements for students identified as eligible for special education. Your response to the monitoring visit and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

Ann Hinkson-Herrmann  
Director

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

Division of Federal Programs  
Consolidated Program Review

2018-2019 School Year

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

LEA Level Monitoring

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

**Program(s) Reviewed:**

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

**Program Reviewer(s):** Michael V. Matta

**Program Review Date:** 05/01/2019

**Title IA: Program**

**Component I: Appropriately State Certified**

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of staff working in the Title IA program and their certifications. <input checked="" type="checkbox"/> Samples of valid level I or II certificated with appropriate content areas aligned with class schedules. <input type="checkbox"/> Emergency permits unacceptable except for Charter Schools - 25% rule <input checked="" type="checkbox"/> Report by the LEA data system on staff qualifications	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1577 451 2011 506" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1577 506 2011 717">                                     3/11/2019 9:59:12 AM                                      Administrator/CEO Patricia Rossetti                                      The LEA did not request any emergency permits.                                 </td> </tr> </tbody> </table>	District Comments	3/11/2019 9:59:12 AM Administrator/CEO Patricia Rossetti The LEA did not request any emergency permits.
District Comments							
3/11/2019 9:59:12 AM Administrator/CEO Patricia Rossetti The LEA did not request any emergency permits.							
If you have additional comments to make about this section, enter them here:							

## Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity Plan and agenda and sign in sheets</li> <li><input checked="" type="checkbox"/> Documentation of annual review of Equity Plan</li> <li><input type="checkbox"/> Teachers are reassigned, if applicable</li> <li><input type="checkbox"/> Changes to union contract are made, if applicable</li> <li><input checked="" type="checkbox"/> Sample class schedules with applicable staff and student percentages</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1362 381 1999 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1362 431 1999 711"> <p>3/11/2019 10:02:15 AM  Administrator/CEO Patricia Rossetti  The LEA did not need to reassign teachers. The LEA does not have a union contract. Parent/Student Handbook parent signature pages included as evidence of parent participation during annual orientation.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:02:15 AM  Administrator/CEO Patricia Rossetti  The LEA did not need to reassign teachers. The LEA does not have a union contract. Parent/Student Handbook parent signature pages included as evidence of parent participation during annual orientation.</p>
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<p>If you have additional comments to make about this section, enter them here:</p>							

### Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA developed transportation procedures for students in foster care.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written transportation procedures <input checked="" type="checkbox"/> Written transportation procedures with signatures	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1299 380 2003 431">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1299 431 2003 609">                     3/11/2019 10:04:04 AM                      Administrator/CEO Patricia Rossetti                      The LEA has a Memorandum of Understanding with Allegheny County Department of Human Services.                 </td> </tr> </tbody> </table>	District Comments	3/11/2019 10:04:04 AM Administrator/CEO Patricia Rossetti The LEA has a Memorandum of Understanding with Allegheny County Department of Human Services.
District Comments							
3/11/2019 10:04:04 AM Administrator/CEO Patricia Rossetti The LEA has a Memorandum of Understanding with Allegheny County Department of Human Services.							
If you have additional comments to make about this section, enter them here:							

**Component IV: Head Start Coordination Requirements**

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Required for all LEAs, including Charter Schools. The only exemption would be a Charter School that does not serve an elementary program.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Signed MOU between LEA and Head Start agency(ies)</p>	<table border="1"> <thead> <tr> <th data-bbox="1493 375 2009 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1493 431 2009 643"> <p>3/11/2019 10:05:09 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.</p> </td> </tr> <tr> <th data-bbox="1493 643 2009 691" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1493 691 2009 906"> <p>5/1/2019 9:43:31 AM Monitor Michael Matta The LEA is a cyber charter school not required to develop an MOU with the local Head Start agencies..</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:05:09 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.</p>	Monitor Comments	<p>5/1/2019 9:43:31 AM Monitor Michael Matta The LEA is a cyber charter school not required to develop an MOU with the local Head Start agencies..</p>
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Monitor Comments									
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<p>If you have additional comments to make about this section, enter them here:</p>									

**Component V: Parent and Family Engagement**

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

Section 1112(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> <li>description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application)</li> <li>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</li> <li>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</li> <li>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:</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1518 410 2011 467" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1518 467 2011 1315"> <p>5/1/2019 9:46:16 AM            Monitor Michael Matta            The LEA has a single Parent and Family Engagement Policy that contains all required elements for the LEA level and the School Level policies.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/1/2019 9:46:16 AM            Monitor Michael Matta            The LEA has a single Parent and Family Engagement Policy that contains all required elements for the LEA level and the School Level policies.</p>
Monitor Comments							
<p>5/1/2019 9:46:16 AM            Monitor Michael Matta            The LEA has a single Parent and Family Engagement Policy that contains all required elements for the LEA level and the School Level policies.</p>							



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<ul style="list-style-type: none"> <li>○ barriers to greater participation in activities,</li> <li>○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers</li> <li>○ strategies to support successful school and family interactions</li> <li>• 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</li> <li>• description of involvement of parents in the activities of the Title I schools.</li> </ul>									
<p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2019 10:08:17 AM Administrator/CEO Patricia Rossetti The LEA received less than the \$500,000 in Title I funds.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>4/26/2019 10:40:46 AM Monitor Michael Matta The LEA received less than the \$500,000 in Title I funds.</td> </tr> </tbody> </table>	District Comments	3/11/2019 10:08:17 AM Administrator/CEO Patricia Rossetti The LEA received less than the \$500,000 in Title I funds.	Monitor Comments	4/26/2019 10:40:46 AM Monitor Michael Matta The LEA received less than the \$500,000 in Title I funds.
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Monitor Comments									
4/26/2019 10:40:46 AM Monitor Michael Matta The LEA received less than the \$500,000 in Title I funds.									
<p>3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>4. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following:</p> <ul style="list-style-type: none"> <li>• supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies.</li> <li>• supporting programs that reach parents and family members at home, in the community, and at school</li> <li>• 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</li> <li>• 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</li> <li>• 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.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1524 128 2005 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1524 180 2005 391"> <p>3/11/2019 10:10:48 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$500,000 in Title I funds.</p> </td> </tr> <tr> <th data-bbox="1524 391 2005 443" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1524 443 2005 613"> <p>4/26/2019 10:41:05 AM Monitor Michael Matta The LEA received less than the \$500,000 in Title I funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:10:48 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$500,000 in Title I funds.</p>	Monitor Comments	<p>4/26/2019 10:41:05 AM Monitor Michael Matta The LEA received less than the \$500,000 in Title I funds.</p>
District Comments									
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Monitor Comments									
<p>4/26/2019 10:41:05 AM Monitor Michael Matta The LEA received less than the \$500,000 in Title I funds.</p>									
<p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Agendas and sign in sheets from meeting with parents to discuss the evaluation  <input checked="" type="checkbox"/> Surveys and collated results to demonstrate evaluation process					

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

## Component VI: Schoolwide Programs

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

Section 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval letter from PDE	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1446 415 2003 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1446 467 2003 643">           3/25/2019 11:01:20 AM            Administrator/CEO Patricia Rossetti            The LEA did not consolidate funds in the Schoolwide program.         </td> </tr> <tr> <th data-bbox="1446 643 2003 695" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1446 695 2003 868">           4/26/2019 10:42:17 AM            Monitor Michael Matta            The PA Distance Learning Charter School does not consolidate funds.         </td> </tr> </tbody> </table>	District Comments	3/25/2019 11:01:20 AM Administrator/CEO Patricia Rossetti The LEA did not consolidate funds in the Schoolwide program.	Monitor Comments	4/26/2019 10:42:17 AM Monitor Michael Matta The PA Distance Learning Charter School does not consolidate funds.
District Comments									
3/25/2019 11:01:20 AM Administrator/CEO Patricia Rossetti The LEA did not consolidate funds in the Schoolwide program.									
Monitor Comments									
4/26/2019 10:42:17 AM Monitor Michael Matta The PA Distance Learning Charter School does not consolidate funds.									
If you have additional comments to make about this section, enter them here:									

## Component VII: Nonpublic Schools

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

Sections 1117, 8501, and 8503 Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

**If the LEA is not required to provide nonpublic services or the nonpublic official has declined services, this section can be skipped.**

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

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

## Comments

The LEA has provided documentation to address all federal requirements for Title 1, Part A.

## Title IIA: Program

### Requirements

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

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of data used to indicate large class sizes or justification for the types of professional development activities offered.	<p style="text-align: center;"><b>District Comments</b></p> <p>4/16/2019 9:49:13 AM            Administrator/CEO Patricia Rossetti            Classes are capped at an enrollment of no more than 30 students. Professional development activities are based on Comprehensive and School Improvement Plans, annual goals by department, and individual Professional Learning Plans, including Induction Program and mandatory annual and other mandatory training sessions.</p>
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets, <input checked="" type="checkbox"/> invitations	<p style="text-align: center;"><b>Monitor Comments</b></p> <p>5/1/2019 10:13:42 AM            Monitor Michael Matta            Title II recommendations were discussed at the Comprehensive Planning Meeting which took place on March 22, 2018.</p>

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



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The LEA utilizes appropriately state certified teachers to reduce class size. Only applies to those teachers working in a Title I program. Can be marked N/A if operating only Targeted Assistance programs in all Title I Schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class-size reduction teacher rosters <input type="checkbox"/> List of CSR staff and their certifications <input type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers)	<div style="text-align: center; background-color: #cccccc; padding: 2px;"><b>District Comments</b></div> <p>4/16/2019 9:56:00 AM  Administrator/CEO Patricia Rossetti  Once enrollment in a grade level exceed 60 students, an additional elementary certified teacher is added. Content areas are split English Language Arts and Social Studies for one teacher, and Math and Science for the second teacher. This occurred in grades 3, 5 and 6 in the 2018-19 school year. Sections for each grade level are created with a cap of 25-30 students per section, also known as live learning classrooms.</p> <div style="text-align: center; background-color: #cccccc; padding: 2px;"><b>Monitor Comments</b></div> <p>5/1/2019 10:14:59 AM  Monitor Michael Matta  The LEA is not using Title II funds for class size reduction.</p>
3. LEA has submitted the Performance Goal Output Report for Title II.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.	
4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries	
If you have additional comments to make about this section, enter them here:					

## Comments

The LEA has provided documentation to address all federal requirements for Title II, Part A.

## Title IVA: Program

### Requirements

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

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets	<p style="text-align: center;"><b>Monitor Comments</b></p> 5/1/2019 10:16:57 AM Monitor Michael Matta Title IV recommendations were discussed at the Comprehensive Planning Meeting which took place on March 22, 2018.
2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page	<p style="text-align: center;"><b>District Comments</b></p> 3/11/2019 10:22:10 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school with one K-12 building.
					<p style="text-align: center;"><b>Monitor Comments</b></p> 4/26/2019 10:44:11 AM Monitor Michael Matta The LEA consists of only one school K-12.
3. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>4. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section</p>	<table border="1"> <thead> <tr> <th data-bbox="1528 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1528 180 2003 391"> <p>3/11/2019 10:23:30 AM Administrator/CEO Patricia Rossetti The LEA did not purchase technology with Title I funds.</p> </td> </tr> <tr> <th data-bbox="1528 391 2003 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1528 440 2003 610"> <p>5/1/2019 10:20:27 AM Monitor Michael Matta The LEA did not purchase technology with Title I funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:23:30 AM Administrator/CEO Patricia Rossetti The LEA did not purchase technology with Title I funds.</p>	Monitor Comments	<p>5/1/2019 10:20:27 AM Monitor Michael Matta The LEA did not purchase technology with Title I funds.</p>
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Monitor Comments									
<p>5/1/2019 10:20:27 AM Monitor Michael Matta The LEA did not purchase technology with Title I funds.</p>									
<p>5. If the LEA has received more than \$30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Needs Assessment with date</p>	<table border="1"> <thead> <tr> <th data-bbox="1528 630 2003 678" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1528 678 2003 889"> <p>3/11/2019 10:24:01 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p> </td> </tr> <tr> <th data-bbox="1528 889 2003 938" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1528 938 2003 1107"> <p>4/26/2019 10:44:47 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/11/2019 10:24:01 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.</p>	Monitor Comments	<p>4/26/2019 10:44:47 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
6. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Well-Rounded narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1528 131 1999 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1528 180 1999 391"> 3/11/2019 10:24:31 AM  Administrator/CEO Patricia Rossetti  The LEA did not receive more than \$30,000 in Title IV funds. </td> </tr> <tr> <th data-bbox="1528 391 1999 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1528 440 1999 610"> 4/26/2019 10:45:37 AM  Monitor Michael Matta  The LEA did not receive more than \$30,000 in Title IV funds. </td> </tr> </tbody> </table>	District Comments	3/11/2019 10:24:31 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.	Monitor Comments	4/26/2019 10:45:37 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.
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Monitor Comments									
4/26/2019 10:45:37 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.									
7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Safe and Healthy narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1528 630 1999 678" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1528 678 1999 889"> 3/11/2019 10:24:45 AM  Administrator/CEO Patricia Rossetti  The LEA did not receive more than \$30,000 in Title IV funds. </td> </tr> <tr> <th data-bbox="1528 889 1999 938" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1528 938 1999 1107"> 4/26/2019 10:45:26 AM  Monitor Michael Matta  The LEA did not receive more than \$30,000 in Title IV funds. </td> </tr> </tbody> </table>	District Comments	3/11/2019 10:24:45 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.	Monitor Comments	4/26/2019 10:45:26 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.
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Monitor Comments									
4/26/2019 10:45:26 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1526 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1526 180 2003 391"> 3/11/2019 10:24:52 AM  Administrator/CEO Patricia Rossetti  The LEA did not receive more than \$30,000 in Title IV funds. </td> </tr> <tr> <th data-bbox="1526 391 2003 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1526 440 2003 613"> 4/26/2019 10:45:47 AM  Monitor Michael Matta  The LEA did not receive more than \$30,000 in Title IV funds. </td> </tr> </tbody> </table>	District Comments	3/11/2019 10:24:52 AM Administrator/CEO Patricia Rossetti The LEA did not receive more than \$30,000 in Title IV funds.	Monitor Comments	4/26/2019 10:45:47 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.
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4/26/2019 10:45:47 AM Monitor Michael Matta The LEA did not receive more than \$30,000 in Title IV funds.									
If you have additional comments to make about this section, enter them here:									

## Comments

The LEA has provided documentation to address all federal requirements for Title IV, Part A.

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

**Requirements**

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

Secs. 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

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

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

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

Secs. 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

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

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

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

## Comments

The LEA is a charter school, and does not provide services to nonpublic students.

## Personnel Interviews

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



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

**Pennsylvania Distance Learning Charter School**

**SCHOOL Level Monitoring**

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

Program Reviewers: Michael V. Matta      Visit Date: 5/1/2019

## School Level Monitoring

### Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. All instructional paraprofessionals working in a Title I program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	<p style="text-align: center;"><b>District Comments</b></p> <p>3/11/2019 10:27:56 AM Administrator/CEO Patricia Rossetti The LEA does not employ paraprofessionals.</p> <p style="text-align: center;"><b>Monitor Comments</b></p> <p>4/26/2019 10:50:28 AM Monitor Michael Matta The LEA does not employ paraprofessionals.</p>
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter and evidence of distribution date	
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher working in a Title I program that is not appropriately state certified. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know - Four Consecutive Week letter  <input checked="" type="checkbox"/> Evidence of distribution date, if applicable	<p style="text-align: center;"><b>District Comments</b></p> <p>3/11/2019 10:30:07 AM Administrator/CEO Patricia Rossetti The LEA provided a sample letter that would be used in the event of four or more consecutive weeks of teaching by a teacher not state certified. The LEA has not experienced such a situation.</p>

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

## Component II: Transition Plan

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The Title I School implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan					
2. The Title I School will include transition activities for students from Head Start or other early childhood education programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Transition Plan	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>3/11/2019 10:33:00 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/26/2019 10:57:03 AM Monitor Michael Matta The LEA's transition plan contains transition activities for those children entering Kindergarten.</td> </tr> </tbody> </table>	District Comments	3/11/2019 10:33:00 AM Administrator/CEO Patricia Rossetti The LEA is a cyber charter school not authorized to serve Pre-kindergarten students.	Monitor Comments	4/26/2019 10:57:03 AM Monitor Michael Matta The LEA's transition plan contains transition activities for those children entering Kindergarten.
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If you have additional comments to make about this section, enter them here:									

**Component III: Parent and Family Engagement**

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

Sec. 1116

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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).</li> </ul>							
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 2px;"><b>Monitor Comments</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">           5/1/2019 10:32:38 AM            Monitor Michael Matta            The LEA held multiple Title 1 Meetings for families throughout the month of September 2018 via Digital Samba.         </td> </tr> </tbody> </table>	<b>Monitor Comments</b>	5/1/2019 10:32:38 AM Monitor Michael Matta The LEA held multiple Title 1 Meetings for families throughout the month of September 2018 via Digital Samba.
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5/1/2019 10:32:38 AM Monitor Michael Matta The LEA held multiple Title 1 Meetings for families throughout the month of September 2018 via Digital Samba.							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall</p> <ul style="list-style-type: none"> <li>• describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and</li> <li>• address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual childs achievement; frequent reports to parents on their childrens progress; reasonable access to staff, opportunities to volunteer and participate in their childs class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution	
<p>4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a childs progress and work with educators to improve the achievement of their children.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets  <input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their childrens achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events  <input checked="" type="checkbox"/> Workshops	<table border="1"> <thead> <tr> <th data-bbox="1587 128 2003 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1587 180 2003 394">           3/11/2019 10:36:39 AM            Administrator/CEO Patricia Rossetti            The LEA does not have any foster students enrolled.         </td> </tr> </tbody> </table>	District Comments	3/11/2019 10:36:39 AM Administrator/CEO Patricia Rossetti The LEA does not have any foster students enrolled.
District Comments							
3/11/2019 10:36:39 AM Administrator/CEO Patricia Rossetti The LEA does not have any foster students enrolled.							
6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets  <input checked="" type="checkbox"/> SPAC skits and staff agendas and sign in sheets	<table border="1"> <thead> <tr> <th data-bbox="1587 404 2003 456">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1587 456 2003 646">           5/1/2019 10:36:44 AM            Monitor Michael Matta            The LEA used the SPAC Skits to fulfill this erquirement.         </td> </tr> </tbody> </table>	Monitor Comments	5/1/2019 10:36:44 AM Monitor Michael Matta The LEA used the SPAC Skits to fulfill this erquirement.
Monitor Comments							
5/1/2019 10:36:44 AM Monitor Michael Matta The LEA used the SPAC Skits to fulfill this erquirement.							
7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan  <input checked="" type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events  <input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets			
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings  <input checked="" type="checkbox"/> Translated Schoolwide Plan	<table border="1"> <thead> <tr> <th data-bbox="1587 997 2003 1049">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1587 1049 2003 1295">           5/1/2019 10:38:49 AM            Monitor Michael Matta            The LEA uses a program titled LanguageLine to translate written and oral communication.         </td> </tr> </tbody> </table>	Monitor Comments	5/1/2019 10:38:49 AM Monitor Michael Matta The LEA uses a program titled LanguageLine to translate written and oral communication.
Monitor Comments							
5/1/2019 10:38:49 AM Monitor Michael Matta The LEA uses a program titled LanguageLine to translate written and oral communication.							
If you have additional comments to make about this section, enter them here:							

**Component IV: Schoolwide Programs**

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.	
<p><b>Note: If the school does not have an approved Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</b></p>					
<p style="text-align: center;">If you have additional comments to make about this section, enter them here:</p>					

## Component V: Targeted Assistance Programs

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

Sec. 1113

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p style="text-align: center;">If you have additional comments to make about this section, enter them here:</p>					

**Comments**

The school has provided documentation to address all federal requirements for operating a schoolwide Title 1 program.



**pennsylvania**  
DEPARTMENT OF EDUCATION

May 15, 2019

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

Dear Ms. Rossetti:

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

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

Thank you for your cooperation.

Sincerely,

Susan McCrone  
Chief  
Division of Federal Programs

cc: Project File 2018-19  
/ljw

## CAV Home

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

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

Documents

No documents are currently available.

## CAV Home

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

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

Documents

No documents are currently available.

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

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

Charter School:     Pennsylvania Distance Learning CS    

Chief Executive Officer:     Ms. Patricia Rossetti    

Special Education Director/Coordinator:     Jamie Desrochers    

BSE Special Education Adviser:     Kerri Hartman    

Date of Report:     January 16, 2019    

Date Final Report Sent to LEA:     January 15, 2018    

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

First Visit Date:     January 30, 2018    

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 1: Policies, Practices, and Procedures</b>			
Y						1. <b>FSA-ASSISTIVE TECHNOLOGY AND SERVICES</b>  <b>Standard:</b> The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. <b>FSA-HEARING AIDS</b>  <b>Standard:</b> 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. <b>FSA-POSITIVE BEHAVIOR SUPPORT</b>  <b>Standard:</b> LEA complies with the positive behavior support policy requirements.			
Y						3. <b>FSA-CHILD FIND</b>  <b>Standard:</b> LEA demonstrates compliance with annual public notice requirements.			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. <b>FSA-CONFIDENTIALITY</b>  <b>Standard</b> The LEA is in compliance with confidentiality requirements.			
		X				5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
		X				8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  <b>Standard:</b> The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  <b>Standard:</b> The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b>  <b>Standard:</b> The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>	1)The LEA will provide training to professional special education staff and responsible administrators regarding documentation of Extended School Year Services (ESY), more specifically, evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services.  Evidence of Results: 1)Training agendas, hand-outs and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
Y						13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						15. <b>FSA-PARENT TRAINING</b>  <b>Standard:</b> Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						<b>INTERVIEW RESULTS (Parent)</b>			
					5 2 1 1 0 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.  Always Sometimes Rarely Never Don't Know Does not Apply			
					5 2 1 1 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> 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.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
0	0	10				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> 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. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> 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	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.	1)The LEA has been provided with the names of individual students for whom corrective action is required.  Training will be provided to professional special education staff, related service personnel and administrators regarding regulatory requirements corresponding to transition planning.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
						<b>Topical Area 2: Delivery of Service</b>			
	N					17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA’s percentage of children with disabilities served in special education is comparable to state data.	1)The LEA will develop an improvement plan to address significant discrepancy in total number of students identified as special education compared to the state average, more specifically, students identified as Other Health Impaired (OHI). The said improvement plan shall be submitted to the assigned special education adviser by 4/30/18.  Evidence of Results: Improvement Plan submission to assigned special education adviser.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	03/15/2018
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						<b>CLASSROOM OBSERVATIONS</b>			
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?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
					9 0 0 0 0 0	P 55. My child does classroom work in a regular classroom with students without disabilities.  Always Sometimes Rarely Never Don't Know Does not Apply			
						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.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					8 0 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					1 4 1 2 0 1	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 3 0 0 1 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
10	0	0				GE 80. Is the student making progress within the general education curriculum?			
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Requires special instruction in identified skill areas. Additional supports are needed to help in identified academic areas. Need for additional special education services based on student performance/need. Functional performance and demonstrated academic needs indicated the need for more specialized instruction. Needs opportunity to reinforce skills related to the IEP goals.			
0	0	5				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision based upon needs. Time was determined based upon skill needs and current schedule. The time was determined by the needs to be addressed successfully. IEP team decision. The time was based on needs to master certain concepts/skills.			
8	0	2				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
10	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
8	0	2				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			



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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
8	0	2				FR 194. PTRE-Consent Form is present in the student file			
8	0	2				FR 195. Demographic data			
8	0	2				FR 196. Reason for reevaluation			
8	0	2				FR 197. Types of assessment tools, tests and procedures to be used			
8	0	2				FR 198. Contact person's name and contact information			
8	0	2				FR 199. Parent has selected a consent option			
8	0	2				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			
0	0	10				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
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			
						<b>REEVALUATION REPORT (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 207. RR is present in the student file			
10	0	0				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
10	0	0				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
10	0	0				FR 210. Demographic data			
10	0	0				FR 211. Date IEP team reviewed existing evaluation data			
10	0	0				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
10	0	0				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
10	0	0				FR 214. Aptitude and achievement tests			
10	0	0				FR 215. Current classroom based assessments and local and/or state assessments			
10	0	0				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
10	0	0				FR 217. Teacher recommendations			
10	0	0				FR 218. Lack of appropriate instruction in reading			
10	0	0				FR 219. Lack of appropriate instruction in math			
10	0	0				FR 220. Limited English proficiency			
10	0	0				FR 221. Conclusion regarding need for additional data is indicated			
2	0	8				FR 222. Reasons additional data are not needed are included			
10	0	0				FR 223. Determination whether the child has a disability and requires special education			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 224. Disability category(ies)			
10	0	0				FR 225. Summary of findings includes student's educational strengths and needs			
10	0	0				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
10	0	0				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
8	0	2				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
10	0	0				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
9	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
9	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
1	0	8	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
1	8	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	9	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	9	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
7	0	3				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation that a representative of a participating agency was invited to the IEP meeting with prior consent of the parent/student.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
6	1	3			14%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, the invitation to student is checked when applicable.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
5	0	5				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
10	0	0				FR 263. Parents			
7	0	3				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
9	0	1				FR 267. Local Education Agency Representative			
2	0	8				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
1	0	9				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
2	0	8				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
6	1	3			14%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding documentation of present levels related to current postsecondary transition goals.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
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			
						<b>TRANSITION SERVICES (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	2	3			29%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation and/or evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
5	2	3			29%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation that an appropriate measurable postsecondary goal(s)covers education or training employment and independent living as needed.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
6	1	3			14%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation of evidence that the postsecondary goal(s)cover education, training, employment or independent living exist and are updated annually.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation of required information including location, frequency, projected beginning date, anticipated duration, and agencies responsible for services.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
6	1	3			14%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation that transition services include courses of study that reasonable enable the student to meet appropriate postsecondary goals.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
5	2	3			29%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation of transition services in the IEP that will reasonably enable the student to meet postsecondary goals.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 292c. Annual goals are related to the student's transition services	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding transition planning and services, more specifically, documentation that annual goals are related to the student's transition services.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
6	0	4				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
3	0	7				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
3	0	7				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
3	0	7				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
7	0	3				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
2	0	8				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
9	0	1				FR 302. Measurable Annual Goals			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
3	0	7				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
9	1	0			10%	FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	1)The LEA will provide training to professional special education staff, related personnel and administrators regarding documentation of program modifications and specially designed instruction, more specifically the location, frequency, and projected beginning date/anticipated duration of services.  Evidence of Results: 1)Training agendas, hand-outs, and participant sign-in sheets. 2)Student file review.	01/15/2019 -LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC	10/04/2018
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
8	0	2				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
9	0	1				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
6	0	4				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
6	0	4				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
0	0	10				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
10	0	0				FR 327. Completed Section A or Section B			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
9	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
9	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
9	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	9	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
9	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
7	2	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	7	0			P 32b. If no, what training or support would assist you?  Anything would be helpful. More information/training on how to support children with academic challenges.			
9	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
9	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
3	1	3	2			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
9	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	9	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	9	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	1			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
4	3	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
4	0	6				GE 76. Were those recommendations considered by the IEP team?			
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?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
9	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
9	0	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				SE 104. If appropriate, are the student's annual goals based on functional performance?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	2				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Peer interaction is made readily available.</p> <p>Is successful in all classes and goal setting is occurring to analyze progress.</p> <p>Opportunities for peer interaction and curriculum participation are made available.</p> <p>Is making progress at grade level in subject areas.</p> <p>Is able to be successful and complete required activities as needed in the general education environment.</p> <p>There is access to peer interaction.</p> <p>Participation has enabled growth in academics and social skills.</p> <p>Has opportunities for socialization, in the regular education classroom that has supported academic development.</p> <p>Is able to perform well with age level peers. It enables social skill development at grade level.</p> <p>Has opportunities for social interaction with peers.</p>			
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?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
9	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
9	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					9 0 0 0 0 0	<p>P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.</p> <p>Always</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>Don't Know</p> <p>Does not Apply</p>			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					9 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
6	0	4				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
1	5	4				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal? Need for additional specialized instruction.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based upon current skill level and progress data.			
6	0	4				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
2	0	8				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			

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?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	1				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
6	0	3	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
9	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
7	2	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
7	1	0	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	1	8	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	4	1			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
7	0	3				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
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?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
5	0	4	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
9	0	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
2	7	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	7	0			P 50c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Needed additional support in certain subject areas. Additional instructional time for needed academic areas.			
0	0	7	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Program needs. IEP team decision.			
9	0	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways?  Loves school. I think attendance is important. Is able to interact with peers. Has socialization opportunities and is aware of the future and is able to plan for it. Is able to be with other students, and participate in the curriculum. Enjoys interaction with peers and working with staff. Is able to receive the appropriate amount of attention in the general education virtual classroom. Is able to receive individualized instruction and keep up with the general education curriculum. It has enabled peer interaction.			
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					5 1 0 0 0 3	P 59. I am satisfied with the transition services developed for my child.  Always Sometimes Rarely Never Don't Know Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					7 0 0 0 1 1	Always Sometimes Rarely Never Don't Know Does not Apply			
7	0	3				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
9	0	1				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
10	0	0				FR 339. Parent has selected a consent option			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						<b>INTERVIEW RESULTS (Parent)</b>			
0	0	9	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
					8 1 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
					6 3 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		1 2 1 3 2 5 4	P 66. Tell me anything you really like about your child's special education program. c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication i. support services k. staff's understanding and attitude n. other Has improved academically. Able to progress very well. They care. Flexibility of staff and staff access.			
		4	1			P 67. Tell me anything you would like to change about the program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4	n. other There is often a two day delay in teachers responding to questions sent in for review. Sometimes teachers push only certain ways to do certain activities. Difficulties with the virtual nature of the program. Pre-teaching of certain academic concepts would be very beneficial as well as slowing down the pace of the programming depending on the rate of learning.			
		0	0		1 5 3	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program.  Receives a lot of individualized time with staff. More information pertaining to Career Technical Centers. The program currently meets my child's needs. The program provides options and a progressive experience. I like the program.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Other Non-compliance Issues</b>			
						<b>Topical Area 9: Other Improvement Plan Issues</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						17 . FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.	<p>Improvement Plan 2018-2019</p> <p>1)The LEA will conduct monthly data review of student enrollment including total number of students identified as special education compared to the state average as well as specific disability categories (e.g.OHI).</p> <p>Evidence of Results: 1)Monthly data review reports. 2)Summary of action plans as determined necessary by LEA. 3)Administrative meeting agendas/participant attendance.</p> <p>2)The LEA will develop a working group of professionals including general education teacher, special education, teacher and LEA administrative staff to complete bi-monthly student file reviews (e.g. OHI) to assess need for reevaluation , eligibility and appropriateness of services based upon progress monitoring data.</p> <p>Evidence of Results: Meeting agendas, hand-outs, participant sign-in sheets and student action plans as deemed necessary by LEA.</p>	<p>03/14/2019</p> <p>-LEA Administrative Staff -PaTTAN Educational Consultant -AIU3 TAC</p>	01/04/2019



**pennsylvania**  
DEPARTMENT OF EDUCATION

January 15, 2018

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

Dear Ms. Rossetti:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Pennsylvania Distance Learning CS the week of December 4, 2017.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- 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 Cortney Verner, the Chairperson of the compliance monitoring team.

Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

Ann Hinkson-Herrmann  
Director

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

CC: Chairperson  
Jill Deitrich  
CS Monitoring File



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

### **PART I SUMMARY OF FINDINGS**

#### **A. Review Process**

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

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

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

#### **B. General Findings**

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

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

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

#### **C. Overall Findings**

##### **1. FACILITATED SELF ASSESSMENT (FSA)**

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

<b>FSA</b>	<b>In Compliance</b>	<b>Out of Compliance</b>
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions; Suspensions and Expulsions (Procedural Requirements)	0	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	0	1
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	1	0
SPP/APR Indicator 13 (Transition)	1	1
Disproportionate Representation that is the Result of Inappropriate Identification		

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

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

2. **FILE REVIEW** (Student case studies)

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

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

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

### 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.

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

### 4. CLASSROOM OBSERVATIONS

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

	<b># Yes Responses</b>	<b># No Responses</b>	<b># of Other Responses</b>
Classroom Observations	0	0	0

### 5. EDUCATIONAL BENEFIT REVIEW

	<b>In Compliance</b>	<b>Out of Compliance</b>
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 Distance Learning CS

Chief Executive Officer: Ms. Patricia Rossetti

Special Education Director/Coordinator: \_\_\_\_\_

BSE Special Education Adviser: Cortney Verner

Date of Report: January 15, 2018

Date Final Report Sent to LEA: January 15, 2018

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

First Visit Date: \_\_\_\_\_

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 1: Policies, Practices, and Procedures</b>			
Y						1. <b>FSA-ASSISTIVE TECHNOLOGY AND SERVICES</b>  <b>Standard:</b> The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. <b>FSA-HEARING AIDS</b>  <b>Standard:</b> 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. <b>FSA-POSITIVE BEHAVIOR SUPPORT</b>  <b>Standard:</b> LEA complies with the positive behavior support policy requirements.			
Y						3. <b>FSA-CHILD FIND</b>  <b>Standard:</b> LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. <b>FSA-CONFIDENTIALITY</b>  <b>Standard</b> The LEA is in compliance with confidentiality requirements.			
		X				5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
		X				8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  <b>Standard:</b> The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  <b>Standard:</b> The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b>  <b>Standard:</b> The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>			
Y						13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>			
Y						15. <b>FSA-PARENT TRAINING</b>  <b>Standard:</b> Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						<b>INTERVIEW RESULTS (Parent)</b>			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 2 1 1 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 2 1 1 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> 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.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
10	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> 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. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.		
						<b>Topical Area 2: Delivery of Service</b>			
	N					17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.	The LEA will develop an improvement plan to address significant discrepancy in total number of students identified as special education compared to the state average, more specifically, students identified as Other Health Impaired (OHI).		
Y						17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						<b>CLASSROOM OBSERVATIONS</b>			
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?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					9	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			

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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Requires special instruction in identified skill areas. Additional supports are needed to help in identified academic areas. Need for additional special education services based on student performance/need. Functional performance and demonstrated academic needs indicated the need for more specialized instruction. Needs opportunity to reinforce skills related to the IEP goals.			
0	0	5				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision based upon needs. Time was determined based upon skill needs and current schedule. The time was determined by the needs to be addressed successfully. IEP team decision. The time was based on needs to master certain concepts/skills.			
8	0	2				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
10	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
8	0	2				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
10	0	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			



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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
8	0	2				FR 194. PTRE-Consent Form is present in the student file			
8	0	2				FR 195. Demographic data			
8	0	2				FR 196. Reason for reevaluation			
8	0	2				FR 197. Types of assessment tools, tests and procedures to be used			
8	0	2				FR 198. Contact person's name and contact information			
8	0	2				FR 199. Parent has selected a consent option			
8	0	2				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			
0	0	10				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
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			
						<b>REEVALUATION REPORT (File Reviews)</b>			
10	0	0				FR 207. RR is present in the student file			
10	0	0				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
10	0	0				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
10	0	0				FR 210. Demographic data			
10	0	0				FR 211. Date IEP team reviewed existing evaluation data			
10	0	0				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
10	0	0				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
10	0	0				FR 214. Aptitude and achievement tests			
10	0	0				FR 215. Current classroom based assessments and local and/or state assessments			
10	0	0				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
10	0	0				FR 217. Teacher recommendations			
10	0	0				FR 218. Lack of appropriate instruction in reading			
10	0	0				FR 219. Lack of appropriate instruction in math			
10	0	0				FR 220. Limited English proficiency			
10	0	0				FR 221. Conclusion regarding need for additional data is indicated			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 222. Reasons additional data are not needed are included			
10	0	0				FR 223. Determination whether the child has a disability and requires special education			
10	0	0				FR 224. Disability category(ies)			
10	0	0				FR 225. Summary of findings includes student's educational strengths and needs			
10	0	0				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
10	0	0				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
8	0	2				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
0	0	10				FR 238. Statement for all 6 items			
10	0	0				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
9	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
9	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
1	0	8	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
1	8	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	9	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	9	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
7	0	3				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
3	1	6			25%	FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
6	1	3			14%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
5	0	5				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
10	0	0				FR 263. Parents			
7	0	3				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
9	0	1				FR 267. Local Education Agency Representative			
2	0	8				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
2	0	8				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
6	1	3			14%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						<b>TRANSITION SERVICES (File Reviews)</b>			
5	2	3			29%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	2	3			29%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			



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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
9	0	1				FR 302. Measurable Annual Goals			
9	0	1				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
3	0	7				FR 306. Short Term Objectives			
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
9	1	0			10%	FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
8	0	2				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
9	0	1				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
6	0	4				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
6	0	4				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
0	0	10				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
10	0	0				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
9	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
9	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	9	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
9	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
7	2	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	7	0			P 32b. If no, what training or support would assist you? Anything would be helpful. More information/training on how to support children with academic challenges.			
9	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
9	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
3	1	3	2			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
9	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	9	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	9	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	1			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
6	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
4	3	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
4	0	6				GE 76. Were those recommendations considered by the IEP team?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
9	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
9	0	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				SE 104. If appropriate, are the student's annual goals based on functional performance?			
9	0	1				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
9	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
9	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					9 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					9 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
8	0	2				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
6	0	4				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
1	5	4				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Need for additional specialized instruction.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based upon current skill level and progress data.			
6	0	4				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
2	0	8				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
10	0	0				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	1				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			



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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					5 1 0 0 0 3	P 59. I am satisfied with the transition services developed for my child.  Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 0 0 1 1	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.  Always Sometimes Rarely Never Don't Know Does not Apply			
7	0	3				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
9	0	1				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			
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			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
10	0	0				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						<b>INTERVIEW RESULTS (Parent)</b>			
0	0	9	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.  8 Always 1 Sometimes 0 Rarely 0 Never 0 Don't Know 0 Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
						P 54. I am a partner with school personnel when we plan my child's education program.  6 Always 3 Sometimes 0 Rarely 0 Never 0 Don't Know 0 Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 2 1 3 2 5 4	c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication i. support services k. staff's understanding and attitude n. other Has improved academically. Able to progress very well. They care. Flexibility of staff and staff access.			
		4	1		4	P 67. Tell me anything you would like to change about the program. n. other There is often a two day delay in teachers responding to questions sent in for review. Sometimes teachers push only certain ways to do certain activities. Difficulties with the virtual nature of the program. Pre-teaching of certain academic concepts would be very beneficial as well as slowing down the pace of the programming depending on the rate of learning.			
		0	0		1 5 3	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program. Receives a lot of individualized time with staff. More information pertaining to Career Technical Centers. The program currently meets my child's needs. The program provides options and a progressive experience. I like the program.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Other Non-compliance Issues</b>			
						<b>Topical Area 9: Other Improvement Plan Issues</b>			