

ACHIEVEMENT HOUSE CS

Charter School Annual Report | 2023 - 2024

School Profile

LEA Name

Achievement House CS

AUN

125230001

Address 1

102 Pickering Way

Address 2**City**

Exton

State

PA

Zip Code

19341

Chief Administrator Name

Mrs Gerri Light

Chief Administrator Email

glight@achievementcharter.com

Chief Administrator Phone

(484) 615-6200 - 222

Extension

Charter School Principal

Principal Name

Angela Alderfer

Principal Email

aalderfer@achievementcharter.com

Principal Phone

4846156245

Extension**Authorizing District(s)**

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

Upload Current Charter (PDF only)

Achievement House 2012 Renewal Decision.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Marilou Strangarity	President	
Robert Worn	Vice-President	(CHECKED)
Kristin Chettle	Treasurer	
Donald Fraatz	Secretary	
Robert Maranto	Member	
Lisabeth Sweeney	Member	

Explanation of Board of Trustees Changes

Dr. Gerri Light resigned as a Board Member effective 7/1/2023. Robert Worn replaced Dr. Gerri Light as a Board Member and accepted the Vice President role at the July 2024 meeting. Lisabeth Sweeney is now a Member at Large.

Board of Trustees Meeting Schedule

Location	Date	Time
102 Pickering Way, 2nd Floor, Exton, PA 19341	2023-08-15	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2023-09-19	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2023-10-17	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2023-12-12	7:00 PM

102 Pickering Way, 2nd Floor, Exton, PA 19341	2024-01-16	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2024-02-20	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2024-03-19	7:00 PM
102 Pickering Way, 2nd Floor, Exton, PA 19341	2024-06-18	7:00 PM

Upload Board Minutes

Board-Meeting-Minutes-011624.pdf

Board-Meeting-Minutes-022024.pdf

Board-Meeting-Minutes-081523.pdf

Board-Meeting-Minutes-101723.pdf

Board-Meeting-Minutes-121223.pdf

Board-Meeting-Minutes-09192023.pdf

Leadership Team

Name	Title/Position	Check if New Member
Dr. Gerri Light	Chief Executive Officer	(CHECKED)
Mr. Don Asplen	Other	
Mr. Neal Thomas	Chief Academic Officer	

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

Explanation of Leadership Changes

We had promotions effective 7/1/2024 and resulted in new titles and employees in positions as replacements.

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

PDE 414 to Upload.xls

Quality of Teaching and Other Staff

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

Chief Administrative Officer	1	1	0	0	0	1
Principal	1	1	0	0	0	1
Assistant Principal	1	1	0	0	0	1
Classroom Teacher (including Master Teachers)	36	36	1	1	2	40
Specialty Teacher (including Master Teachers)	11	11	0	0	0	11
Special Education Teacher (including Master Teachers)	21	21	0	1	5	21
Special Education Coordinator	2	0	0	0	1	2
Counselor	4	4	0	0	0	5
Psychologist	0	0	0	0	0	0
School Nurse	1	1	0	0	0	1
IT Director	1	1	0	0	0	1
Business Administrator	0	0	0	0	0	0
ISD, Curriculum Developers, Tech Support	8	2	1	0	1	7

HR Manager	1	1	0	0	0	1
Student Support Manager, Facilities Manager	1	0	0	0	0	1
Business Office, Administrative Support Staff, Teaching Assistants	39	0	0	1	0	39
Other	20	0	0	0	4	20
Totals	149	80	2	3	13	153

There were no substantial differences. (CHECKED)

Fiscal Matters

Major Fundraising Activities

The school did not have significant fundraising activity during the 2023-2024 school year.

Fiscal Solvency Policies

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

Accounting System

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

uploaded

Upload Statements of Revenues, Expenditures & Fund Balances

PDE Annual Report Work Paper FY23-24.pdf

Financial Audit Basics

Audit Firm

Barbacane, Thornton & Company LLP

Date of Last Audit

2024-03-26

Fiscal Year Last Audited

2023

Explanation of the Report

there were no findings

Upload Financial Audit Document(s)

Achievement House CS FS 063023.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
none	NA

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

ESSA Fiscal Monitoring.pdf

ESSA Program Monitoring.pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2024-04-24

School Years Reviewed

2023-2024

Federal Programs Consolidated Review Report

Consolidated Review/Annual Report

The School was monitored for the 2023-2024. The review documents are uploaded with the corresponding CAV document. Only the Program CAV was uploading because there was no CAV for the Fiscal.

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
Please see corresponding CAV document.	The School will file the appropriate responses by the PDE's appropriate deadline.

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
School Psychologist	Achievement House Cyber Charter School	40	12	21
Social Worker	Achievement House Cyber Charter School	20	14	20
Director of Special Education	Achievement House Cyber Charter School	444	12	21
Special Education Coordinator	Achievement House Cyber Charter School	444	12	21
Special Education Coordinator	Achievement House Cyber Charter School	444	12	21
Transition Coordinator	Achievement House Cyber Charter School	444	12	21
Intervention Specialist	Achievement House Cyber Charter School	444	12	21
Behavioral Specialist	Achievement House Cyber Charter School	79	12	21
Compliance Specialist	Achievement House Cyber Charter School	444	12	21
Tutor	Achievement House Cyber Charter School	1	18	18
Tutor	Achievement House Cyber Charter School	3	13	17
Tutor	Achievement House Cyber Charter School	1	18	18
Tutor	Achievement House Cyber Charter School	3	14	18

Tutor	Achievement House Cyber Charter School	2	15	16

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Therapy Source	5 days	Outside Contractor	121
US Health Care Services (USHC)	5 Days	Outside Contractor	53
Humanus	5 Days	Outside Contractor	19
Connecting the Pieces (CTP)	5 Days	Outside Contractor	30
Abington Speech	5 Days	Outside Contractor	10 or fewer
Aveanna	5 Days	Outside Contractor	10 or fewer
ACS Consultants	5 Days	Outside Contractor	22
Sayegh Pediatric	5 Days	Outside Contractor	10 or fewer
Liberty Therapy Solutions	5 Days	Outside Contractor	24

Chester County Intermediate Unit (CCIU)	5 Days	Outside Contractor	10 or fewer
Amanda Kerner - Tutor	5 Days	Outside Contractor	10 or fewer
Taylor Howard - Tutor	5 Days	Outside Contractor	10 or fewer
Maureen Howard - Tutor	5 Days	Outside Contractor	10 or fewer
Tavizjhae Johnson-Tutor	5 Days	Outside Contractor	10 or fewer
Delta T	5 Days	Outside Contractor	18

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2023-03-27

Upload Link to Report (Optional)

Special Education Cyclical Monitoring Report

Corrective Action Verification Compliance and Improvement Plan 1.30.24.pdf

FSA 03-27-23.pdf

Administrative Procedures for Internal Controls of IEP Development

Internal Controls of IEP Development 2023-2024.docx

Special Education Personnel Development

Autism

Description of Training			
Interpreting Evaluation & Re-Evaluation Reports Training			
Lead Person/Position		Year of Training	
Sherri Emrich (SE Compliance Specialist), Trina Knauff (Director of Special Education), Zach Carroll (Secondary Transition Coordinator)		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1 hour	1	AHCCS	Sherri Emrich, Special Ed. Compliance Specialist Trina Knauff, Director of Special Education Zach Carroll, Secondary Transition Coordinator Anna Berzins, SE Instructional Mentor All Special Education Teachers

Training Date Complete

2023-10-18

Interpreting Evaluation & Re-Evaluation Reports Training.docx

Interpreting Evaluation & Re-Evaluation Reports Training.docx

Training Date Complete

2023-09-01

PASA & PSSA Training_40e5f034.docx

PASA & PSSA Training_37db9dbf.docx

Training Date Complete

2024-03-12

PDE Conference Training.docx

PDE Conference Training.docx

Training Date Complete

2024-08-01

Secondary Transition Conference PSU Training.docx

Secondary Transition Conference PSU Training.docx

Training Date Complete

2024-03-01

Self Determination CEC Training.docx

Self Determination CEC Training.docx

Training Date Complete

2023-11-11

Stuctured Literacy West Moreland IU.docx

Stuctured Literacy West Moreland IU.docx

BehaviorSupport

Description of Training			
FBA & PBSP			
Lead Person/Position			Year of Training
Sherri Emrich (Compliance Specialist), Gabrielle Malenfant (Behavioral Specialist), and Trina Knauff (Director of Special Education)			2024
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	AHCCS	All SE Department Staff Members

Training Date Complete

2024-01-25

FBA & PBSP Training.docx

FBA & PBSP Training.docx

Training Date Complete

2024-02-13

Open Panel Discussion Difficult IEP Meeting Scenarios_e73f2f97.docx

Open Panel Discussion Difficult IEP Meeting Scenarios_3995dd11.docx

Training Date Complete

2023-09-13

PA Care Coach Training.docx

PA Care Coach Training.docx

Training Date Complete

2023-10-05

Related Service IEP Revisions Training.docx

Related Service IEP Revisions Training.docx

Training Date Complete

2023-10-10

Safe & Supportive Learning Environments PCPCS Conference.docx

Safe & Supportive Learning Environments PCPCS Conference.docx

Training Date Complete

2023-08-26

Safety Care Recertification.docx

Safety Care Recertification.docx

Training Date Complete

2023-08-23

SAIP Training.docx

SAIP Training.docx

Paraprofessional

Description of Training			
The Coach Approach to Adaptive Leadership			
Lead Person/Position		Year of Training	
PA Care Partnership, Mark Durgin, Dianna Brocious		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	PA Care Partnership	Chris Luckey, Intervention Specialist

Training Date Complete

2023-09-10

The Coach Approach to Adaptive Leadership.docx

The Coach Approach to Adaptive Leadership.docx

Training Date Complete

2023-11-15

Who Are Today's Students and How do we Engage Them Training.docx

Who Are Today's Students and How do we Engage Them Training.docx

Transition

Description of Training			
Transition Grid Training			
Lead Person/Position		Year of Training	
Zach Carroll, AHCCS Secondary Transition Coordinator		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	AHCCS	SE Department Case Managers

Training Date Complete

2024-02-09

Transition Grid Training.docx

Transition Grid Training.docx

Training Date Complete

2024-02-22

APR Learning Institute for Transition Coordinators PATTAN Pittsburgh Training Series.docx

APR Learning Institute for Transition Coordinators PATTAN Pittsburgh Training Series.docx

Training Date Complete

2024-05-30

CCIU Transition Council Meeting and Transition Coordinator Training_5ddc36a8.docx

CCIU Transition Council Meeting and Transition Coordinator Training_68607a46.docx

Training Date Complete

2024-02-08

Goals and Credits_33ca9d4d.docx

Goals and Credits_875c0ad2.docx

Training Date Complete

2024-03-05

Indicator 13 Series.docx

Indicator 13 Series.docx

Training Date Complete

2023-12-18

PATTAN Indicator 13 Series Training.docx

PATTAN Indicator 13 Series Training.docx

Training Date Complete

2024-01-30

SAAFP Training.docx

SAAFP Training.docx

ScienceofLiteracy

Description of Training			
AHCCS Induction Series			
Lead Person/Position		Year of Training	
Anna Berzins (Induction Mentor), Neal Thomas (School Principal), Angela Alderfer (Assistant Principal), Trina Knauff (Director of Special Education)		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
10	1	AHCCS	New Teachers to AHCCS (1st year teachers at AH)

Training Date Complete

2024-06-01

AHCCS Induction Series.docx

AHCCS Induction Series.docx

Training Date Complete

2023-12-01

Helping New SE Teachers Thrive CEC Training.docx

Helping New SE Teachers Thrive CEC Training.docx

Training Date Complete

2024-02-07

Pete & C Training.docx

Pete & C Training.docx

Training Date Complete

2023-12-01

ReadWorks Training Series.docx

ReadWorks Training Series.docx

Training Date Complete

2023-11-20

STEELS Training CCIU.docx

STEELS Training CCIU.docx

Training Date Complete

2023-08-23

TCEA Lunch & Learn Series.docx

TCEA Lunch & Learn Series.docx

ParentTraining

Description of Training			
AHCCS Parent Workshop Series 23-24			
Lead Person/Position		Year of Training	
Zach Carroll, Secondary Transition Coordinator		2023-2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1.5	1	AHCCS	No parents in attendance, recording provided.

Training Date Complete

2024-01-03

AHCCS Parent Workshop Series 23-24.docx

AHCCS Parent Workshop Series 23-24.docx

Training Date Complete

2024-05-07

Mental Health First Aid Training.docx

Mental Health First Aid Training.docx

Training Date Complete

2023-07-18

Strengthening Families Coach Training.docx

Strengthening Families Coach Training.docx

IEPDevelopment

Description of Training			
4 Step Method for Developing Measureable Meaningful and Legally CEC Training			
Lead Person/Position		Year of Training	
CEC Staff		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	CEC	Sherri Emrich, SE Compliance Specialist

Training Date Complete

2024-02-21

4 Step Method for Developing Measureable Meaningful and Legally CEC Training.docx

4 Step Method for Developing Measureable Meaningful and Legally CEC Training.docx

Training Date Complete

2023-10-03

CCIU EBR Training Series.docx

CCIU EBR Training Series.docx

Training Date Complete

2023-11-30

Effective SDIs Training.docx

Effective SDIs Training.docx

Training Date Complete

2023-09-25

Essentials of IEP Writing Series.docx

Essentials of IEP Writing Series.docx

Training Date Complete

2023-12-11

ESY Training.docx

ESY Training.docx

Training Date Complete

2024-04-13

IEP Institute Training Series 23-24.docx

IEP Institute Training Series 23-24.docx

Training Date Complete

2024-01-30

IEP Legal Series.docx

IEP Legal Series.docx

Training Date Complete

2023-08-24

IEP Writer 101 Training Series.docx

IEP Writer 101 Training Series.docx

Training Date Complete

2023-08-23

IEP Writing & Baseline Training.docx

IEP Writing & Baseline Training.docx

Training Date Complete

2024-04-11

LEA Training Series.docx

LEA Training Series.docx

Training Date Complete

2024-01-12

Penn Data Training.docx

Penn Data Training.docx

Training Date Complete

2023-10-16

Progress Reports Dos and Dents Training.docx

Progress Reports Dos and Dents Training.docx

Training Date Complete

2024-01-16

ROR & New Testing Procedure Training.docx

ROR & New Testing Procedure Training.docx

Training Date Complete

2024-03-11

Writing MAGs.docx

Writing MAGs.docx

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 1	Secondary	Full-time (1.0)	07/31/2024 01:38 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 2	Secondary	Full-time (1.0)	06/06/2024 01:09 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 3	Secondary	Full-time (1.0)	06/06/2024 01:09 PM

Building Name		
Achievement House CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 4	Secondary	Full-time (1.0)	06/06/2024 01:09 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 5	Secondary	Full-time (1.0)	06/06/2024 01:09 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 6	Secondary	Full-time (1.0)	06/06/2024 01:09 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 7	Secondary	Full-time (1.0)	06/06/2024 01:09 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 8	Secondary	Full-time (1.0)	06/06/2024 01:09 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 9	Secondary	Full-time (1.0)	06/06/2024 01:09 PM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 10	Secondary	Full-time (1.0)	06/06/2024 01:09 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 11	Secondary	Full-time (1.0)	06/06/2024 01:07 PM

Building Name

Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 12	Secondary	Full-time (1.0)	06/06/2024 01:09 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 13	Secondary	Full-time (1.0)	06/06/2024 01:07 PM

Building Name		
Achievement House CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 14	Secondary	Full-time (1.0)	06/06/2024 01:09 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 15	Secondary	Full-time (1.0)	06/06/2024 01:07 PM

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

Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 16	Secondary	Full-time (1.0)	06/06/2024 01:07 PM

Building Name		
Achievement House CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 17	Secondary	Full-time (1.0)	06/06/2024 01:08 PM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18

Age Range Justification	FTE %
	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 18	Secondary	Full-time (1.0)	06/06/2024 01:08 PM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 19	Secondary	Full-time (1.0)	06/06/2024 01:08 PM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 20	Secondary	Full-time (1.0)	06/06/2024 01:08 PM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Program Position 21	Secondary	Full-time (1.0)	06/06/2024 01:08 PM

Building Name		
Achievement House CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.62

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Computers & Tech Equipment	Single Building LEA 102 Pickering Ave, Exton PA	680,627
Leasehold Improvements	Single Building LEA 102 Pickering Ave, Exton PA	46054

Facility Plans and Other Capital Needs

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

The cyber charter school does not have current plans for future facility development or expansion.

Memorandum of Understanding

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

Upload of Memorandum of Understanding Document(s)

exton MOU 2024.pdf

Articulation Agreements

We do not have any articulation agreements (CHECKED)

Management Survey

Charter School Management Survey

Charter School Name

Achievement House CS

Point of Contact Name

Don Asplen

Point of Contact Telephone Number

484-615-6227

Extension**Point of Contact Email**

dasplen@achievementcharter.com

Management Organization Information

As of the start of the 2021/2022 school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?

No

Signatures and Affirmations

Upload Board Affirmation Statement

BAS.pdf

Date of Approval

2024-08-01

Charter School Annual Report Affirmation

Board President

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

Chief Executive Officer

Don Asplen

Charter School Law Affirmation

Board President

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

Chief Executive Officer

Don Asplen

Ethics Act Affirmation

Board President

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

Chief Executive Officer

Don Asplen

Charter School Annual Background Check Affirmation

Board President

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

Chief Executive Officer

Don Asplen

Charter Annual Administrative Certification Affirmation

Board President

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

Chief Executive Officer

Don Asplen

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

Board President

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

Chief Executive Officer

Don Asplen

DEPARTMENT OF EDUCATION

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

Background

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

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

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

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

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

DEFICIENCIES TO BE ADDRESSED

1. Curriculum for grades 7-12.

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

Specific curriculum concerns by discipline are as follows:

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

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

implementation by July 1, 2013.

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

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

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

2. Professional Development, Teacher Induction, Teacher Evaluation.

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

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

AHCS must address the following by October 31, 2012:

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

3. Technology.

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

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

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

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

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

AHCS must address the following by October 31, 2012:

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

4. Financial Plan, Finances and Budget.

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

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

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

AHCS must address the following by October 31, 2012:

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

5. Special Education.

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

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

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

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

6. Accountability.

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

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

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

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

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

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

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

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

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

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

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

AHCS must address the following by October 31, 2012:

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

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

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

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

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

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

8. Other Lease Agreements and Equitable Services.

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

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

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

AHCS must provide the following by October 31, 2012:

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

EXPANSION REQUEST

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

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

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

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

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

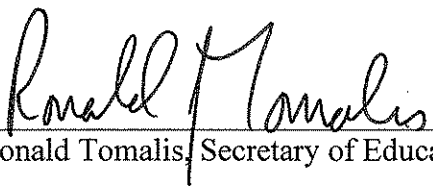
As permitted under the General Rules of Administrative Practice and Procedure, a decision of a subordinate office is appealable to the agency head. 1 Pa. Code § 35.20. A decision of an agency head is appealable to the Commonwealth Court. 2 Pa.C.S. § 702.

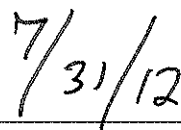
If, pursuant to the process identified above, AHCS decides to request an amendment to its renewed charter to include grades K-6, AHCS should carefully consider how the deficiencies in the operation of its school for grades 7-12 may impact on such a request.

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

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

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


Ronald Tomalis, Secretary of Education


Date



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes Tuesday, August 15, 2023

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

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Dr. Lisabeth Sweeney (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Not Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio device.
- IV. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters and legal issues.
- V. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the June 20, 2023 Board meeting.
 1. Motion to approve the minutes from the June 20, 2023 Board meeting by Lisabeth Sweeney.
Seconded by Don Fraatz. Unanimous.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic Video Report.
 - B. Neal Thomas did not have any updates for the Board and turned the floor over to Susan McCarter our Art Teacher, who shared her Art Museum Student Showcase presentation of amazing artwork from her summer school art class.
- VII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff shared with the Board that currently our graduation rate for students with an IEP is at approximately 77%. Bob Maranto noticed that there are a lot of staff activities going on with Dream Box Math, Power Up Literacy, Multi-Sensory Math, and the Evidence-Based Writing System and asked if she was worried about staff burnout or if everyone was adjusting well. T. Knauff explained that one advantage to Dream Box and Power Up Literacy is that they will become assignments that teachers don't have to create because it is automated through the system and feels that they would be a benefit for the teachers since it does not create more work for them. For the writing curriculum, there is some training necessary but it comes with all the lesson PowerPoints already made and they can adapt them to their individual classes. She always makes sure that the program will benefit the students and hopes it will enhance the instruction and will be feasible for the staff to implement. This curriculum was based on the end-of-year survey that she sent to the teachers.
- VIII. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne shared how she asked Jacob Roache to show some specific information in a report for her and he was able to generate the report she needed right away and she said she just wanted to showcase him for what great work he is doing. She also shared a thank you note from a graduating student that was sent to one of our mentors which praised the school, staff and teachers.
 - C. M. Strangarity stated she was happy that our summer school program was going so well and asked if we could survey the students and get some feedback. J. Byrne said she thought that was a great suggestion and N. Thomas said we could pull a list from guidance and send out a survey to the students who are coming back in the fall. N. Thomas also noted that we may be at our maximum capacity for summer school and may need to put caps on the number of students for next year.

- IX. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Alane Butler updated the Board on our enrollment numbers and said that we have 91 students who will start Orientations on Thursday. We are also launching our new Launch Pad 2.0 course which was revamped to make it as much like a traditional course as we possibly could and it will include live teaching every morning.
- X. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
 - B. Stefani Frank noted she will share her updates during the Personnel section.
- XI. Discussion of Guidance Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Angela Galie updated the Board on summer school graduates and promotions to the next grade level. We had 224 graduates for the class of 2023.
 - C. M. Strangarity asked if there were other colleges interested in working with us besides RAC and A. Galie noted she has talked to Reading Area Community College and Montgomery County Community College.
- XII. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of the items in the report. This is the first report for fiscal year 2024. R. Schumm stated we engaged a new audit team this year and the audit is underway. We will also be closing out the ESSER Grant cycle this year and hope to be done by June 30, 2024.
 - B. M. Strangarity asked about the potential budget disruption in regard to the state budget and R. Schumm summarized the situation.
 - C. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by L. Sweeney. Seconded by D. Fraatz. Unanimous.
- XIII. Discussion CEO Video Report
 - A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. D. Asplen thanked N. Thomas and his team who went out to give a personal graduation ceremony to one of our students who had been homeless since she could not make it to our ceremony. N. Thomas then shared how a small team of staff drove out to meet her to give her the diploma which made her very happy.
 - C. D. Asplen noted that on our sojourn to become a Microsoft Showcase School we passed the first hurdle and we are now an Incubator School. He asked Gerri Light to give us an update on our Microsoft Showcase pursuit; which she did. Four of our teachers are all candidates to be our Microsoft Innovator Educator Experts (MIEE). All staff members are welcome to apply to be a MIEE.
 - D. D. Asplen stated that in a previous Board meeting one of the members asked to see the history of our comp and lit scores so he shared his screen and showed our history. It was observed that we excelled during COVID-19 (2021 and 2022) and did not have lost learning years.
 - E. M. Strangarity and other members of the Board shared that though they miss having G. Light on the Board they are very excited to have her working for the school. G. Light was thankful for all the support and excited to be in her new role at AHCCS.
 - F. G. Light announced that on August 25th we will have a special Zoom call to connect with a school in Tanzania that we will be working with this year. We will be meeting with their IT Director and some of their teachers and students and will introduce them to some of our faculty and staff as well.
- XIV. Personnel
 - A. M. Strangarity called for a motion to amend the agenda to add the following two new hires:
 - 1. Caitlin Renner, English Teacher
 - 2. Michelle Riehl, Science & Technology Teacher
 - a. Motion to amend this evening's public agenda to add the two line items listed above by L. Sweeney. Seconded by B. Maranto. Unanimous.
 - B. S. Frank updated the Board on the following information.
 - C. New Hires:
 - 1. DeAnn Eisenhut, Special Education Teacher

2. Jennifer Woods, Special Education Teacher
3. Nicholas Stagliano, Social Studies Teacher
4. Cullen Scott, Science Teacher
5. Katherine Scholl, English Teacher
6. Caitlin Renner, English Teacher
7. Michelle Riehl, Science & Technology Teacher

D. Promotions:

1. Amanda Reighard, Curriculum Coach
2. Andrew Guy, Educational Design Lead
3. Shana Harris, School Social Worker

E. Transfers:

1. Angela Barger, Part-Time Science Teacher
2. Matt McGeehan, Full Stack Developer/Teacher
3. Mike Kass, Transition Teacher
4. Eva Thierry

F. Salary Increases:

1. Amy Gazzillo
2. Kathleen Gonzalez
3. Nicole Strollo

G. Separations:

1. Beth Anne Stork
2. Carmela Curatola
3. Nicole Renninger
4. Patrice Sorbicki
5. Bruce Williamson
6. Alexa Szabo
7. Leah Throckmorton
8. Katie Mastauskas
9. Latania Roberts
10. Marie Sabatelli
11. Julia McGlone
12. John Hulik
13. Alyssa Wright

H. Stipends:

1. Team Captains: \$5,500
2. AHoPE – Program of Excellence Leaders: \$1,500
3. Curriculum POCs: - \$1,600
4. Lead EL/WIDA Coordinator - \$2,500
5. Special Education Instructional Mentor: \$2,500

I. Open Positions:

1. ICA Teacher
2. Special Education Teacher
3. English Teacher
4. Science Teacher
5. Reading Specialist
6. School Resource Manager
7. Transition Coordinator

J. M. Strangarity called for a motion to approve the new hires and separations as listed above and with salaries as discussed in the Executive Session.

1. Motion to approve the new hires and separations as listed above and with salaries as discussed in the Executive Session by L. Sweeney. Seconded B. Maranto. Unanimous

K. M. Strangarity called for a motion to approve the promotions and transfers as listed above.

1. Motion to approve the promotions and transfers as listed above by L. Sweeney. Seconded B. Maranto. Unanimous.

XV. Governance

A. SIP (School Improvement Plan)

1. D. Asplen stated that the SIP has been developed over the last several months and has been posted on the public website for 28 days and is now asking for a motion from the Board to accept and approve the School Improvement Plan that has been posted on the website.
2. M. Strangarity called for a motion to accept and approve the School Improvement Plan that has been posted on the website.
 - a. Motion to accept and approve the School Improvement Plan that has been posted on the website by L. Sweeney. Seconded by D. Fraatz. Unanimous.

XVI. New Business

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

XVII. Public Comment

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

XVIII. Adjournment

- A. M. Strangarity called for a motion to adjourn the public Board meeting at 8:15 pm. Our next meeting will be Tuesday, September 19, 2023 at 7:00 p.m.
 1. Motion to adjourn the public meeting by D. Fraatz. Seconded by L. Sweeney. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes Tuesday, September 19, 2023

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

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Dr. Lisabeth Sweeney (Vice President) – Not Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio/video device.
- IV. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters and legal issues.
- V. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the August 15, 2023 Board meeting.
 1. Motion to approve the minutes from the August 15, 2023 Board meeting by Don Fraatz.
Seconded by Bob Maranto. Unanimous.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic Video Report.
 - B. Neal Thomas updated the Board and noted that the SIP was sent back with minor changes needed, such as adding monitoring to the action plan and fixing the signature lines.
 - C. Neal asked Angela Alderfer to explain the tree project she is working on. A. Alderfer said that her choice for SME (subject matter expert) was servant leadership and she explained her concept of servant leadership using a tree analogy. She is going to start at the bottom of the tree and move up, and each branch represents a department within the school. As we move forward, she is going to work on cross-curricular ideas. Each department will be able to add information to the tree using leaves.
 - D. Don Asplen explained to the Board how we challenged staff to become subject matter experts (SMEs) in one or two areas this year.
- VII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff updated the board on why she questioned the accuracy of the dropout rate calculation that was stated on the state website and highlighted the flaws in the formula used. She added a justification that explained that the rate included all the students from 14 years old and up and not just the seniors and that will cut our dropout rate percentage in half. Some discussion followed.
 - C. D. Asplen asked T. Knauff to share what Dr. Marvin had to say about our plan when we had our corrective action plan review. T. Knauff said Dr. Marvin was very pleased with the plan and said it was an exemplar for other schools to use. Dr. Marvin was also impressed with the amount of administrative support that we have. D. Asplen and N. Thomas attended every meeting and provided input. T. Knauff thanked them for all their support and said that is why we have such great things listed on our improvement plan.
- VIII. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.

- B. Jodi Byrne did not have any updates but shared a little bit more about the subject matter experts (SMEs) that are a part of our job-embedded professional development plan.
- IX. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Alane Butler updated the Board and shared that we have many new enrollments as well as re-enrollments and will have about 20 withdrawals this week which is very common this time of year. A large percentage of the withdrawals are because they are going back to their school districts. Ryan Schumm noted that this is the post-COVID return to other learning environments that was expected to happen immediately after COVID and just didn't.
- X. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report and there were none.
- XI. Discussion of Guidance Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Angela Galie did not have any updates for the Board and noted they are just busy working on all of the beginning-of-the-year school stuff. They are focusing on getting out the graduation status letters, the in danger of aging out letters, and letters notifying students of where they stand. She has been getting a lot more interest in dual enrollment, and she expects that come spring semester, we will have at least 10 to 15 students interested in qualifying.
 - C. M. Strangarity expressed appreciation to A. Galie who had included a handout with her report that had pictures of the guidance counselors and other useful information. Seeing their faces really helped her to connect with the counselors. She encouraged others to occasionally do the same and send them pictures of staff.
- XII. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of the items in the report. Some discussion followed.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report B. Maranto. Seconded by D. Fraatz. Unanimous.
- XIII. Discussion CEO Video Report
 - A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. D. Asplen updated the Board and noted that in the three-year strategic plan, one of the things we listed was professional development for our teachers and wanting them to participate more in conferences in terms of not only attending but also presenting. We are presenting at the PCPCS conference for our student ambassadors, and we also suggested to Dr. Anne Clark, the Executive Director of the Coalition, the idea of having an Act 158 panel because not every school has an Act 158 person in place as we do. As a result, they have now assembled a panel of Act 158 participants. Our school will be highlighted twice as having contributed in a significant way to the conference. He thanked Charter Choices for bringing people to help out at the conference every year.
 - C. D. Asplen noted there is a lot coming up in the next two weeks. We have the meeting with the PDE, the PCPCS conference, and the picnics.
- XIV. Personnel
 - A. S. Frank updated the Board on the following information. She noted that the only change from her report was that Alyssa Barnes did not accept the Mentor position like we were anticipating.
 - B. New Hires:
 - 1. Devan Mallas, Mentor
 - 2. Jill McGinn, Student Resource Coordinator
 - 3. Wendy Hodak, Mentor
 - 4. Brittany Socrates, 90 Day Specialist
 - C. Transfers:
 - 1. Susan McCarter, Art Teacher
 - 2. Sherri Emrich, Compliance Specialist
 - 3. Kayla Cusick, Auxiliary Teacher (Part-Time)

D. Open Positions:

1. Mentors
2. Special Education Teacher
3. ICA Teacher
4. English Teacher
5. Reading Specialist
6. Transition Coordinator

E. M. Strangarity asked if she was currently interviewing for these positions and S. Frank stated yes, she is actively recruiting and gave some details regarding the positions.

F. D. Asplen noted that we are looking for another name for the 90 Day Specialist, but the position started with thinking about the student's first 90 days and wanting an individualized approach or plan to show the parents, guardians, and students early on that we care about them. It's about the student as a person and their self-discovery. The reason he highlighted this position was to share that the person who piloted this for us is Chris Luckey and he happens to be in the meeting tonight.

C. Luckey has a magical way of connecting with students and relating with them and building relationships. Per Don's request to pilot this and walk us through the process and supply us with a rubric on what to do, C. Luckey created a very impressive manual on how to do this with pictures and detailed instructions. D. Asplen thanked C. Luckey for his outstanding work and was happy to say that his work has now come to fruition as we just hired our first 90 Day Specialist and will be hiring a few more very soon.

G. M. Strangarity called for a motion to approve the new hires and transfers listed above and with salaries as discussed in the Executive Session.

1. Motion to approve the new hires and transfers as listed above and with salaries as discussed in the Executive Session by B. Maranto. Seconded D. Fraatz. Unanimous

XV. Governance

A. Act 55 Board Training

1. D. Asplen called for a motion recognizing that all Board Members are Act 55 compliant, therefore, there will not be a motion to schedule additional Act 55 training this upcoming year.
2. Motion recognizing that all Board Members are Act 55 compliant, therefore, there will not be a motion to schedule additional Act 55 training this upcoming year by Kristen Chettle. Seconded by D. Fraatz. Unanimous.

XVI. New Business

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

XVII. Public Comment

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

1. N. Thomas showed some slides that he had shared at last week's Stand Up meeting. In honor of D. Asplen's time here at AHCCS, N. Thomas highlighted some of D. Asplen's statistics/accomplishments on our first Achievement House trading card and congratulated him on being a Legacy Lifetime Achievement Semifinalist. Thank you for all that you do Don!
2. M. Strangarity heard that our PTO was having a fundraiser and asked that the Board be sent information on the fundraiser because she was interested in purchasing a blanket or polo.
A. Butler and Sherri Gilligan will make sure that the Board gets that information.

XVIII. Adjournment

A. M. Strangarity called for a motion to adjourn the public Board meeting at 8:15 pm. Our next meeting will be Tuesday, October 17, 2023 at 7:00 p.m.

1. Motion to adjourn the public meeting by K. Chettle. Seconded by D. Fraatz. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes Tuesday, October 17, 2023

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

- I. Pledge of Allegiance
- II. Roll Call
Mrs. Marilou Strangarity (President) – Present
Dr. Lisabeth Sweeney (Vice President) – Present
Mrs. Kristin Chettle (Treasurer) – Present
Mr. Don Fraatz (Secretary) – Present
Dr. Bob Maranto – Present
- III. Notification of Recording
A. Marilou Strangarity announced that the Public Session would be recorded on an audio/video device.
- IV. Executive Session Statement
A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters and legal issues.
- V. Approval of the Minutes
A. M. Strangarity called for a motion to approve the minutes from the September 19, 2023 Board meeting.
 1. Motion to approve the minutes from the September 19, 2023 Board meeting by Bob Maranto.
Seconded by Don Fraatz. Unanimous.
- VI. Discussion of Academic Video Report
A. M. Strangarity asked if there were any questions or comments about the Academic Video Report.
B. Neal Thomas updated the Board and highlighted the staff who presented and/or helped out at the PCPCS conference.
C. B. Maranto was glad to hear that the attendance in live classes was up.
- VII. Discussion of Special Education Video Report
A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
B. Trina Knauff updated the Board on the following:
 1. We are currently meeting the 1% justification rate for PASA.
 2. We are exploring the development of a dropout 911 procedure with the support of the CCIU and will be putting proactive procedures in place.
 3. We are looking at an out-of-school placement at Overbrook School for the Blind for a student with significant vision needs. The student is in the process of being evaluated.
- VIII. Discussion Curriculum Video Report
A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
B. Jodi Byrne was not available for tonight's meeting, and there were no questions regarding her Board report.
- IX. Discussion Enrollment/Marketing Video Report
A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
B. Alane Butler updated the Board and shared that our total enrollment is at 1110 students.
- X. Discussion HR Video Report
A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
B. Stefani Frank updated the Board and shared that we rehired Latania Simon as the Special Education Coordinator and we hired Daniel Golden as a Special Education Teacher.
- XI. Discussion of Guidance Video Report
A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.

- B. Angela Galie shared that she and Mike Kass visited The Universal Technical Institute located in Exton today and found out that as a school counselor, she has the opportunity to give away two \$1000 scholarships to students who apply there. There is no real stipulation other than a C average. They also found out about a STEM for Girls event that is coming up in January in Exton. She passed this information on to Kelsey Montgomery and Chandra Jones for event planning. They also offered to set up a tour for us where they would provide bussing and she will be looking into that. Their diesel program has a 100% placement and they also recently added a robotics program and a welding program.
 - C. We have 16 approved students for dual enrollment at HAC this spring.
 - D. They are in the process of surveying students and are setting up some college visits.
- XII. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of the items in the report.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by Kristin Chettle. Seconded by D. Fraatz. Unanimous.
- XIII. Discussion CEO Video Report
 - A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - 1. Don Asplen gave a summary of our attendance at the PCPCS conference and he publicly acknowledged and thanked our staff and our students for their participation and behavior and basic professional acumen at the PCPCS conference this year.
- XIV. Personnel
 - A. S. Frank updated the Board on the following information:
 - B. New Hires:
 - 1. Karen Leonard, Mentor
 - 2. Latania Simons (formerly Roberts), Special Ed. Coordinator
 - 3. Zach Carroll, Transition Coordinator
 - 4. Daniella Carmona, Mentor (bilingual)
 - 5. Renee Kaighn, Reading Specialist
 - 6. Danielle Golden, Special Education Teacher
 - C. Transfers:
 - 1. Kayla Cusick, Auxiliary Teacher (part-time)
 - D. Separations:
 - E. Open Positions:
 - 1. 90 Day Specialist
 - 2. Special Education Teacher
 - 3. Bilingual Special Education Teacher
 - 4. ICA Teacher
 - 5. Auxiliary Teacher
 - F. M. Strangarity called for a motion to approve the new hires and transfers listed above with salaries as discussed in the Executive Session.
 - 1. Motion to approve the new hires and transfers as listed above with salaries as discussed in the Executive Session by Lisabeth Sweeney. Seconded K. Chettle. Unanimous
- XV. Governance
 - A. M. Strangarity called for a resolution to decline the voluntary enrollment parameter as proposed by the Pennsylvania Department of Education.
 - 1. Motion for a resolution to decline the voluntary enrollment parameter as proposed by the Pennsylvania Department of Education by L. Sweeney. Seconded by D. Fraatz. Unanimous.
- XVI. New Business
 - A. M. Strangarity asked if there was any new business, and there was none.
- XVII. Public Comment
 - A. M. Strangarity asked if there were any public comments.
 - B. D. Asplen asked T. Knauff to introduce her staff members who attended the Board meeting tonight and thanked them all for attending.
 - 1. T. Knauff introduced:

- a. Nicole Strollo, Special Education Teacher
- b. Chandra Keszczyk, Special Education Mentor
- c. Mike Kass, Transition Teacher for Special Education
- d. Chris Luckey, Intervention Specialist
- e. Erika Replogle, IEP Developer

XVIII. Adjournment

- A. M. Strangarity called for a motion to adjourn the public Board meeting at 7:45 pm. Our next meeting will be Tuesday, December 12, 2023 at 7:00 p.m.
 - 1. Motion to adjourn the public meeting by K. Chettle. Seconded by D. Fraatz. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes

Tuesday, December 12, 2023

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

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Not Present
 - Dr. Lisabeth Sweeney (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Present
- III. Notification of Recording
 - A. Lisabeth Sweeney announced that the Public Session would be recorded on an audio/video device.
- IV. Executive Session Statement
 - A. L. Sweeney announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters and legal issues.
- V. Approval of the Minutes
 - A. L. Sweeney called for a motion to approve the minutes from the October 17, 2023 Board meeting.
 1. Motion to approve the minutes from the October 17, 2023 Board meeting by Don Fraatz.
Seconded by Bob Maranto. Unanimous.
- VI. Discussion of Academic Video Report
 - A. L. Sweeney asked if there were any questions or comments about the Academic Video Report.
 - B. Neal Thomas provided the Board with an update, mentioning that a small team is currently working on drafting a proposal for a policy related to Act 1, which will be presented in January. Additionally, he provided an explanation of what a Keystone Diploma entails.
 - C. N. Thomas then shared some data regarding whether students are attending more live classes. We are also looking at a new live class interface called Class.com, which will help us get more consistent data.
- VII. Discussion of Special Education Video Report
 - A. L. Sweeney asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff provided an update to the Board, highlighting the efforts of one of our Life Skills Teachers, Faith Maben. Ms. Maben has taken the lead in establishing a Life Skills Cyber Group that brings together cyber schools across Pennsylvania. This group will meet to collaborate on enhancing life skills programs within their respective schools. Additionally, Ms. Maben is launching a Life Skills Parent Group. T. Knauff expressed great enthusiasm for these two innovative programs.
 - C. T. Knauff also mentioned that Sherri Emrich, our SE Compliance Specialist, utilizes Microsoft Sway to compile and distribute a monthly newsletter. It is a very simple, yet informative newsletter.
- VIII. Discussion Curriculum Video Report
 - A. L. Sweeney asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne did not have any updates for the Board. However, she shared a story about a parent she met with on two different occasions. In both instances, the parent expressed that she had never experienced such support and passion for her child's education as what she receives from Achievement House.
- IX. Discussion Enrollment/Marketing Video Report
 - A. L. Sweeney asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Alane Butler provided the Board with the latest information on our student enrollment figures. Additionally, she mentioned the ongoing search for an improved method to distribute the monthly



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes Tuesday, January 16, 2024

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

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou (President) – Present
 - Dr. Lisabeth Sweeney (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio device.
- IV. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters and legal issues.
- V. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the December 12, 2023 Board meeting.
 1. Motion to approve the minutes from the December 12, 2023 Board meeting by Bob Maranto. Seconded by Kristin Chettle. Unanimous.
- VI. Personnel
 - A. New Hires:
 1. Michelle Hapich, Data Visualization Analyst
 - B. Separations:
 1. Taylor Richardson
 - C. Open Positions:
 1. SAIC Intervention Facilitators
 2. Student Mentors
 3. Student Success Coach (Western, PA)
 4. HR Assistant
 5. ICA Teacher
 6. Bilingual Special Education Teacher
 7. AHoPE Educational Equity (Stipend Role)
 - D. M. Strangarity called for a motion to approve the new hires and separations listed above with salaries as discussed in the Executive Session.
 1. Motion to approve the new hires and separations as listed above with salaries as discussed in the Executive Session by K. Chettle. Seconded by Lisabeth Sweeney. Unanimous
- VII. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of the items in the report.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 1. Motion to approve the written Treasurer's Report by Don Fraatz. Seconded by K. Chettle. Unanimous.
- VIII. Governance
 - A. We received this year's Ethics Forms and they will be mailed to the board members for completion.
 - B. D. Asplen explained our updated Plagiarism Policy.
 1. M. Strangarity called for a motion to approve the updated Plagiarism Policy.
 - a. Motion to approve the updated Plagiarism Policy by B. Maranto. Seconded by K. Chettle. Unanimous.

- C. Updated FMLA Policy
 - 1. M. Strangarity called for a motion to authorize Brian Leinheiser to modify the FMLA Policy with the Board's directive as discussed in the Executive Session. The Board will approve the modified language at the next meeting, but the modification will take effect immediately.
 - a. Motion to authorize Brian Leinheiser to modify the FMLA Policy with the Board's directive as discussed in the Executive Session by L. Sweeney. Seconded by K. Chettle.
- D. Global Explorers Presentation
 - 1. Katie Bonesteel shared that Gerri Light provided her the opportunity to connect with one of the schools she works with in Tanzania, Africa, as part of her Global Explorers class, which she co-teaches with Adam Folk. Throughout the school year, they have been striving to foster collaboration between the two schools, focusing on enhancing cultural awareness and technology skills. She shared a presentation featuring a welcome video and pictures from Tanzania.
- IX. B. Maranto left the meeting at 7:35 pm.
- X. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic Video Report.
 - B. Neal Thomas thanked everyone who was involved in reviewing the Plagiarism Policy: Angela Alderfer, Gerri Light, Shannon Gottschalk, and the Early Adopters Team.
 - C. L. Sweeney shared her thoughts on dual enrollment. Dual enrollment is now very popular and practical because it allows students to earn transferable college credits while they are in high school. We do have some dual enrollment classes at AHCCS, and she encouraged us to add more colleges. Some discussion followed.
 - D. M. Strangarity asked that we start looking into partnering with three or four more colleges for next year.
 - E. M. Strangarity suggested exploring the possibility of incorporating an international component into our summer school offerings. G. Light mentioned the potential to collaborate with schools in countries beyond Tanzania.
- XI. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff provided an update to the Board and highlighted Faith Maben, a Special Education Teacher, for establishing a life skills collaboration group with other cyber schools across Pennsylvania. The first meeting was attended by representatives from five other cyber schools. She thanked F. Maben for taking the initiative to start this group.
 - C. T. Knauff shared an inspiring story about a student who recently enrolled at AHCCS who hadn't felt supported by his prior school district. The mom told our staff that her son was so happy after she read his first IEP to him because he finally felt supported and that our school was going to provide him with what he needed.
- XII. Discussion of Guidance Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Angela Galie provided an update on our Dual Enrollment Program. We will be meeting with Montgomery County Community College this week and are also looking into moving into the Philadelphia and Pittsburgh areas.
 - C. A. Galie stated that she, Kris Botes and Morgan Fountain are creating an asynchronous College 101 course to help prepare our students for college.
- XIII. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report and there were none.
 - B. Jodi Byrne did not have any updates for the Board.
- XIV. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Alane Butler provided the Board with the latest information on our student enrollment figures.

- C. Additionally, A. Butler highlighted in her report several technology tools being introduced to her department to better support students. She illustrated this with an example involving Eva Thierry, a Student Launch Pad Facilitator, who successfully introduced closed captioning to assist a new deaf student. As a result, the student was able to fully participate in regular orientation sessions alongside the other students, gaining independence without the need for an interpreter.
- XV. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report and there were none.
 - B. Stefani Frank did not have any updates for the Board.
- XVI. Discussion CEO Video Report
 - A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. D. Asplen noted that we have been encouraging our staff for years to attend conferences, be a lifelong learner and be the best they can be at whatever their job is. He was proud to say that we have 18 people attending the Pete&C Conference this year and a lot of them are signed up because they are on an artificial intelligence track.
 - C. D. Asplen asked Mike Kass, our Transition Teacher for Special Education, to talk about the difference his efforts are making with transitions and career planning for our kids. M. Kass said that he is always looking for ways to make an impact and talked about our carpentry class. D. Asplen thanked him for all his efforts and for doing such a great job.
- XVII. New Business
 - A. M. Strangarity asked if there was any new business, and there was none.
- XVIII. Public Comment
 - A. M. Strangarity asked if there were any public comments.
 - B. M. Kass shared that on January 24th, we have a former student who graduated two years ago who will talk at Future Ready about how she is doing in her career as a successful cosmetologist in Philadelphia.
 - C. N. Thomas congratulated Angela Alderfer for finishing her Supervision Principal Certification.
 - A. Alderfer thanked everyone for their support.
 - D. D. Asplen thanked everyone who joined the meeting tonight. It's always nice to see new people attend.
- XIX. Adjournment
 - A. M. Strangarity moved to adjourn the public Board meeting at 8:30 p.m. Our next meeting will be Tuesday, February 20, 2024 at 7:00 p.m.
 - 1. Motion to adjourn the public meeting by D. Fraatz. Seconded by K. Chettle. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes Tuesday, February 20, 2024

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:25 p.m.

- I. Pledge of Allegiance
- II. Roll Call
Mrs. Marilou Strangarity (President) – Present
Dr. Lisabeth Sweeney (Vice President) – Present
Mrs. Kristin Chettle (Treasurer) – Not Present
Mr. Don Fraatz (Secretary) – Present
Dr. Bob Maranto – Present
- III. Notification of Recording
A. Marilou Strangarity announced that the Public Session would be recorded on an audio/video device.
- IV. Executive Session Statement
A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters and legal issues.
- V. Approval of the Minutes
A. M. Strangarity called for a motion to approve the minutes from the January 16, 2024 Board meeting.
 1. Motion to approve the minutes from the January 16, 2024 Board meeting by Don Fraatz.
Seconded by Lisabeth Sweeney. Unanimous.
- VI. M. Strangarity called for a motion to approve the appointment of a Board member at the next board meeting.
 1. Motion to approve the appointment of a Board member at the next board meeting by L. Sweeney. Seconded by D. Fraatz. Unanimous.
- VII. M. Strangarity called for a motion to amend the agenda to include an agenda item about payroll under governance.
 1. Motion to amend the agenda to include an agenda item about payroll under governance by D. Fraatz. Seconded by L. Sweeney. Unanimous.
- VIII. Discussion of Academic Video Report
A. M. Strangarity asked if there were any questions or comments about the Academic Video Report.
B. Neal Thomas highlighted some accomplishments from the following staff members:
 1. Kris Botes for helping to find a new way to implement Fresh Start with just 2 classes over a longer period of time during the school year with just English and Math during the summer.
 2. Angela Alderfer for creating the certifications and badges wall.
 3. Patty Baron for realizing that some students could not receive a magnetic item for health reasons.
 4. Jodi Byrne and a team of teachers for presenting at the Pete&C Conference.
- IX. Discussion of Special Education Video Report
A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report, and there were none.
B. Trina Knauff did not have any updates to her Board Report.
- X. Discussion Curriculum Video Report
A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
B. Jodi Byrne shared with the Board that the Social Studies Department held their first STEELS workshop. She thanked Jae Heme for putting it all together.
 1. STEELS stands for Pennsylvania's Science, Technology & Engineering, Environmental Literacy & Sustainability Standards.
- XI. Discussion Enrollment/Marketing Video Report
A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.

1. Alane Butler provided the Board with the latest information on our student enrollment figures. She also explained that we made some changes to our internet advertising and have seen an uptick in our enrollment. She also noted we added support to incoming students who are coming in without many credits. M. Strangarity had some questions concerning the students who needed extra support and some discussion followed.
- XII. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report and there were none.
 - B. Stefani Frank did not have any updates to her Board Report.
- XIII. Discussion of Guidance Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Angela Galie did not have any updates to her Board Report.
 - C. M. Strangarity asked if we were gearing up for the summer, and A. Galie noted they are heavily focused on student schedules and Fresh Start Academy, and they had begun some discussions regarding summer school.
- XIV. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of the items in the report. He also explained the ADM (Average Daily Membership) to the Board.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 1. Motion to approve the written Treasurer's Report by L. Sweeney. Seconded by Bob Maranto. Unanimous.
- XV. Discussion CEO Video Report
 - A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. Don Asplen updated the Board on the steps we are taking regarding the Governor's budget proposal and noted that the previous week had been productive. Cyber leaders met with the Legal Advisory Council and multiple lobbyists. Don shared that while he cannot predict the future, we have been here before and we understand the strategies that need to be implemented and what needs to be done.
- XVI. Personnel
 - A. New Hires:
 1. Joyce Rule, HR Generalist
 2. Juliana Ames, Mentor
 3. Rebecca Redding, SAIC Intervention Facilitator
 - B. Separations:
 1. Matthew McGeehan, Full Stack Developer
 2. Sarah McMickle, Special Education Coordinator
 3. Nicole Strollo, Special Education Teacher
 - C. Open Positions:
 1. Student Success Coach
 2. Special Education Teacher
 - D. M. Strangarity called for a motion to approve the new hires and separations listed above with salaries as discussed in the Executive Session.
 1. Motion to approve the new hires and separations as listed above with salaries as discussed in the Executive Session by B. Maranto. Seconded by L. Sweeney. Unanimous
- XVII. Governance
 - A. Updated FMLA Policy
 1. M. Strangarity called for a motion to table the FMLA Policy vote.
 - a. Motion to table the FMLA Policy vote by L. Sweeney. Seconded by D. Fraatz.
 - B. Payroll Disbursement
 1. M. Strangarity called for a motion to approve the payroll disbursement that was discussed in the Executive Session.
 - a. Motion to approve the payroll disbursement as discussed in the Executive Session by L. Sweeney. Seconded by D. Fraatz. Unanimous.
- XVIII. New Business
 - A. M. Strangarity asked if there was any new business and there was none.

XIX. Public Comment

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

1. D. Asplen said he was delighted that Matt Breiner, Chris Luckey and Sherri Emrich joined the meeting tonight.
2. S. Emrich mentioned that she regularly reviews many Individualized Education Programs (IEPs) and expressed a desire for additional training. She inquired if anyone had information about available training opportunities.

XX. Adjournment

A. M. Strangarity called for a motion to adjourn the public Board meeting at 8:10 pm. Our next meeting will be Tuesday, March 19, 2024 at 7:00 p.m.

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

parent newsletter. Alane intends to request Jen Brittingham, our Parent Engagement Coordinator, to explore the possibility of utilizing Sway for the Newsletter.

X. Discussion HR Video Report

- A. L. Sweeney asked if there were any questions or comments about the HR Video Report.
- B. Stefani Frank did not have any updates to her Board Report.
- C. Don Asplen noted there was a typo in the Board Agenda. The name Jessica Bryson will be corrected to Jocelyn Bryson under the Personnel section.

XI. Discussion of Guidance Video Report

- A. L. Sweeney asked if there were any questions or comments about the Guidance Video Report.
- B. Angela Galie reported that two of the Guidance Counselors participated in conferences recently. One attended the Pennsylvania School Counseling Association Conference and was able to bring back some helpful resources, including a new referral form for mental health services. The other counselor attended the SAS Institute Conference.
- C. A. Galie also expressed thanks to N. Thomas and T. Knauff for their support when it came to balancing out their schedules with touching base with parents.

XII. Finance/Business Report

- A. Ryan Schumm provided a summary of the monthly Treasurer's Report and highlighted some of the items in the report.

B. L. Sweeney called for a motion to approve the written Treasurer's Report.

- 1. Motion to approve the written Treasurer's Report by B. Maranto. Seconded by Kristin Chettle. Unanimous.

C. Discussion CEO Video Report

- 1. L. Sweeney asked if there were any questions or comments about the CEO Video Report.
- 2. Don Asplen yielded his time to Chandra Jones, our Mobile Makerspace Specialist.
 - a. C. Jones shared a fundraising initiative devised in collaboration with Katie Bonesteel and Susie McCarter to support our Strengthening Families Program. The project involved students creating holiday ornaments using items crafted with our makerspace machines. The Strengthening Families Program focuses on enhancing family relationships, parenting skills, and the social and life skills of youth. Several staff members underwent training for this program during the summer. The funds raised will be dedicated to providing meals for families.
 - b. C. Jones also shared that for the makerspace events that were held in the months of November and December, there were five items for students to create using the makerspace machines.
 - i. Print a poster and make a poster hanger.
 - ii. Make a leather wallet on which they could put their initials or a small picture.
 - iii. Make an iron-on transfer and put it on a tote bag, backpack, or hat.
 - iv. Make a keychain.
 - v. Make a necklace.

XIII. Personnel

A. New Hires:

- 1. Daniela Carmona, Bilingual Mentor
- 2. Zach Carroll, Transition Coordinator
- 3. Danielle Golden, Special Education Teacher
- 4. Emily Forrest, Special Education Teacher
- 5. Maegan Johnson, Special Education Teacher
- 6. Ann Clymer, Auxiliary Teacher
- 7. Alyssa Kline, Auxiliary Teacher
- 8. Renee Kaighn, Reading Specialist
- 9. Collen Muhl, 90 Day Specialist

B. Promotions:

- 1. Sherri Emrich, Compliance Specialist for SE

C. Transfers:

- 1. Erika Replogle, Special Education Teacher

D. Separations:

1. Cassie Valvo
 2. Jocelyn Bryson
- E. Open Positions:
1. 90 Day Specialist
 2. Bilingual Special Education Teacher
 3. IEP Developer/Substitute Teacher
 4. Truancy Coordinators (2)
 5. ICA Teacher
 6. Data Visualization Analyst
 7. Academic Advisor (Drafting)
 8. Administrative Support (Drafting)
 9. ICA Designer/Developer (Drafting)
- F. L. Sweeney called for a motion to approve the new hires, promotions, transfers and separations listed above with salaries as discussed in the Executive Session.
1. Motion to approve the new hires, promotions, transfers and separations as listed above with salaries as discussed in the Executive Session by K. Chettle. Seconded by B. Maranto. Unanimous
- XIV. Governance
- A. Induction Plan
1. L. Sweeney called for a motion to approve the Induction Plan.
 - a. Motion to approve the Induction Plan discussed in the Executive Session by D. Fraatz. Seconded by K. Chettle. Unanimous
- B. FMLA Policy
1. The updated FMLA Policy will be deferred until next month's meeting.
- C. Global Explorers Presentation
1. This presentation by Katie Bonesteel will be deferred until next month's meeting.
- XV. New Business
- A. L. Sweeney asked if there was any new business, and there was none.
- XVI. Public Comment
- A. L. Sweeney asked if there were any public comments and there were none.
- XVII. Adjournment
- A. L. Sweeney called for a motion to adjourn the public Board meeting at 7:51 pm. Our next meeting will be Tuesday, January 16, 2024 at 7:00 p.m.
1. Motion to adjourn the public meeting by K. Chettle. Seconded by B. Maranto. Unanimous.

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Greades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Alderfer, Angela	Mid-Level Science, Level II. Administrative I Principal PK-12 (1115)	7-12	Assistant Principal	2080	100%	0%
2	Antonucci, Suzanne	Level I English 7-12	7-12	English, Lit & Com	1560	100%	0%
3	Barbour, Kathy	Level II Biology 7-12	7-12	Science	1560	100%	0%
4	Barger, Angela	Level I Biology 7-12	7-12	Part time Science	1210	100%	0%
5	Berzins, Anna	Level II Special Ed PK-12, Elementary K-6	7-12	Special Education - Itinerant	1560	100%	0%
6	Bickle, Laura	Level I English 7-12	7-12	English	1560	100%	0%
7	Bonesteel, Katie	Level I Music PK-12	7-12	Music	1560	100%	0%
8	Botes, Kris	Licensed Professional Counselor / Certified Addictions Counselor	7-8	Student & Family Support/Guidance Counselor, MS Career Readiness	2080	100%	0%
9	Brown, Kim	Level II Special Ed PK-12	7-12	Special Ed - Supplemental - 21st Century Skills	1560	100%	0%
10	Burkhart, Jessica	Level I Social Studies 7-12	7-12	CP & Honors Civics, History	1560	100%	0%
11	Byrne, Jodi	Instructional II English 7-12	7-12	Curriculum Coordinator	2080	100%	0%
12	Carroll, Zachary	Level I Elementary K-6	7-12	Transition Coordinator	888	100%	0%
13	Chovanes, John	Level II Physics 7-12, Level II Chemistry 7-12	7-12	Physics, Chemistry	1560	100%	0%
14	Chapman, Nicole	Level II Math 7-12	7-12	Math	1560	100%	0%
15	Christie, Michelle	Educational Specialist I School Nurse PK-12	7-12	Part-time Nurse	1560	100%	0%
16	Clymer, Ann	Level I Biology 7-12, General Science 7-12	7-12	Auxiliary Teacher - not a lead teacher	1056	100%	0%
17	Coia, Jennifer	Level II Special Education PK-12, Level II Elementary K-6	7-12	Special Education	1560	100%	0%
18	Conley-Vaverchak, Samual	Level I Mathemtics 7-12	7-12	Math	1560	100%	0%
19	Cordovano, Christianne	Special Ed PK-8, Level I	7-8	Special Education - Not lead teacher	1560	100%	0%
20	Cusick, Kayla	Level II Grades 5-6, Level II Grades PK-4	7-12	Auxiliary Teacher	1056	100%	0%
21	Dake, Aaron	Level I English 7-12	7-12	English, Literature	1560	100%	0%
22	Dempsey, Stephanie	Level I English 7-12	7-12	English, Lit & Comp	1560	100%	0%
23	DeSimone, Doug	Level I Social Studies 7-12	7-12	Social Studies	1560	100%	0%
24	Donahugh, DeAnn	Level I Ment and/or Phys Handicapped K-12, I Elementary K-6	7-12	Special Education	1560	100%	0%
25	Dubin, Paul	Level II Social Studies 7-12, English 7-12	7-12	Social Studies	1560	100%	0%
26	Emrich, Sherri	Special Ed PK-12, Level II, Elementary Ed K-6	7-12	Special Education	1560	100%	0%
27	Emsurak, Janeen	Level II Elementary K-6	7-12	Math Specialist	1560	100%	0%
28	Flick, James	Level II Mathematics 7-12	7-12	Dean of Students	1640	100%	0%
29	Flynn, Callie	Level II Special Education PK-12, Instructional II Grades PK-4	7-12	Special Education	1560	100%	0%
30	Folk, Adam	Level I Social Studies 7-12	7-12	Social Studies	1560	100%	0%
31	Forrest, Emily	Level I Special Ed PK-8, Temp. Teaching Permit pending	7-12	Special Education - Not lead teacher	1112	50%	50%
32	Forwood, Arthur	Level I Health & PE, Technology Education Pk-12	7-12	Phys Ed and Health, Ed Tech	1560	100%	0%
33	Fountain (Soika), Morgan	Educational Specialist I Elementary & Secondary School Counselor PK-12	7-12	School Counselor	2080	100%	0%

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Greades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
34	Fox, Annette	Level II Special Education PK-12, Level II Mid-Level Mathematics 6-9	7/12	Special Education	1560	100%	0%
35	Franks, Laura	Special Ed PK-12 Level II, Elementary K-6	7-12	Special Education - Itinerant	1560	100%	0%
36	Galie, Angela	Elementary & Secondary School Counselor PK-12	7-12	Supervisor of Guidance, School Counselor	2080	100%	0%
37	Gaugler, Abigail	Level I Special Education PK-8, 7-12; Level I Grades PK-4	7-12	Special Education - Not lead teacher	1560	50%	50%
38	Golden, Danielle	Level II Special Education PK-12, Social Studies 7-12, English 7-12	7-12	Special Education	888	100%	0%
39	Gottschalk, Shannon	Level I Biology 7-12	7-12	Tech Ed	1560	100%	0%
40	Guy, Andrew	Level I Social Studies 7-12	7-12	Educational Design Lead (Not a teacher)	1560	100%	0%
41	Hammar, Brittany	Level II Special Ed PK-12, Level II Social Student (7-12)	7-12	Special Education	1560	100%	0%
42	Harris, Shana	School Social Worker PK-12, Level I Elementary K-6	7-12	School Social Worker	1640	100%	0%
43	Heme, Jason	Level I Biology 7-12, Elementary K-6	7-12	Science	1560	100%	0%
44	Hitt, Crystal	Level I Reading Specialist	7-12	Reading Specialist	1560	100%	0%
45	Hone, Michael	Level I Social Studies 7-12	7-12	Social Studies	1560	100%	0%
46	Hoynak, Chelsea	Level I Mathematics 7-12	7-12	Math	1560	100%	0%
47	Johnson, Maegan	Level II Special Ed PK-8, Mid-Level English 6-9, Early Childhood N-3, Elementary K-6	7-12	Special Education - Itinerant (DOH 11/28/2023, DOT 3/6/2024)	536	100%	0%
48	Kaighn, Renee	Level II Special Education PK-12, Reading Specialist PK-12	7-12	Reading Specialist	1112	100%	0%
49	Kass, Mike	Level II Special Ed 7-12/Social Studies 7-12/English 7-12	7-12	Special Education - Transition Teacher	1560	100%	0%
50	Kline, Alyssa	Level I Social Studies 7-12	7-12	Career US History, Geography and Culture 7	1112	100%	0%
51	Knuaff, Trina	Level II Special Ed PK-12, Elementary K-6	7-12	Director of Special Education	2080	100%	0%
52	Kniha, Kelly	Level I Mathematics 7-12	7-12	Math	1560	100%	0%
53	Light, Geraldine	Private School 9-12	7-12	CAO	2080	100%	0%
54	Loftus, Traci	Emergency Permit: LT Sub with Educational Obligation English 7-12 - Exp 7/31/24	7-12	English	1560	100%	0%
55	Longenecker, Nicole	Level II English 7-12	7-12	English	1560	100%	0%
56	MacDonald, Chase	Level I Mathematics 4-8, Social Studies 7-12	7-12	MS Math	1560	100%	0%
57	Maden, Faith	Level II Special Education PK-8, Grades PK-4, Special Education Exp 7-12	7-12	Special Education	1560	100%	0%
58	Maraz, Amanda	ESL PK-12, Level I, Level II ESL PK-12 - Level I Biology	7-12	Biology	1560	100%	0%
59	McCarter, Susan	Emergency Permit: LT Sub with Educational Obligation Art PK-12 - Exp 7/31/24	7-12	Art	1560	100%	0%
60	McCarthy-Wesley, Susan	Level I Mathematics 7-12	7-12	Math	1560	100%	0%
61	Morganheira, Jen	Level II Special Education PK-12	7-12	Special Education	1560	100%	0%
62	Moritz, Lisa	Level I Math 7-12	7-12	Math	1560	100%	0%
63	Murphy, Joseph	English 7-12 Level 1, ESL PK-12	7-12	English	1560	100%	0%
64	Piacentini, Deanna	Level II Elementary K-6, Early Childhood N-3, Program Specialist English as a Second Language (ESL) PK-12. Emergency Permit: LT Sub w/Educational Obligation	7-12	Game Design, Computer Science, Photography, Microsoft Office, Comm Skills for Business	1560	100%	0%

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Greades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
65	Polsin, Gina	Level I Earth & Space Science 7-12; General Science 7-12	7-12	Science	1560	100%	0%
66	Reighard, Amanda	Level II English 7-12	7-12	Curriculum Coach	1560	100%	0%
67	Renner, Caitlin	Level I English 7-12	7-12	English	1560	100%	0%
68	Replogle, Erika	Level II Special Education PK-8, Elementary K-6	7-12	Special Education Teacher (not a lead teacher)	1560	100%	0%
69	Reynolds, Jessica	Level I Mathematics 7-12	7-12	Math	1560	100%	0%
70	Riehl, Michelle	Level II Biology 7-12, General Science 7-12	7-12	Science	1560	100%	0%
71	Sapko, Hannah	Educational Specialist I Social Worker PK-12, Home & School Visitor PK-12	7-12	School Based Counselor	1680	100%	0%
72	Schmick, Paige	Ment/Phys Handicapped K-12, Mid-Level English, Level II	7-12	Special Ed - Itinerant	1560	100%	0%
73	Scholl, Kate	Level I English 7-12	7-12	English	1560	100%	0%
74	Scott, Cullen	Level I Physics 7-12, I Earth and Space Science 7-12	7-12	Science	1560	100%	0%
75	Spindler, Amber	Level II Special Ed Teacher PK-12, Level II Reading Spec PK-12	7-12	Special Education - DOT 9/22/2023	168	100%	0%
76	Sichok, Michael	Level I English 7-12	7-12	Auxiliary Teacher	1560	100%	0%
77	Stagliano, Nicholus	Level I Social Studies 7-12	7-12	Social Studies	1560	100%	0%
78	Staley, Brian	Level II Spanish PK-12 & English 7-12	7-12	Foreign Language Support	660	100%	0%
79	Steiger, Matthew	Level I Health & Physical Ed. PK-12	7-12	Health & PE	1560	100%	0%
80	Stine, Tara	Level II Special Education PK-12, Elementary K-6	7-12	Special Education	1560	100%	0%
81	Stirling, Kathleen	Program Specialist - English as a Second Language (ESL) PK-12	7-12	PT EL Support Specialist	667	100%	0%
82	Strollo, Nicole	Instructional I Special Education PK-12	7-12	Special Education - DOT 1/30/2024	848	100%	0%
83	Sweder, Steve	Level I Social Studies 7-12/Citizenship 7-12	9-12	Social Studies	1560	100%	0%
84	Thomas, Neal	Administrative Principal I PK-12, Health & PE Level II, Mid-Level Science 6-9 Level II, Technology Ed PK-12 Level II	7-12	Principal	2080	100%	0%
85	Wetzel, Lauren	Special Ed PK-12, Family-Consumer Sci PK-12, Mid-level English 6-9, Level I	7-12	Special Ed - Itinerant; Family and Cosumer Science	1560	100%	0%
86	Woods, Jennifer	Level I Special Ed PK-8, Grades PK-4	7-12	Special Education - Not lead teacher	1560	50%	50%
87	Ziegler, Kayla	School Counselor PK-12	7-12	School Counselor	2080	100%	0%
88	Zimmerman, Melissa	Level I Special Ed PK-12, Mathematics 7-12	7-12	Special Ed - Supplemental; ELA Concepts, Math Concepts	1560	100%	0%
89	Zombek, Courtney	Level I Health & Physical Educ PK-12, Instr. I Family-Consumer Sci PK-12	7-12	Health & PE - DOH 8/23	1560	100%	0%

Total Number of Administrators (do not include CEO) 6 _____ CEO (certified) _____
Total Number of Teachers 73 _____ Counselors 4 _____ School Nurses 1 _____ Others 5 _____
Total Number of Professional Staff 89 _____

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2024

Name of School: Achievement House Cyber Charter School

Address of School 102 Pickering Way, Exton, PA 19380

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	-
			-
6500		EARNINGS ON INVESTMENTS	-
	6510	Interest on Investments and Interest-Bearing Checking Accounts	1,484,896
	6520	Dividends on Investments	-
	6530	Gains or Losses on Sale of Investments	-
	6540	Earnings on Investments in Real Property	-
	6590	Other Earnings or Investments	-
			-
6600		FOOD SERVICE REVENUE	-
	6610	Daily Sales - Reimbursable Programs	-
	6620	Daily Sales - Non-Reimbursable Programs	-
	6630	Special Functions	-
	6640	Non-Cash Contributions	-
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	-
	6690	Other Food Service Revenues	-
			-
6700		REVENUES FROM STUDENT ACTIVITIES	-
	6710	Admissions	-
	6720	Bookstore Sales	-
	6730	Student Organization Membership Dues and Fees	-
	6740	Fees	797
	6750	Student Activity - Special Events	-
	6790	Other Student Activity Income	-
			-
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	-
	6810	Revenue from Local Governmental Units	-
	6820	Revenue from Intermediary Sources - Commonwealth Funds	-
	6830	Revenues from Intermediary Sources - Federal Funds	-
	6832	IDEA (611, 619, Transitions Discovery Grant)	-
	6839	Charter School Planning Grant	-
	6890	Other Revenues from Intermediary Sources	-
			-
6900		OTHER REVENUE FROM LOCAL SOURCES	-
	6910	Rentals	-
	6920	Contributions & Donations from Private Sources / Capital Contributions	-
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	-
	6940	Tuition from Patrons	-
	6941	Regular Day School Tuition	-
	6942	Summer School Tuition	-
	6943	Adult Education Tuition	-
	6944	Receipts From Other LEAs in Pennsylvania - Education	23,680,129
	6945	Receipts from Out-of-State LEAs	-

		6946	Receipts from Member Districts - AVTS / Special Program Jointure only	-
		6947	Receipts from Members of Intermediate Units for Education by Withholding	-
		6948	Receipts from Members of Intermediate Units for Direct Contributions	-
		6949	Other Tuition from Patrons	-
	6950		Unassigned	-
	6960		Services Provide Other Local Governmental Units / LEAs	-
		6961	Transportation Services Provided Other Pennsylvania LEAs	-
		6969	All Other Services Provided Other Governments and LEAs Not Specified Above	-
	6970		Services Provided Other Funds	-
	6980		Revenue from Community Service Activities	-
	6990		Refunds and Other Miscellaneous Revenue	5,070
		6991	Refunds of a Prior Year Expenditure	-
		6999	Other Revenues Not Specified Above	-
				-
7000			REVENUE FROM STATE SOURCES	-
7100			BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	-
	7150		Unassigned	-
	7160		Tuition for Orphans and Children Placed in Private Homes	-
	7180		Staff and Program Development	-
				-
7200			REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	-
	7210		Homebound Instruction	-
	7220		Vocational Education	-
	7230		Alternative Education	-
	7240		Driver Education - Student	-
	7250		Migratory Children	-
	7260		Workforce Investment Act (WIA)	-
	7270		Specialized Education of Exceptional Pupils	-
	7280		Adult Literacy	-
	7290		Additional Educational Program Revenues	-
				-
7300			REVENUES FOR NON-EDUCATIONAL PROGRAMS	-
	7310		Transportation (Regular and Additional)	-
	7320		Rental and Sinking Fund Payments / Building Reimbursement Subsidy	-
	7330		Health Services (Medical, Dental, Nurse, Act 25)	20,917
	7340		Unassigned	-
	7350		Sewage Treatment Operations / Environmental Subsidies	-
	7360		Safe Schools (PCCD security grants)	-
				-
				-
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	-
				-
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	-
		7502	Dual Enrollment Grants	14,173
		7503	Project 720/High School Reform	-
		7505	Ready to Learn Block Grant	-
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	-
				-
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	-
				-
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	-
	7810		State Share of Social Security and Medicare Taxes	-
	7820		State Share of Retirement Contributions	-
				-
7900			REVENUE FOR TECHNOLOGY	-
	7910		Educational Technology	-

	7990	Other Technology Grants	-
			-
8000		REVENUE FROM FEDERAL SOURCES	-
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	-
	8110	Payments for Federally Impacted Areas - P.L. 81-874	-
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	-
			-
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	-
			-
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	-
	8310	Payments for Federally Impacted Areas - P.L. 81-815	-
	8320	Energy Conservation Grants - TA and ECM	-
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	-
			-
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	-
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	260,000
	8520	Vocational Education	-
	8530	Child Nutrition Program	-
	8540	Nutrition Education and Training	-
	8560	Federal Block Grants	727,741
	8570	Unassigned	-
	8580	Child Care and Development Block Grants	-
	8590	Unassigned	-
			-
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	-
	8610	Homeless Assistance Act	-
	8620	Adult Basic Education	-
	8640	Headstart	-
	8650	Unassigned	-
	8660	Workforce Investment Act (WIA)	-
	8670	Unassigned	-
	8680	Unassigned	-
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	-
			-
8700		FEDERAL STIMULUS FUNDING	-
	8740	CARES Act, CRRSA Act, and ARP Act Funding	756,137
			-
			-
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	-
			-
9000		OTHER FINANCING SOURCES	-
9100		SALE OF BONDS	-
	9110	Bond Issue Proceeds (Gross)	-
	9120	Proceeds from Refunding of Bonds	-
			-

9200			PROCEEDS FROM EXTENDED TERM FINANCING	-
				-
9300			INTERFUND TRANSFERS	-
	9310		General Fund Transfers	-
	9320		Special Revenue Fund Transfers	-
	9330		Capital Projects Funds Transfers	-
	9340		Debt Service Fund Transfers	-
	9350		Enterprise Fund Transfers	-
	9360		Internal Service Fund Transfers	-
	9370		Trust and Agency Fund	-
	9380		Activity Fund Transfers	-
	9390		Permanent Fund Transfers	-
				-
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	-
				-
9500			Unassigned	-
				-
9600			Unassigned	-
				-
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	-
	9710		Transfers from Component Units	-
	9720		Transfers from Primary Governments	-
				-
9800			INTRAFUND TRANSFERS IN	-
	9810		General Fund Intrafund Transfers	-
	9820		Special Revenue Intrafund Transfers	-
	9840		Debt Service Intrafund Transfers	-
	9850		Enterprise Intrafund Transfers	-
	9860		Internal Service Intrafund Transfers	-
	9870		Trust and Agency Intrafund Transfers	-
	9880		Activity Interfund Transfers	-
				-
				-
TOTAL REVENUES				26,949,860

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2024

Name of School: Achievement House Cyber Charter School

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

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	6,510,245
		-
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	3,208,406
		-
1300	VOCATIONAL EDUCATION	-
		-
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	10,367
		-
1600	ADULT EDUCATION PROGRAMS	-
		-
1700	HIGHER EDUCATION PROGRAMS	-
		-
1800	PRE-KINDERGARTEN	-
		-
2000	SUPPORT SERVICES	-
2100	SUPPORT SERVICES - PUPIL PERSONNEL	-
	2110 Supervision of Pupil Personnel Services	-
	2120 Guidance Services	614,492
	2130 Attendance Services	-
	2140 Psychological Services	136,140
	2150 Speech Pathology and Audiology Services	72,498
	2160 Social Work Services	179,943
	2170 Student Accounting Services	-
	2190 Other Pupil Personnel Services	2,506,190
		-
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	-
	2210 Supervision of Educational Media Services	-
	2220 Technology Support Services	-
	2230 Educational Television Services	-
	2240 Computer-Assisted Instruction Support Services	-
	2250 School Library Services	-
	2260 Instruction and Curriculum Development Services	-
	2270 Instructional Staff Professional Development Services	2,086
	2280 Nonpublic Support Services	-
	2290 Other instructional staff services	1,047,385
		-
2300	SUPPORT SERVICES - ADMINISTRATION	-
	2310 Board Services	-
	2320 Board Treasurer Services	-
	2340 Staff Relations and Negotiations Services	-
	2350 Legal Services	50,538
	2360 Office of the Superintendent (Executive Director) Services	480,559

	2370	Community Relations Services	-
	2380	Office of the Principal Services	2,281,765
	2390	Other Administration Services	-
			-
2400		SUPPORT SERVICES - PUPIL HEALTH	64,003
			-
2500		SUPPORT SERVICES - BUSINESS	1,023,213
	2510	Fiscal Services	-
	2520	Purchasing Services	-
	2530	Warehousing and Distributing Services	-
	2540	Printing, Publishing and Duplicating Services	-
	2590	Other Support Services - Business	-
			-
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	794,987
	2610	Supervision of Operation and Maintenance of Plant Services	-
	2620	Operation of Buildings Services	-
	2630	Care and Upkeep of Grounds Services	-
	2640	Care and Upkeep of Equipment Services	-
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	-
	2660	Security Services	-
	2690	Other Operation and Maintenance of Plant Services	-
			-
2700		STUDENT TRANSPORTATION SERVICES	(111)
	2710	Supervision of Student Transportation Services	-
	2720	Vehicle Operation Services	-
	2730	Monitoring Services	-
	2740	Vehicle Servicing and Maintenance Services	-
	2750	Nonpublic Transportation	-
	2790	Other Student Transportation Services	-
			-
2800		SUPPORT SERVICES - CENTRAL	-
	2810	Planning, Research, Development and Evaluation Services	-
	2820	Information Services	-
	2830	Staff Services	-
	2840	Data Processing Services	-
	2850	State and Federal Agency Liaison Services	-
	2860	Management Services	-
	2890	Other Support Services Central	-
			-
2900		OTHER SUPPORT SERVICES - CENTRAL	-
	2990	Pass-Thru Funds	-
			-
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	-
3100		FOOD SERVICES	-
			-
3200		STUDENT ACTIVITIES	133,956
	3210	School Sponsored Student Activities	-
	3250	School Sponsored Athletics	-
			-
3300		COMMUNITY SERVICES	-
	3310	Community Recreation	-
	3320	Civic Services	-
	3330	Public Library Services	-
	3340	Custody and Child Care	-
	3350	Welfare Activities	-
	3390	Other Community Services	-
			-

3400		SCHOLARSHIPS AND AWARDS	-
			-
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	-
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	-
			-
4200		EXISTING SITE IMPROVEMENT SERVICES	-
			-
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	-
			-
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	-
			-
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	-
			-
4600		EXISTING BUILDING IMPROVEMENT SERVICES	-
			-
5000		OTHER EXPENDITURES AND FINANCING USES	-
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	-
			-
5200		FUND TRANSFERS	-
			-
5300		TRANSFERS INVOLVING COMPONENT UNITS	-
			-
5400		INTRAFUND TRANSFERS OUT	-
			-
5800		SUSPENSE ACCOUNT	-
			-
5900		BUDGETARY RESERVE	-
TOTAL EXPENDITURES			19,116,662

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2024**

7,833,198



FINANCIAL STATEMENTS

JUNE 30, 2023

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

TABLE OF CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITOR'S REPORT	1
MANAGEMENT'S DISCUSSION AND ANALYSIS	5
BASIC FINANCIAL STATEMENTS	
Entity-wide Financial Statements:	
- Statement of Net Position	9
- Statement of Activities	10
Fund Financial Statements:	
- Balance Sheet - Governmental Fund	11
- Reconciliation of Balance Sheet - Governmental Fund to Statement of Net Position	12
- Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Fund	13
- Reconciliation of Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Fund to Statement of Activities	14
- Budgetary Comparison Statement - General Fund	15
Notes to Financial Statements	16
REQUIRED SUPPLEMENTARY INFORMATION	
Schedule of the School's Proportionate Share of the Net Pension Liability - PSERS	34
Schedule of School Pension Contributions - PSERS	35
Schedule of the School's Proportionate Share of the Net OPEB Liability - PSERS	36
Schedule of School OPEB Contributions - PSERS	37

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

TABLE OF CONTENTS

	<u>PAGE</u>
SINGLE AUDIT SUPPLEMENT	
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	38
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	40
Schedule of Expenditures of Federal Awards	43
Notes to Schedule of Expenditures of Federal Awards	44
Schedule of Findings and Recommendations	45



INDEPENDENT AUDITOR'S REPORT

March 26, 2024

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

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities and the major fund of Achievement House Cyber Charter School ("the School"), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the school's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the Achievement House Cyber Charter School, as of June 30, 2023, and the respective changes in financial position, and the respective budgetary comparison for the general fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

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

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

To the Board of Trustees
Achievement House Cyber Charter School

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 5 through 8, and the schedule of the School's proportionate share of the net pension liability - PSERS, schedule of School pension contributions - PSERS, schedule of the School's proportionate share of the net OPEB liability - PSERS, and schedule of School OPEB contributions - PSERS on pages 34 through 37 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise School's basic financial statements. The schedule of expenditures of federal awards on page 43 is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations, Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is not a required part of the basic financial statements.

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated March 26, 2024, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other

To the Board of Trustees
Achievement House Cyber Charter School

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

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

**ACHIEVEMENT HOUSE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2023**

The Board of Trustees of Achievement House Charter School ("the School") offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2023. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

FINANCIAL HIGHLIGHTS

- Total revenues increased by \$2,209,675 to \$23,525,575 due primarily to increases in per pupil revenue.
- At the close of the current fiscal year, the School reported an ending net position of \$25,497,576.
- The General Fund ended the year with a fund balance of \$28,417,459, an increase of \$6,651,967 from the previous year.
- The School's cash balance at June 30, 2023 was \$28,607,886, representing an increase of \$7,976,908 from June 30, 2022.

OVERVIEW OF THE FINANCIAL STATEMENTS

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

Government-wide Financial Statements

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

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

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

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

**ACHIEVEMENT HOUSE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - CONT'D
JUNE 30, 2023**

Fund Financial Statements

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

Notes to the Financial Statements

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

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. As of June 30, 2023, the School's assets and deferred outflows of resources exceeded its liabilities and deferred inflows of resources by \$25,497,576.

	June 30	
	2023	2022
Current and other assets	\$ 30,789,992	\$ 23,699,427
Capital assets	3,009,698	3,095,643
Total assets	<u>33,799,690</u>	<u>26,795,070</u>
Deferred outflows of resources	<u>755,793</u>	<u>728,812</u>
Long-term liabilities outstanding	5,814,702	6,019,156
Other liabilities	2,671,831	1,933,935
Total liabilities	<u>8,486,533</u>	<u>7,953,091</u>
Deferred inflows of resources	<u>571,374</u>	<u>1,724,000</u>
Net Position:		
Net investment in capital assets	1,478,698	1,286,487
Unrestricted position	24,018,878	16,560,304
Total net position	<u>\$ 25,497,576</u>	<u>\$ 17,846,791</u>

The School's net position increased by \$7,650,785 primarily due to current year revenues coming in higher than current year expenses.

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

**ACHIEVEMENT HOUSE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - CONT'D
JUNE 30, 2023**

The total cost of all programs and services was \$15,874,790.

	Year Ended June 30	
	2023	2022
Revenues:		
Program revenues		
Operating and capital grants	\$ 1,976,450	\$ 2,162,043
General		
Local educational agency revenues	21,427,923	19,092,077
Other	121,202	61,780
Total Revenue	<u>23,525,575</u>	<u>21,315,900</u>
Expenses:		
Instruction	7,644,902	5,532,886
Support services	7,108,285	4,864,689
Noninstructional services	58,241	46,185
Interest expense	75,753	87,741
Depreciation/amortization expense	987,609	590,362
Total Expenses	<u>15,874,790</u>	<u>11,121,863</u>
Changes in Net Position	7,650,785	10,194,037
Beginning Net Position	17,846,791	7,652,754
Ending Net Position	<u>\$ 25,497,576</u>	<u>\$ 17,846,791</u>

Governmental Funds

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

The General Fund reported an ending fund balance of \$28,417,459, which was an increase of \$6,651,967 from the previous year. For the year ended June 30, 2023, the General Fund's revenue of \$23,525,575 exceeded expenditures of \$16,873,608 by \$6,651,967.

Governmental Funds Budgetary Highlights

Actual revenues were \$3,450,283 higher than the budget due to increases (decreases) as follows:

Local educational agency assistance	\$ 3,212,723
State sources	33,647
Federal sources	112,711
Other revenues	<u>91,202</u>
	<u>\$ 3,450,283</u>

**ACHIEVEMENT HOUSE CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - CONT'D
JUNE 30, 2023**

Actual expenditures were \$424,467 lower than the budget due to increases (decreases) as follows:

Instruction	\$ (56,228)
Support services	(507,795)
Noninstructional services	36,411
Capital outlays	(28,519)
Debt service	<u>131,664</u>
	<u>\$ (424,467)</u>

CAPITAL ASSET AND DEBT ADMINISTRATION

As of June 30, 2023, the School's investment in capital assets for its governmental activities totaled \$3,009,698 (net of accumulated depreciation/amortization). This investment in capital assets includes leasehold improvements, furniture and fixtures, software, right to use lease assets, and machinery and equipment. Additional information on the School's capital assets can be found in Note 5.

The School had \$1,531,000 in lease liability as of June 30, 2023. Detailed information regarding long-term debt activity is included in Note 8 to the financial statements.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

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

FUTURE EVENTS THAT WILL FINANCIALLY IMPACT THE SCHOOL

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

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the Chief Executive Officer, Achievement House Charter School, 102 Pickering Way, Exton, Pennsylvania 19341.

ACHIEVEMENT HOUSE CHARTER SCHOOL
STATEMENT OF NET POSITION
JUNE 30, 2023

ASSETS AND DEFERRED OUTFLOWS OF RESOURCES

CURRENT ASSETS:

Cash and cash equivalents	\$ 28,607,886
Federal receivables	451,808
State receivables	19,474
Other receivables	1,500,717
Deposit	50,000
Prepaid expenses	160,107
Total Current Assets	<u>30,789,992</u>

NONCURRENT ASSETS:

Property and equipment, net	1,453,083
Right-to-use lease asset, net	1,556,615
Total Noncurrent Assets	<u>3,009,698</u>

TOTAL ASSETS	<u><u>33,799,690</u></u>
---------------------	--------------------------

DEFERRED OUTFLOWS OF RESOURCES:

Deferred outflows related to pension	716,559
Deferred outflows related to OPEB	39,234
TOTAL DEFERRED OUTFLOWS OF RESOURCES	<u><u>755,793</u></u>

TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u><u>\$ 34,555,483</u></u>
--	-----------------------------

LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION

CURRENT LIABILITIES:

Accounts payable	\$ 367,775
Accrued expenses	1,617,300
Local education agency payable	367,960
Unearned revenue	19,498
Lease liability	299,298
Total Current Liabilities	<u>2,671,831</u>

NONCURRENT LIABILITIES:

Lease liability	1,231,702
Net pension liability	4,401,000
Net OPEB liability	182,000
Total Noncurrent Liabilities	<u>5,814,702</u>

TOTAL LIABILITIES	<u><u>8,486,533</u></u>
--------------------------	-------------------------

DEFERRED INFLOWS OF RESOURCES:

Deferred inflows related to OPEB	147,374
Deferred inflows related to pension	424,000
TOTAL DEFERRED INFLOWS OF RESOURCES	<u><u>571,374</u></u>

NET POSITION :

Net investment in capital assets	1,478,698
Unrestricted	24,018,878
TOTAL NET POSITION	<u><u>25,497,576</u></u>

TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION	<u><u>\$ 34,555,483</u></u>
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The accompanying notes are an integral part of these financial statements.

ACHIEVEMENT HOUSE CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023

	Program Revenues			Net Revenue (Expense) and Change in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	
GOVERNMENTAL ACTIVITIES				
Instructional services	\$ 7,644,902	\$ -	\$ 1,956,977	\$ (5,687,925)
Support services	7,108,285	-	19,473	(7,088,812)
Noninstructional services	58,241	-	-	(58,241)
Interest on long-term debt	75,753	-	-	(75,753)
Unallocated depreciation/amortization expense	987,609	-	-	(987,609)
TOTAL GOVERNMENTAL ACTIVITIES	<u>\$ 15,874,790</u>	<u>\$ -</u>	<u>\$ 1,976,450</u>	<u>(13,898,340)</u>
GENERAL REVENUES:				
Local educational agencies revenues				21,427,923
Miscellaneous revenues				121,202
TOTAL GENERAL REVENUES				<u>21,549,125</u>
CHANGE IN NET POSITION				7,650,785
NET POSITION, BEGINNING OF YEAR,				<u>17,846,791</u>
NET POSITION, END OF YEAR				<u>\$ 25,497,576</u>

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

**ACHIEVEMENT HOUSE CHARTER SCHOOL
BALANCE SHEET - GOVERNMENTAL FUND
JUNE 30, 2023**

ASSETS	
Cash and cash equivalents	\$ 28,607,886
Federal receivable	451,808
State receivable	19,474
Other receivable	1,500,717
Security deposit	50,000
Prepaid expenditures	160,107
	<hr/>
TOTAL ASSETS	\$ 30,789,992
	<hr/>
LIABILITIES AND FUND BALANCE	
LIABILITIES:	
Accounts payable	\$ 367,775
Local education agency payable	367,960
Accrued expenses	1,617,300
Unearned revenue	19,498
Total Liabilities	<hr/>
	2,372,533
	<hr/>
FUND BALANCE:	
Nonspendable	
Security deposit	50,000
Prepaid expenditures	160,107
Assigned	23,000,000
Unassigned	5,207,352
Total Fund Balance	<hr/>
	28,417,459
	<hr/>
TOTAL LIABILITIES AND FUND BALANCE	\$ 30,789,992
	<hr/>

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

**ACHIEVEMENT HOUSE CHARTER SCHOOL
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUND
TO STATEMENT OF NET POSITION
JUNE 30, 2023**

FUND BALANCE FOR GOVERNMENTAL FUND	\$ 28,417,459
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Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the fund. These assets consist of:

Property and equipment	\$ 3,206,734	
Right-to-use lease asset	1,968,134	
Accumulated depreciation/amortization	<u>(2,165,170)</u>	3,009,698

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

Lease liability	(1,531,000)	
Net pension liability	(4,401,000)	
Net OPEB liability	<u>(182,000)</u>	(6,114,000)

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

Deferred outflows related to pension	716,559	
Deferred outflows related to OPEB	39,234	
Deferred inflows related to pension	(424,000)	
Deferred inflows related to OPEB	<u>(147,374)</u>	<u>184,419</u>

TOTAL NET POSITION OF GOVERNMENTAL ACTIVITIES	<u><u>\$ 25,497,576</u></u>
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The accompanying notes are an integral part of these financial statements.

**ACHIEVEMENT HOUSE CHARTER SCHOOL
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE - GOVERNMENTAL FUND
FOR THE YEAR ENDED JUNE 30, 2023**

REVENUES	
Local educational agencies assistance	\$ 21,427,923
State sources	33,647
Federal sources	1,942,803
Other sources	121,202
TOTAL REVENUES	<u>23,525,575</u>
EXPENDITURES	
Current:	
Instruction	8,061,234
Support services	7,495,390
Noninstructional services	61,411
Debt service	353,909
Capital outlays	901,664
TOTAL EXPENDITURES	<u>16,873,608</u>
NET CHANGE IN FUND BALANCE	6,651,967
FUND BALANCE, BEGINNING OF YEAR	<u>21,765,492</u>
FUND BALANCE, END OF YEAR	<u><u>\$ 28,417,459</u></u>

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

**ACHIEVEMENT HOUSE CHARTER SCHOOL
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - GOVERNMENTAL FUND TO STATEMENT OF ACTIVITIES
JUNE 30, 2023**

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND	\$ 6,651,967
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Amounts reported for governmental activities in the statement of activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation/amortization expense. This is the amount by which depreciation/amortization expense (\$987,609) exceeded capital outlay (\$901,664).	(85,945)
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The issuance of long-term debt (e.g. leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position.	278,156
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Pension and OPEB expenses in the statement of activities differ from the amount reported in the governmental funds because pension and OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension and OPEB plans, whereas pension and OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plans exists.	<div style="border-top: 1px solid black; display: inline-block;">806,607</div>
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CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES	<div style="border-top: 1px solid black; border-bottom: 3px double black; display: inline-block;">\$ 7,650,785</div>
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The accompanying notes are an integral part of these financial statements.

**ACHIEVEMENT HOUSE CHARTER SCHOOL
BUDGETARY COMPARISON STATEMENT - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2023**

	Budgeted Amounts		Actual	Variance with
	Original	Final	Revenues/ Expenditures	Final Budget Positive (Negative)
REVENUES				
Local educational agencies assistance	\$ 18,215,200	\$ 18,215,200	\$ 21,427,923	\$ 3,212,723
State sources	-	-	33,647	33,647
Federal sources	1,830,092	1,830,092	1,942,803	112,711
Other sources	30,000	30,000	121,202	91,202
TOTAL REVENUES	<u>20,075,292</u>	<u>20,075,292</u>	<u>23,525,575</u>	<u>3,450,283</u>
EXPENDITURES				
Instruction	8,117,462	8,117,462	8,061,234	56,228
Support services	8,003,185	8,003,185	7,495,390	507,795
Noninstructional services	25,000	25,000	61,411	(36,411)
Debt service	382,428	382,428	353,909	28,519
Capital outlays	770,000	770,000	901,664	(131,664)
TOTAL EXPENDITURES	<u>17,298,075</u>	<u>17,298,075</u>	<u>16,873,608</u>	<u>424,467</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	2,777,217	2,777,217	6,651,967	3,874,750
FUND BALANCE, BEGINNING OF YEAR	<u>21,765,492</u>	<u>21,765,492</u>	<u>21,765,492</u>	<u>-</u>
FUND BALANCE, END OF YEAR	<u>\$ 24,542,709</u>	<u>\$ 24,542,709</u>	<u>\$ 28,417,459</u>	<u>\$ 3,874,750</u>

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 1 DESCRIPTION OF THE SCHOOL AND REPORTING ENTITY

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

The financial statements of the School are prepared in accordance with the accounting system and procedures prescribed for charter schools by the Commonwealth of Pennsylvania, Department of Education, which conforms to accounting principles generally accepted in the United States of America as applicable to governmental units. The Governmental Accounting Standards Board ("GASB") is the authoritative standard-setting body for the establishment of governmental accounting and financial reporting principles.

Reporting Entity

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

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

Entity-wide Financial Statements

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

The statement of net position and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned, and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

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

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

Fund Financial Statements

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

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, if measurable. The fund utilized by the School and a brief description of its accounting purpose is as follows:

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

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

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

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

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

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

Unassigned – all other spendable amounts.

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

Income Tax Status

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

Prepaid Expenses/Expenditures

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

Budgets and Budgetary Accounting

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

Cash and Cash Equivalents

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

Federal and State Subsidies Receivable

Accounts receivable primarily consist of amounts due from the Pennsylvania Department of Education for federal grants and state subsidy programs. Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management determines if an allowance for doubtful accounts is necessary based upon review of outstanding receivables, historical collection experience, and existing economic conditions. Accounts deemed uncollectable are charged off based on this review. As of June 30, 2023, no allowance for doubtful accounts was deemed necessary.

Other Receivables

Other receivables include school district receivables, grants and other non-contract receivables. The School provides an allowance for doubtful accounts using the allowance method, which is based on management's judgment considering historical information. In addition, an allowance is provided for other accounts when a significant pattern of collectability has occurred. When all collection efforts have been exhausted, the accounts are written off against the related allowance. As of June 30, 2023, no allowance for doubtful accounts was deemed necessary.

Capital Assets

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

Deferred Outflows and Deferred Inflows of Resources

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

Use of Estimates in the Preparation of Financial Statements

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

NOTE 3 CASH

Deposits

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned. The School does not have a policy for custodial credit risk. At June 30, 2023, the carrying amount of the School's deposits was \$28,607,886, and the bank balance was \$28,607,886. Of this amount, \$500,000 was insured by the Federal Deposit Insurance Corporation (FDIC), and \$28,107,886 was exposed to custodial credit risk because it was uninsured, and the collateral held by the depository's agent was not in the School's name.

NOTE 4 RECEIVABLES

Receivables as of June 30, 2023 consist of subsidies from federal, state, and other receivables. A summary of receivables is as follows:

Federal	\$ 451,807
State	19,474
Other	<u>1,500,717</u>
TOTAL	<u>\$ 1,971,998</u>

NOTE 5 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2023 was as follows:

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 5 CAPITAL ASSETS (cont'd)

	Balance 07/01/22	Additions	Deletions	Balance 06/30/23
Building improvements	\$ 16,900	\$ 53,949	\$ -	\$ 70,849
Machinery & equipment	84,229	-	-	84,229
Furniture & fixtures	62,096	21,563		83,659
Computers	2,141,845	826,152	-	2,967,997
Right to use asset - equipment	1,968,134	-	-	1,968,134
Total capital assets	<u>4,273,204</u>	<u>901,664</u>	<u>-</u>	<u>5,174,868</u>
Accumulated depreciation	(1,111,957)	(641,694)	-	(1,753,651)
Accumulated amortization	(65,604)	(345,915)	-	(411,519)
Total accumulated depreciation/amortization	<u>(1,177,561)</u>	<u>(987,609)</u>	<u>-</u>	<u>(2,165,170)</u>
TOTAL	<u>\$ 3,095,643</u>	<u>\$ (85,945)</u>	<u>\$ -</u>	<u>\$ 3,009,698</u>

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

Governmental Activities - unallocated \$ 987,609

NOTE 6 FUNDING

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

NOTE 7 GOVERNMENT GRANTS AND REIMBURSEMENT PROGRAMS

The School participates in numerous state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs and reimbursement programs for facility lease costs and health services are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants and reimbursement programs, refunds of any money received may be required, and the collectability of any related receivable at June 30, 2023 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants. Therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

NOTE 8 LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2023 is as follows:

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 8 LONG-TERM LIABILITIES (cont'd)

	Balance July 1, 2022	Additions	Reductions	Balance June 30, 2023	Due Within One Year
Lease liability	\$ 1,809,156	\$ -	\$ 278,156	\$ 1,531,000	\$ 299,298
Net pension liability	3,982,000	419,000	-	4,401,000	-
Net OPEB liability	228,000	-	46,000	182,000	-
TOTALS	<u>\$ 6,019,156</u>	<u>\$ 419,000</u>	<u>\$ 324,156</u>	<u>\$ 6,114,000</u>	<u>\$ 299,298</u>

NOTE 9 LEASING ARRANGEMENTS

The School leases a building under a lease agreement with an expiration date in fiscal 2028. At June 30, 2023, the minimum future rental payments under the leasing arrangement are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	\$ 299,298	\$ 62,970	\$ 362,268
2025	321,719	48,877	370,596
2026	344,999	33,925	378,924
2027	369,350	17,902	387,252
2028	195,634	2,156	197,790
	<u>\$ 1,531,000</u>	<u>\$ 165,830</u>	<u>\$ 1,696,830</u>

NOTE 10 PENSION PLAN

Plan Description

The School contributes to the Public School Employees' Retirement System ("PSERS"), a governmental cost-sharing multiple-employer defined benefit pension plan administered by the Commonwealth of Pennsylvania Public School Employees' Retirement System. The PSERS provides retirement and disability, legislatively mandated *ad hoc* cost-of-living adjustments, and certain healthcare insurance premium assistance to plan members and beneficiaries. The Public School Employees Retirement Code (Act No. 96 of October 2, 1975, as amended) provides the authority to establish and amend benefit provisions. The PSERS issues an annual comprehensive financial report that includes financial statements and required supplementary information for the plan. The publication is also available on the PSERS website at www.psers.state.pa.us/publications/cafr/index.htm.

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62, with at least one year of credited service, (b) age

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

60 with 30 or more years of credited service, or (c) 35 or more years of service regardless of age. Act 120 of 2010 ("Act 120") preserves the benefits of existing members and introduced benefit reductions for individuals who became new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E ("Class T-E"), and Membership Class T-F ("Class T-F"). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of three years of service or attain a total combination and age and service that is equal to or greater than 92, with a minimum of 35 years of service. Benefits are generally equal to 2% or 2½%, depending upon the membership class, of the member's final average salary as defined in the Code, multiplied by the number of years of credited service.

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

Benefits are generally between 1% to 2½%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested, and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2½%, depending upon the membership class, of the member's final average salary as defined in the Code multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

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

Member Contributions

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

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

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

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

Employer Contributions

The School's contractually required annual contribution is based on an actuarially determined amount that, when combined with the employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

unfunded accrued liability. For the year ended June 30, 2023, the rate of the employer contribution was 34.31% of covered payroll. The School's contribution to PSERS for pension contributions for the year ended June 30, 2023 was \$513,928.

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

At June 30, 2023, the School reported a liability of \$4,401,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by rolling forward the system's total pension liability as of July 1, 2021 to June 30, 2022. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2022, the School's proportion was 0.0099%, which was an increase of 0.0002% from its proportion measured as of June 30, 2021.

For the year ended June 30, 2023, the School recognized a pension expense of \$235,384. At June 30, 2023, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ -	\$ 75,000
Changes in assumptions	131,000	-
Difference between actual and expected experience	2,000	38,000
Changes in proportion of the School's amount of the total pension liability	69,000	311,000
Difference between the School's contributions and proportionate share of total contributions	631	-
Contributions subsequent to the date of measurement	513,928	-
	<u>\$ 716,559</u>	<u>\$ 424,000</u>

Deferred outflows of resources resulting from the School's contributions subsequent to the measurement date which will be recognized as a reduction of the net pension liability in the year ended June 30, 2024 were \$513,928. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

Year Ending June 30,

2024	\$ (247,790)
2025	15,211
2026	(91,790)
2027	103,000
	<u>\$ (221,369)</u>

Actuarial Assumptions

The total pension liability as of June 30, 2022 was determined by rolling forward the system's total pension liability as of the June 30, 2021 actuarial valuation to June 30, 2022 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method – entry-age normal, level percentage of pay
- Investment return – 7.00%, including inflation of 2.5%
- Salary growth – effective average of 4.50%, which reflects on allowance for inflation of 2.50% for real wage growth and 2.00% for merit or seniority increases
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- The discount rate used to measure the total pension liability was 7.00% as of June 30, 2021 and June 30, 2022.

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

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

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-term Expected Real Rate of Return</u>
Global public equity	28.0%	5.3%
Private equity	12.0%	8.0%
Fixed income	33.0%	2.3%
Commodities	9.0%	2.3%
Absolute return	6.0%	3.5%
Infrastructure/MLPs	9.0%	5.4%
Real estate	11.0%	4.6%
Cash	3.0%	0.5%
Leverage	(11.0%)	0.5%
	<u>100.0%</u>	

The above was the PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2022.

Discount Rate

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

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

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

	<u>1% Decrease 6.00%</u>	<u>Current Discount Rate 7.00%</u>	<u>1% Increase 8.00%</u>
School's proportionate share of the net pension liability	\$ 5,692,000	\$ 4,401,000	\$ 3,312,000

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

NOTE 10 PENSION PLAN (cont'd)

Pension Plan Fiduciary Net Position

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

NOTE 11 403(b) RETIREMENT PLAN

In addition to the PSERS plan, the School also provides a 403(b) retirement plan for full-time employees that do not participate in PSERS. Non-PSERS employees participate from the date of employment, with a mandatory minimum contribution of 5%. The School will match the employees' contributions dollar for dollar up to 5% of their compensation. School contributions to the plan for the year ended June 30, 2023 approximated \$387,901.

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

Health Insurance Premium Assistance Program

The School contributes to the Health Insurance Premium Assistance Program ("Premium Assistance"), which is a governmental cost sharing, multiple-employer other postemployment benefits plan ("OPEB") for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the health insurance account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive Premium Assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive Premium Assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2022, there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

Retirees of the system can participate in the Premium Assistance program if they satisfy the following criteria:

- Have 24½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age, and
- Participate in the HOP or employer-sponsored health insurance program.

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

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

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

OPEB Plan Description

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

Benefits Provided

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

Employer Contributions

The School's contractually required annual contribution is based on an actuarially determined amount that, when combined with the employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. For the year ended June 30, 2023, the rate of the employer contributions was 0.75% of covered payroll. The School's health insurance assistance contribution to PSERS for the year ended June 30, 2023 was \$11,234.

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

At June 30, 2023, the School reported a liability of \$182,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2022, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the system's total OPEB liability as of June 30, 2021 to June 30, 2022. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

the total one-year reported covered payroll. At June 30, 2022, the School's proportion was 0.0099%, which was an increase of 0.0002% from its proportion measured as of June 30, 2021.

For the year ended June 30, 2023, the School recognized an OPEB expense of \$46,060. At June 30, 2023, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in assumptions	\$ 20,000	\$ 43,000
Changes in proportions	5,000	103,000
Net difference between projected and actual investment earnings	1,000	-
Net difference between expected and actual experience	2,000	1,000
Difference between employer contributions and proportionate share of total contributions	-	374
Contributions subsequent to the measurement date	11,234	-
	<u>\$ 39,234</u>	<u>\$ 147,374</u>

Change in Assumptions: The discount rate used to measure the total OPEB liability increased to 4.09% as of June 30, 2022 from 2.18% as of June 30, 2021.

An amount of \$11,234 is reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2024. Other amounts reported as deferred inflows and deferred outflows of resources related to OPEB will be recognized in the OPEB expense as follows:

<u>Year Ended June 30,</u>	
2024	\$ (54,059)
2025	(31,059)
2026	(18,060)
2027	(11,060)
2028	(5,060)
Thereafter	<u>(76)</u>
	<u>\$ (119,374)</u>

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

Actuarial Assumptions

The total OPEB liability as of June 30, 2022 was determined by rolling forward the system's total OPEB liability as of June 30, 2021 actuarial valuation to June 30, 2022 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method – entry age normal, level percentage of pay
- Investment return – 4.09%, S&P 20-year Municipal Bond Rate
- Salary growth – effective average of 4.50%, comprised of inflation of 2.50%, and 2.00% for real wage growth and for merit or seniority increases
- Premium Assistance reimbursement is capped at \$1,200 per year.
- Assumed healthcare cost trends were applied to retirees with less than \$1,200 in Premium Assistance per year.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Participation rate:
 - Eligible retirees will elect to participate pre-age 65 at 50%
 - Eligible retirees will elect to participate post-page 65 at 70%

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2020 determined the employer contribution rate for fiscal year 2022.
- Cost method – amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date
- Asset valuation method – Market value
- Participation rate – 63% of eligible retirees are assumed to elect Premium Assistance.
- Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Mortality Improvement Scale

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

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

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-term Expected Real of Return</u>
Cash	<u>100.0%</u>	0.5%
	<u>100.0%</u>	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2022.

Discount Rate

The discount rate used to measure the total OPEB liability was 4.09%. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments; therefore, the plan is considered a "pay-as-you-go" plan. A discount rate of 4.09%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2022, was applied to all projected benefit payments to measure the total OPEB liability.

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

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2022, retirees' Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2022, 93,293 retirees were receiving the maximum amount allowed of \$1,200 per year, and 582 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on healthcare cost trends as depicted below.

The following presents the system's net OPEB liability for June 30, 2022, calculated using current healthcare cost trends, as well as what the system's net OPEB liability would be if its healthcare cost trends were one percentage point lower or one percentage point higher than the current rate:

	<u>1% Decrease</u>	<u>Current Trend Rate</u>	<u>1% Increase</u>
School's proportionate share of the net OPEB liability	\$ 182,000	\$ 182,000	\$ 182,000

ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

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

The following presents the net OPEB liability, calculated using the discount rate of 4.09%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (3.09%) or one percentage-point higher (5.09%) than the current rate:

	1% Decrease 3.09%	Current Discount Rate 4.09%	1% Increase 5.09%
School's proportionate share of the net OPEB liability	\$ 206,000	\$ 182,000	\$ 162,000

OPEB Plan Fiduciary Net Position

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

NOTE 13 RISK MANAGEMENT

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

NOTE 14 EXCESS OF EXPENDITURES OVER APPROPRIATIONS

The following general fund functions incurred expenditures in excess of appropriations in the following amounts for the year ended June 30, 2023:

Noninstructional services	\$ 36,411
Capital outlay	131,664

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

NOTE 15 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through March 26, 2024, the date the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY INFORMATION

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

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

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

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

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

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

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

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

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

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

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

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

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

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

SINGLE AUDIT SUPPLEMENT



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

March 26, 2024

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Achievement House Cyber Charter School ("the School"), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated March 26, 2024.

Report on Internal Control Over Financial Reporting

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

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

To the Board of Trustees
Achievement House Cyber Charter School

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

Report on Compliance and Other Matters

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

Purpose of This Report

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


BARBACANE, THORNTON & COMPANY LLP



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

March 26, 2024

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

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited Achievement House Cyber Charter School's ("the School") compliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on the School's major federal program for the year ended June 30, 2023. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2023.

Basis for Opinion on the Major Federal Program

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

To the Board of Trustees
Achievement House Cyber Charter School

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

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

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

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

To the Board of Trustees
ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL

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

Report on Internal Control Over Compliance

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

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

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

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

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

U.S. Department of Education
Passed through Pennsylvania Department of Education

Source Code:
I = Indirect Funding

ACHIEVEMENT HOUSE CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A BASIS OF PRESENTATION

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

NOTE B BASIS OF ACCOUNTING

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

NOTE C INDIRECT COST

The School has not elected to use the 10% de minimis indirect cost rate allowed under Uniform Guidance. For the year ended June 30, 2023, there were no indirect costs included in the schedule of expenditures of federal awards.

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

ACHIEVEMENT HOUSE CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PART A – SUMMARY OF AUDITOR’S RESULTS

Financial Statements

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

Unmodified

Internal control over financial reporting:

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

Federal Awards

Internal control over major program:

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

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

Unmodified

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

 Yes X No

Identification of major program:

Assistance Listing Numbers

Name of Federal Program or Cluster

84.425D, 84.425U

Elementary and Secondary School Emergency Relief

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

\$ 750,000

Auditee qualified as low-risk auditee?

 Yes X No

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

PART B – FINDINGS RELATED TO FINANCIAL STATEMENTS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

PART C – FINDINGS RELATED TO FEDERAL AWARDS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

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

Division of Federal Programs
Consolidated Program Review

2023-2024 School Year

Achievement House CS
600 Eagleview Blvd
Exton, PA 19340

LEA Level Monitoring

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

School Level:

Program Reviewer: Mary Ellen Setlock

Visit Date(s): 04/25/2024

Component I: General Fiscal Requirements

Requirements

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>1B. If the LEA has a Homeless Liaison paid with federal funds, time documentation was completed.</p> <ul style="list-style-type: none">• If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.• If that staff member works on one cost objective, semi-annual time certifications must be completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<div><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</div> <div><input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective</div>	<div><div>District Comments</div><div>3/26/2024 6:14:09 PM Other Abby Dubinchik No funds reserved for homeless liaison.</div><div>Monitor Comments</div><div>4/6/2024 11:19:55 PM Monitor Mary Ellen Setlock Met 4/6/24.</div></div>
	<p>2A. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<div><input type="checkbox"/> Must include statement of expenditures for the Foster set aside AND must also include Consolidated Application Reservation of Funds page</div>	<div><div>District Comments</div><div>3/26/2024 6:14:29 PM Other Abby Dubinchik No funds reserved for foster care students.</div><div>Monitor Comments</div><div>4/6/2024 11:20:08 PM Monitor Mary Ellen Setlock Met 4/6/24.</div></div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>2B. If the LEA has a Foster Care Liaison paid with federal funds, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <div>3/26/2024 6:15:07 PM Other Abby Dubinchik No funds spent on Foster Care Liaison.</div> <div>Monitor Comments</div> <div>4/6/2024 11:20:20 PM Monitor Mary Ellen Setlock Met 4/6/24.</div>
	<p>3. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Spreadsheet demonstrating calculations	<div>District Comments</div> <div>3/26/2024 6:15:33 PM Other Abby Dubinchik LEA does not use the Salary and Fringe Benefit set aside</div> <div>Monitor Comments</div> <div>4/6/2024 11:20:30 PM Monitor Mary Ellen Setlock Met 4/6/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	4A. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set -aside Reservation of Funds worksheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for each set aside AND must also include LEA Title IA budget	<div>District Comments</div> <div>3/26/2024 6:16:03 PM Other Abby Dubinchik LEA does not use other optional set asides as described here.</div> <div>Monitor Comments</div> <div>4/6/2024 11:20:37 PM Monitor Mary Ellen Setlock Met 4/6/24.</div>
	4B. If the LEA reserved funds for State and Federal Liaison, time documentation was completed. <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <div>3/26/2024 6:16:19 PM Other Abby Dubinchik LEA does not reserve funds for State and Federal Liaison.</div> <div>Monitor Comments</div> <div>4/6/2024 11:20:47 PM Monitor Mary Ellen Setlock Met 4/6/24.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>4C. If the LEA reserved funds for Pre-K Programs and uses federal funds for staff salaries and/or benefits, time documentation was completed.</p> <ul style="list-style-type: none">• If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.• If that staff member works on one cost objective, semi-annual time certifications must be completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<div><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</div> <div><input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective</div>	<table><tr><th>District Comments</th></tr><tr><td>3/26/2024 6:16:44 PM Other Abby Dubinchik LEA does not reserve funds for Pre-K Programs.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 11:26:11 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/26/2024 6:16:44 PM Other Abby Dubinchik LEA does not reserve funds for Pre-K Programs.	Monitor Comments	4/6/2024 11:26:11 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments										
3/26/2024 6:16:44 PM Other Abby Dubinchik LEA does not reserve funds for Pre-K Programs.										
Monitor Comments										
4/6/2024 11:26:11 PM Monitor Mary Ellen Setlock Met 4/6/24.										
	<p>5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<div><input type="checkbox"/> Statement of expenditures for Neglected Institution</div>	<table><tr><th>District Comments</th></tr><tr><td>3/26/2024 6:16:59 PM Other Abby Dubinchik LEA does not reserve funds for Neglected Institution served.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 11:21:02 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/26/2024 6:16:59 PM Other Abby Dubinchik LEA does not reserve funds for Neglected Institution served.	Monitor Comments	4/6/2024 11:21:02 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments										
3/26/2024 6:16:59 PM Other Abby Dubinchik LEA does not reserve funds for Neglected Institution served.										
Monitor Comments										
4/6/2024 11:21:02 PM Monitor Mary Ellen Setlock Met 4/6/24.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IA Sec. 5103(b)	1A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IA, this can be marked NA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	<div>Monitor Comments</div> <div>4/6/2024 11:21:53 PM Monitor Mary Ellen Setlock Met 4/6/24.</div>
AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx AHCCS_TitleIFA_FY23-24_Transferability.pdf						
	1B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed. <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input checked="" type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>Monitor Comments</div> <div>4/6/2024 11:22:23 PM Monitor Mary Ellen Setlock Met 4/6/24.</div>
AHCCS_FY23-24_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IIA	2A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	District Comments
						3/26/2024 6:35:18 PM Other Abby Dubinchik No funds transferred into Title II.
						Monitor Comments
						4/6/2024 11:22:49 PM Monitor Mary Ellen Setlock Met 4/6/24.
	2B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	District Comments
	<ul style="list-style-type: none">If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.If that staff member works on one cost objective, semi-annual time certifications must be completed.					3/26/2024 6:35:24 PM Other Abby Dubinchik No funds transferred into Title II.
						Monitor Comments
						4/6/2024 11:23:00 PM Monitor Mary Ellen Setlock Met 4/6/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IIIA	<p>3A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IIIA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	<div>District Comments</div> <p>3/27/2024 11:01:10 AM Other Abby Dubinchik School does not run its own Title III program. Chester County IU 24 provides Title III services for students at the school.</p> <div>Monitor Comments</div> <p>4/6/2024 11:23:11 PM Monitor Mary Ellen Setlock Met 4/6/24.</p>
	<p>3B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <p>3/27/2024 10:54:53 AM Other Abby Dubinchik School does not run its own Title III program. Chester County IU 24 provides Title III services for students at the school.</p> <div>Monitor Comments</div> <p>4/6/2024 11:23:27 PM Monitor Mary Ellen Setlock Met 4/6/24.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Transferability into Title IVA	<p>4A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IVA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	<div>District Comments</div> <p>3/26/2024 6:46:52 PM Other Abby Dubinchik No funds transferred into Title IV.</p> <div>Monitor Comments</div> <p>4/6/2024 11:23:38 PM Monitor Mary Ellen Setlock Met 4/6/24.</p>
	<p>4B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <p>3/26/2024 6:47:02 PM Other Abby Dubinchik No funds transferred into Title IV.</p> <div>Monitor Comments</div> <p>4/6/2024 11:23:48 PM Monitor Mary Ellen Setlock Met 4/6/24.</p>

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

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

Component II: Uniform Grant Guidance (UGG)

Requirements

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Conflict of Interest Policy UGG Sec 200.112	<p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none">Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts)Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization)Disciplinary Actions- (actions taken against an individual who violates the standards of conduct)Mandatory Disclosure- (potential conflict disclosed in writing)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board Approved policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest <i>The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.</i>	<table><tr><th>Monitor Comments</th></tr><tr><td>4/7/2024 8:54:18 AM Monitor Mary Ellen Setlock Met 4/7/24.</td></tr></table>	Monitor Comments	4/7/2024 8:54:18 AM Monitor Mary Ellen Setlock Met 4/7/24.
Monitor Comments								
4/7/2024 8:54:18 AM Monitor Mary Ellen Setlock Met 4/7/24.								

ConflictofInterestPolicy2023.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Allowability of Costs Procedures UGG Sec 200.403	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the LEA expends its funds the procedures must include the following cost principles: <ul style="list-style-type: none"> Necessary, reasonable, and allocable Conform with federal law and grant terms. Consistent with state and local policies. Adequately documented. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.	<div>Monitor Comments</div> 4/7/2024 8:55:24 AM Monitor Mary Ellen Setlock Met 4/7/24.
AllowabilityofCostPolicy2023.pdf						
Procurement Procedures UGG Sec 200.320, 200.88	1. Procurement the LEA maintains purchasing procedures. <ul style="list-style-type: none"> Micro-purchases (purchase up to \$10,000) Small Purchase (between \$10,000-\$250,000) Sealed Bids (purchases over \$250,000 with formal advertising) Competitive Proposals (more than one source submitting a proposal) Non-competitive Proposals i.e., Sole Source (Solicitation of a proposal from only one source) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels.	<div>Monitor Comments</div> 4/7/2024 8:56:34 AM Monitor Mary Ellen Setlock Met 4/7/24.
ProcurementUsingFederalFundsPolicy2023_Attachment1April2024.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Implementation of Procurement Procedures. Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services	<div>District Comments</div> <div>3/27/2024 11:18:05 AM Other Abby Dubinchik Not effective until 24-25</div> <div>Monitor Comments</div> <div>4/7/2024 8:56:47 AM Monitor Mary Ellen Setlock Met 4/7/24.</div>
Cash Management Procedures UGG Sec. 200.305	1. Cash Management the LEA must maintain written procedures to implement the following cash management requirements: <ul style="list-style-type: none"> Reimbursements explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds. Advances explain what happens if the LEA receives advance payments of federal grant funds. Interest explain how the LEA will manage interest earned on federal grant awards. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Cash Management Procedures are available that address all three components.	<div>Monitor Comments</div> <div>4/7/2024 8:57:53 AM Monitor Mary Ellen Setlock Met 4/7/24.</div>
CashManagementPolicy2023.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Travel Reimbursement Policy UGG Sec. 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable. <ul style="list-style-type: none">Types of travel (single day, overnight or out-of-state)What expenses may be reimbursed (food, lodging, transportation, airfare)What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board approved policy - Policy does not have to be specific to federal funds.	Monitor Comments
						4/7/2024 9:00:50 AM Monitor Mary Ellen Setlock Met 5/9/24.
<div>TravelReimbursementPolicy.pdf Updated-TravelReimbursementPolicy.pdf</div>						
	2. Implementation of Travel Reimbursement Policy Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.	District Comments
						3/27/2024 11:28:33 AM Other Abby Dubinchik Not effective until 24-25
						Monitor Comments
						4/7/2024 9:27:31 AM Monitor Mary Ellen Setlock Met 4/7/24.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454	1. LEA must obtain prior written approval for the following expenditures: <ul style="list-style-type: none">Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c))Out of State Travel for workshops/conferences (200.474)Entertainment Costs (200.438)Equipment (200.439)Student Activity CostsMemberships, subscriptions, and Professional Activities (200.454)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives. <input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.	<div><div>District Comments</div><div>3/27/2024 11:29:21 AM Other Abby Dubinchik No expenditures requiring prior approval</div><div>Monitor Comments</div><div>4/7/2024 9:01:05 AM Monitor Mary Ellen Setlock Met 4/7/24.</div></div>
Time and Effort Procedures	1. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be established to ensure effective internal control over the federal awards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written Procedure for Time and Effort (do not need board approval). Please note: Federal Fiscal Compliance Policy 626 does not meet this requirement.	<div><div>Monitor Comments</div><div>4/7/2024 9:02:07 AM Monitor Mary Ellen Setlock Met 4/7/24.</div></div>

TimeandEffortProcedures_2-28-2021.docx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none">Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	Monitor Comments 4/7/2024 9:02:52 AM Monitor Mary Ellen Setlock Met 4/7/24.
<div>AHCCS_FY23-24_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf</div>						
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	District Comments 3/27/2024 11:31:16 AM Other Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives.
						Monitor Comments
						4/7/2024 9:03:07 AM Monitor Mary Ellen Setlock Met 4/7/24.

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none">Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	Monitor Comments 4/7/2024 9:04:18 AM Monitor Mary Ellen Setlock Met 4/7/24.
<div>AHCCS_FY23-24_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf</div>						
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments 3/27/2024 11:34:03 AM Other Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives.
						Monitor Comments 4/7/2024 9:04:31 AM Monitor Mary Ellen Setlock Met 4/7/24.

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIIA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	District Comments 3/27/2024 11:35:55 AM Other Abby Dubinchik LEA does not run their own Title III program.
						Monitor Comments 4/7/2024 9:05:16 AM Monitor Mary Ellen Setlock Met 4/7/24.
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments 3/27/2024 11:36:10 AM Other Abby Dubinchik LEA does not run their own Title III program.
						Monitor Comments 4/7/2024 9:05:35 AM Monitor Mary Ellen Setlock Met 4/7/24.

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IVA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none">Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	Monitor Comments
						4/7/2024 9:06:27 AM Monitor Mary Ellen Setlock Met 4/7/24.
<div>AHCCS_FY23-24_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf</div>						
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	District Comments
						3/27/2024 11:52:23 AM Other Abby Dubinchik All employees funded under Title I, II, IV work 100% on single cost objectives.
						Monitor Comments
						4/7/2024 9:06:42 AM Monitor Mary Ellen Setlock Met 4/7/24.

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

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

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

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

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

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

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

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

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

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

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

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

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

Personnel Interviews

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

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

Achievement House Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	<hr/>	<input type="checkbox"/>
Parent:	Abby Dubinchik, Compliance Officer <hr/>	<input checked="" type="checkbox"/>
Parent:	Roxanne Tinari, Compliance <hr/>	<input checked="" type="checkbox"/>
Parent:	<hr/>	<input type="checkbox"/>
Parent:	<hr/>	<input type="checkbox"/>
Parent:	<hr/>	<input type="checkbox"/>

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

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Time Documentation UGG Sec. 200.430	1. The LEA and Title I School maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<div>Monitor Comments</div> 4/7/2024 9:29:14 AM Monitor Mary Ellen Setlock Met 4/7/24.
AHCCS_FY23-24_Titles_SemiAnnualCertification_FirstSixMonths_signed.pdf						
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div>District Comments</div> 3/27/2024 12:17:01 PM Other Abby Dubinchik All employee time documented on semi-annual certifications. <div>Monitor Comments</div> 4/7/2024 9:29:32 AM Monitor Mary Ellen Setlock Met 4/7/24

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

[AHCCS_FY23-24_Titles_BudgetsandExpenditures.xlsx](#)

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

Division of Federal Programs
Consolidated Program Review

2023-2024 School Year

Achievement House CS
600 Eagleview Blvd
Exton, PA 19340

LEA Level Monitoring

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

Program(s) Reviewed:

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

Program Reviewer(s): Mary Ellen Setlock

Program Review Date: 04/25/2024

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

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

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

Component II: Equity Plan

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

Section 1111(b)(2)

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

Component III: Foster Care

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

Section 1112(c)(5)

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

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

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

Component V: Transition

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

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

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

Component VI: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<div>1. LEA has a written Parent and Family Engagement policy that includes the required components below and a description of how the components are met at the LEA. Required Components:<ul style="list-style-type: none">• description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application)• description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance• description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs</div>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> LEA Parent and Family Engagement policy that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met. LEA must also upload dated parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy.</div> <div><input type="checkbox"/> LEA Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy.</div>	<div><div>Monitor Comments</div><div>4/6/2024 9:45:19 PM Monitor Mary Ellen Setlock Met 5/9/24.</div></div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: <ul style="list-style-type: none"> barriers to greater participation in activities, the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers strategies to support successful school and family interactions description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and description of involvement of parents in the activities of the Title I schools. 					
Parent.Family-Question1Evidence.pdf SchoolParentFamilyEngagementPolicy-signed.pdf Updated-23-24AnnualTitle1WorkshopPresentationSlides.pdf Updated-PFEDistributionOptions.pdf Updated-September21,23InformationCircleWorkshopAgenda.pdf					

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
3. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following: <ul style="list-style-type: none">• supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies.• supporting programs that reach parents and family members at home, in the community, and at school• disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members• collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement• engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy that includes at least one of the five bullets , parent meeting agenda and sign in sheet	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 9:52:58 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	Monitor Comments	4/6/2024 9:52:58 PM Monitor Mary Ellen Setlock Met 4/6/24.
Monitor Comments							
4/6/2024 9:52:58 PM Monitor Mary Ellen Setlock Met 4/6/24.							

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

Component IX: Nonpublic Schools

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

Sections 1117, 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. LEA is evaluating the Title I program serving nonpublic school students.	<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	
7. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of letters, emails, AND the Carryover section of eGrants <input type="checkbox"/> Agendas and meeting sign-in sheets between LEA and nonpublic officials AND the Carryover section of eGrants	
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible nonpublic school students. If equipment was not purchased for Nonpublic schools, select N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Inventory equipment log dated, signed and reviewed annually to ensure the use of equipment and supplies purchased is tracked per Uniform Grants Guidance Sec. 200.313.	
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants. Please note: Third party contracts must not be paid in full up front. Effective for the 2024-25 school year, contracts will be reviewed to ensure they are amended based on the funding adjustment allocation changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts must include ALL of the following: <ul style="list-style-type: none"> • Breakdown of instructional costs, • Frequency of payments. (monthly, quarterly, etc.), • Type of services to be delivered, • Administrative costs for the provision of services to eligible nonpublic school students • An exit clause • Multi-year contracts DO NOT exceed three years 	

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

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

Title IIA: Program

Component I

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

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

Section 2001

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<div>TitleIIA-Question3evidence.pdf Updated-April2023ParentGuardianWorkshopAttendance.xlsx Updated-April2023ReviewofTitle124Workshop(1).pdf</div>									
4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 3:51:48 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:08:47 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/18/2024 3:51:48 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA	Monitor Comments	4/6/2024 10:08:47 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments									
3/18/2024 3:51:48 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA									
Monitor Comments									
4/6/2024 10:08:47 PM Monitor Mary Ellen Setlock Met 4/6/24.									
5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B). <ul style="list-style-type: none">Note: Effective 2024-25, this requirement cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of the LEAs professional development plan and educator evaluation framework	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 3:51:57 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:08:57 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/18/2024 3:51:57 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA	Monitor Comments	4/6/2024 10:08:57 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments									
3/18/2024 3:51:57 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA									
Monitor Comments									
4/6/2024 10:08:57 PM Monitor Mary Ellen Setlock Met 4/6/24.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
6. LEA utilizes tools that measure effectiveness of PD. <ul style="list-style-type: none">Note: Effective 2024-25, this requirement cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Tools (i.e., surveys, teacher evaluation forms, student achievement data) <input type="checkbox"/> Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 3:52:02 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:09:14 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/18/2024 3:52:02 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA	Monitor Comments	4/6/2024 10:09:14 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments									
3/18/2024 3:52:02 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA									
Monitor Comments									
4/6/2024 10:09:14 PM Monitor Mary Ellen Setlock Met 4/6/24.									
7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired. <ul style="list-style-type: none">Note: Effective 2023-2025, this requirement cannot be marked "Not Met"	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 3:52:31 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:10:30 PM Monitor Mary Ellen Setlock Met 4/6/24.</td></tr></table>	District Comments	3/18/2024 3:52:31 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA	Monitor Comments	4/6/2024 10:10:30 PM Monitor Mary Ellen Setlock Met 4/6/24.
District Comments									
3/18/2024 3:52:31 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has all Title IIA funds transferred to Title IA									
Monitor Comments									
4/6/2024 10:10:30 PM Monitor Mary Ellen Setlock Met 4/6/24.									

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

Title IVA: Program

Component I:

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

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

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience) for meetings that took place prior to writing the grant.	Monitor Comments
					4/6/2024 10:14:51 PM Monitor Mary Ellen Setlock This meeting is dated 9/21/24, NOT prior to the writing of the grant. The sign-in sheet names are not the required Stakeholders for this item.
					District Comments
					5/8/2024 1:44:51 PM Director of Pupil Services Stefani Frank AHCCS holds a meeting in the spring of each school year and stakeholders are involved to plan fund application and activities. The attached is the 2022-2023 school year session where this was discussed.
					Monitor Comments
					5/9/2024 2:39:31 PM Monitor Mary Ellen Setlock The meeting does not demonstrate that all required stakeholder positions were identified. No principals, school leaders, instructional support personnel or community partners were represented.

StakeholderEvidence.pdf

Updated-April2023ReviewofTitle124Workshop(1).pdf

Updated-April2023ParentGuardianWorkshopAttendance.xlsx

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. If the LEA distributed funds to schools , it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools. <input type="checkbox"/> If LEA has schools designated CSI and A-TSI, list of schools receiving funds.	<div>District Comments</div> <div>3/18/2024 3:56:02 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA.</div> <div>Monitor Comments</div> <div>4/6/2024 10:16:14 PM Monitor Mary Ellen Setlock Met 4/6/24.</div>
5. LEA has only budgeted a maximum of 15% of the total amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application AND the Consolidated Application showing funds in the Effective Use of Technology expenditure section.	<div>District Comments</div> <div>3/18/2024 3:56:07 PM Director of Pupil Services Stefani Frank Achievement House Cyber Charter School (AHCCS) has transferred all Title IVA funds to Title IA.</div> <div>Monitor Comments</div> <div>4/6/2024 10:16:38 PM Monitor Mary Ellen Setlock Met 4/6/24.</div>

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

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

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

Personnel Interviews

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

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

Achievement House Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	<hr/>	<input type="checkbox"/>
Parent:	Abby Dubinchik, Compliance Officer <hr/>	<input checked="" type="checkbox"/>
Parent:	Roxanne Tinari, Compliance <hr/>	<input checked="" type="checkbox"/>
Parent:	<hr/>	<input type="checkbox"/>
Parent:	<hr/>	<input type="checkbox"/>
Parent:	<hr/>	<input type="checkbox"/>

Program Reviewers:	Mary Ellen Setlock	Visit Date:
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School Level Monitoring

Component I: Appropriately State Certified

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

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

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

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

Component II: Parent and Family Engagement

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

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<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 that includes the required components below and a description of how the components are met at the school. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>All the following are Required components:</p> <ul style="list-style-type: none">• Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.• Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. School must also upload dated parent meeting agendas and corresponding sign-in sheets, as well as method of distribution.</div> <div><input type="checkbox"/> School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy.</div>	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:26:46 PM Monitor Mary Ellen Setlock Met 5/9/24.</td></tr></table>	Monitor Comments	4/6/2024 10:26:46 PM Monitor Mary Ellen Setlock Met 5/9/24.
Monitor Comments							
4/6/2024 10:26:46 PM Monitor Mary Ellen Setlock Met 5/9/24.							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. Provide Title I parents the following <ul style="list-style-type: none"> Timely information about Title I programs. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ◦ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ◦ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ◦ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. ◦ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). 					
SchoolParentFamilyEngagementPolicy-signed.pdf Parent.Family-Question1 Evidence.pdf Updated-SchoolParentFamilyEngagementPolicy-signed.pdf Updated-PFEDistributionOptions.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<div>Updated-23-24AnnualTitle1WorkshopPresentationSlides.pdf</div> <div>Updated-9.21.2023SignIn.pdf</div> <div>Updated-September21,23InformationCircleWorkshopAgenda.pdf</div>							
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> Dated Title I meeting agenda and corresponding sign-in sheets</div> <div><input checked="" type="checkbox"/> PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.</div>	<table><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:34:43 PM Monitor Mary Ellen Setlock Met 5/9/24.</td></tr></table>	Monitor Comments	4/6/2024 10:34:43 PM Monitor Mary Ellen Setlock Met 5/9/24.
Monitor Comments							
4/6/2024 10:34:43 PM Monitor Mary Ellen Setlock Met 5/9/24.							
<div>Parent.Family-Question1Evidence.pdf</div> <div>Updated-23-24AnnualTitle1WorkshopPresentationSlides.pdf</div> <div>Updated-9.21.2023SignIn.pdf</div> <div>Updated-PFEDistributionOptions.pdf</div>							

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 State's high standards. The compact shall</p> <ul style="list-style-type: none">describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, andaddress the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact</div> <div><input checked="" type="checkbox"/> School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact.</div>	<table><tr><th>District Comments</th></tr><tr><td>4/1/2024 3:11:06 PM Director of Pupil Services Stefani Frank The Parent Compact is listed on the Parent Page on Schoology which parents have had access to all school year.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/6/2024 10:35:22 PM Monitor Mary Ellen Setlock Met 5/9/24. The previous reviewed and uploaded Compact was revised and noted in the evidence provided. It was an agenda item on the September Title I meeting.</td></tr></table>	District Comments	4/1/2024 3:11:06 PM Director of Pupil Services Stefani Frank The Parent Compact is listed on the Parent Page on Schoology which parents have had access to all school year.	Monitor Comments	4/6/2024 10:35:22 PM Monitor Mary Ellen Setlock Met 5/9/24. The previous reviewed and uploaded Compact was revised and noted in the evidence provided. It was an agenda item on the September Title I meeting.
District Comments									
4/1/2024 3:11:06 PM Director of Pupil Services Stefani Frank The Parent Compact is listed on the Parent Page on Schoology which parents have had access to all school year.									
Monitor Comments									
4/6/2024 10:35:22 PM Monitor Mary Ellen Setlock Met 5/9/24. The previous reviewed and uploaded Compact was revised and noted in the evidence provided. It was an agenda item on the September Title I meeting.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<div>Updated-23-24AnnualTitle1WorkshopPresentationSlides.pdf</div> <div>Updated-9.21.2023SignIn.pdf</div> <div>Updated-ParentCompactUpload.pdf</div>					
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> Dated Title I meeting agenda & sign-in sheets that indicate topics of discussion</div> <div><input checked="" type="checkbox"/> PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.</div>	<div>Monitor Comments</div> <div>4/6/2024 10:33:27 PM</div> <div>Monitor Mary Ellen Setlock</div> <div>Met 5/9/24.</div>
					<div>District Comments</div> <div>5/6/2024 9:44:59 AM</div> <div>Other Abby Dubinchik</div> <div>Two meeting times held for Parent Workshop.</div>
<div>2.22.2024SignIn.png</div> <div>2.22.2024ParentWorkshop1pm7pm.pdf</div> <div>Updated-2.22.2024ParentWorkshop1pm7pm.pdf</div> <div>Updated-2.22.2024SignIn.pdf</div>					

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. ALL schools' teachers and staff shall annually be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> SPAC skits and staff agendas and sign in sheets <input checked="" type="checkbox"/> Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	<div>District Comments</div> 3/26/2024 8:45:11 AM Director of Pupil Services Stefani Frank Staff have been asked to attend at least two Parent Teacher Organization meetings and/or events to improve communication and connections to our students and families. <div>Monitor Comments</div> 4/6/2024 10:45:54 PM Monitor Mary Ellen Setlock Met 5/10/24.
RequiredEventsTracker.xlsx Updated-Pre-ServiceParent.FamilyCommunicationTraining-SIP.pdf Update-8.23.23,8.29.23Pre-ServiceSign-In.xlsx					
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Transition Plan <input checked="" type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<div>Monitor Comments</div> 4/6/2024 10:48:31 PM Monitor Mary Ellen Setlock Met 4/6/24.
ScheduleofWorkshops.png					
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	<div>Monitor Comments</div> 4/6/2024 10:48:57 PM Monitor Mary Ellen Setlock Met 4/6/24.
AAASPANISHFolderInserts1_5_04.pdf					

Component III: Schoolwide Programs

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

Sec. 1114

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

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

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

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

Component IV: Targeted Assistance Programs

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

Sec. 1113

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	<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. Please note: this may include services to assist preschool children in the transition from early childhood education programs such as Head Start or State-run preschool programs to elementary school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of regular team meetings, dated agenda, sign-in sheets, and minutes	

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

This is the 2023 CAV for Achievement House CS

Topic: Title IIA: Program - Component I

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

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

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

CA Due: 10/11/2024

Ext Date:

Closed:

CA Not Required: ☐

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

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

Topic: Title IVA: Program - Component I:

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

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

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

CA Due: 10/11/2024

Ext Date:

Closed:

CA Not Required: ☐

Monitor Comments

4/6/2024 10:14:51 PM

Monitor Mary Ellen Setlock

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

District Comments

5/8/2024 1:44:51 PM

Director of Pupil Services Stefani Frank

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

Monitor Comments

5/9/2024 2:39:31 PM

Monitor Mary Ellen Setlock

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

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

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

Charter School: Achievement House Cyber CS

Chief Executive Officer: Mr. Donald Asplen

Special Education Director/Coordinator: Beth Anne Stork

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: January 30, 2024

Date Final Report Sent to LEA: July 10, 2023

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

First Visit Date: July 19, 2023

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

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

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 1 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 2 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	0	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
8	0	2				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
8	2	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	1	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
Y						21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17A. FSA-PUBLIC SCHOOL ENROLLMENT			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	08/09/2023 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	07/19/2023
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 0 0 1 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					6 0 0 0 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 1 0 1 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 1 0 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
8	0	2				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
8	0	2				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
8	2	0				GE 80. Is the student making progress within the general education curriculum?			
8	2	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	2				GE 80b. If yes, in what ways? Interacting with peers. Active participant in all areas, challenging curriculum. Doing well, meeting goals and doing well on progress monitoring probes. Thriving in all classes, engaging with material, verbalizes thoughts more in cyber environment. Interacts with peers and meets the challenge. Interactions with peers. Interacting with same aged peers. Interacts with student's own age.			
0	0	8				GE 80c. If no, what does this student need that he/she is not receiving in your class? School is offering what is needed. Struggles to engage with school and supports. Has access to needed supports. Has all supports available but is not taking advantage.			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
9	0	1				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
9	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
4	1	4				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
2	3	4				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	7				SE 95c. If yes, what reasons were discussed for recommending removal? Based on need. Needed support.			
0	0	7				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? As indicated. As needed.			
4	0	5				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
9	0	0				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
7	0	2				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
6	1	2				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	The LEA will meet with individuals from PaTTAN, IU, and the BSE to construct and submit an improvement plan for increasing the graduation rate. Evidence of Change: LEA will submit an improvement plan to SPOC and review June 2024's graduation rate.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	07/19/2023
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
	N					16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.	The LEA will meet with individuals from PaTTAN, IU, and the BSE to construct and submit an improvement plan for increasing the PSSA/PASA participation rate. Evidence of Change: LEA will submit an improvement plan to SPOC and review June 2024's PSSA/PASA participation rate.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	10/26/2023
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
1	0	9				FR 153. PTE-Consent Form is present in the student file			
1	0	9				FR 154. Demographic data			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 155. Reason(s) for referral for evaluation			
1	0	9				FR 156. Proposed types of tests and assessments			
1	0	9				FR 157. Contact person's name and contact information			
1	0	9				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	0	9				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
3	0	7				FR 194. PTRE-Consent Form is present in the student file			
3	0	7				FR 195. Demographic data			
3	0	7				FR 196. Reason for reevaluation			
3	0	7				FR 197. Types of assessment tools, tests and procedures to be used			
3	0	7				FR 198. Contact person's name and contact information			
3	0	7				FR 199. Parent has selected a consent option			
3	0	7				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 160. ER is present in the student file			
1	0	9				FR 161. Evaluation was completed within timelines			
1	0	9				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
1	0	9				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			
1	0	9				FR 181. Recommendations for consideration by the IEP team			
1	0	9				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 207. RR is present in the student file			
9	0	1				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
5	4	1			44%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	0	1				FR 210. Demographic data			
7	2	1			22%	FR 211. Date IEP team reviewed existing evaluation data	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
9	0	1				FR 214. Aptitude and achievement tests			
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 219. Lack of appropriate instruction in math			
9	0	1				FR 220. Limited English proficiency			
9	0	1				FR 221. Conclusion regarding need for additional data is indicated			
9	0	1				FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
9	0	1				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
9	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
0	0	10				FR 228. Interpretation of additional data			
0	0	10				FR 229. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 230. Indication of process(es) used to determine eligibility			
0	0	10				FR 231. Instructional strategies used and student-centered data collected			
0	0	10				FR 232. Educationally relevant medical findings, if any			
0	0	10				FR 233. Effects of the student's environment, culture, or economic background			
0	0	10				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 238. Statement for all 6 items			
9	0	1				FR 239. Documentation of Evaluation Team Participants			
3	1	6			25%	FR 240. Documentation that team members Agree/Disagree	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	0	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
5	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
5	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	4	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	3	3	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	0	6				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 241. Invitation is present in the student file	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	1	1			11%	FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
9	0	1				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
8	1	1			11%	FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	1	0			10%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
9	0	1				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
3	0	7				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 264. Student	The LEA will provide training to special education personnel regarding when to send specific documents and fulfill accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
6	0	4				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
1	0	9				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276. If the student has communication needs, needs must be addressed in the IEP			
1	0	9				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
3	0	7				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
9	1	0			10%	FR 282. Student's present levels of functional performance	The LEA will provide training to special education personnel regarding accurate documents and student information. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
10	0	0				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
8	2	0			20%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will provide training to special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
7	3	0			30%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	The LEA will provide training to special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	The LEA will provide training to special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	2	0			20%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	The LEA will provide training to special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	2	0			20%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will provide training to special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	2	0			20%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will provide training to special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	2	0			20%	FR 292c. Annual goals are related to the student's transition services	The LEA will provide training to special education personnel regarding timelines for correct documentation, transition services, and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files for accurate documentation at the conclusion of trainings.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
7	0	3				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
1	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
8	2	0			20%	FR 302. Measurable Annual Goals	The LEA will provide training to special education personnel regarding calculating a baseline and writing measurable goals. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
8	2	0			20%	FR 303. Description of how student progress toward meeting goals will be measured	aThe LEA will provide training to special education personnel regarding calculating a baseline and writing measurable goals. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 304. Description of when periodic reports on progress will be provided to parents	The LEA will provide training to special education personnel regarding calculating a baseline and writing measurable goals. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	1	0			10%	FR 305. Documentation of progress reporting on Annual Goals	The LEA will provide training to special education personnel regarding calculating a baseline and writing measurable goals. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
2	0	8				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
9	1	0			10%	FR 307. Program Modifications and Specially-Designed Instruction	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
8	2	0			20%	FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
9	0	1				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
9	0	1				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
8	1	1			11%	FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services	The LEA will provide training to special education personnel regarding timelines for correct documentation and accuracy of paperwork. Evidence of Change: SPOC will review 10 new files to check for accuracy.	07/09/2024 LEA Representative Intermediate Unit Representative PaTTAN Representative BSE Adviser	
9	0	1				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
5	0	5				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
5	0	5				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
9	0	1				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
2	0	8				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
6	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	1	0	0			P 29. Did you participate in developing the current IEP for your child?			
6	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
3	0	3	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
6	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
3	2	0	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	4	0			P 32b. If no, what training or support would assist you? Not knowledgeable in education process or how to make requests known. Not sure.			
6	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	1			P 35. Was the current IEP developed at the IEP meeting?			
5	0	0	1			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
6	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	6	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		4	0		2	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other			
8	0	2				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	3	4				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	7				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
8	0	2				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
6	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
4	1	1	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
9	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
9	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
9	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
8	0	1				SE 104. If appropriate, are the student's annual goals based on functional performance?			
8	0	1				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	1				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	1				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	0				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
6	2	1				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	2				SE 117b. If yes, in what ways? Excelling in courses. Involved in many school activities, progressing academically. Social clubs. Doing awesome, grades are good and completing work. Picks up cues from peers. Building confidence. Interacts socially with peers.			
0	0	7				SE 117c. If no, what does this student need that he/she is not receiving? Needs some additional support. Has all the supports being offered but does not participate and has declined the services.			
9	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
6	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
6	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					6 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	1			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	1				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
9	0	1				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
6	0	4				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
2	3	5				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	8				GE 79c. If yes, what reasons were discussed for recommending removal? Additional support and services are needed. Academic need.			
0	0	8				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team decision. Team decision.			
3	2	5				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
4	0	6				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
7	0	3				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
9	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
9	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	0				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
7	0	2				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
9	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
3	0	2	1			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
6	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
6	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
5	1	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
1	0	5	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
3	0	3	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
9	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	4				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	1	8				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
1	0	8				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
1	0	8				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
1	0	8				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
1	0	8				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
1	0	8				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
6	0	0	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
5	0	1	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
2	4	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	4	0			P 50c. If yes, what reasons were discussed for recommending removal? Based on needs. Additional Support and Service.			
0	0	4	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? As needed. Team decision.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	1	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	1	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways? Doing well. Academic challenges and social aspect. Able to participate, social. Feels comfortable with peers. Interacts with peers.			
0	0	5	0			P 50h. If no, what does your child need that he/she is not receiving in the class? Not learning what is needed.			
					6 0 0 0 0 0 0	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 1 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	0				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
7	0	2				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
9	0	1				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
4	0	6				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
0	0	6	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					5 0 0 0 1 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	1		1 1 1 3 1 2 2 2 3	P 66. Tell me anything you really like about your child's special education program. a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP i. support services k. staff's understanding and attitude			
		3	2		1	P 67. Tell me anything you would like to change about the program. n. other			
		2	0		2 2	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree c. Agree			
						P 69. Additional comments about your child's program.			
9	0	0				SE 101. Do you hold the required certification to implement this student's program?			
9	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	9				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			
						FSA #6 STANDARD - Graduation The graduation rate of the LEA's students with disabilities meets state targets	<p>This LEA has implemented an improvement plan to increase graduation rates in the school year 2023 - 2024.</p> <p>Evidence of Change SPOC will review graduation rates anticipating an increase in the students with disabilities who graduate.</p>	<p>08/02/2024</p> <p>BSE SPOC PaTTAN Representative IU Representative LEA Representative</p>	
						FSA #16 Standard - Participation in assessments The LEA's population of students who participate in state assessment is comparable with the state data	<p>This LEA has implemented an improvement plan with the intention increasing the number of students with disabilities who participate in state assessments.</p> <p>Evidence of Change - SPOC will review data from LEA and determine if there is an increase in participants.</p>	<p>08/02/2024</p> <p>BSE SPOC PaTTAN Representative IU Representative LEA Representative</p>	



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

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

Directions for the Facilitated Self Assessment (FSA)

2022-23 Compliance Monitoring for Continuous Improvement (CMCI)

Pennsylvania Department of Education

Bureau of Special Education (BSE)

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

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

FSA Procedure for LEA:

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

Procedure for completion of the FSA:

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

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

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

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

STANDARD - ASSISTIVE TECHNOLOGY

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

REGULATORY BASE:

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

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

STANDARD - HEARING AIDS

Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

REGULATORY BASE:

Hearing Aids - 34 CFR 300.113

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

External components of surgically implanted medical devices- 34 CFR 300.113

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

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

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

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

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

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ AT services or devices required on students' IEPs were provided in a timely manner? 	<p>Yes, AT services or devices on students' IEPs are provided in a timely manner. This is evidenced through the AT procedure and AT policy developed by AHCCS. The IEP uses a procedure to ensure the timely completion of the assessment, action plan, trials, results, and resolutions of any conflicts. All procedural safeguards and timelines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/ or services when they are necessary to ensure eligible children receive FAPE. While AHCCS may opt to use assessment processes, such as the SETT (Student, Environment, Tasks, and Tools) Framework, to assist in the selection or refinement of assistive technology devices or services, the assessment processes cannot delay the provision of the assistive technology needed for FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated.</p>

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

1 A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes, In Compliance ____ No, Not in Compliance	
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2. POSITIVE BEHAVIOR SUPPORT POLICY

STANDARD - POSITIVE BEHAVIOR SUPPORT

LEA complies with the positive behavior support policy requirements.

REGULATORY BASE:

Positive Behavior Support - 22 Pa. Code 711.46

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

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

POSITIVE BEHAVIOR SUPPORT POLICY		
2.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE</p> <p>LEA will review its Positive Behavior Support (PBS) Policy, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will upload its PBS Policy to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE</p> <p>Chairperson will review the RISC system report (www.leaderservices.com/RISC) of restraints by this LEA for the prior school year and current school year to date, and will select and review approximately 10 files each (if available) of:</p> <ul style="list-style-type: none"> • students who have been restrained • students who have restraints included in their IEPs <p>Chairperson answers the following questions:</p> <p>a. Does the LEA have a current PBS Policy?</p> <p>_____ Yes _____ No</p> <p>b. Do students' IEPs that permit the use of restraints explain how restraints will be used only with PBS and with the teaching of socially acceptable behavior?</p> <p>_____ Yes _____ No _____ NA</p> <p>c. Are personnel authorized and trained in the use of restraints?</p> <p>_____ Yes _____ No _____ NA</p> <p>d. Is there evidence in students' IEPs of a plan for eliminating the use of restraints?</p> <p>_____ Yes _____ No _____ NA</p> <p>e. Are prone restraints prohibited and never used?</p> <p>_____ Yes _____ No _____ NA</p> <p>continued on next page</p>	

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

POSITIVE BEHAVIOR SUPPORT POLICY		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>m. The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:</p> <ul style="list-style-type: none"> • Corporal punishment • Punishment for a manifestation of a student's disability • Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit • Noxious substances • Deprivation of basic human rights, such as withholding meals, water, or fresh air • Suspension constituting a pattern • Treatment of a demeaning nature • Electric shock <p>n. LEA has the responsibility for ensuring that Positive Behavior Support programs are in accordance with 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods, and techniques.</p> <p>o. Policy requires that the LEA obtain parental consent prior to the use of restraints or intrusive procedures when included in a student's IEP as reflected in 22 Pa. Code Chapter 711.46(f).</p>	

POSITIVE BEHAVIOR SUPPORT POLICY		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>LEA will conduct a review of longitudinal data regarding use of restraints, and provide conclusions about the LEA's implementation of PBS below.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ the LEA's PBS Policy includes all the required regulatory components? 	<p>Yes, the policy includes all of the required regulatory components. The policy reflects language outlined in IDEA and state regulations. The policy has been developed to ensure that the staff uses appropriate behavior support techniques including a functional assessment of behavior and a positive behavior support plan. The staff has been trained on the aspects of the behavior policy and procedures. The policy states the conditions for when the use of restraints may be included in a student's IEP. The policy clearly describes the definitions for aversive techniques, behavior support, positive behavior support plans, and restraints. It clearly states the limitations and requirements for the use of physical and mechanical restraints. It states nine aversive techniques for handling behavior that may not be used in education programs of the AHCCS. The policy describes the procedures for reporting and monitoring of the use of restraints including specific procedures when a referral to law enforcement occurs. A regular program of training and re-training of personnel in the use of specific procedures, methods, and techniques that personnel will be expected to employ are described in the "AHCCS Behavior Support for Students with Disabilities Policy."</p>

	<ul style="list-style-type: none"> ➤ students' IEPs that include the use of restraints explain how restraints will be used only with specific component elements of PBS, in conjunction with the teaching of socially acceptable alternative skills? ➤ personnel are authorized and trained in PBS and crisis restraint procedures? ➤ there is a plan for eliminating the use of restraints through the application of PBS? 	<p>Yes, the policy contains language regarding the use of restraints are used with PBS while teaching socially appropriate skills to replace the problem behavior. The use of restraints may only be included in a student's IEP under the following conditions: a) The restraint is used in conjunction with specific components of positive behavior support. b) The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior. c) Staff are authorized, and have received all training required, to use the specific procedure. d) The positive behavior support plan of the student includes a plan for eliminating the use of restraint through the application of positive behavior support. e) The use of restraints is not included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment.</p> <p>Yes, the policy includes training and re-training of positive behavior supports including crisis restraint procedures on an annual basis. If a restraint is used, an IEP meeting will be held within 10 school days unless the parent waives the meeting in writing. Trainings occur regarding how to conduct functional behavior assessments and the development of positive behavior plans. For the 2022-2023 school year, the HR Manager is currently setting up a two-part safety-restraint training. One part, all AHCCS staff will participate in virtually, where as the safety restraint techniques' training will be provided to our regional mentors and some regional staff members to assure we have an appropriate number of staff members present at each field trip, family activities, and testing site. The date is to be determined, but is set tentatively mid-March of 2023.</p> <p>Yes, the IEP team and policy includes language that the use of restraints is to be used as a last resort. The policy includes methods that use positive reinforcement and other techniques to shape the behavior of the student with disabilities. The use of restraints may only be included in a student's IEP under the following conditions: a) The restraint is used in conjunction with specific components of positive behavior support. b) The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior. c) Staffs are authorized, and have received all training required, to use the specific procedure. d) The positive behavior support plan of the student includes a plan for eliminating the use of restraint through the application of positive behavior support. e) The use of restraints is not included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment.</p>
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	<p>➤ prone restraints are prohibited and never used?</p> <p>➤ when a student is referred to law enforcement, an IEP meeting is held, the Functional Behavioral Assessment is updated or developed, and a PBS plan is developed/revised by the team?</p> <p>➤ the LEA accesses professional development opportunities and technical assistance provided by the Bureau of Special Education/PaTTAN? (e.g. School-wide Behavior Support Programs)?</p>	<p>Yes, the use of prone restraints are prohibited and never used. This language is included in the policy. The following aversive techniques for handling behavior may not be used in education programs of the AHCCS: 1. Corporal punishment. 2. Punishment for a manifestation of a child's disability. 3. Locked rooms, locked boxes or other locked structures or spaces from which the child cannot readily exit. 4. Noxious substances. 5. Deprivation of basic human rights, such as withholding meals, water or fresh air. 6. Treatment of a demeaning nature 7. Electric Shock 8. The use of prone restraints, which are those by which a student is held face down on the floor. 9. Suspension constituting a pattern</p> <p>Yes, language in the policy includes that an updated functional behavior assessment and positive behavior support plan shall be required for students with disabilities who are referred to law enforcement. If a student's conduct results in referral to law enforcement, an updated functional behavior assessment and positive behavior support plan shall be required for students with disabilities who have positive behavior support plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the District, the Director of Special Education is informed of the need to update the functional behavioral assessment and the positive behavior support plan of the student.</p> <p>Yes, the LEA accesses the resources, publications, professional development opportunities and technical assistance through BSE/PaTTAN and CCIU.</p>
2.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>____ Yes, In Compliance</p> <p>____ No, Not in Compliance</p>	

3. CHILD FIND

SPP Indicator 11

STANDARD – CHILD FIND

LEA demonstrates compliance with annual public notice requirements.

REGULATORY BASE:

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

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

Child Find - 22 Pa. Code 711.21(a)

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

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

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

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

SPECIAL CONSIDERATIONS**BSE PROCEDURE**

Chairperson will answer the following questions:

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

_____ Yes

_____ No

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

_____ Yes

_____ No

_____ NA

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

_____ Yes

_____ No

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

_____ Yes

_____ No

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

_____ Yes

_____ No

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

_____ Yes

_____ No

_____ NA

continued on next page

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

CHILD FIND		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ the LEA's written policy includes all the required components? ➤ the LEA has adopted and uses a public outreach awareness system to locate and identify students thought to be eligible for special education within the LEA's jurisdiction? 	<p>Yes, the policy includes all the required components including public awareness, outreach activities, screening, and pre-evaluation screening, and includes a variety of media to ensure that parents are aware of special education services and programs on a routine basis.</p> <p>Yes, the LEA uses a public outreach awareness system through our website, parent meetings, publication in local newspaper, published in the Daily Local News Back to School Issues, student welcome packet, Chester County Intermediate Unit publications, and information in the main office. AHCCS, shall publish once annually a written notice, in means accessible to AHCCS families, including AHCCS' website, AHCCS main office, and at the local Chester County Intermediate Unit, to include a description of child identification activities, of AHCCS' special education services and programs, of the way to request services and programs, and of the procedures followed by AHCCS to ensure the confidentiality of student information. AHCCS offers parent and family information regarding training activities and publicizes the availability of such activities to all parents. AHCCS, upon request, provides to interested health and mental health professionals, county agency personnel and other interested professionals, information concerning the types of special education programs and services available in and through AHCCS, and information regarding the way parents can access those services. AHCCS provides periodic training for AHCCS' regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.</p>

	<p>➤ the LEA conducts awareness activities to inform the parents of children applying to or enrolled in the charter school and cyber charter school of its special education services and programs and how to request services and programs?</p> <p>➤ written information is published in the LEA Handbook and LEA website?</p>	<p>Yes, the LEA conducts awareness activities to inform parents of children applying to or to be enrolled in the LEA. During the intake, the Student Orientation Coordinator and registration packet will provide information regarding special education services and programs. The intake coordinator works closely with the special education department to answer questions from potential parents as well as reviewing and request records. AHCCS, shall publish once annually a written notice, in means accessible to AHCCS families, including AHCCS' web site, AHCCS main office, and at the local Chester County Intermediate Unit, to include a description of child identification activities, of AHCCS' special education services and programs, of the way to request services and programs, and of the procedures followed by AHCCS to ensure the confidentiality of student information.</p> <p>Yes, written information is in the AHCCS Handbook and on the AHCCS' website.</p>
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<p>➤ the child find information includes procedures to ensure confidentiality of information pertaining to students with disabilities?</p>	<p>Yes, the Child Find policy states that child find information and the manner to request services and programs ensures the confidentiality of student information. All Chester County School entities maintain records concerning all children enrolled in public school, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda, and other education-related documents. Records can be maintained on paper, on microfiche, on audio or videotape, and electronically. Records can be located in the central administrative offices of the public school, the administrative offices of the Chester County Intermediate Unit, the school building or building at which the student attended or attends school, private schools and facilities at which the public school has placed the child for educational purposes, central storage facilities and electronic storage systems, and in the secure possession of teachers, building administrators, specialists, psychologists, counselors, and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality. A parent that does not want AHCCS to disclose directory information from a child's education records without your prior written consent, must notify AHCCS in writing before August 1" of any year the student is enrolled at AHCCS, or within 30 days of enrollment at the School. AHCCS has designated the following information as directory information: • Student's name • Address • Telephone listing • Electronic mail address • Photograph • Date and place of birth • Major field of study • Dates of attendance • Grade level • Participation in officially recognized activities and sports • Weight and height of members of athletic teams • Degrees, honors, and awards received • The most recent educational agency or institution attended • Student ID number, user ID, or another unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.) Directory information may be released without parent consent unless the parent has exercised their right to opt out of disclosure of directory information. Parents have the right to refuse to let an agency designate any or all the above information as directory information. Uses to be made of confidential information will include: identification and evaluation of the student; Child Find; Definitions and Criteria for Determination of Eligibility; Procedures for Evaluation and Determination of Eligibility; and additional procedures as stated in Individuals with Disabilities Education</p>
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		<p>Act and Chapter 711 (PA). The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age certain rights with respect to the student's educational records. They are: Parents have the right to inspect and review a child's education record. AHCCS will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school principal or other appropriate school official. Parents have the right to a response from the school district to reasonable requests for explanations and interpretations of the records. The school official will plan for access and notify the parent or eligible student of the time and place where the records may be inspected.</p> <p>“Education records” means those records that are directly related to the student which are maintained by an educational agency or by a party acting for the agency. “Education agency,” for purposes of this notice, means the local school district. For all students, the school district maintains education records. Personally identifiable information is confidential information that includes, but is not limited to, the student's name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics. Parents have the right to request copies of the records. While the AHCCS does not charge a fee to search for or to retrieve information, it may charge a copying fee if it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child. If parents think information in an education record is inaccurate, misleading, or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. AHCCS will decide whether to amend the record or will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or student when notified of the right to a hearing. The Director of Special Education is the agency official responsible for ensuring confidentiality of student records.</p>
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	<p>➤ the LEA's personnel are familiar with the available dissemination materials and responsibility for dissemination of those materials?</p>	<p>Yes, the LEA personnel including the Student Orientation coordinator, the parent liaison, counselors and mentors are familiar with the available dissemination materials. The registration packet includes a variety of forms requesting permission to release information. The Student Orientation Coordinator or Student Launchpad Coordinator speaks to the parents about potential special education services and activities. Retention of Information Whenever information is no longer needed to provide educational services to a child or after a former student's 24th birthday, the information in their education record will be destroyed by the educational agency, if there is not a current request to inspect and review or a request for copies. However, a permanent record of a former student's name, telephone number, grades, achievement, attendance, classes attended, grade level completed, year completed, Evaluation/Re-evaluation Reports, last three IEP's, and last Notice of Recommended Educational Placement will be maintained in an electronic form without time limitation. Information no longer needed to provide educational services must be destroyed if requested by a parent. However, a permanent record of a student's name, address, phone number, grades, attendance, classes attended, grade level completed, year completed may be maintained in an electronic form without time limitation. AHCCS will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the school personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. AHCCS keeps a record of parties obtaining access to educational records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Parents have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent the FERPA authorizes disclosure without consent. Information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by AHCCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); person or company with whom AHCCS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, AHCCS discloses education records (including disciplinary records) without consent to officials of another school district in which a student seeks or intends to enroll.</p>
	<p>➤ the LEA uses a variety of methods (radio, TV, printed publications) and locations to provide the public notice?</p>	<p>Yes, the LEA uses a variety of media and locations to provide the public notice- newspapers, Chester County Intermediate Unit, AHCCS' main office, AHCCS' website and welcome packet.</p>

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

4. CONFIDENTIALITY

STANDARD - CONFIDENTIALITY

The LEA is in compliance with confidentiality requirements.

REGULATORY BASE:

Confidentiality – 34 CFR 300.610

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

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

(b) Transmittal of records. (1) An agency reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. (2) An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

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

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

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

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

CONFIDENTIALITY

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

CONFIDENTIALITY		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ the LEA's Confidentiality Policy includes all required components? 	<p>Yes, the Confidentiality Policy includes components regarding personally identifiable information, storage of information, disclosure to third parties, retention and destruction, access, rights of parents to access, fee for copies, parent hearing rights and procedures, identification of agency officials ensuring confidentiality, transmittal of records ensuring confidentiality and transmittal of reporting a crime and training for staff. It also provides clear definitions of the following terms: Education records, personally identifiable information, destruction of information, directory information, confidential information, and consent. The AHCCS' Confidentiality Policy has designated the following information as directory information: • Student's name • Address • Telephone listing • Electronic mail address • Photograph • Date and place of birth • Major field of study • Dates of attendance • Grade level • Participation in officially recognized activities and sports • Weight and height of members of athletic teams • Degrees, honors, and awards received • The most recent educational agency or institution attended • Student ID number, user ID, or another unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)</p>

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

5. DISPUTE RESOLUTION

STANDARD - DISPUTE RESOLUTION

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

REGULATORY BASE:

Procedural Safeguards - 34 CFR 300.504

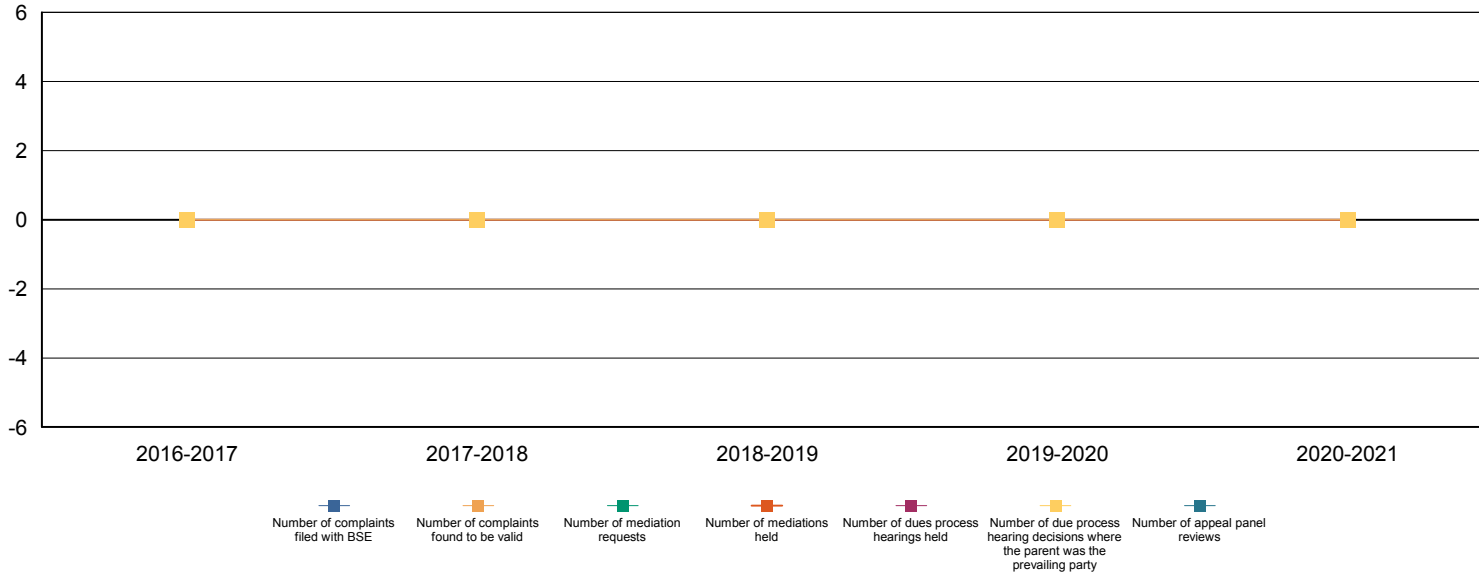
(a) Each SEA shall ensure that each public agency establishes, maintains and implements procedural safeguards that meet the requirements of 300.500 – regarding Mediation (300.506), Impartial Due Process (300.507) and State Complaints (300.151).

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

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

5 A.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>Data indicate that the LEA uses dispute resolution systems effectively.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (requires an improvement plan)</p> <p><input type="checkbox"/> NA</p>	
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Dispute Resolution



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

6. - 7. GRADUATION and DROPOUT RATES

SPP Indicators 1 and 2

STANDARD - Graduation

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

STANDARD – Dropout

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

REGULATORY BASE

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

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

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

7.

LEA PROCEDURE - DROPOUT RATES

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

28 Total number of students with disabilities reported dropped out.

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

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

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

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

 Met SPP target

 Did not meet SPP target

 X NA

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

Five Year Longitudinal Data Link

SPECIAL CONSIDERATIONS**BSE PROCEDURE - DROPOUT RATES**

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

GRADUATION and DROPOUT RATES**DATA COLLECTION WORKSHEET**

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

<p>➤ Does the LEA have a process for verifying accuracy of its graduation and dropout data, including students reported as "moved, known to be continuing"?</p>	<p>Yes, the LEA has a process for verifying the accuracy of its graduation and dropout data through the use of a student management system and an early warning system. Through the Facilitated Self-Assessment process, AHCS recognized a systemic issue with reporting data. IEP Writer and Power School are not set up to sync data. When a student leaves AHCS, the status is updated once the PIMS Coordinator receives confirmation that a student has transferred to another LEA and updates the status in Power School. The status was not updated in IEP Writer, therefore, showing a much larger percentage of students who have dropped out. This was a systemic error. Please see the attachment below labeled, "Graduation & Drop Out Data 2019-2020". This contains the correct data. Please see the 2019-2020 Enrollment Data below for where the graduation and drop out data was obtained from. Additionally, guidance departments, data coordinators and administration review the data during meetings to address students who may be at risk of dropping out. Monthly meetings are held to discuss the status of each senior with an IEP toward their graduation goal along with possible interventions for IEP teams to consider to support and/or re-engage the student. The School-Wide Transition Coordinator tracks the progress of each senior toward their graduation project. Guidance Counselors & the Director of Special Education meet on a regular basis to discuss students' progress toward IEP goals and/or credits. The Act 158 Coordinator tracks each student's progress toward their pathway of graduation. The LEA utilizes an early warning system embedded into Ed Insight placing each student at a risk level. Factors affecting each student's risk level include attendance, current year math, language arts, science, social studies, and other grades, PSSA Math/Reading tests, and Keystone Exams. Other data utilized to determine each student's progress toward grade level standards are quarterly NWEA MAPS' benchmarks for Reading, Math, and Science. Please see below for the 2019-2020 data for all students who graduated, dropped out, seniors who did not graduate, students who left the PA Public School System but did not drop out, students who transferred to another LEA in PA, students reported as exiting Special Education and were reported as a previous school year graduate, and the number of students who were reported in 11th grade and/or below who remained at AHCS.</p>
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	<ul style="list-style-type: none"> ➤ Does a particular disability category show a disproportionately higher dropout rate? ➤ Does a particular disability category show a disproportionately lower graduation rate? ➤ How do these data compare with the trends in the LEA's general population of students? 	<p>Yes, students with Specific Learning Disabilities, and/or Emotional Disturbance show a disproportionately higher dropout rate. 15/24 students who dropped out had a primary disability category of Specific Learning Disability. 6/24 students who dropped out had a primary disability category of Emotional Disturbance. Please see the attached documentation below with the correct data due to the systemic data error causing the incorrect numbers to be reported to the state as Power School and IEP Writer were not set up to sync.</p> <p>Yes, students with Specific Learning Disabilities, Other Health Impairments, and/or Emotional Disturbance show a disproportionately lower graduation rate.</p> <p>The LEA's general population of students for the 2019-2020 Exiting Collection data had an overall 78.18% graduation rate and an overall 6.35% dropout rate. Please see the attached documentation below with the correct data due to the systemic data error causing the incorrect numbers to be reported to the state as Power School and IEP Writer were not set up to sync. Students with disabilities at AHCCS have a lower dropout rate than the general education population by approximately 50%.</p>
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	<p>➤ How will the LEA use the data for continuous improvement initiatives?</p>	<p>The LEA uses the data to discuss intervention plans, individual graduation plans and remediation options for students during monthly meetings. The LEA has historically participated in the SSIP grant, UDL Grant and the Check and Connect mentoring program. The LEA holds monthly Team Initiated Problem Solving meetings for the purpose of data analysis to develop precision problem-solving statements and solution action plans to make systemic changes for students at AHCCS. The LEA currently provides initiated credit recovery courses, and real-world courses, summer school course offerings where students can earn up to three credits, implementation of a full-time Transition Coordinator, Act 158 Coordinator, and a Truancy/Re-Engagement Team. AHCCS purchased Moby Max, a new Everyday Math Curriculum through McGraw Hill for Supplemental Learning Support courses, Trans Math, Achieve 3000, and instituted work experience and internship programs. The LEA has implemented a Work Study program for students to earn credits for real-life work experience. The LEA has developed an Innovation Academy Program providing the opportunity for students to select a career training path such as Advanced Engineering, Architecture and Construction, Audio Visual Communication Arts, Biomedical, Computer Science, Digital Graphic Arts, Drone Innovators, Engineering, Entrepreneurship, Fine Arts, Information Technology, Programming, and Robotics.</p> <p>AHCCS offers independent study courses in the area of Art, Family & Consumer Sciences, First Aid & CPR/AED, Independent Music, Physical Education, and a Creative Outlet.</p> <p>AHCCS offers third-party courses through Florida Virtual School including the following; AHCCS offers its AP courses through FLVS, which is an online school dedicated to personalized learning. They offer dedicated, certified teachers, while AHCCS teachers are on hand to provide support as needed.</p> <ul style="list-style-type: none"> • AP Calculus AB • AP Calculus BC • AP Environmental Science • AP English Language and Composition • AP English Literature and Composition • AP Statistics • AP U.S. Government and Politics <p>AHCCS also provides students the opportunity to learn independent languages through an online program called Rosetta Stone. The following languages are offered at AHCCS: Arabic Mandarin Chinese French German</p>
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	<p>Greek Hebrew Italian Japanese Korean Latin Spanish</p> <p>AHCCS provides scholarships for students while in high school to explore areas of personal interest such as digital authorship, poetry, art, photography, literature, etc.</p> <p>AHCCS provides free summer camps for students to participate in such as dance, anime, arts & crafts, equipment-free fitness, E-Sports, positivity, tech and innovation camp, and Zumba. Students are provided accommodations and modifications to participate.</p> <p>AHCCS provides after-school clubs in several areas of interest to students that are free to attend, and students are provided accommodations and modifications to participate in the clubs.</p> <p>Students who exhibit truancy issues are referred for a Functional Behavioral Assessment to determine factors leading to continued absences, and support to address the concerns. When students are absent for 3 days, the Special Education Case Manager contacts the student and parent and/or guardian to notify them of the three cumulative absences. Via the phone, they discuss any factors that may be contributing to the absences. At six and ten cumulative absences, a SAIP Truancy meeting is scheduled and the IEP is revised to include team input and interventions to address truancy concerns. A Functional Behavioral Assessment and/or a full re-evaluation including a Functional Behavioral Assessment to determine barriers to success and appropriate interventions. Also to assure the student's current level and type of programming is appropriate given their current academic and functional needs. Parent(s) and/or guardian(s) are also notified for each day their child is absent through the Student Engagement Team at AHCCS.</p>
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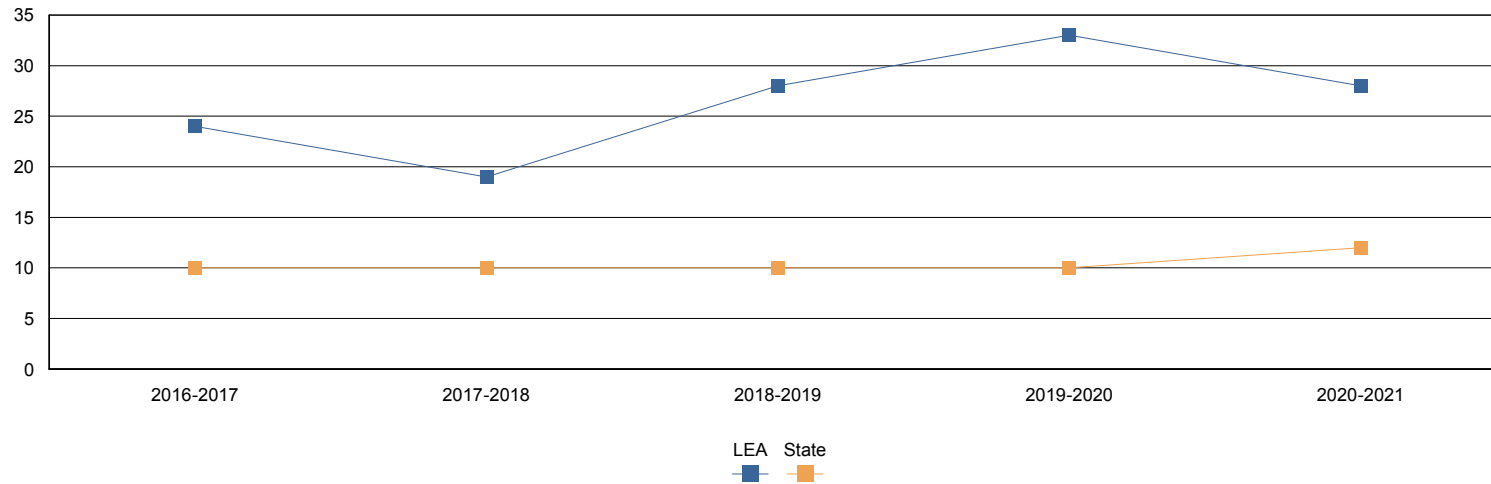
	<p>➤ Does the LEA demonstrate program incentives to encourage graduation?</p>	<p>Yes, the LEA offers credit for work experience, the opportunity to earn work-based certificates including, but not limited to, Microsoft Office and OSHA. AHCCS offers internships with paid incentives and individual graduation plans. The LEA has developed an Innovation Academy Program providing the opportunity for students to select a career training path such as Advanced Engineering, Architecture and Construction, Audio Visual Communication Arts, Biomedical, Computer Science, Digital Graphic Arts, Drone Innovators, Engineering, Entrepreneurship, Fine Arts, Information Technology, Programming, and Robotics. Students will graduate with a career path and be given a different color of graduation attire based on their career path. AHCCS provides scholarships for students while in high school to explore areas of personal interest such as digital authorship, poetry, art, photography, literature, etc. AHCCS allows students an option to develop their own graduation project based on their interests.</p>
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	<p>➤ Does the LEA maintain effective dropout prevention programs?</p>	<p>Yes, the LEA has mentors and homeroom coaches that work closely with IEP case managers, students and parents to ensure attendance, course grades and ongoing communication at a minimum of bi-weekly contacts. AHCCS has a student management system and an early warning system through Ed Insight & Power School. Additionally, guidance departments, data coordinators and administration review the data during meetings to address students who may be at risk of dropping out. Monthly meetings are held to discuss the status of each senior with an IEP toward their graduation goal along with possible interventions for IEP teams to consider to support and/or re-engage the student. The School-Wide Transition Coordinator tracks the progress of each senior toward their graduation project. Guidance Counselors & the Director of Special Education meet on a regular basis to discuss students' progress toward IEP goals and/or credits. The Act 158 Coordinator tracks each student's progress toward their pathway of graduation. The LEA utilizes an early warning system embedded into Ed Insight placing each student at a risk level. Factors affecting each student's risk level include attendance, current year math, language arts, science, social studies, and other grades, PSSA Math/Reading tests, and Keystone Exams. Other data utilized to determine each student's progress toward grade-level standards are quarterly NWEA MAPS benchmarks for Reading, Math, and Science.</p> <p>The LEA has clear truancy procedures for students with an IEP. At 3 unexcused cumulative absences, a phone call, email, and/or snail mail letter is sent to inform the student and parent/guardian of the three unexcused absences. At six cumulative, unexcused absences, a SAIP Truancy meeting is held and a SAIP Truancy Plan is placed in the IEP, with the form attached, to address the truancy concerns. Related Services are always considered to assist in re-engaging students in the academic setting including Social Work, Counselors, tutors, a PCA, and any other service warranted to support the student's academic and functional needs. At ten cumulative, unexcused absences, a second SAIP Truancy meeting is held to intervene to support the student in engaging in the academic setting.</p> <p>Other program initiatives aimed to engage students' in the school setting include the Innovation Academy Program.</p> <p>AHCCS also has Student Advisory & Parent/Guardian Advisory Committees that started in the 2022-2023 school year. Ongoing parent/guardian training is provided via live workshops, brief webinar videos, quarterly newsletters, and updates via the AHCCS Parent/Guardian & student Schoology group pages. Open office hours are available for parents to meet with the Director of Special Education on a quarterly basis, and/or by phone, email, virtual conference at a time that works best for the parent and/or student.</p>
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		<p>Counseling is offered to the parent & student if warranted based on the individual situation. For students who do not engage in the educational setting, a referral for a Functional Behavioral Assessment is made to further problem-solve for ways to be proactive in setting up students for success.</p> <p>AHCCS has a secondary transition program with a continuum of services and activities from 7th-12th grade.</p> <p>AHCCS also has the Fresh Start Academy program for students who cannot achieve full credit for the courses they are enrolled due to varying factors such as poor engagement during the first semester of the school year, new enrollment at AHCCS who did not attend any local LEA for the current school year, etc. The Fresh Start Academy program allows students to focus on one core subject at a time condensed into a three-week period where they can earn .50 credits per course, with a total of 2.0 credits possible versus earning zero credits. It is a 12-week program with four total courses. This allows students to recoup credits when they are to the point they know even if they pass the second semester they won't earn a high enough grade to pass the course for the year. It provides a motive to remain enrolled, and earn partial credit for their core courses. For the 2022-2023 program, AHCCS is looking to add a career partial credit opportunity in the Fresh Start Academy program.</p> <p>AHCCS offers a summer school program, free of cost, to eligible students where they can earn up to 3 credits per summer. A variety of summer courses are offered. Our summer school students have a Special Ed. teacher who provides support throughout their summer school program in addition to any related services they receive.</p>
6.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes (Met SPP target) or Met BSE established target for 10 or less students eligible to graduate) <input type="checkbox"/> No (Requires an improvement plan) <input type="checkbox"/> NA	
7.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes (Met SPP target) <input type="checkbox"/> No (Requires an improvement plan) <input type="checkbox"/> NA	

Five Year Longitudinal Data Link

Dropout Rates



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

8. EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

SPP Indicator 4A

STANDARD – SUSPENSION and EXPULSION

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

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

REGULATORY BASE:

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

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

Disciplinary placements - 22 Pa. Code 711.61

(e) Notwithstanding the requirements incorporated by reference in 34 CFR 300.530 (b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement. (c) Any removal from the current educational placement is a change of placement for a student who is identified with mental retardation, except if the student's actions are consistent with 34 CFR 300.530 (g) (1)-(3) (relating to authority of school personnel).

EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

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

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

EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

STANDARDS TO BE MET PROCEDURES TO FOLLOW																																						
<p align="center">LONG TERM SUSPENSIONS</p> <p>(Greater than 10 consecutive or 15 cumulative school days or is a pattern):</p> <p>a. Regular education population:</p> <table> <tr> <td>Total # students</td> <td># Suspended Long Term</td> <td>% of Pop</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> <p>b. Population of students with intellectual disability:</p> <table> <tr> <td>Total # students with ID</td> <td># Suspended Long Term</td> <td>% of Pop.</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> <p>c. Other students with disabilities:</p> <table> <tr> <td>Total # other students with disabilities</td> <td># Suspended Long Term</td> <td>% of Pop.</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> <p align="center">EXPULSIONS</p> <p>d. Total # students</p> <table> <tr> <td></td> <td># Expelled Long Term</td> <td>% of Pop.</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> <p>e. Population of students with intellectual disability:</p> <table> <tr> <td>Total # students with ID</td> <td># Expelled Long Term</td> <td>% of Pop.</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> <p>f. Other students with disabilities</p> <table> <tr> <td>Total # other students with disabilities</td> <td># Expelled Long Term</td> <td>% of Pop.</td> </tr> <tr> <td align="center"><u>0</u></td> <td align="center"><u>0</u></td> <td align="center"><u>0.00</u></td> </tr> </table> <p>STUDENTS PLACED IN 45 SCHOOL DAY INTERIM ALTERNATIVE EDUCATIONAL SETTINGS FOR DRUG/WEAPONS OFFENSES AND STUDENTS WHO HAVE INFLECTED SERIOUS BODILY INJURY UPON ANOTHER PERSON WHILE AT SCHOOL, ON SCHOOL PREMISES, OR AT A SCHOOL FUNCTION UNDER SEA OR LEA JURISDICTION</p> <p>g. <u>0</u> Total # students with disabilities in LEA.</p> <p>h. <u>0</u> Total # students with disabilities placed in Interim Alternative Educational Settings by this LEA.</p> <p>i. <u>0</u> Total # students for whom this placement was preceded by issuance of a NOREP/PWN.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE</p> <p>Chairperson will review the information the LEA provided regarding data for their student population placed on suspensions and expulsions during the prior school year and answer the corresponding compliance questions.</p>			Total # students	# Suspended Long Term	% of Pop	<u>0</u>	<u>0</u>	<u>0.00</u>	Total # students with ID	# Suspended Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>	Total # other students with disabilities	# Suspended Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>		# Expelled Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>	Total # students with ID	# Expelled Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>	Total # other students with disabilities	# Expelled Long Term	% of Pop.	<u>0</u>	<u>0</u>	<u>0.00</u>
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<u>0</u>	<u>0</u>	<u>0.00</u>																																				
Total # students with ID	# Expelled Long Term	% of Pop.																																				
<u>0</u>	<u>0</u>	<u>0.00</u>																																				
Total # other students with disabilities	# Expelled Long Term	% of Pop.																																				
<u>0</u>	<u>0</u>	<u>0.00</u>																																				

EXCLUSIONS: SUSPENSIONS AND EXPULSIONS (continued)		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ the LEA reviews the data for patterns and causes of suspensions and expulsions? ➤ the LEA has considered these data? ➤ these data are comparable to trends in the general student population? ➤ the LEA uses follow-up studies and LEA data to drive program changes? ➤ the LEA provides Functional Behavioral Assessment, manifestation determination, and FAPE to students whose removal constitutes a change of placement? ➤ the LEA reviews data if there are concerns specific to students identified with intellectual disability? ➤ Are there any instances of students with disabilities being sent home for disciplinary purposes that are considered official suspension? 	<p>The LEA reviews data for patterns and causes of suspensions and expulsion during data team meetings or IEP team meetings with the administration, counselor, mentors and teachers if any occurred. In addition, we would conduct a Functional Behavior Assessment and develop a positive behavior plan. Also, a Manifestation Determination meeting would occur within 10 days. None have occurred at this point. Yes, and if any suspensions or expulsions occurred, we would immediately address the data. The data shows that there are no suspensions nor expulsions.</p> <p>Yes, because there are no students in the general student population or students with disabilities that have been suspended or expelled.</p> <p>Yes, if the data suggested that follow up studies were needed, the LEA would partner with PaTTAN, BSE and CCIU for additional training or new resources.</p> <p>Yes, if there is a change of placement due to suspension or expulsion, the LEA would conduct a Functional Behavior Assessment, Positive Behavior Plan and Manifestation determination. FAPE would be provided to the student.</p> <p>Yes, the LEA would review the data for students with an intellectual disability immediately.</p> <p>No</p>
8.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>___ Yes, In Compliance with procedural requirements</p> <p>___ No, Not in Compliance with procedural requirements</p> <p>___ NA</p>	

8 A.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>Special education suspension rates are consistent with, or less than, regular education suspension rates.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (requires improvement plan)</p> <p><input type="checkbox"/> NA</p>	
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10. INDEPENDENT EDUCATIONAL EVALUATION

STANDARD – INDEPENDENT EDUCATIONAL EVALUATION

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

REGULATORY BASE:

Independent educational evaluation - 34 CFR 300.502

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

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

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

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11. LEAST RESTRICTIVE ENVIRONMENT (LRE)

SPP Indicator 5

1st STANDARD -- CONTINUUM

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

REGULATORY BASE:

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

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

2nd STANDARD - DISTRIBUTION OF SCHOOL-AGED STUDENTS

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

REGULATORY BASE:

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

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

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

LEAST RESTRICTIVE ENVIRONMENT (LRE)

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

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

LEAST RESTRICTIVE ENVIRONMENT (LRE)

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

LEAST RESTRICTIVE ENVIRONMENT (LRE)									
LEA TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION									
11A	STANDARDS TO BE MET PROCEDURES TO FOLLOW								
	LEA PROCEDURE The LEA will review LEA Table 1 and State Table 1, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 1 is PennData submitted by the LEA, which summarizes the number and percentage of students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 1, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.			BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.					
		LOCATION OF INTERVENTION: (number of students/percentage of total for the disability category)							
PRIMARY DISABILITY		Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Intellectual Disability		2 / 11.76	8 / 47.06	7 / 41.18	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	17
Hearing Impairment including Deafness		0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech or Language Impairment		4 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	4
Visual Impairment Including Blindness		1 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	1
Emotional Disturbance		37 / 78.72	8 / 17.02	2 / 4.26	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	47
Orthopedic Impairment		0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Other Health Impairment		47 / 73.44	17 / 26.56	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	64
Specific Learning Disability		80 / 62.02	46 / 35.66	3 / 2.33	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	129
Deaf-Blindness		0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities		1 / 50.00	1 / 50.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	2
Autism		19 / 63.33	11 / 36.67	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	30
Traumatic Brain Injury		0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)								
STATE TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION								
	LOCATION OF INTERVENTION: (percentage of total for the disability category)							
PRIMARY DISABILITY	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Intellectual Disability	8.82	34.66	47.07	3.81	4.89	0.48	0.28	0.00
Hearing Impairment including Deafness	69.71	13.37	5.72	0.43	9.00	1.78	0.00	0.00
Speech or Language Impairment	97.52	1.91	0.46	0.03	0.07	0.01	0.00	0.00
Visual Impairment Including Blindness	61.77	12.49	6.63	0.77	16.91	1.06	0.38	0.00
Emotional Disturbance	51.52	21.66	11.28	5.00	9.38	1.11	0.07	0.00
Orthopedic Impairment	60.00	24.78	12.69	1.19	0.75	0.00	0.60	0.00
Other Health Impairment	66.20	25.85	5.05	1.01	1.64	0.17	0.09	0.00
Specific Learning Disability	67.02	29.95	2.14	0.19	0.62	0.06	0.01	0.00
Deaf-Blindness	14.06	6.25	15.62	3.12	56.25	3.12	1.56	0.00
Multiple Disabilities	3.78	11.22	52.46	10.61	14.93	1.14	5.86	0.00
Autism	39.21	22.59	28.92	2.45	6.39	0.33	0.11	0.00
Traumatic Brain Injury	40.37	30.82	20.44	3.85	2.68	0.50	1.34	0.00

LEAST RESTRICTIVE ENVIRONMENT (LRE)																						
LEA TABLE 1A: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL																						
	STANDARDS TO BE MET PROCEDURES TO FOLLOW																					
	LEA PROCEDURE The LEA will review LEA Table 1A, LEA data by grade level (E=Elementary (grades K-6), M=Middle School (grades 7-8), H=High School (grades 9-12)) and provide explanation of any significant changes in placement patterns between the three levels. For example, if 60% of students with intellectual disability are served inside the regular class 80% or more at the Elementary level, and this decreases to 45% at the Middle School level, the LEA is to provide an explanation. In general, the LEA is to explain any change of greater than 10 percentage points across levels and disability categories. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.												BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.									
		LOCATION OF INTERVENTION: (percentage of total for the disability category)																				
PRIMARY DISABILITY	Inside the regular class 80% or more of the school day			Inside the regular class 40-79% of the school day			Inside the regular class less than 40% of the school day			Educated in public separate facilities			Educated in private separate facilities			Educated in public or private separate residential facilities			Receive instruction in the home			TOTAL
	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H	
Intellectual Disability	0	0	2	0	2	6	0	2	5	0	0	0	0	0	0	0	0	0	0	0	0	17
	0.0	0.0	11.8	0.0	11.8	35.3	0.0	11.8	29.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Hearing Impairment including Deafness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Speech or Language Impairment	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Visual Impairment Including Blindness	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Emotional Disturbance	0	1	36	0	0	8	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	47
	0.0	2.1	76.6	0.0	0.0	17.0	0.0	2.1	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Other Health Impairment	0	6	41	0	2	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	64
	0.0	9.4	64.1	0.0	3.1	23.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Specific Learning Disability	0	6	74	0	10	36	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	129
	0.0	4.7	57.4	0.0	7.8	27.9	0.0	0.0	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Deaf-Blindness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

Multiple Disabilities	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
	0.0	0.0	50.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Autism	0	2	17	0	2	9	0	0	0	0	0	0	0	0	0	0	0	30
	0.0	6.7	56.7	0.0	6.7	30.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

LEAST RESTRICTIVE ENVIRONMENT (LRE)								
LEA TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION								
	STANDARDS TO BE MET PROCEDURES TO FOLLOW							
	LEA PROCEDURE The LEA will review LEA Table 2 and State Table 2, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 2 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 2, on the next page, is a state summary of the distribution of FIRST GRADE STUDENTS, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.			BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.				
	LOCATION OF INTERVENTION: (number of first grade students/percentage of total for the disability category)							
PRIMARY DISABILITY	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Intellectual Disability	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Hearing Impairment including Deafness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech or Language Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Visual Impairment Including Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Emotional Disturbance	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Orthopedic Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Other Health Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Specific Learning Disability	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Deaf-Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Autism	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Traumatic Brain Injury	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)								
STATE TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION								
	LOCATION OF INTERVENTION: (percentage of total for the disability category)							
PRIMARY DISABILITY	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Intellectual Disability	15.80	31.27	49.35	1.14	2.12	0.16	0.16	0
Hearing Impairment including Deafness	68.82	10.59	7.65	0.59	11.76	0.59	0.00	0
Speech or Language Impairment	98.27	1.25	0.44	0.00	0.04	0.00	0.00	0
Visual Impairment Including Blindness	59.21	9.21	6.58	0.00	23.68	0.00	1.32	0
Emotional Disturbance	48.60	21.07	19.38	3.65	6.74	0.56	0.00	0
Orthopedic Impairment	71.88	17.19	7.81	3.12	0.00	0.00	0.00	0
Other Health Impairment	62.47	26.85	9.03	0.68	0.84	0.00	0.13	0
Specific Learning Disability	59.91	36.98	2.86	0.13	0.13	0.00	0.00	0
Deaf-Blindness	33.33	0.00	33.33	0.00	33.33	0.00	0.00	0
Multiple Disabilities	6.86	9.80	62.75	5.88	8.33	0.49	5.88	0
Autism	34.71	19.05	42.11	1.07	2.93	0.10	0.03	0
Traumatic Brain Injury	52.94	17.65	17.65	5.88	5.88	0.00	0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)								
LEA TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION								
	STANDARDS TO BE MET PROCEDURES TO FOLLOW							
	LEA PROCEDURE The LEA will review LEA Table 3 and State Table 3 carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 3 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by type of support and location of intervention. A link to five years of data is provided so that trends may be examined. State Table 3, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.				BSE PROCEDURE BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.			
		LOCATION OF INTERVENTION: (number of students/percentage of total for the type of support category)						
TYPE OF SUPPORT	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Autistic Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Emotional Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Deaf and Hard of Hearing Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Learning Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Life Skills Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Physical Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech and Language Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Blind-Visually Impaired Support	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)								
STATE TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT ACROSS LOCATIONS OF INTERVENTION								
TYPE OF SUPPORT	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	TOTAL
Autistic Support	22.80	17.18	54.69	1.38	3.76	0.14	0.05	0
Emotional Support	49.60	20.08	21.41	3.72	4.92	0.27	0.00	0
Deaf and Hard of Hearing Support	72.62	5.95	7.74	1.79	11.31	0.60	0.00	0
Learning Support	64.03	32.57	2.96	0.09	0.31	0.00	0.04	0
Life Skills Support	3.79	21.57	69.83	1.17	3.21	0.00	0.44	0
Multiple Disabilities Support	4.37	5.46	66.67	7.10	9.29	1.09	6.01	0
Physical Support	82.61	4.35	13.04	0.00	0.00	0.00	0.00	0
Speech and Language Support	99.27	0.46	0.23	0.00	0.04	0.00	0.00	0
Blind-Visually Impaired Support	61.19	5.97	5.97	1.49	23.88	0.00	1.49	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)

DATA COLLECTION WORKSHEET

11A	LEA Team Discussion Points	LEA Data Collection Summary
	<p>a. Are there specific disability categories that show a high number of students placed outside the general education classroom for more than 20% of the school day?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>b. If the answer to "a" is "yes," list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day.</p> <p>c. Do trend data in LEA tables and Five Year Longitudinal Data show an increase or decrease in the number of students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain.</p> <p><input type="checkbox"/> Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remained relatively the same <input type="checkbox"/> NA</p> <p>d. Do the data in the LEA Tables match the current Special Education Plan Program Profile? (Not applicable to Charter Schools.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA</p> <p>e. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that the continuum of services is available within the LEA? (Not applicable to Charter Schools.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA</p> <p>Review LEA Tables 2 & 3 and State Tables 2 & 3 for first grade students, respond to the following questions and provide explanation.</p>	<p>Yes, Intellectual Disability & Specific Learning Disability categories show a high number of students placed outside of the general education classroom for more than 20% of the day. The IEP teams have determined that these students require intensive instruction in small groups or one-to-one assistance with a modified or alternate curriculum. Even with supplementary aids and services, the students are not able to access the general education curriculum nor make progress on their IEP goals.</p>

LEAST RESTRICTIVE ENVIRONMENT (LRE)**DATA COLLECTION WORKSHEET****LEA Team Discussion Points****LEA Data Collection Summary****Respond to the following questions and provide a brief explanation.**

- For students educated outside the regular classroom for more than 20% of the school day, did IEP teams determine that those students could not receive a meaningful benefit from education in the general education classroom?
- If so, what were the reasons?
- What supplementary aids and services in the general education classroom did the team discuss prior to recommending removal from regular class for any portion of the school day?
- In what types of settings and environments are the following types of support provided: learning support, life skills support, emotional support, autistic support, physical support, multiple disability support, hearing support, vision support, speech and language support?
- For each of the above, is that type of support provided in general education classes as well as in special education classes?
- If it is not provided in general education classes, what are the reasons?
- How are students whose behavior may disrupt their own learning or that of others supported by the LEA?
- What plans does the LEA have to develop programs and services to ensure that the continuum of services is available within the LEA?
- Do students with an IEP have the same opportunities to participate in academic, nonacademic or extracurricular activities as peers who are non-disabled?

Yes, during IEP meetings the discussion includes if the student would derive meaningful benefit for being educated in the general education classroom for the maximum time possible with supplementary aids and services. IEP teams only discuss removal from the general education classroom if they cannot benefit from the classroom even with the supports and related services provided by the team.

Students may need a replacement or modified curriculum, smaller class size, alternate assessments or more frequent time to review and reinforce material.

IEP teams may discuss providing modified curricular goals, alternate ways to demonstrate mastery, modifications to the curriculum, use of remedial programs or test modifications.

The supports listed in the previous section are offered in all general education settings for all of the types of support listed (learning, life skills, emotional, autistic, physical, multiple disability, hearing vision and speech and language).

Yes, supports are provided in both general and special education classes.

IEP teams may have determined that another course may be more appropriate due to the curricular level, amount of reinforcement and review needed and a smaller or one-to-one setting is needed for the student to make meaningful progress.

Students with behavior issues are provided with functional behavior assessments, positive behavior plans, 1:1 or small group counseling, social-emotional skills' instruction, Social Work services, reevaluations or intensive mentoring, related services including tutoring and/or PCA, and homeroom coaches.

The LEA continues to work in partnership with CCIU, PaTTAN and BSE to provide training, remedial programs, grant opportunities or other agencies to support our students- Office of Vocational Rehabilitation or behavioral health agencies.

Yes, all students with an IEP are offered the same opportunities as their non-disabled peers.

<ul style="list-style-type: none"> ➤ If a student needs supplementary aids and services to participate in extracurricular activities, is that support provided? ➤ Do IEP teams begin the discussion of educational placement with the option of regular class for the entire school day? ➤ During IEP team meetings in which a student's educational placement is determined, does the team discuss how the student can be educated in regular class with supplementary aids and services for the entire school day? ➤ Are additional resources or supports needed to facilitate providing supplementary aids and services to students with an IEP within general education classrooms? If so, explain. ➤ How often are special education teachers available for co-teaching and consultation in general education classrooms? ➤ Do students with an IEP tend to spend less time in general education classes as they grow older? ➤ If so, is this true for students with all disabilities or only for certain disability categories? 	<p>Yes, IEP teams determine the appropriate support needed with input from the parent/guardian, student and teachers.</p> <p>Yes, the IEP teams begin with the general education setting as the first placement including supplementary aids and services.</p> <p>Yes, the IEP team determines the regular class as the first placement to be considered. The IEP team determines what appropriate supports are needed to be educated in the regular class.</p> <p>Yes, additional resources or supports require on-going staff training, review of student progress and potential purchase of additional materials.</p> <p>Special Education teachers are available for co-teaching and consultation on a daily basis. Both general and special education teachers are available each day from 7:30-8:30 AM and 2:30 to 3:30 for any needed planning and consultation.</p> <p>No, students with an IEP do not spend less time in general education classes as they grow older. IEP teams work closely with outside agencies for job shadowing, internships and work experiences so that students spend time in general education within the community setting.</p> <p>All students, regardless of their disabilities do not spend less time in general education classes as they grow older. IEP teams monitor progress and adjust the IEP for additional interventions or remedial programs to ensure students remain in the general education classroom. In addition, co-teaching supports students with all disabilities to remain in the general education setting.</p>
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LEAST RESTRICTIVE ENVIRONMENT (LRE)		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>BSE PROCEDURE</p> <p>The BSE Chairperson will review the data in all tables, as well as the current Special Education Program Plan Profile, the Data Collection Summary, information provided by the LEA, the Parent Survey results, and the Teacher Survey results, and answer the following questions:</p> <p>a. No specific disability groups or grade levels show a high number of students in more restrictive settings?</p> <p>_____ Yes _____ No</p> <p>b. Do trend data in LEA tables show an increase in the number of students with an IEP served in general education classrooms for increased portions of the school day?</p> <p>_____ Yes _____ No _____ NA</p> <p>c. Do data in the LEA Tables match the current Special Education Plan Program Profile? (Not applicable to Charter Schools.)</p> <p>_____ Yes _____ No _____ NA</p> <p>d. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that a continuum of services is available within the LEA? (Not applicable to Charter Schools.)</p> <p>_____ Yes _____ No _____ NA</p> <p>e. The data support a conclusion that the LEA is complying with requirements for continuum of services as articulated in the standards and regulatory base for LRE?</p> <p>_____ Yes _____ No</p> <p>f. Available information supports a conclusion that the LEA is complying with requirements for the provision of a full range of supplementary aids and services as articulated in the standards and regulatory base for LRE?</p> <p>_____ Yes _____ No</p>	

LEAST RESTRICTIVE ENVIRONMENT (LRE)		
11.	TO BE COMPLETED BY BSE PERSONNEL: CONCLUSION <input type="checkbox"/> Yes (Met SPP target) <input type="checkbox"/> No (Requires improvement plan)	
11A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION The data and information in the FSA, in combination with interviews and file reviews, supports a conclusion that the LEA is complying with requirements for the continuum of services and provision of a full range of supplementary aids and services, as articulated in the standards and regulatory base for LRE. <input type="checkbox"/> Yes <input type="checkbox"/> No	

12. PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

STANDARD – PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

REGULATORY BASE

ESY - 34 CFR 300.106

(a) General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section. (2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§ 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child. (3) In implementing the requirements of this section, a public agency may not—(i) Limit extended school year services to particular categories of disability; or (ii) Unilaterally limit the type, amount, or duration of those services. (b) Definition. As used in this section, the term extended school year services means special education and related services that—(1) Are provided to a child with a disability—(i) Beyond the normal school year of the public agency; (ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child; and (2) Meet the standards of the SEA.

ESY 22 Pa. Code 711.44

(a) In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), charter schools and cyber charter schools shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program: (1) At each IEP meeting for a student with disabilities, the charter school or cyber charter school shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.

PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES		
12.	STANDARDS TO BE MET PROCEDURES TO FOLLOW LEA PROCEDURE <p>LEA will prepare a list of all students currently determined to be eligible for ESY services. The list is to include the student's name, disability category of eligibility, and type and location of special education service the student receives. (Use PennData definitions for category, type, and location.)</p> <p>LEA will upload the list to BSE for verification as directed by the Chairperson.</p> <p>LEA will review its data regarding ESY provision by disability, location of intervention, number of program hours, related services provided, and date of determination.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will examine the list of students receiving ESY services to determine if students with various disabilities and types of services are receiving ESY programs. Chairperson will also consider the findings of other team members from the file reviews.</p> <p>Chairperson will select and review files of students found to be eligible and ineligible for ESY and reach conclusions. The sample will consist of at least 10 files in each eligibility category if available.</p> <p>Chairperson will answer the following questions:</p> <ol style="list-style-type: none"> Is expedited review being offered to families of students who are not "target" group members if there is a disagreement about eligibility or the content of the program? Is the LEA complying with timelines for the new deadlines for "target" group students? Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations? Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services? In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations? 	

PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> ➤ Does data regarding ESY participation indicate that all students with disabilities are considered for eligibility for ESY services, regardless of disability category, or type of special education service they are receiving? ➤ Does the LEA make ESY determinations based on student needs, considering both short and long term breaks and interruptions in services? ➤ Are ESY program decisions based on individual student needs vs. administrative convenience or other factors? ➤ Are expedited reviews offered to families of students who are not "target" group members if there is a disagreement about eligibility or content of the program? ➤ Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations? ➤ Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services? ➤ In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations? 	<p>Yes, during each IEP meeting, there is a discussion of ESY participation regardless of the disability category. All students' ESY determination is made by February 28th, the Armstrong deadline.</p> <p>Yes, the IEP team makes a determination based on student needs on an individual basis. The IEP team looks at academic and functional progress, grades, input from parent(s) and/or guardian(s), regular education and special education teachers, students and other related service providers and considers both short and long-term breaks and interruptions in services.</p> <p>Yes, the IEP team discusses the student's individual goals, progress, and information from related service providers when appropriate. ESY programs are not based on administrative convenience. ESY programs, services, and supports are developed based on individual needs.</p> <p>Yes, if there are disagreements about ESY eligibility, the IEP team would meet immediately to review the data and discuss areas of disagreement in order to reach consensus of ESY eligibility based on a complete review or progress and information from the parent(s) and/or guardian(s). If a student is found eligible for ESY services, their ESY program, services, and supports are tailored specifically to their academic and functional needs identified in their IEP.</p> <p>Yes. Procedural Safeguard options would be provided immediately to the parents if they disagree with the eligibility determinations.</p> <p>Yes, each student's goals and progress monitoring data are included in the IEP. The dates, frequency of services, type of ESY program, supports, and services all vary based on each student's needs.</p> <p>Yes, any determination in which ESY is denied, there would be evidence, documentation and data to demonstrate why the student did not meet the eligibility criteria for ESY services.</p>

12.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes, In Compliance ____ No, Not in Compliance ____ NA	
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13. PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

STANDARD – PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

REGULATORY BASE

Related Services – 34 CFR 300.34(10)(i)(ii)(iii)(iv)(v)(vi)

(10) Psychological services includes—(i) Administering psychological and educational tests, and other assessment procedures; (ii) Interpreting assessment results; (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and (vi) Assisting in developing positive behavioral intervention strategies.

PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING		
13.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE LEA will describe the provision of psychological counseling services to students within the LEA, specifically how it plans and manages a program of psychological services, including psychological counseling for those students whose IEPs require this service as a provision of FAPE. LEA will provide, in this FSA, a brief listing of what services are available both within the school setting and for school-funded services obtained from outside agencies. During the onsite review, the LEA must provide to the Chairperson specific written assurance or other documentation that parents are not charged for psychological counseling services that students require if the service is a necessary related service.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review the description in the FSA and assurance or other documentation provided onsite to assess compliance with requirements.</p>	

PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING	
DATA COLLECTION WORKSHEET	
LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> ➤ Are there sufficient psychological counseling services available to meet the needs of students in the LEA? ➤ Is there a continuum of services available to address students who need varying types and levels of support? ➤ Are psychological counseling services, when included in a student's IEP, provided at no cost to parents? ➤ Does the LEA have effective arrangements with outside service providers? ➤ If students require psychological counseling as a related service, and it is provided outside of the school setting, is transportation provided where necessary and at no cost to the parent? 	<p>Yes. The LEA has one in-house School-Based Counselor and contracts with the following vendors for Psychological Counseling: Therapy Source, US Health Care Services, and VSCN. The LEA continues to seek out additional providers who provide counseling services to assure all students' needs are met.</p> <p>Yes. AHCCS works with approximately fifteen providers across the state of Pennsylvania to meet the needs of our students. The IEP team may suggest a variety of services including- small group counseling, 1:1 Counseling, parent & student counseling, new parent groups, social worker services, assistive technology consultants, audiologists, behavioral specialists, behavioral consultants, tutors, occupational therapy, physical therapy, speech therapy, personal care assistant, reading specialist, speech & language pathologist, tss, vision support, in addition to any other service and support found warranted by the IEP team to meet a student's academic and/or functional needs.</p> <p>Yes. Currently, 113 active students have had a referral made for counseling services. AHCCS pays for the counseling services.</p> <p>Yes. The LEA created a Memorandum of Understanding with service providers and met individually to specify our expectations and to answer their questions. Our special education coordinator and director work with them on a daily and weekly basis to ensure that there are effective arrangements with outside providers. Currently, AHCCS contracts with approximately 15 outside providers throughout the state of Pennsylvania. In addition to our outside providers, we have an in-school School-Based Counselor, tutors, and school psychologist.</p> <p>Yes. The LEA would provide transportation or reimbursement for mileage.</p>
<p>13. TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>___ Yes, In Compliance</p> <p>___ No, Not in Compliance</p>	

15. PARENT TRAINING

STANDARD – PARENT TRAINING

Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.

REGULATORY BASE - 34 CFR 300.34(c)(8)(i)(ii)(iii)

(8)(i) Parent counseling and training means assisting parents in understanding the special needs of their child; (ii) Providing parents with information about child development; and (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

PARENT TRAINING																		
15.	STANDARDS TO BE MET PROCEDURES TO FOLLOW																	
	<p>LEA PROCEDURE</p> <p>LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.</p> <p>LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.</p> <p>a. <u>50</u> Number of trainings offered by the LEA specifically for parents of students with disabilities</p> <p>Topic of Trainings:</p> <table><tr><td><u>4</u></td><td>Behavior Support</td></tr><tr><td><u>2</u></td><td>Response to Intervention (Reading, Math, Progress Monitoring)</td></tr><tr><td><u>3</u></td><td>Inclusive Practices</td></tr><tr><td><u>13</u></td><td>Transition</td></tr><tr><td><u>2</u></td><td>AT</td></tr><tr><td><u>2</u></td><td>Autism</td></tr><tr><td><u>3</u></td><td>Interagency</td></tr><tr><td><u>21</u></td><td>Other (please list topic)</td></tr></table> <p>Topics for the "Other Training" category included the following: Parent/Guardian Role in IEP Meeting, Student Support System, IEP, Mental Health, AHCCS SE Dept. Parent Advisory Committee, Social-Emotional, Legal Rights</p>	<u>4</u>	Behavior Support	<u>2</u>	Response to Intervention (Reading, Math, Progress Monitoring)	<u>3</u>	Inclusive Practices	<u>13</u>	Transition	<u>2</u>	AT	<u>2</u>	Autism	<u>3</u>	Interagency	<u>21</u>	Other (please list topic)	
<u>4</u>	Behavior Support																	
<u>2</u>	Response to Intervention (Reading, Math, Progress Monitoring)																	
<u>3</u>	Inclusive Practices																	
<u>13</u>	Transition																	
<u>2</u>	AT																	
<u>2</u>	Autism																	
<u>3</u>	Interagency																	
<u>21</u>	Other (please list topic)																	

	<p>Source of Training: <u>You Tube Video Training: “Overview of AHCCS Special Education Programs”, You Tube Video Training: “Office of Vocational Rehabilitation (OVR)”, AHCCS Quarter 1 Newsletter, You Tube Video Training: “Parent/Guardian Role in the IEP Meeting, You Tube Video Training: “Academic Truancy: What should I do if my child refuses to complete schoolwork?”, You Tube Video Training: “Special Education Case Manager & Mentor: Who are they? How can they help me?, You Tube Video Training: “Employment Options”, You Tube Video Training: “Managing Difficult Behaviors”, You Tube Video Training: “Navigating the IEP”, AHCCS Quarter 2 Newsletter, Live Parent Workshop: “Supporting Your Child’s Mental Health Needs” (1:30 & 7:00 PM), You Tube Video Training: “Supporting Your Child’s Mental Health Needs”, You Tube Video Training: “Strategies to Help My Child Stay Focused on Schoolwork”, You Tube Video Training: “Independent Living: How do I prepare my child?”, Live Parent Workshop: “Managing Difficult Behaviors” (1:30 & 7:00 PM), You Tube Video Training: “Post-Secondary Training Options”, You Tube Video Training: Extended School Year Services (ESY), You Tube Video Training: Assistive Technology Devices & Resources, You Tube Video Training: “Community Agency Supports”, You Tube Video Training: “Academic Remedial Resources, Assistive Technology & Websites”, AHCCS Quarterly Newsletter, Live Parent Workshop: “Independent Living: How Do I Prepare My Child?” (1:30 & 7:00 PM), You Tube Video: “Inclusive Practices & Benefits”, Live Parent Workshop: “Employment Options” (1:30 & 7:00 PM), AHCCS Special Dept. Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, Paving the Road to Your Child’s Future: Transition & Community Resources, Office of Vocational Rehabilitation (OVR) 101, Bridge to Real-Life: Post-Secondary Skills Workshop, Learning to Cope: Social-Emotional Skills Training, Supporting my</u></p>	
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Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Family Guide to Mental Health Services, Autism Spectrum Disorders Workshop, A Positive Approach to Managing Difficult Behaviors, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies, Family Guide to Mental Health Services, Office of Vocational Rehabilitation (OVR) 101, A Positive Approach to Managing Difficult Behaviors, Learning to Cope: Social-Emotional Skills Training, Supporting my Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Paving the Road to Your Child's Future: Transition & Community Resources, Autism Spectrum Disorders Workshop, Bridge to Real-Life: Post-Secondary Skills Workshop, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies

Approximate Dates of Trainings in the past 24 months:

8/30/2022, 8/30/2022, 8/30/2022, 9/14/2022, 9/14/2022, 10/20/2022, 10/20/2022, 11/7/2022, 11/7/2022, 11/7/2022, 11/7/2022, 1/20/2023, 1/20/2023, 1/23/2023, 1/23/2023, 2/3/2023, 2/3/2023, 2/3/2023, 3/3/2023, 4/3/2023, 4/3/2023, 4/3/2023, 5/26/2023, 5/26/2023, 1/31/2023, 2/28/2023, 3/30/2023, 4/25/2023, 5/30/2023, 6/13/2023, 9/1/2021, 10/6/2021, 11/3/2021, 12/1/2021, 1/5/2022, 2/1/2022, 3/2/2022, 4/6/2022, 5/4/2022, 6/1/2022, 9/2/2020, 10/7/2020, 11/4/2020, 12/2/2020, 1/6/2021, 2/3/2021, 3/3/2021, 4/7/2021, 5/5/2021, 6/2/2021

SPECIAL CONSIDERATIONS

b. 31 Approximate number of parents of students with disabilities who attended trainings or opportunities provided by the LEA

Topic of Trainings:

<u>4</u>	Behavior Support
<u>2</u>	Response to Intervention (Reading, Math, Progress Monitoring)
<u>3</u>	Inclusive Practices
<u>13</u>	Transition
<u>2</u>	AT
<u>2</u>	Autism
<u>3</u>	Interagency
<u>47</u>	Other (please list topic)

	<p>Topics for the "Other Training" category included the following: Parent/Guardian Role in IEP Meeting, Student Support System, IEP, Mental Health, AHCCS SE Dept. Parent Advisory Committee, Social-Emotional, Legal Rights, Title 1, Act 158, FAFSA, Trauma, Understanding School Assessments, Family Engagement, Mental Health Awareness, Parent Teacher Organization (PTO), Parent/Guardian Orientation</p>	
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	<p>Source of Training: <u>You Tube Video Training: “Overview of AHCCS Special Education Programs”</u>, <u>You Tube Video Training: “Office of Vocational Rehabilitation (OVR)”</u>, <u>AHCCS Quarter 1 Newsletter</u>, <u>You Tube Video Training: “Parent/Guardian Role in the IEP Meeting</u>, <u>You Tube Video Training: “Academic Truancy: What should I do if my child refuses to complete schoolwork?”</u>, <u>You Tube Video Training: “Special Education Case Manager & Mentor: Who are they? How can they help me?”</u>, <u>You Tube Video Training: “Employment Options”</u>, <u>You Tube Video Training: “Managing Difficult Behaviors”</u>, <u>You Tube Video Training: “Navigating the IEP”</u>, <u>AHCCS Quarter 2 Newsletter</u>, <u>Live Parent Workshop: “Supporting Your Child’s Mental Health Needs” (1:30 & 7:00 PM)</u>, <u>You Tube Video Training: “Supporting Your Child’s Mental Health Needs”</u>, <u>You Tube Video Training: “Strategies to Help My Child Stay Focused on Schoolwork”</u>, <u>You Tube Video Training: “Independent Living: How do I prepare my child?”</u>, <u>Live Parent Workshop: “Managing Difficult Behaviors” (1:30 & 7:00 PM)</u>, <u>You Tube Video Training: “Post-Secondary Training Options”</u>, <u>You Tube Video Training: Extended School Year Services (ESY)</u>, <u>You Tube Video Training: Assistive Technology Devices & Resources</u>, <u>You Tube Video Training: “Community Agency Supports”</u>, <u>You Tube Video Training: “Academic Remedial Resources, Assistive Technology & Websites”</u>, <u>AHCCS Quarterly Newsletter</u>, <u>Live Parent Workshop: “Independent Living: How Do I Prepare My Child?” (1:30 & 7:00 PM)</u>, <u>You Tube Video: “Inclusive Practices & Benefits”</u>, <u>Live Parent Workshop: “Employment Options” (1:30 & 7:00 PM)</u>, <u>AHCCS Special Dept. Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>AHCCS Special Ed. Department Parent Advisory Committee Meeting</u>, <u>Paving the Road to Your Child’s Future: Transition & Community Resources</u>, <u>Office of Vocational Rehabilitation (OVR) 101</u>, <u>Bridge to Real-Life: Post-Secondary Skills Workshop</u>, <u>Learning to Cope: Social-Emotional Skills Training</u>, <u>Supporting my</u></p>	
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Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Family Guide to Mental Health Services, Autism Spectrum Disorders Workshop, A Positive Approach to Managing Difficult Behaviors, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies, Family Guide to Mental Health Services, Office of Vocational Rehabilitation (OVR) 101, A Positive Approach to Managing Difficult Behaviors, Learning to Cope: Social-Emotional Skills Training, Supporting my Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Paving the Road to Your Child's Future: Transition & Community Resources, Autism Spectrum Disorders Workshop, Bridge to Real-Life: Post-Secondary Skills Workshop, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies, Empowering Parents & Guardians While Supporting Students Through Title 1, Your Path to College, Credits, 2022-2023 Course Registration, and Act 158, Meet the Mentors, How to Pay for College: Understanding FAFSA and Beyond, Trauma Informed Information Session, Understanding School Assessments to Promote Student Success, Compass Mark & SAP: Understanding Your Support System, Family Engagement with Title 1, II, and IV Funds, Mental Health Awareness Month: Promoting Student Mental Wellness, September PTO Meeting, October PTO Meeting, November PTO Meeting, December PTO Meeting, January PTO Meeting, February PTO Meeting, March PTO Meeting, April PTO Meeting, May PTO Meeting, Parent/Guardian Orientation, October Parent/Guardian Orientation, November Parent/Guardian Orientation, December Parent/Guardian Orientation, January Parent/Guardian Orientation, February Parent/Guardian Orientation, March Parent/Guardian Orientation, April Parent/Guardian Orientation

Approximate Dates of Trainings in the past 24 months:

8/30/2022, 8/30/2022, 8/30/2022, 9/14/2022, 9/14/2022, 10/20/2022, 10/20/2022, 11/7/2022, 11/7/2022, 11/7/2022, 11/7/2022, 1/20/2023, 1/20/2023, 1/23/2023, 1/23/2023, 2/3/2023, 2/3/2023, 2/3/2023, 3/3/2023, 4/3/2023, 4/3/2023, 4/3/2023, 5/26/2023, 5/26/2023, 1/31/2023, 2/28/2023, 3/30/2023, 4/25/2023, 5/30/2023, 6/13/2023, 9/1/2021, 10/6/2021, 11/3/2021, 12/1/2021, 1/5/2022, 2/1/2022, 3/2/2022, 4/6/2022, 5/4/2022, 6/1/2022, 9/2/2020, 10/7/2020, 11/4/2020, 12/2/2020, 1/6/2021, 2/3/2021, 3/3/2021, 4/7/2021, 5/5/2021, 6/2/2021, 9/22/2022, 10/27/2022, 11/17/2022, 12/15/2022, 1/26/2023, 2/23/2023, 3/23/2023, 4/20/2023, 5/18/2023, 9/15/2022, 10/20/2022, 11/10/2022, 12/8/2022, 1/19/2023, 2/16/2023, 3/16/2023, 4/13/2023, 5/11/2023, 9/8/2022, 10/13/2022, 11/3/2022, 12/1/2022, 1/12/2023, 2/9/2023, 3/9/2023, 4/4/2023 SPECIAL CONSIDERATIONS	
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PARENT TRAINING		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA will review its plan for parent training, methods of outreach to parents, including foster/surrogate parents, parent training needs assessment tools, and LEA policy on parent access to classrooms.</p> <p>BSE PROCEDURE Chairperson will review the data provided by the LEA to determine compliance.</p> <p>Chairperson will review documentation of parent training delivered in the past 24 months as well as training anticipated to be given during the current school year to assess the LEA's plans and implementation of meaningful parent training, including LEA-wide parent training, student-specific training, and counseling and support for families.</p> <p>Chairperson will verify whether the LEA has a policy that ensures that parents have reasonable access to their child's classrooms.</p> <p>c.LEA documents that they have a policy that ensures reasonable classroom access for parents.</p> <p>____ Yes ____ No</p>	
15A.	<p>BSE PROCEDURE Chairperson will review information provided by the LEA regarding parent survey results and identified areas of need, if any, and will determine if improvement plan is needed.</p>	

PARENT TRAINING**DATA COLLECTION WORKSHEET**

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none">➤ parent input is sought to determine what parent trainings are needed/desired?	<p>The following surveys are provided to parent(s) and/or guardian(s) at the culmination of every school year: AHCCS Parent/Guardian Survey June 2022 - 40 parent/guardian responses, AHCCS Student Survey June 2022- 71 responses, Life Skills Program Parent Survey June 2022 - 3 responses, Emotional Support Program Survey-89 responses, Launchpad Orientation Parent Survey - 1023 responses, 21st Century Skills Student Quarterly Survey - average of 43 responses, Parent Training Survey 2020-2021 - 31 responses In June of 2022, 47% of parents stated they preferred a recorded training video. 24% stated they would like a Quarterly Newsletter. 11% of parents expressed they would prefer a live workshop. 13% of parents would like quarterly open office hours. 5% of parents specified other - none, through emails, or phone calls. On a scale of 1 to 10, parents rated their child's Special Ed. program an overall average of 8.53. This year's training is a combination of live workshops, You Tube webinar videos created by AHCCS staff, quarterly newsletters, open office hours and/or by appointment or via phone call or email. A Parent/Guardian Schoology Group page was created and all parent(s) and/or guardian(s) have been added. The members cannot see the other members who are part of the group for confidentiality reasons. All trainings and reminders are posted on the Schoology Group page. An AHCCS Parent/Guardian Advisory Committee was started during the 2022-2023 school year, and holds monthly meetings. Emails, phone calls, and reminders via the Schoology group page have been made regarding meetings, although no parents and/or guardians have participated. An AHCCS Student Advisory Committee was started during the 2022-2023 school year, and holds monthly meetings. Every meeting there have been an average of approximately ten students in attendance. An AHCCS Student Schoology Group page was also developed where trainings are posted in addition to reminders for students. Students cannot see other members of the group.</p>

<ul style="list-style-type: none"> ➤ parents are notified of all meetings for the purpose of identification, evaluation, educational placement, and the provision of FAPE? ➤ accommodations are made by the LEA to support parent participation in meetings (e.g. after-school meetings, conference calls, transportation, childcare, etc.)? ➤ efforts are made by the LEA to seek parent input when parents do not attend trainings offered by the LEA? ➤ the LEA identifies parents who may need additional support to fully participate in their child's educational process? 	<p>Yes, parent(s) and/or guardian(s) are notified of all meetings through phone calls, flyers, Parent/Guardian Schoology group page, Student Schoology group page, emails from teachers, reminders during IEP meetings, and review of AHCCS events during live classes.</p> <p>Yes, accommodations are made for parents to attend at different times during the day and during the evening on weekdays and weekends. All live workshops are held at 1:30 PM and 7:00 PM. You Tube videos are posted on the Schoology group page. Recordings of trainings are provided to parent(s) and/or guardian(s) upon request. Spanish-speaking mentors are available to translate as well.</p> <p>Yes, during IEP meetings parent input is sought regarding training. The LEA has gone to the home to provide technology training to parents and students when there are questions or lack of understanding and need additional training. The following surveys are provided to parent(s) and/or guardian(s) at the culmination of every school year: AHCCS Parent/Guardian Survey June 2022 - 40 parent/guardian responses, AHCCS Student Survey June 2022- 71 responses, Life Skills Program Parent Survey June 2022 - 3 responses, Emotional Support Program Survey-89 responses, Launchpad Orientation Parent Survey - 1023 responses, 21st Century Skills Student Quarterly Survey - average of 43 responses, Parent Training Survey 2020-2021 - 31 responses In June of 2022, 47% of parents stated they preferred a recorded training video. 24% stated they would like a Quarterly Newsletter. 11% of parents expressed they would prefer a live workshop. 13% of parents would like quarterly open office hours. 5% of parents specified other - none, through emails, or phone calls. On a scale of 1 to 10, parents rated their child's Special Ed. program an overall average of 8.53. This year's training is a combination of live workshops, You Tube webinar videos created by AHCCS staff, quarterly newsletters, open office hours and/or by appointment or via phone call or email. A Parent/Guardian Schoology Group page was created and all parent(s) and/or guardian(s) have been added. The members cannot see the other members who are part of the group for confidentiality reasons. All trainings and reminders are posted on the Schoology Group page. An AHCCS Parent/Guardian Advisory Committee was started during the 2022-2023 school year, and holds monthly meetings. Emails, phone calls, and reminders via the Schoology group page have been made regarding meetings, although no parents and/or guardians have participated. An AHCCS Student Advisory Committee was started during the 2022-2023 school year, and holds monthly meetings. Every meeting there have been an average of approximately ten students in attendance. An AHCCS Student Schoology Group page was also developed where trainings are posted in addition to reminders for students. Students cannot see other members of the group.</p> <p>Yes, the LEA offers mentors, homeroom coaches and ELL translators to assist parent(s) and/or guardian(s) who may need additional support.</p>
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	<p>➤ the LEA seeks to improve parent attendance at parent trainings?</p> <p>➤ the LEA trains personnel and parents together?</p> <p>➤ the LEA invites surrogate parents and foster parents to parent training opportunities?</p>	<p>Yes, the LEA provides reminder phone calls, frequent emails, Schoology group page notifications, flyer postings during live classes, and homework pass & Buzzy Buck incentives for children whose parent(s) and/or guardian(s) attend trainings.</p> <p>Yes, the LEA trains personnel and parents together by having teachers attend the trainings, if they are not in class at the time of the training. Teachers remind parents of the upcoming trainings as well.</p> <p>Yes, the LEA invites parents, guardians and foster parents to training. Everyone is invited and welcomed to trainings.</p>
15.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>____ Yes, In Compliance</p> <p>____ No, Not in Compliance</p>	
15A.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>The parent survey results do not indicate need for an improvement plan.</p> <p>____ Yes</p> <p>____ No (Requires an improvement plan)</p>	

16. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

SPP Indicator 3B

STANDARD – PARTICIPATION IN STATEWIDE ASSESSMENTS

The LEA's population of students who participate in state assessment is comparable with the state data.

REGULATORY BASE:

Participation in Assessments - 34 CFR 300.160(a)

General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

Participation in State and Local Assessments		
16.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will review data in the chart below, discuss LEA Team Discussion Points, and complete the Data Collection Summary. Data will be taken from the school year PennData Report required in the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.) SPECIAL CONSIDERATIONS	

LEA specific information will be provided in chart format on the web.

Participation Rate				
	LEA Rate	State Rate	SPP Target	LEA Met SPP Target
Reading	0.00			
Math	0.00			

Participation in State and Local Assessments		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
16A.	<p>LEA PROCEDURE LEA will complete the following information using the school year report required by the SPP/APR and discuss LEA Team Discussion Points. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p>Participation Rate CHARTER SCHOOL-WIDE LOCAL ASSESSMENTS List grades in which the LEA conducted charter school-wide local assessments. <u>7, 8, 9, 10, 11, and 12</u></p> <p>_____ 294 Total number of students with disabilities in grades participating in charter school-wide local assessment.</p> <p>_____ 241 Total number of students with disabilities who participated in the charter school-wide local assessment.</p> <p>_____ 23 Total number of students with disabilities who participated in an alternate local assessment.</p> <p>BSE PROCEDURE Chairperson will review the data provided by the LEA to determine compliance.</p> <p>SPECIAL CONSIDERATIONS</p>	

Participation in State and Local Assessments**DATA COLLECTION WORKSHEET**

	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>➤ If the LEA has not met the SPP target for participation in statewide assessment, what improvements are needed?</p> <p>➤ How does the LEA determine student participation in LEA and statewide assessment?</p>	<p>The LEA did not meet the SPP target for participation in statewide assessments. Due to the transient student population, the initial cohort group determined from PIMS data prior to testing differs from the students who are tested on the date of the exam as some have withdrawn. All students present are required to participate in state assessments, unless their parent/guardian has come on-site to the office to opt their child out of state assessments for religious reasons. Additional exams are ordered for any student that may enroll in the LEA after October 1. During the 2021-2022 academic school year, AHCCS had less than 1% qualified for the PASA exam. The LEA will continue to discourage parent(s) and/or guardian(s) from opting out of state assessments. Gas cards and parking passes are provided to students, parent(s), and/or guardian(s) to compensate for travel expenses to travel to their local testing site. Sites are set up throughout the state of Pennsylvania to assure there is a local site in close proximity to all students.</p> <p>The LEA determines student participation through a signed agreement with the parents upon registration that their student will participate in statewide testing and ensure that they provide transportation for their child to the testing location. In addition, the IEP team discusses participation in statewide assessments during IEP meetings. It should be noted that gas cards and parking passes are provided to students, parent(s), and/or guardian(s) to compensate for travel expenses to travel to their local testing site. Sites are set up throughout the state of Pennsylvania to assure there is a local site in close proximity to all students.</p>

<ul style="list-style-type: none"> ➤ What methods are being used to ensure that students with disabilities participate in the PSSA/Keystone Exams or PASA? ➤ Does the LEA monitor student participation in statewide assessment as students advance from elementary to secondary grades to ensure consistently high participation rates across all grade levels? ➤ Has the LEA in-serviced its personnel, including administrators, regarding the requirement of participation in statewide assessments? ➤ Has the LEA made available to personnel the PA guidelines regarding statewide assessments? ➤ Does the LEA provide preparation for students in test-taking techniques prior to the administration of testing? ➤ Does the LEA provide training for personnel on the PSSA/Keystone Exams and PASA? 	<p>Gas cards and parking passes are given to participating students for testing days. At times, transportation is directly provided by school staff if requested by the parent/guardian. Testing in the home and/or at a public facility in close proximity to a student's home is utilized for the convenience of students and families. Multiple mailings are sent out with testing day information in addition to phone calls, emails, and texts by Special Ed. Case Managers, Testing Site Coordinators, and school mentors. Reminders are made during live classes, on the course home pages, during special assemblies, and Future Ready. Home visits are made with parent(s) and/or guardian(s), when requested, to further discuss testing day expectations and procedures. Participation in state and local assessments is discussed at every annual IEP meeting with the IEP team. Discussions also occur for required courses for preparation for the assessments. Information regarding statewide testing is included in the student handbook and on the school website. Math, ELA, and Science teachers go through state assessment prep books with students in preparation for testing material.</p> <p>Yes, the LEA monitors data in student participation at school faculty meetings, data team meetings and IEP meetings. The LEA monitors participation by examining the student's course selection, participation in remedial programs and credits towards graduation. AHCCS does not have elementary grades, only 7-12.</p> <p>Yes, the LEA has trained its personnel including administrators regarding participation in statewide assessments. Certificates are provided at the conclusion of the training. Quizzes are required as part of the training to ensure a complete understanding regarding participation in the assessments. All personnel is required to earn their training certificates. Professional Development is provided prior to the testing date to review testing procedures and processes. Each site meets as a group to prepare for the testing day and review rules/procedures.</p> <p>Yes, the LEA provides the guidelines to staff regarding statewide assessments and provides the guidelines to staff on our school's secure Schoology Faculty Lounge group page.</p> <p>Yes, students receive test-taking strategies, study booklets, and ongoing practice during the Keystone prep courses and in their middle school courses. Title 1 support via a math and/or reading specialist is provided to Tier 2 students. In addition, phone calls, emails, and letters remind parents and students of the statewide testing.</p> <p>Yes, the LEA provides training for personnel including reminders of accommodations, testing environment, proctor responsibilities, and all aspects of the administration of the tests. Teachers administering the PASA have completed the online training modules as well as training during special education department meetings. Teachers administering the PSSAs and/or Keystone Exams have also completed the required state modules/training.</p>
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	<p>➤ Are statewide and LEA-wide assessment data used to drive program changes?</p>	<p>Yes, the school reviews the data during professional development days to determine instructional strategies and how to incorporate test-taking strategies into their courses. In addition, data is utilized to develop new courses, selection of new curriculum, and supports for students to improve their math, ELA/Reading, and Science skills. Professional development regarding vertical and horizontal curriculum alignment also helps identify instructional gaps between courses and material to assure students are being taught according to grade-level standards.</p>
16.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes (Met SPP target for participation rate) <input type="checkbox"/> No (Requires improvement plan for participation rate) <input type="checkbox"/> NA</p>	
16A.	<p>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION LEA complies with requirements for charter school-wide assessment. <input type="checkbox"/> Yes <input type="checkbox"/> No (Requires improvement plan) <input type="checkbox"/> NA</p>	

17. PUBLIC SCHOOL ENROLLMENT

1st STANDARD – PUBLIC SCHOOL ENROLLMENT

The LEA's percentage of children with disabilities served in special education is comparable to state data.

REGULATORY BASE:

Child Find - 34 CFR 300.111

Children with disabilities within each disability category have been identified, located, and evaluated.

2nd STANDARD – TIMELY PROVISION OF FAPE

REGULATORY BASE

When IEPs must be in effect- 34 CFR 300.323

(e) IEPs for children who transfer public agencies in the same State. If a child with a disability (who had an IEP that was in effect in a previous public agency in the same State) transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency either- (1) adopts the child's IEP from the previous public agency; or (2) develops, adopts, and implements a new IEP that meets the applicable requirements in 300.321 through 300.324.

(f) IEPs for children who transfer from another State. If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency (1) conducts an evaluation pursuant to 300.304 through 300.306 (if determined to be necessary by the new public agency); and (2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 300.320 through 300.324.

3rd STANDARD - CHARTER SCHOOL ENROLLMENT

REGULATORY BASE

Enrollment - Chapter 711.7

(a) A charter school or cyber charter school may not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services.

(c) A charter school or cyber charter school may not discriminate in its admission policies or practices on the basis of intellectual disability. Admission criteria may not include measures of achievement or aptitude.

PUBLIC SCHOOL ENROLLMENT																														
17.	STANDARDS TO BE MET PROCEDURES TO FOLLOW																													
	<p>LEA PROCEDURE LEA will review the following data from the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <table> <tr> <td><u>940</u></td> <td>Total # LEA's student population</td> <td></td> </tr> <tr> <td><u>0</u></td> <td>Number Elementary (K-6)</td> <td></td> </tr> <tr> <td><u>940</u></td> <td>Number Secondary (7-12)</td> <td></td> </tr> <tr> <td><u>307</u></td> <td>Total # special education population</td> <td></td> </tr> <tr> <td><u>306</u></td> <td>Number Disabled excluding Speech</td> <td></td> </tr> <tr> <td><u>99.67</u></td> <td>% Disabled excluding Speech</td> <td></td> </tr> <tr> <td><u>1</u></td> <td>Number Speech only</td> <td></td> </tr> <tr> <td><u>0.33</u></td> <td>% Speech only</td> <td></td> </tr> </table> <p>Percentage of students with disabilities identified eligible for special education:</p> <table> <tr> <td>State</td> <td>LEA</td> </tr> <tr> <td><u>17.89%</u></td> <td><u>32.66%</u></td> </tr> </table> <p>LEA results compared to state:</p> <p><u> </u> Lower <u> </u> Same <u> X </u> Higher</p> <p>LEA should explain any extraordinary circumstances that might impact LEA enrollment data, e.g. institutions or correctional facilities located in the LEA's geographical region, recent establishment of community living arrangements, significant population changes, etc.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review the LEA data to determine need for improvement.</p>	<u>940</u>	Total # LEA's student population		<u>0</u>	Number Elementary (K-6)		<u>940</u>	Number Secondary (7-12)		<u>307</u>	Total # special education population		<u>306</u>	Number Disabled excluding Speech		<u>99.67</u>	% Disabled excluding Speech		<u>1</u>	Number Speech only		<u>0.33</u>	% Speech only		State	LEA	<u>17.89%</u>	<u>32.66%</u>	
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PUBLIC SCHOOL ENROLLMENT		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>➤ How does the LEA's overall percentage of students with disabilities compare to the state percentage of students with disabilities?</p>	<p>The LEA's percentage of students with disabilities is higher than the state average by 13.7%. The LEA's percentage is 32.3 compared to the state's percentage of 18.6. To assure we are not overidentifying students for Special Education, upon enrollment, we have now changed our procedures to issue Permission to Re-Evaluate Consent forms with new testing to assure each incoming student still meets the eligibility criteria for Special Education services under Chapter 711 Special Education regulations. Also, all staff recommendations for an initial evaluation must now first be reviewed by the guidance department to assure Tier 1 and Tier 2 interventions were put in place to address student deficits. These include but are not limited to Title 1 Reading & Math support, course changes, and 1:1 and/or small group counseling, and meeting with our school social worker, Dean, Student Engagement Team, and/or behavioral specialist to provide further support. Our Data Analyst pulled data to determine the percentage of students who enroll in Achievement House with an existing IEP versus those who are identified after their enrollment. 95.78 percentage of our newly enrolled students for the 2022-2023 school year enrolled with an existing IEP. 4.22 percentage of students with an existing IEP, were identified after enrollment at AHCCS during the 2022-2023 school year. AHCCS has implemented an Early Warning Identification risk assessment system through Ed Insight which identifies students who are at risk for attendance, math, language arts, Science, Social Studies, NWEA MAPS Benchmark scores, and behavioral concerns. Every student has an overall risk score and is placed in one of four risk categories. It provides the student's current risk percentile and score for our school and district, as well as last year's risk percentile score.</p>

	<p>➤ Is the percentage of students with disabilities unusually higher or lower than the state average?</p> <p>➤ Is there any particular category of disability that the LEA may need to review for proportionality?</p> <p>➤ How will the LEA use the data to make informed program decisions?</p>	<p>Unusually higher. A majority of the students with disabilities who enroll come with existing IEPs. Evidence of newly enrolled students will demonstrate that Evaluation reports and IEPs were in existence when they enrolled from another LEA. To assure we are not overidentifying students for Special Education, upon enrollment, we have now changed our procedures to issue Permission to Re-Evaluate Consent forms with new testing to assure each incoming student still meets the eligibility criteria for Special Education services under Chapter 711 Special Education regulations. Also, all staff recommendations for an initial evaluation must now first be reviewed by the guidance department to assure Tier 1 and Tier 2 interventions were put in place to address student deficits. These include but are not limited to Title 1 Reading & Math support, course changes, and 1:1 and/or small group counseling, and meeting with our school social worker, Dean, Student Engagement Team, and/or behavioral specialist to provide further support. Our Data Analyst pulled data to determine the percentage of students who enroll in Achievement House with an existing IEP versus those who are identified after their enrollment. 95.78 percentage of our newly enrolled students for the 2022-2023 school year enrolled with an existing IEP. 4.22 percentage of students with an existing IEP, were identified after enrollment at AHCCS during the 2022-2023 school year. AHCCS has implemented an Early Warning Identification risk assessment system through Ed Insight which identifies students who are at risk for attendance, math, language arts, Science, Social Studies, NWEA MAPS Benchmark scores, and behavioral concerns. Every student has an overall risk score and is placed in one of four risk categories. It provides the student's current risk percentile and score for our school and district, as well as last year's risk percentile score.</p> <p>No, the percentage of a disabilities per categories is similar to the state average with most of the students having a specific learning disability as the highest category.</p> <p>The LEA uses the data to review staffing, courses outlined in the program of studies, instructional remedial programs, professional development and implementation of data team meetings to review individual student progress. The LEA uses the data to implement new programs to support students' identified needs including a three-tier emotional support program implemented in 2020-2021 and a Life Skills program implemented in 2021-2022. We implemented a Special Education Teacher in our Launchpad Orientation program to provide direct support to students while they are learning about AHCCS' learning model, software, and programs. AHCCS has implemented an Early Warning Identification risk assessment system through Ed Insight which identifies students who are at risk for attendance, math, language arts, Science, Social Studies, NWEA MAPS Benchmark scores, and behavioral concerns. Every student has an overall risk score and is placed in one of four risk categories. It provides the student's current risk percentile and score for our school and district, as well as last year's risk percentile score.</p>
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PUBLIC SCHOOL ENROLLMENT		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
17A.	<p>LEA PROCEDURE LEA will upload its written Policy on Student Admission (22 Pa Code, 11.41 BEC Enrollment of Students, January 22, 2009) to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review the Policy and answer questions a-f. If the response to any of these questions is “No” the Bureau of Special Education will refer the LEA to the School Services Unit of PDE for follow up.</p> <p>a. Does the LEA have a written Policy on Student Admission? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Does the Policy include a statement or description of entitlement to education for resident and non-resident students? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Does the Policy include provisions for timely enrollment? (A school district or charter school shall normally enroll a child the next business day but no later than 5 business days of application) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>d. Does the Policy include a statement or description that a child’s right to be admitted to school may not be conditioned on the child’s immigration status, and that the LEA may not inquire regarding the immigration status of a child as part of the admission process? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>e. Does the Policy include provision for administering a home language survey to all students seeking first time enrollment in its schools? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

PUBLIC SCHOOL ENROLLMENT		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>f. If the Policy describes additional information (other than proof of age, immunizations required by law, proof of residency, parent registration statement, and home language survey) that the LEA requests in the admission process, is it explained that the LEA can not prohibit or delay admission contingent upon receipt of this additional information?</p> <p>_____ Yes _____ No</p> <p>g. Is there any evidence in the school's Admission Policy and/or the file reviews conducted for 17B that the charter school denies enrollment or discriminates in admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services?</p> <p>_____ Yes _____ No</p> <p>h. Is there any evidence in the school's Admission Policy and/or the file reviews conducted for 17B that the charter school discriminates in its admission policies or practices on the basis of intellectual ability? (Admission criteria may not include measures of achievement or aptitude.)</p> <p>_____ Yes _____ No</p>	

PUBLIC SCHOOL ENROLLMENT		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
17B.	<p>LEA PROCEDURE</p> <p>LEA will compile a list of students who meet ALL of the following criteria:</p> <ul style="list-style-type: none"> ➤ Student transferred to the LEA from another LEA in Pennsylvania or another State within the past 6 months ➤ Student had an IEP in place when he/she transferred to the LEA ➤ Student is still being served by the LEA <p>LEA will review the files of 10 students who meet the above criteria. If less than 10 students meet the above criteria, review all the files, e.g., if 7 students meet all three criteria review all 7 files. Respond to the LEA Team Discussion Points in the LEA Data Collection Summary.</p> <p>LEA will send the list of students to BSE or make it available onsite for verification as directed by the Chairperson. Chairperson may review the same files as the LEA, and/or select other files as warranted.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE</p> <p>Chairperson will examine files, review the LEA Data Collection Summary, and respond to the following question:</p> <p>In the files reviewed, did the LEA provide timely FAPE for transfer students in accordance with regulations?</p> <p>_____ Yes</p> <p>_____ No</p> <p>_____ NA (no students for whom requirements were applicable)</p>	

PUBLIC SCHOOL ENROLLMENT**DATA COLLECTION WORKSHEET****LEA Team Discussion Points**

LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.

- Are staff that are responsible for enrolling students with disabilities in the LEA aware of the regulatory requirements for transferring students with IEPs from LEAs within state and out of state?

- Are there written procedures that address these requirements?

LEA Data Collection Summary

Yes, the staff is aware of the regulatory requirements for transferring students with IEPs from in-state and out-of-state during training at department meetings, written procedures and a policy for staff. There is also a discussion with parents during the registration process regarding existing documents. There is an Enrollment policy indicating the process, timelines and information required for enrollment. The Student Orientation Coordinator discusses any new students with the special education director and coordinator to ensure that all records are handled in a timely manner. The special education department has a checklist of all necessary documents and staff involved in the registration process. For students who enroll from out-of-state, a Permission to Evaluate Consent form is issued to determine the student's eligibility for special education services under PA Chapter 711 Special Education Regulations. For students enroll within state from another LEA, a new procedure has been put in place to include a re-evaluation to assure each student continues to be eligible for special education services. This is also an extra precautionary measure to assure the LEA does not over identify students for special education.

Yes, the procedure includes timelines, personnel and documents needed for the student with a disability to be enrolled in the LEA. In addition, graduation requirements, credits and a review of the students' transcripts indicate the appropriate course placement. For students who enroll from out-of-state, a Permission to Evaluate Consent form is issued to determine the student's eligibility for special education services under PA Chapter 711 Special Education Regulations. For students enroll within state from another LEA, a new procedure has been put in place to include a re-evaluation to assure each student continues to be eligible for special education services. This is also an extra precautionary measure to assure the LEA does not over identify students for special education.

	<ul style="list-style-type: none"> ➤ Does the LEA have any additional requirements for admitting students with disabilities (beyond those established by the LEA's Policy on Student Admission)? ➤ Have there been instances in the past six months in which timely provision of FAPE has been denied for transferring students? ➤ If denial of timely FAPE has occurred, did the LEA offer compensatory education? 	<p>No, there are no additional requirements.</p> <p>No.</p> <p>Not applicable.</p>
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PUBLIC SCHOOL ENROLLMENT		
17.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, LEA is comparable to statewide average <input type="checkbox"/> No, LEA is significantly discrepant compared to the statewide average (Requires improvement plan)	
17A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION 17 A. (a-f) <input type="checkbox"/> Yes, LEA Policy on Student Admission includes all components reviewed. <input type="checkbox"/> No, LEA policy on Student Admission does not have all components reviewed. BSE will refer the LEA to the School Services Unit of PDE for follow up. 17 A. (g-h) <input type="checkbox"/> Yes, LEA's admission policies and practices comply with Chapter 711.7 <input type="checkbox"/> No, LEA's admission policies and practices do not comply with Chapter 711.7. Corrective action is required and BSE will follow up.	
17B.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA. <input type="checkbox"/> No, Not in Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA. <input type="checkbox"/> NA	

18. SURROGATE PARENTS (STUDENTS REQUIRING)

STANDARD – SURROGATE PARENTS

The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.

REGULATORY BASE:

Surrogate parents - 34 CFR 300.519(a)(1)(2)(3)(4)(b)(1)(2)(h)

(a) General. Each public agency must ensure that the rights of a child are protected when—(1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—(1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child. (h) SEA responsibility. The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

SURROGATE PARENTS (STUDENTS REQUIRING)		
18.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE</p> <p>LEA will upload the list of students in need of a surrogate parent (including students whose parents are unknown or unavailable and all students who are wards of the state) to BSE or make it available onsite for verification as directed by the Chairperson. LEA will upload files of all students who have a surrogate parent assigned.</p> <p>LEA will upload for verification as directed by the Chairperson, evidence of recruitment, selection, training, and assignment of surrogate parents.</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>LEA will also answer the following two questions:</p> <p>Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the LEA document a procedure to assign a surrogate parent not more than 30 days after the LEA determines that the student needs a surrogate parent?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE</p> <p>Chairperson will select and review 10%, or not less than 3, files of non-wards of state students with surrogate parents assigned. Chairperson will also review all files of students who are wards of the state.</p> <p>Chairperson will answer the following questions:</p> <p>a. Were surrogate parents appointed within 30 days of identification of need for a surrogate?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (No students need surrogate parents)</p> <p>continued on next page</p>	

SURROGATE PARENTS (STUDENTS REQUIRING)		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>b. Are assigned surrogate parents persons other than individuals employed by an agency involved in the education or care of the child?</p> <p>_____ Yes</p> <p>_____ No</p> <p>_____ NA (No students need surrogate parents)</p> <p>c. Are surrogate parents actively involved in the education of the child (e.g. attending IEP meetings)?</p> <p>_____ Yes</p> <p>_____ No</p> <p>_____ NA (No students need surrogate parents)</p> <p>d. Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth?</p> <p>_____ Yes</p> <p>_____ No</p> <p>_____ NA</p> <p>Chairperson will review the report provided by the LEA to determine compliance.</p>	

SURROGATE PARENTS (STUDENTS REQUIRING)		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>➤ How does the LEA determine whether a student needs a surrogate parent?</p>	<p>It is the policy of AHCCS to ensure that an individual is assigned to act as a surrogate of a child with a disability when no parent or person acting as the parent can be identified, or the charter school, after reasonable efforts, cannot locate the parent. The administration will implement the following procedure for determining whether a child needs a surrogate parent, and for assigning a surrogate parent to the child. When a child indicates that a parent is not available, during enrollment, or at any point in time, the Student Service Director, PIMS Coordinator, and the Homeless Youth Liaison are contacted within 24 hours. Attempts are made through phone calls, emails, review of former school records, or talking with a case manager to assist in locating a parent. Efforts to contact the parent may include documented telephone phone calls, letters, and certified letters with return receipts, visits to the parent's last known address, or a copy of the court order that terminated parental rights or extinguished parents' rights to make educational decisions. If no parents are located within 14 days, AHCCS will contact the Intermediate Unit Regional Coordinator responsible for surrogate parents to locate and assign a surrogate parent for the child within 30 days.</p>

	<p>➤ Does the LEA review the training provided to surrogate parents to ensure surrogate parents have adequate knowledge to serve in this capacity?</p> <p>➤ For children for whom a surrogate parent is required, does the LEA have procedures in place to ensure that a surrogate is appointed within 30 days?</p>	<p>Yes, the LEA would work closely with the Intermediate Unit to ensure that training occurs for surrogate parents. Yes, Educational Surrogates are added to the Special Education Parent/Guardian Schoology group for all training updates, newsletters, live workshops, webinars, open office hours, and contact information for the Special Ed. Department, and online discussion board. The Educational Surrogate is listed in our SIS Power School & IEP Writer.</p> <p>Yes, the surrogate parent would be appointed within 30 days after connection with the Local Intermediate Unit to request this service. Every attempt is made to ensure that a surrogate parent is appointed and trained for students with disabilities within the LEA in a timely basis.</p>
18.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>___ Yes, In Compliance</p> <p>___ No, Not in Compliance</p>	

19. PERSONNEL TRAINING

STANDARDS - TRAINING

In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.

REGULATORY BASE:

Personnel development - 34 CFR 300.207

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 300.156 (related to personnel qualifications) and section 2122 of the ESEA.

State-level activities - 34 CFR 300.704(b)(4)(i)

Funds reserved under paragraph (b) (1) of this section must be used to carry out the following activities: (1) For support and direct services, including technical assistance, personnel preparation, and professional development and training.

PERSONNEL TRAINING																				
19.	STANDARDS TO BE MET PROCEDURES TO FOLLOW																			
	<p>LEA PROCEDURE</p> <p>LEA has reviewed its teacher survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.</p> <p>LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.</p> <p>LEA will provide the following data:</p> <p>Training is provided as part of the Professional Development Plan of the LEA and Act 48 credit is available.</p> <p><u> X </u> Yes <u> </u> No <u> </u> NA</p> <p><u> 134 </u> Number of trainings and/or consultations with topics regarding special education provided to LEA personnel.</p> <p>Topic of Training:</p> <table border="0"> <tr> <td><u> 6 </u></td> <td>Behavior Support</td> </tr> <tr> <td><u> 8 </u></td> <td>Reading</td> </tr> <tr> <td><u> 7 </u></td> <td>FAPE in the LRE</td> </tr> <tr> <td><u> 38 </u></td> <td>Transition</td> </tr> <tr> <td><u> 8 </u></td> <td>AT/Low Incidence</td> </tr> <tr> <td><u> 4 </u></td> <td>Confidentiality</td> </tr> <tr> <td><u> 13 </u></td> <td>IEP Development</td> </tr> <tr> <td><u> 2 </u></td> <td>FBAs/Manifestation Determinations</td> </tr> <tr> <td><u> 48 </u></td> <td>Other (please list topic)</td> </tr> </table> <p>Special Ed. Law/Legalities, UDL, Special Ed. Program Updates, LEA, UDL, Act 158, Cross Curricular, Curriculum Mapping, Fiscal, Homelessness, State Assessments, SE Leadership, NWEA MAPS, Mentors, Data</p>	<u> 6 </u>	Behavior Support	<u> 8 </u>	Reading	<u> 7 </u>	FAPE in the LRE	<u> 38 </u>	Transition	<u> 8 </u>	AT/Low Incidence	<u> 4 </u>	Confidentiality	<u> 13 </u>	IEP Development	<u> 2 </u>	FBAs/Manifestation Determinations	<u> 48 </u>	Other (please list topic)	
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<u> 48 </u>	Other (please list topic)																			

	<p>Source of Training: Confidentiality/Employee Manual Review, Supporting Students with Disabilities in Virtual Environments, Healthy Relationships Training, Annual Legal Institute, Trauma Informed Practices, BASE Curriculum Training, Universal Design for Learning, 2020-2021 Special Ed. Updates, OVR Training: This training is intended to review Office of Rehabilitation procedures for the 2020-2021 school year for school districts., Graduating on Goals Training, PDE Conference, Xello Career Program Training, Max Scholar Training, A Summit for Special Education Leaders, LEA Training, Strengthening IEP Goals, PA Special Education Fellowship Program, Special Ed. Law Symposium, IEP Institute Training Series 1: PLAAFP & Transition, IEP Institute Series 2: Goal Writing, IEP Institute Training Series 3: Progress Monitoring, IEP Institute Series 4: SDIs, IEP Institute Series 5: Facilitation of IEP Meetings, Universal Design for Learning Grant Series-1, Universal for Design Learning Grant Series 2, Universal Design for Learning Grant Series 3, Universal for Design Learning Series Grant: 4, Universal Design for Learning Series Grant 5, Universal Design for Learning Series Grant 6, Act 158 Training Series: Tracking Tool, Act 158 Training Series: Tracking Tool 2, Act 158 Training Series: Special Education, Act 158 Training Series: Industry Credentials, Act 158 Training Series: FAQ, PACCT Transition Meetings- PA Cyber Council of Transition Meetings- 5 sessions annually- Oct., Dec, Feb., April, and June, Chester County Intermediate Unit Charter School Live Meetings/Recordings: 09/15/21, 10/27/21, 11/24/21, 12/15/21, 01/26/22, 02/23/2022, 03/23/2022, 04/27/2022, 05/25/2022, 06/22/2022, Indicator 13 Trainings: 09/14/21, 09/21/21, 10/15/2021, 10/27/2021, 12/17/2021, 01/28/2022, Intro to Cross Curricular Instruction, ARC Transition Chat & Chew, ARC Transition Chat & Chew, Xello Training, Nearpod Training: A tool to increase student engagement and differentiate instruction., Overview of Indicator 13, PATTAN Transition Tuesdays (Up-to-date Secondary Transition Info), Domain 1: Special Ed. Teacher Workshop, Bureau of Special Education Meeting, Cross Curriculum Strategies, Curriculum Mapping & Ed. & AT Technology Workshop, IDEA-B Fiscal Training, Student Engagement Workshop, Indicator 13 Transition Grid,</p>	
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EAS Carpenters Union Representative Training, Transition Planning for the Life Skills Program, Indicator 13 Training: IEP Invite, IEP Alignment (All sections of the IEP must align), Functional Performance Section Requirements, Domain 2 Special Ed. Teacher Workshop, Indicator 13 PD: IEP Goals & Needs Alignment W/ ER/RR Needs & Recommendations, EAS Carpenters Union Presentation 2, Transition Planning for Life Skills Workshop, SDIs Alignment W/ IEP & RR/ER, Out School Program Overview – Increase secondary transition trainings and/or course offerings, Lessons Learned from 2021 PASA DLM Test Administration – All Special Education Teachers, PASA DLM Required Test Administrator Training (RTAT), PDE Conference: 3/2/2022, 3/3/2022, 3/4/2022, Reporting PA CEW Standards Using Xello Reporting Training, Transition Coordinator Updates/Transition Template Training, Indicator 13 Alignment, Virtual Recognizing and Reporting Child Abuse, Guardianship vs. Power of Attorney (Arc)- Life Skills Teachers – Mrs. Christa Fisher attended, How to be A Special Ed. Pro, Student Homelessness Training, Overview for Compliant Secondary Transition Practices Schoology Course (Asynchronous Course Deadline: March 31), Maple Wood Working Presentation, Estate Planning for Individuals with Disabilities (Arc), Universal Design for Learning Showcase, Autism And The Predictive Mind, Absolute Thinking In A Relative World, Introduction to UDL, Kagan Structures for K-12- Engaging learners, PaTTAN- Secondary Formative Assessments Training, PATTAN Secondary Formative Assessments - 2, Pete & C Training, Keystone & PSSA Training, PASA Training Requirements, Educational Benefit Review Training - CCIU, PA Community of Secondary Transition: Mission Possible: Transitioning into the Future, PA Community of Secondary Transition: Our Voice, Our Plan, Our Future, Special Ed. Law Symposium, PA Dept. of Education Conference 2023: "Making a Difference: Educational Practices that Work", PSEA Special Ed. Conference 2023, Special Ed. Leadership Academy: Transforming Lives Through Leadership, National Autism Conference: July 31 - August 3, Extended School Year Services Training, Strengthening IEPs: Getting Better Data from Team Meetings, Strengthening IEP Goals

Training, NWEA MAPS Benchmark Training, OVR & Cyber Charter School Collaboration, Extended School Year Teacher Training, Indicator Post High School Surveys Training, LEA Representatives' Training, Mentor Training: Special Ed. Overview, AIMSWeb Plus Refresher Training, Pre-Referral Interventions Training, MS Forms Training: Parent & Student Input Survey forms, IDEA Fiscal Funds, Career Link WIOA Program Overview, Progress Monitoring Task Force Training, SAAFP Training, PA ETEP Program Overview, Keystone & PSSA Staff Proctor Training: Special Ed. Accommodations & Modifications, Data Quality Network Training, LEA Representatives' Training, LEA Representatives' Training, All Staff Special Ed. Training: Modified Curriculum, Multi-level Curriculum, Overlapping Curriculum, Peer Support, Cooperative Learning, Peer Mediated Instruction, Differentiated Instruction, Team Teaching, Co-Teaching, Positive Behavior Intervention, FBA/PBSP, Augmentative & Alternative Communication, Types of Assistive Technology

Approximate Dates of Trainings in the past 24 months:

11/4/2021, 8/18/2020, 8/25/2020, 12/12/2020, 7/30/2020, 9/24/2020, 5/14/2021, 8/25/2020, 9/3/2020, 10/1/2020, 3/5/2021, 6/30/2021, 9/22/2020, 7/30/2020, 8/11/2020, 10/20/2020, 5/13/2021, 6/21/2021, 9/29/2021, 11/17/2021, 1/19/2022, 3/9/2022, 5/11/2022, 9/22/2021, 10/19/2021, 11/16/2021, 12/7/2021, 2/10/2022, 5/13/2022, 2/24/2022, 3/16/2022, 3/9/2022, 3/2/2022, 2/16/2022, 10/1/2021, 6/22/2022, 1/28/2022, 9/8/2021, 9/22/2021, 9/29/2021, 10/1/2021, 10/13/2021, 10/14/2021, 10/26/2021, 10/28/2021, 11/2/2021, 11/10/2021, 11/19/2021, 10/27/2021, 12/8/2021, 12/9/2021, 1/3/2022, 1/4/2022, 1/13/2022, 1/20/2022, 1/31/2022, 2/2/2022, 2/2/2022, 2/10/2022, 2/22/2022, 2/28/2022, 2/28/2022, 3/4/2022, 3/15/2022, 3/15/2022, 3/18/2022, 3/18/2022, 3/23/2022, 3/23/2022, 3/30/2022, 3/31/2022, 4/1/2022, 5/4/2022, 5/11/2022, 10/19/2022, 12/19/2022, 10/5/2022, 2/1/2022, 4/20/2022, 2/13/2022, 12/19/2022, 12/16/2022, 12/6/2022, 8/10/2022, 8/9/2023, 6/19/2023, 3/1/2023, 4/21/2023, 7/11/2023, 7/31/2023, 2/6/2020, 2/13/2020, 2/21/2020, 5/19/2020, 5/22/2020, 6/18/2020, 7/23/2020, 8/11/2020, 9/14/2020, 9/17/2020, 10/28/2020, 11/17/2020, 12/1/2020, 12/8/2020, 3/25/2021, 5/11/2021, 3/8/2022, 4/20/2022, 5/18/2022, 8/9/2022, 10/4/2022, 1/11/2023

Does the LEA plan include a description of personnel training on use of PBS, de-escalation techniques, and emergency responses.

☒ Yes

☐ No

PERSONNEL TRAINING		
19.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<div><div>50</div><div>Number of trainings and/or consultations with topics regarding special education provided jointly to parents of students with disabilities and personnel.</div></div> <div>Topic of Training:</div> <div><div><div>13</div><div>Behavior Support</div></div><div><div>2</div><div>Reading</div></div><div><div>3</div><div>FAPE in the LRE</div></div><div><div>10</div><div>Transition</div></div><div><div>4</div><div>AT/Low Incidence</div></div><div><div>1</div><div>Confidentiality</div></div><div><div>2</div><div>IEP Development</div></div><div><div>3</div><div>FBAs/Manifestation Determinations</div></div><div><div>12</div><div>Other (please list topic)</div></div><div>Overview of AHCCS' Special Ed. Programs, Student Support System, ESY, AHCCS SE Dept. Parent Advisory Committee</div></div>	

	<p>Source of Training: You Tube Video Training: “Overview of AHCCS Special Education Programs”, You Tube Video Training: “Office of Vocational Rehabilitation (OVR)”, AHCCS Quarter 1 Newsletter, You Tube Video Training: “Parent/Guardian Role in the IEP Meeting”, You Tube Video Training: “Academic Truancy: What should I do if my child refuses to complete schoolwork?”, You Tube Video Training: “Special Education Case Manager & Mentor: Who are they? How can they help me?”, You Tube Video Training: “Employment Options”, You Tube Video Training: “Managing Difficult Behaviors”, You Tube Video Training: “Navigating the IEP”, AHCCS Quarter 2 Newsletter, Live Parent Workshop: “Supporting Your Child’s Mental Health Needs” (1:30 & 7:00 PM), You Tube Video Training: “Supporting Your Child’s Mental Health Needs”, You Tube Video Training: “Strategies to Help My Child Stay Focused on Schoolwork”, You Tube Video Training: “Independent Living: How do I prepare my child?”, o</p> <p>Live Parent Workshop: “Managing Difficult Behaviors” (1:30 & 7:00 PM), You Tube Video Training: “Post-Secondary Training Options”, You Tube Video Training: Extended School Year Services (ESY), You Tube Video Training: Assistive Technology Devices & Resources, You Tube Video Training: “Community Agency Supports”, You Tube Video Training: “Academic Remedial Resources, Assistive Technology & Websites”, AHCCS Quarterly Newsletter, Live Parent Workshop: “Independent Living: How Do I Prepare My Child?” (1:30 & 7:00 PM), You Tube Video: “Inclusive Practices & Benefits”, Live Parent Workshop: “Employment Options” (1:30 & 7:00 PM), AHCCS Special Dept. Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, AHCCS Special Ed. Department Parent Advisory Committee Meeting, Paving the Road to Your Child’s Future: Transition & Community Resources, Office of Vocational Rehabilitation (OVR) 101, Bridge to Real-Life: Post-Secondary Skills Workshop, Learning to Cope: Social-Emotional Skills Training, Supporting</p>	
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my Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Family Guide to Mental Health Services, Autism Spectrum Disorders Workshop, A Positive Approach to Managing Difficult Behaviors, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies, Family Guide to Mental Health Services, Office of Vocational Rehabilitation (OVR) 101, A Positive Approach to Managing Difficult Behaviors, Learning to Cope: Social-Emotional Skills Training, Supporting my Child's Mental Health Needs: Counseling, Charter Schools & Special Education: Knowing Your Child's Rights, Paving the Road to Your Child's Future: Transition & Community Resources, Autism Spectrum Disorders Workshop, Bridge to Real-Life: Post-Secondary Skills Workshop, Staying Emotionally Healthy in the Summer: Summer Activities & Strategies

Approximate Dates of Trainings in the past 24 months:

8/30/2022, 8/30/2022, 8/30/2022, 9/14/2022, 9/14/2022, 10/20/2022, 10/20/2022, 11/7/2022, 11/7/2022, 11/7/2022, 11/7/2022, 1/20/2023, 1/20/2023, 1/23/2023, 1/23/2023, 2/3/2023, 2/3/2023, 2/3/2023, 3/3/2023, 4/3/2023, 4/3/2023, 4/3/2023, 5/26/2023, 5/26/2023, 1/31/2023, 2/28/2023, 3/30/2023, 4/25/2023, 5/30/2023, 6/13/2023, 9/1/2021, 10/6/2021, 11/3/2021, 12/1/2021, 1/5/2022, 2/1/2022, 3/2/2022, 4/6/2022, 5/4/2022, 6/1/2022, 9/2/2020, 10/7/2020, 11/4/2020, 12/2/2020, 1/6/2021, 2/3/2021, 3/3/2021, 4/7/2021, 5/5/2021, 6/2/2021

The LEA will indicate whether the training audience included the following stakeholders:

a. Administration

☒ Yes

☐ No

b. Teachers, Regular Education

☒ Yes

☐ No

c. Teachers, Special Education

☒ Yes

☐ No

d. Paraprofessionals

☐ Yes

☐ No

☒ NA

e. Personal Care Assistants

<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA f. Educational Interpreters <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA SPECIAL CONSIDERATIONS BSE PROCEDURE Chairperson will review the evidence of training and determine compliance.	
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PERSONNEL TRAINING		
	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
19A.	BSE PROCEDURES Chairperson will review information provided by the LEA regarding teacher survey results and identified areas of need, if any, and will determine if improvement plan is needed.	

PERSONNEL TRAINING		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ instructional paraprofessionals receive 20 hours of staff development activities related to their assignment each school year? ➤ personal care assistants receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by the school-based ACCESS program)? ➤ educational interpreters receive 20 hours of staff development activities relating to interpreting or transliterating services annually? ➤ the LEA identifies personnel training needs? ➤ the LEA addresses the identified personnel training needs? ➤ the LEA provides professional development activities for both general and special education professional personnel? 	<p>There are no instructional paraprofessionals on staff. However, if paraprofessionals are hired by the LEA, training would occur regarding special education regulations, disabilities, roles and responsibilities of paraprofessionals. Training would occur through online modules through PaTTAN or the Chester County Intermediate Unit.</p> <p>If the LEA has personal care assistants, we would provide 20 hours of staff development related to their assignment. In addition, we would survey the assistants to determine their needs and follow up with appropriate training. There are no educational interpreters on staff. However, if one was needed, we would contract with an outside agency and provide training through the local Intermediate Unit, PDE or PaTTAN.</p> <p>Yes, the LEA identifies personnel training needs based upon data collected from surveys, statewide assessments, screening assessments, and the latest evidence-based interventions. The following annual surveys are sent out at the culmination of each school year to gather data to drive personnel training needs for the upcoming school year: 21/22 EOY Special Ed. Teacher Survey, 2021/2022 General Education Teacher Survey, & 2021-2022 Administrative Team SE Survey.</p> <p>Yes, the LEA addresses the identified training needs through department meeting training, PATTAN training &/or workshops, CCIU training/workshops, school-wide meetings, conferences, parent workshops they are invited to attend, online webinars, guest speakers or training conducted by Administration. In addition, if staff have identified a need, training is provided through a variety of mediums; online, in person, skype or video conferencing systems.</p> <p>Yes, professional development activities occur with all staff; general and special education teachers, mentors, nurse, counselors, administration, and/or homeroom coaches. Activities are planned when all staff are available to collaborate with each other.</p>

	<ul style="list-style-type: none"> ➤ the LEA provides professional development activities for paraprofessional personnel? ➤ the LEA provides professional development activities for personal care assistant personnel? ➤ the LEA ensures that personnel have the skills and knowledge necessary to meet the needs of students with disabilities? ➤ training has enhanced the ability of teachers and others to use strategies such as behavioral interventions to address the conduct of students with disabilities that impedes their learning? ➤ the LEA acquires and disseminates to teachers, administrators, and related services personnel significant knowledge derived from educational research and other sources? ➤ the LEA adopts effective practices, materials, and technology? ➤ the data demonstrate instructional changes that impact student performance? 	<p>Yes, if the LEA had paraprofessional staff as their own employees, we would offer professional development activities on-site with the cooperation of PaTTAN, and CCIU or offer online. These activities would also occur with all general and special education teachers.</p> <p>Yes, if the LEA had personal care assistant staff members as their own employees, we would offer professional development activities on-site with the cooperation of PaTTAN, CCIU or offered online. These activities would also occur with all general and special education teachers.</p> <p>Yes, the LEA ensures that personnel have the appropriate certifications and have the skills and knowledge to work with students with disabilities. In addition, training is offered to the staff regarding instructional modifications, remedial programs and interventions, special education regulations, co-teaching and an understanding of disabilities.</p> <p>Yes, training in Multi-Tiered System of Supports is provided for academics and behavior interventions including Student Assistance Training. In addition, the LEA has implemented an intensive mentor program for each student. Training occurs through the support of the administration.</p> <p>Yes, the LEA works closely with PaTTAN and CCIU to train staff on the latest evidence-based strategies in the areas of literacy, behavior and attendance.</p> <p>Yes, during IEP meetings or data team meetings, interventions are designed to enhance student success toward meeting their annual goals. A variety of educational materials and technology have been instituted- Learning A-Z, Achieve 3000, Nearpod, Gimkit, Kahoot, Classkick, SORA Digital Library, Language Live, Trans Math, Spelling Stars, Easy CBM, RAZ Kids Plus Library, Eureka Curriculum, McGraw Hill, Moby Max, Science A-Z, Brain Pop, Xtra Math, The World Around Me Studies, Conover Life Skills, Everyday Speech, Lions Quest, Healthy Relationships, Scholastic Story Works, Zearn, Khan Academy, Zoom Text, Touch Screen laptops, as well as co-teaching.</p> <p>Yes, the LEA utilizes data from the early warning system and progress monitoring to design individual programs for students. A three-tier Emotional Support program was developed in 2020 due to the large population of students demonstrating social-emotional needs. A Life Skills program started in 2021 due to the increasing student population requiring a functional academic curriculum. The data is reviewed during data reviews as well as individual IEP meetings to ensure students are making progress.</p>
19.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance <input type="checkbox"/> No, Not in Compliance	

19A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION The teacher survey results do not indicate need for an improvement plan. <input type="checkbox"/> Yes <input type="checkbox"/> No (Requires an improvement plan)	
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20. INTENSIVE INTERAGENCY APPROACH (FORMERLY CORDERO CLASS MEMBERS)

STANDARDS – INTENSIVE INTERAGENCY APPROACH

The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.

REGULATORY BASE:

Provision of FAPE – 300.101(a)

(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d).

Least Restrictive Environment - 34 CFR 300.114

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

INTENSIVE INTERAGENCY APPROACH		
20.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE: LEA will have available for the onsite review files of all students included on the Intensive Interagency Report (formerly TAP Report).</p> <p>LEA will review the files of students reported as Cordero class members and those students with disabilities currently receiving Instruction in the Home or Homebound Instruction and answer the following questions:</p> <p>Does the LEA report all students with disabilities who have been identified as requiring homebound instruction?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>Does the LEA report all students with disabilities who have been identified as requiring Instruction in the Home?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE: Chairperson will answer the following questions:</p> <p>a. Has the LEA reported in a timely manner all students with disabilities that are receiving Instruction in the Home or Homebound Instruction?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (Mark NA only if the LEA does not have any students receiving Instruction in the Home or Homebound Instruction.)</p> <p>b. Has the LEA reported in a timely manner all currently active Cordero class members?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (Mark NA only if the LEA does not have any currently active Cordero class members.)</p>	

INTENSIVE INTERAGENCY APPROACH

DATA COLLECTION WORKSHEET

	LEA Team Discussion Points	LEA Data Collection Summary
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> ➤ the LEA has students for whom it has had difficulty locating a program to ensure the provision of FAPE? ➤ the LEA has resolved the issues of locating services for difficult to place students? ➤ the LEA utilizes the Regional Interagency Coordinators to assist in interagency planning to mitigate and/or eliminate barriers to placement resolution? ➤ the LEA participated in interagency approach trainings? ➤ the LEA uses interagency approach situations to improve LEA program capacity? ➤ the LEA engages in intensive interagency collaboration for students with complex needs? ➤ the LEA engages other student serving systems (e.g. mental health, intellectual disability, child protective services, juvenile probation, and drug/alcohol treatment services) for difficult to place students? ➤ there is a particular disability category of students or types of educational placement needed that the LEA has difficulty locating? ➤ the LEA continually monitors students receiving Homebound Instruction? ➤ the LEA continually monitors students receiving Instruction in the Home for ongoing placement needs? 	<p>Yes, the LEA has a policy for Intensive Interagency Policy regarding identifying students who have difficulty locating a program, using regional interagency coordinators and providing training.</p> <p>Yes, the LEA's policy indicates that the use of other child-serving systems and regional Interagency coordinators will assist in resolving and locating services for difficult-to-place students.</p> <p>Yes, the LEA's policy clearly stipulates that the use of regional Interagency coordinators helps to assist difficult-to-place students.</p> <p>Yes, the LEA's policy indicates that training will be provided regarding Interagency approaches for students who are hard to place.</p> <p>Yes, the LEA uses several Interagencies to improve the LEA program capacity such as mental health systems, drug/alcohol, juvenile probation or the support of Intermediate Units or PaTTAN.</p> <p>Yes, the LEA works with other child-serving systems such as Office of Behavioral Health Office of Intellectual Disabilities or the Juvenile Probation office to collaborate with students with complex needs.</p> <p>Yes, the LEA's policy and practice is to work closely with any outside providers of services for students to ensure that they receive an appropriate program and services.</p> <p>None at this time. We have developed a three-tier emotional support program (started in 2020-2021) and a Life Skills program (started in 2021-2022) to help support our students with complex needs.</p> <p>Yes, if the LEA is aware of students receiving Homebound Instruction, the nurse, counselor, mentor, homeroom coach and teachers would work closely to determine progress and any other services needed for the student. There are no students receiving Homebound Instruction at this time.</p> <p>Yes, if there were students who received Instruction in the Home, the IEP team would set a time for periodic review meetings to determine progress and adjust the IEP if progress was not being made. Currently, we do not have any students receiving Instruction in the Home.</p>

	<p>➤ the LEA has effective arrangements with outside service providers?</p> <p>➤ the LEA continues to identify unmet needs that may still exist?</p>	<p>Yes, the LEA has met with service providers and created a collaborative Memorandum of Understanding for the responsibilities of the LEA and the service provider. The Special Education Coordinator is in close contact with service providers on a weekly basis.</p> <p>Yes, the LEA monitors the location of any service providers that are needed, meets with providers, and works with the Intermediate Units and PaTTAN for resources as well. The LEA currently has contracts with approximately fifteen service providers to meet the academic and functional needs of the students. The LEA has implemented the following new positions; School-Based Counselor, in-house tutors, and a Secondary Transition Coordinator.</p>
20.	<p>TO BE COMPLETED BY CHAIRPERSON:</p> <p>CONCLUSION</p> <p>___ Yes, In Compliance</p> <p>___ No, Not in Compliance</p> <p>___ NA</p>	

21. SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)

SPP Indicator 13

STANDARD – SUMMARY OF PERFORMANCE

The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out.

REGULATORY BASE

Additional requirements for evaluations and reevaluations - 34 CFR 300.305(e)(3)

(e) Evaluations before change in eligibility. (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability. (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

STANDARD – PROCEDURAL SAFEGUARDS FOR GRADUATION

The LEA provides required prior written notice for graduation.

REGULATORY BASE

Limitation-exception to FAPE for certain ages – 34 CFR 300.102(B)(iii)

(iii) Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with §300.503.

STANDARD – TRANSITION REQUIREMENTS

The LEA complies with requirements for transition planning for students

REGULATORY BASE

Transition- (20 U.S.C. 1416(a)(3)(B))

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)

21.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE LEA will upload the list of students who graduated or aged out in the prior school year and send the list to BSE or make it available onsite for verification as directed by the Chairperson. LEA will upload the files for those students selected by the Chairperson.</p> <p>LEA has reviewed its student survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE</p> <p>NOTE: The following 3 questions (a, b and the conclusion) can only be marked NA for charter schools who do not serve children whose eligibility terminates due to graduation or aging out.</p> <p>Chairperson will select and review 10%, or not less than 3 files, of students who have graduated or aged out, and confirm that a Summary of Academic Achievement and Functional Performance has been provided to the student.</p> <p>Chairperson will select and review 10%, or not less than 3 files, of students who have graduated, and confirm that a NOREP/PWN was issued by the LEA.</p> <p>Chairperson will answer the following questions: a. Has the LEA issued a Summary of Academic Achievement and Functional Performance for all students reviewed as required? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA b. Did the LEA issue prior written notice (NOREP/PWN) recommending graduation for all students reviewed? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)		
21A.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	LEA PROCEDURE LEA will provide the BSE with a list of students who are age 16 and older as per the age on the IEP. Chairperson will select 10 files from the list and review to determine compliance with SPP/APR Indicator 13 transition requirements.	
21.	LEA PROCEDURE LEA will provide the BSE with a list of students who are age 16 and older as per the age on the IEP. Chairperson will select 10 files from the list and review to determine compliance with SPP/APR Indicator 13 transition requirements TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance <input type="checkbox"/> No, Not in Compliance	
21 A.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION <input type="checkbox"/> Yes, In Compliance <input type="checkbox"/> No, Not in Compliance	

22. DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION

SPP Indicator 9 & 10

STANDARD – DISPROPORTIONATE REPRESENTATION

LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.

REGULATORY BASE

State monitoring and enforcement - 34 CFR 300.600(d)(3)

(d) The State must monitor the LEAs located in the State, using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas: (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION		
22.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE LEA will review its identification data by race/ethnicity and complete LEA Team Discussion Points.</p> <p>https://penndata.hbg.psu.edu/Public-Reporting/Data-at-a-Glance</p> <p>SPECIAL CONSIDERATIONS</p> <p>BSE PROCEDURE Chairperson will review LEA team discussion points, compare with the charter school annual report/SPP-APR Annual Public Reporting, consider results of file review findings for evaluation, and will answer the following questions.</p> <p>a. Is there an indication of disproportionate representation of racial/ethnic groups receiving special education that is the result of inappropriate identification? _____ Yes _____ No</p> <p>b. Is there an indication of disproportionate representation of racial/ethnic groups by disability category receiving special education that is the result of inappropriate identification? _____ Yes _____ No</p>	

DATA COLLECTION WORKSHEET

LEA Team Discussion Points	LEA Data Collection Summary
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>LEA will review its identification data by race/ethnicity.</p> <ul style="list-style-type: none"> ➤ What do the data mean to the LEA? ➤ How do the data for students with disabilities compare with race/ethnicity in the general student population of the LEA? ➤ Is any particular disability group disproportionately represented by a higher or lower identification rate? ➤ If so, are continuous improvement activities in place? ➤ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity receiving special education? ➤ If so, are continuous improvement activities in place? ➤ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity by disability category? 	<p>The percentages of students with disabilities by race are either lower or within range of the LEA's total population. There is not a significant disproportionate number of students who have been identified as needing special education. A majority of the students come to AHCCS with IEPs instead of newly identified students.</p> <p>The percentages of students with disabilities by race are either lower or within range of the LEA's general student population.</p> <p>There are three disability categories that are higher than the state average; Emotional Disturbance, Other Health Impaired, & Specific Learning Disability, but not disproportionate by race/ethnicity with the rest of the school's population.</p> <p>The LEA has continuous improvement activities in place to ensure that referrals for special education are reviewed by the Guidance Counselors and interventions are put in place and monitored. The LEA has increased the number of mentors and Guidance Counselors to assist in monitoring student progress.</p> <p>Yes, the LEA monitors students who may need a special education evaluation in a variety of areas- academic, social and behavioral. The student's race/ethnicity does not enter into the decision of whether the student requires an evaluation. Many students enter into the LEA with already existing IEPs.</p> <p>Yes, the LEA monitors student progress through an early warning system, data team meetings or multi-disciplinary team meetings to address concerns and creation of intervention plans. The race/ethnicity of a student does not enter into a discussion of whether a student should or should not be evaluated or identified.</p> <p>Yes, the LEA has established procedures for reviewing that students of a particular race are not inappropriately identified for a specific disability. The referral process reviews a multitude of factors and race/ethnicity are not part of the team's decision-making or recommendations.</p>

	➤ If so, are continuous improvement activities in place?	Yes, improvement activities include looking at the students' areas of strengths and interest, remediation programs are implemented and a wide variety of assessments, current progress, home visits and mentors review student data in a comprehensive manner irregardless of race and ethnicity
22.	TO BE COMPLETED BY CHAIRPERSON: CONCLUSION ____ Yes ____ No (Requires an improvement plan)	

23. EDUCATIONAL BENEFIT REVIEW

STANDARD:

The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.

REGULATORY BASE:

Definition of individualized education program - 34 CFR 300.320

IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 300.320 through 300.324 and that must include- (2) (i) A statement of measurable annual goals, including academic and functional goals designed to- (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and (B) Meet each of the child's other educational needs that result from the child's disability.

Development, review, and revision of IEP – 34 CFR 300.324

Each public agency must ensure that, subject to paragraphs (b) (2) and (b) (3) of this section, the IEP Team – (i) Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and (ii) Revises the IEP, as appropriate, to address- (A) Any lack of expected progress toward the annual goals described in 300.320 (a) (2), and in the general education curriculum, if appropriate

EDUCATIONAL BENEFIT REVIEW

23.	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>LEA PROCEDURE LEA will conduct an Educational Benefits Review (EBR) for a sample of students, in accordance with training and instructions provided by the BSE. The team will answer the following ten questions for each student in the sample:</p> <ol style="list-style-type: none"> 1. Are the assessments complete and do they identify all of the student's needs, including postsecondary outcomes and/or career assessment/functional vocational evaluation for secondary students? 2. In Year 3, does the IEP, through the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement or other IEP information, identify all of the student's significant needs? 3. In Year 3, are all of the student's needs addressed by goals and objectives, transition services, and/or supplementary aids and services, including, for secondary students, postsecondary outcomes, preferences, and interests? 4. In Year 3, are there programs and services to support all of the student's goals and objectives? 5. Do the transition services provided for the student over the three-year period of review represent a coordinated set of activities related to the student's vision for adult life? 6. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did not</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress? 7. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress, including participation in general education? 8. Were sufficient services provided to ensure that the student would make progress? 9. Is this student provided with supplementary aids and services to support participation in extracurricular and non-academic activities if determined to be needed by the IEP team? 10. Based upon the review of Worksheets Year 1, 2 and 3 and questions # 1-9 above, the LEA has determined that the student has received educational benefit? 	

EDUCATIONAL BENEFIT REVIEW		
DATA COLLECTION WORKSHEET		
	LEA Team Discussion Points	LEA Data Collection Summary
	LEA team will analyze results of the EBR review in accordance with training and instructions provided by BSE, and will provide summary results in the LEA Data Collection Summary.	
	BSE PROCEDURE BSE will review the data provided, discuss the LEA's conclusions with LEA personnel, and determine compliance or noncompliance with requirements.	
23.	TO BE COMPLETED BY BSE PERSONNEL: CONCLUSION IEPs for all students in the sample are reasonably calculated to result in Educational Benefit. ____ Yes ____ No	

Special Education Procedures 2023-2024

Page 2	Scheduling an IEP Meeting Checklist 2023-2024
Page 3	Facilitating an IEP Meeting Checklist 2023-2024
Page 4	Post IEP Meeting Checklist 2023-2024
Page 5	Initial Evaluations Checklist 2023-2024
Page 6	New Student Checklist 2023-2024
Page 7	Out of State Student Checklist 2023-2024
Page 8-9	OVR Checklist 2023-2024
Page 10	Progress Report Checklist 2023-2024
Page 11	Re-Evaluations with New Testing Checklist 2023-2024
Page 12	Re-Evaluation: Review of Records Checklist 2023-2024
Page 13-14	Related Service Guidelines 2023-2024

Scheduling an IEP Meeting Checklist (2023-2024)

***IEP Revision Meetings:**

- **For IEP Truancy & Graduation Revisions a formal IEP Meeting is Required**
- **Related Service IEP Revision Meetings: Discuss with LEA first prior to IEP Revision**

Procedures:

- ☐ Contact Parent(s) and/or Guardian(s) of Student to Determine Days and Times of Availability
 - Avoid settling on one date/time, ask for days of week & mornings or afternoons
- ☐ Use Scheduling Assistant in Microsoft Outlook: Check LEA & Regular Ed. Availability
 - Check with LEA prior to scheduling an IEP with available date(s)
 - Confirm Date/Time with 1 General Education Teacher
 - Avoid Scheduling During Future Ready, Staff Meetings, and Inservice Days (Check Master Calendar for Block Out Dates)
- ☐ Create an IEP Invite (Example: Refer to Template for IEP Invites)
 - Attendees: LEA, Parent(s)/Guardian(s), Student (If 14 years of age during duration of IEP, Special Education Teacher, General Education Teachers on Schedule, School Counselor, Mentor, Related Service Provider(s) if applicable, OVR (if release form has been signed, approved, and returned)
 - Location of Meeting
 - Microsoft Teams Meeting (Unless extenuating circumstance that requires a phone conference)
- ☐ Create a Procedural Safeguards Letter (for ALL IEP Meetings & IEP Revisions)
- ☐ AHCCS Staff & Related Service Providers Outlook Invite
 - Specify Date, Time, & Location
 - Include Link for IEP Teacher Input Form
 - Attach IEP Invite
- ☐ 3 Attempts to Invite Parent(s) &/or Guardian(s) & Student to IEP Meeting
 - 1st Attempt: Parent(s) &/or Guardian(s) & Student Outlook Invite
 - Attach IEP Invite, Procedural Safeguards Letter & Notice
 - 2nd Attempt: Phone Call to Parent(s) &/or Guardian(s)
 - 3rd Attempt: Your Choice (Snail Mail Invite)
- ☐ Master Special Education Calendar (Link in Schoology SE Group Resources)
 - Student's First Initial & Last Name & LEA
- ☐ Provide IEP Draft and/or PPT at least 24 Hours in Advance to IEP Team Meeting Invitees
 - IEP Draft Watermark (Option in IEPWriter)
 - ***Note: Do not provide NOREP in Advance**
- ☐ Create an IEP Team Meeting PPT for Virtual Meeting

Facilitating an IEP Meeting Checklist (2023-2024)

Reminders:

- Special Education Case Manager & attendees: Please be on the video during the meeting.
- All IEP Meetings Held in Microsoft Teams
- Provide Link to Virtual Meeting in IEP Invite
- Specify LEA in the Master Special Education Calendar

Procedures:

- ☐ Welcome PPT Loaded Prior to Start Time for IEP Meeting
 - Include a place for IEP Team Members to Write Positive Comments
- ☐ IEP Draft and/or PPT, IEP Invite, NOREP, Procedural Safeguards Letter, and Ten-Day Waiver
- ☐ Beginning the IEP Meeting:
 - Introductions
 - Review Positive Comments
 - Staff Input
 - Excuse Staff Upon Completion with Exception of 1 General Education Teacher & LEA
- ☐ Review Draft of IEP via IEP Draft or PPT (Must include each component of IEP)
 - Summarize Each Component
- ☐ Conclusion of IEP Meeting:
 - Action Items, Roles, & Deadlines
 - Follow Up Meeting Needed?
 - Signatures: Collect during IEP meeting on all forms (IEP Signature Page, NOREP, IEP Invite, Procedural Safeguards, and Ten-Day Waiver)

No IEP meetings:

- **During school-wide office hours on Friday from 2:00-3:00**
- **In-Service Days**
- **Teacher Work-Days (Grading Days)**
- **Future Ready**
- **During school-wide meetings, and/or Professional Development Days**
- **During Stand-Up Meetings**

Post IEP Meeting Checklist (2023-2024)

Procedures:

- ☐ Make Changes to IEP Draft & Docs to Reflect IEP Team Decisions: Within 3 School Days
- ☐ Review IEP Draft & Docs for Errors (Compare w/ IEP Template in Schoology Special Ed. Group)
- ☐ Add to finalization spreadsheet: All IEP Docs Are Ready for Your Review within 3 School Days of IEP Meeting
 - ☐ If Revisions Are Noted by Your Finalizer: Fix Within 1 School Day, Re-Send
- ☐ New Related Services: Complete and submit a Related Service Request Form (in Schoology Special Ed. Group), Email the SE Coordinator if you would like a copy
- ☐ Add Follow-Up Agenda Items to Outlook (if applicable)
- ☐ Document Any Essential Item(s) in Ed Insight (if applicable)
- ☐ Send the SE Coordinator Signed Docs from IEP Meeting (IEP Signature Page, NOREP, IEP Invite, Procedural Safeguards' Notice, Ten-Day Waiver: If applicable)
- ☐ Once Docs Are Finalized: Email Parent(s) and/or Guardian(s) Final Copies of IEP Docs via Email
- ☐ Document in Ed Insight date finalized documents were emailed to Parent(s) and/or Guardian(s)

Initial Evaluations Checklist (2023-2024)

- ❖ **Initial Evaluations:** Special Education Case Managers will be notified when the initial evaluation has been completed and found eligible for special education.

Upon Receiving New Student Assignment W/ Initial Evaluation:

- IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)
 - The 30-day deadline will be specified in the email

New Student Checklist (2023-2024)

☐ **Procedures:**

- Receipt of Notification Email from the SE Coordinator with attached intake form & other communication notes
 - Example: “_____ is now in IEP Writer and updated in Power School. The attached intake form and other communication notes is for his/her new case manager, _____.”
- Within 24 Hours:
 - ☐ Welcome Message & Welcome Phone Call
 - Contact Information: Access through Power School
 - Use Welcome Message Template found in Schoology
 - Document in Ed Insight
 - ☐ Review Student’s IEP, ER &/or RR in IEP Writer
 - Notify teachers of any unique accommodations required
 - ☐ Review Student Intake Form & IEP to Determine a Need for Related Services
 - Complete Related Service Request Form & Email to the SE Coordinator
- Within 3 Days:
 - ☐ Email Parent & Student the Following Items:
 - OVR Info Email & Release Form
 - Parent & Student Transition Surveys
 - Current Transition Newsletter
 - Add to SE Dept. Parent/Guardian Schoology Page
 - ☐ Schedule IEP Meeting: Within 10 Days Following Student Completion of Launchpad
 - Complete a 30 Day NOREP:
 - If IEP is current and you think you need more time to assess the student complete a 30-calendar day NOREP
 - This would provide 30 calendar days following student completion of Launchpad
 - **Exception:** If student has upcoming deadline for their IEP or RR that deadline takes precedence regardless of Launchpad Orientation Completion status. This will be noted on the Student Intake form.
- ☐ Send IEP Invite
 - Follow “Scheduling an IEP Meeting Procedures”

Out of State Student Checklist (2023-2024)

- ❖ **Out of State Students:** Trina will complete a PTE Consent Form upon intake. The SE Coordinator will begin the evaluation process once parental/guardian consent has been obtained. The SE Case Manager will email the Evaluation Report to the parent with a cover letter upon finalization. The SE Coordinator will notify the Special Ed. Case Manager.

While Waiting for Evaluation to be Completed...

- Create a PWN/NOREP: Indicate services that will be provided until an evaluation has been completed
- IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)

OVR Checklist: 2023-2024

***OVR updates, now uploaded in Ed Insight & IEP Writer**

Reminders:

- **14 Years & Up: Complete an OVR Waiver Form (Schoology Special Ed.)**
 - Required for OVR eligibility consideration (2 Years to Exit)
 - PETS Services (Pre-Employment Transition Services: 14 & up)
 - Early OVR Services (7th grade and up)
- **2 Years to Exit: Complete Pre-OVR Application (Directions in Schoology Special Ed.)**
 - Special Education Case Manager will provide this to parent(s) and/or guardian(s) & student
- **OVR is willing to attend IEP Meetings**
- **It is not guaranteed a student will qualify for OVR services however any student with any type of documented disability does qualify for PETS services**

Procedures;

- ☐ For students 14 years of age during the duration of an IEP must have an OVR statement on the IEP Invite and post-secondary transition section of the IEP
- ☐ Send an OVR Release Form, Letter (Attached) to all Students & Info Brochure
 - If student is anticipated to graduate in 2 years or less include the OVR Pre-Application
- ☐ Document on the OVR Shared Spreadsheet date release form was mailed, return date (if applicable), approval or disapproval (if applicable)
 - Document if parent(s) and/or guardian(s) or student completes the OVR Pre-Application
- ☐ **Only For Students Who Parent and/or Guardian Returned OVR Release Form & Approved:** Send IEP Invite to RA-LIOVR-CYB-IEP-INV@pa.gov for students aged 14 and older
 - Include the following:
 - Student First & Last Name
 - D.O.B.
 - Grade Level
 - If the student has a primary disability of Blindness or Visual Impairment
 - Any previous OVR involvement
 - School District of Residence
 - Zip code of Residence

- Cyber School Contact Information (name, phone, email)
- Date of IEP Meeting & Location, include link
- Signed OVR Release Form from Parent and/or Guardian

***Sample OVR Letter**

Dear Parent(s) and/or Guardian(s),

I have attached an Office for Vocational Rehabilitation (OVR) Permission Slip to allow the school to invite OVR to your child's IEP meeting. This OVR Permission Slip also allows your child to participate in Pre-Employment Transition Services here at Achievement House Cyber Charter School provided by OVR. OVR is a free agency that can provide a wide range of supports for your child. I encourage parent(s) and/or guardian(s) to approve the permission slip to allow OVR to attend your child's IEP meeting to discuss what type of services they may be able to provide your child. OVR has provided students with scholarships after high school, a job coach, employment skills training, financial and academic supports while attending a technical, trade, or college after high school, and a variety of other supports.

Please reach out if you have any questions about OVR or the process to have your child considered for eligibility for services. I am attaching some information to this email about OVR. If your child is graduating high school in two years or less, please feel free to fill out the OVR Pre-Application. I am more than willing to help you through each step of the process.

Thank you,

{Special Education Teacher Name}

{Phone Number(s)}

{Email}

Progress Report Checklist (2023-2024)

Deadlines: Provide PDF Reports to Your LEA via Email for all Students on Your Caseload

Quarterly Progress Report & Workday Dates:

	Start Date	Mid Quarter	End Date	Progress Report Workday *Select 1	Progress Report Deadline	IEP Workday *Select 1
Q1	September 5	October 6	November 9	November 16 November 17	November 17	Sept. 28 Sept. 29
Q2	November 13	December 22	January 26	February 1 February 2	February 2	Jan. 11 Jan. 12
Q3	January 29	March 1	April 5	April 11 April 12	April 12	March 7 March 8
Q4	April 8	May 10	June 7	May 30 May 31	June 10	April 18 April 19

Reminders:

- **Every student must have progress monitoring data each quarter for each goal**
- **Revise goals that are not feasible to collect data**
- **Assure goals fit AHCCS' program & services**
- **Do not rely on tutors & PCAs to complete progress monitoring data for academic related goals. It ultimately falls on the Special Ed. Case Manager.**
- **If Related Service Providers (OT, Speech, Counseling, etc.) do not input progress reports in IEPWriter by the given deadline notify the SE Coordinator & Trina (lsimons@achievementcharter.com, tknauff@achievementcharter.com)**

Self-Checklist for Goals;

- ☐ Tri-weekly data (at minimum)
- ☐ Must be relevant to specific goal
 - Example: If based on AIMSWeb points, complete an AIMSWeb probe
 - Example: If based on three consecutive assignments provide data that shows three consecutive assignments w/ points & grades earned
- ☐ Dates must accompany each progress monitoring data point
- ☐ If based on assignments: Include assignment names w/ points
- ☐ Document dates attempted to progress monitor, and mode of contact(s)
- ☐ Document intervention(s) for goals students are not showing progression
- ☐ Progress report letter to parent(s) &/or guardian(s)
- ☐ IEP revision for goals met (Provide list to LEA, do not need to complete a formal IEP Meeting), follow typical IEP revision procedures (See Schoology Special Education Group)
 - Implement a new goal to reflect new baseline

- Submit progress reports by deadline (stated above)
 - Make corrections within 2 school days: Send to LEA for final approval
- If unable to print progress reports at office send to lsimons@achievementcharter.com

Re-Evaluations w/ New Testing Checklist (2023-2024)

❖ **Re-Evaluation With New Testing:**

(Advised to Begin 5 Months in Advance of Deadline if possible)

- New Testing Recommended by Special Ed. Case Manager
 - May Want to Consider New Testing if...
 - Previous re-evaluation did not have new testing
 - If student is struggling with existing supports in place
 - Demonstrating signs of another disability category
- New Testing Requested by Parents
 - Special Ed. Case Manager: Complete a Referral to Latania within 24 Hours of Request by Parent/Guardian
 - 60 Day Timeline Begins Upon Receipt of Signed Permission to Re-Evaluation w/ New Testing
 - The Re-Evaluation Report & IEP Meeting Must Fit Within this Window

Procedures:

- Assure Date of Report Meets 2 and/or 3 Year Deadline for Re-Evaluation
 - 2 Year Deadline: Students w/ Intellectual Disability
 - 3 Year Deadline: Students Without A Documented Intellectual Disability
- Complete a Referral Form via the link in Schoology (Special Ed. Group Resources)
 - Trina: Will complete a PTRE Consent form
 - If Parents Do NOT Sign: We will have to complete a Review of Records
 - If Parents Do Sign: The 60 Day Timeline Begins Date Received by the SE Coordinator
 - SE Coordinator: Contacts Evaluators & Either SE Coordinator or the Evaluator will Request Information from Special Ed. Case Manager
 - Upon Completion of Re-Evaluation W/ New Testing the Evaluator will Place Report in IEP Writer & Notify Case Manager
- Send Re-Evaluation Report to Parent/Guardian Along with IEP Invite & Procedural Safeguards' Notice

- IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)

Re-Evaluation-Review of Records Checklist (2023-2024)

- ❖ **Review of Records:** For students who do not require further testing, and did not previously have a Review of Records for their last 2 -or- 3-year (Re) Evaluation, *Does not require parent permission

Procedures:

- ☐ Locate the Review of Records Template in the Special Education Schoology Group
- ☐ Create Review of Records in IEP Writer w/ Alignment to Template
- ☐ Assure Date of Report Meets 2 &/or 3 Year Deadline for Re-Evaluation
 - 2 Year Deadline: Students w/ Intellectual Disability
 - 3 Year Deadline: Students Without A Documented Intellectual Disability
- ☐ Send to LEA for Review
 - Correct Revisions w/In 1 day, Resend
- ☐ Once Approved by LEA: Send Review of Records to Parent via Email Along with IEP Invite & Procedural Safeguards' Notice
 - IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)
- ☐ *ROR – You can complete an IEP revision versus a formal meeting, if desired and/or agreed upon by the parent/guardian.

2023-2024 Related Service Guidelines

Please note:

- ❖ *Unique situations will be reviewed on an individual basis during IEP team meetings*
- ❖ *Review the Student Intake Form to determine a need for services upon enrollment*
- ❖ *Complete a referral for each new service for newly identified & enrolled students*

Related Service Procedures

- ❖ *The implementation of related services will be discussed during IEP team meetings.*
- ❖ *Please review the Student Intake Form to determine a need for services upon enrollment. If the student has a service, please submit a related service referral through the Schoology Special Ed. Department page after talking with the parent/guardian and/or student to see if they wish to continue their service here at Achievement House. Either way, we will document in the IEP to show that we will continue to offer the service.*
- ❖ *A discussion with the IEP team must occur for all new related services prior to completing an IEP revision and submitting a referral.*
- ❖ *A discussion with the IEP team must occur before changing the frequency and/or duration of a related service.*

Frequency &/or Duration of Services

- ❖ *We do not have a set frequency/duration a student should start with. It should be based on data, the recommendation given in an evaluation, or what the student was previously receiving at their prior district. All decisions are individualized based on a student's academic and/or functional need.*

Related Services & Measurable Annual Goals

- ❖ *You must have a measurable annual goal to accompany a related service. This allows the IEP team to determine if the related service is helping a student progress, and if any changes in the type of service, duration, or frequency are needed.*
- ❖ *The Special Education Teacher is responsible for collaborating with the related service provider to assure the measurable annual goal meets compliance guidelines.*

Setting

- ❖ *Related services can be provided virtually and/or in the home setting.*

Bi-Weekly Contacts w/ Related Service Providers

- ❖ *Bi-weekly contacts with related service providers are required to check on how a student is progressing with the service.*
- ❖ *Please refer to the related service spreadsheet in the department's Schoology group page in the resource section for contact information for each provider.*

Communication w/ Director of Special Education &/or Special Ed. Coordinator

- ❖ *Contact the Director of Special Education &/or Special Ed. Coordinator regarding any parent/guardian and/or student concerns regarding related services.*

Interpreting Evaluation & Re-Evaluation Reports

Agenda & Attendance

Primary Category of Training: Autism

Agenda:

Understanding How Disability Categories are Assigned, focus on Autism

Interpreting Achievement Test Scores

Interpreting Cognitive Ability Scores

Provider/Presenters: Sherri Emrich, Trina Knauff, Zach Carroll

Session/Dates/Hours:

Session 1: October 18, 2023

Attendees from AHCCS:

Sherri Emrich, Special Ed. Compliance Specialist

Trina Knauff, Director of Special Education

Zach Carroll, Secondary Transition Coordinator

Anna Berzins, SE Instructional Mentor

All Special Education Teachers

PASA & PSSA DLM Asynchronous Training

Agenda & Attendance

Primary Category of Training: Autism

Agenda:

Qualifications/Criteria for PASA

PSSA & Keystone Accommodations & Modifications

DLM Series Training

Provider/Presenters: PATTAN

Session/Dates/Hours:

September 1, 2023 (3 hours)

Attendees from AHCCS:

All Special Education Teachers (Required)

PDE Conference

Agenda & Attendance

Primary Category of Training: Autism (A World of Opportunities, See Where Data Can Take You)

Agenda:

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extension://efaidnbmnnnibpcajpcgclefindmkaj/https://www.education.pa.gov/Documents/Data%20and%20Statistics/Data%20Summit/Agenda%202024.pdf

Provider/Presenters: Various Presenters from PDE, PATTAN, etc.

Session/Dates/Hours:

March 10, 2024

March 11, 2024

March 12, 20024

Attendees from AHCCS:

Trina Knauff, Director of Special Ed.

Sherri Emrich, SE Compliance Specialist

Zach Carroll, Secondary Transition Coordinator

**Secondary Transition Conference: PA Community of Practice Transition Conference: Charting
Course**

Agenda & Attendance

Primary Category of Training: Autism

Agenda:

The primary purpose of this two-day conference is to expand the capacity of youth, family members, schools, and community partners regarding specific issues related to effective employment and postsecondary educational practices, development of healthy lifestyles, and the utility of assistive technology, resources, supports, and services available to youth and families.

Session Topic Descriptors To assist participants in selecting sessions, a topic area has been identified for each session. ☐ Cross Agency Collaboration ☐ Employment ☐ Family Engagement ☐ Independent Living ☐ Person-Family Directed Planning ☐ Post-Secondary ☐ Relationships ☐ Transition Planning ☐ Youth Development

Provider/Presenters: Various Presenters, PATTAN, PDE, CCIU, Etc.

Session/Dates/Hours:

July 31, 2024

August 1, 2024

Attendees from AHCCS:

Zach Carroll, Secondary Transition Coordinator

Mike Kass, Transition Teacher

Chris Luckey, Intervention Specialist

Self Determination Asynchronous CEC Training

Agenda & Attendance

Primary Category of Training: Autism

Agenda:

The IEP process is meant to guide participants into valued outcomes to support a students individual needs AND desires (especially when beginning to think about the transition plan). The goal of the presentation is to encourage a collaborative process of all parties in the IEP, integrate transition and IEP planning in classwork, and have students practice and learn self-determination and self-advocacy at ALL times so they ARE able to answer questions about their strengths, needs, and future goals. Examples will be given on how to do this for students at all ages and abilities.

Participants will be able to:

1. Recognize the importance of self-determination in all areas of learning.
2. Have practical examples they can use to support self-determination in class and the IEP process.
3. Identify at least one way to support families in learning and participating in the IEP process (including the transition plan) while being culturally sensitive.

Provider/Presenters: Council for Exceptional Children, Kelly O'Bannon

Session/Dates/Hours:

March 1, 2024 (1 hour)

Attendees from AHCCS:

Sherri Emrich, Special Ed. Compliance Specialist

Structured Literacy

Agenda & Attendance

Primary Category of Training: Science of Literacy

Agenda:

This session will provide participants with an overview of structured literacy, including content related to evidence-based intervention practices on structured literacy, explicit and systematic instruction, theoretical models that encompass phonological and phonemic awareness, the alphabetic principle, decoding and encoding, fluency, vocabulary, reading comprehension, and building content knowledge. This training meets the requirements of Chapter 49 and is appropriate for educators who need a foundational understanding of structured literacy.

#Literacy

#StructuredLiteracy

Provider/Presenters: Ashley Murphy, Lindsay Sutton

Session/Dates/Hours:

11/11/2023, 3 Hours, 8:30-11:30

Attendees from AHCCS:

Jodi Byrne, Curriculum Director

FBA & PBSP Training

Agenda & Attendance

Primary Category of Training: Behavior Support

Agenda:

Functional Behavioral Assessment (FBA) Process

Developing a PBSP from a FBA

Supporting Student & Families through the FBA Process

Developing MAGs and Supports in Alignment W/ FBAs & PBSP

Provider/Presenters: Sherri Emrich (Compliance Specialist), Gabrielle Malenfant (Behavioral Specialist), and Trina Knauff (Director of Special Education)

Session/Dates/Hours:

January 25, 2024 (1 Hour)

Attendees from AHCCS:

Sherri Emrich, SE Compliance Specialist

Gabrielle Malenfant, Behavioral Specialist

Trina Knauff, Director of Special Education

All Special Education Teachers

PA Care Coach Training

Agenda & Attendance

Primary Category of Training: Behavior Support

Agenda:

Leadership coaching is a powerful tool for improving leadership, supervision, and practice in children's services. This coaching training; introduces attendees to the leadership coaching mindset and skillset. This training provides skill-based practice so that participants experience leadership coaching while being coached on real issues to enhance leadership and workforce effectiveness.

In addition to good management skills; this course will focus on the adaptive leadership skills of aligning actions to values and will build the critical thinking skills needed to support change and innovation in systems of care.

What you will gain personally and professionally by attending this training:

- The importance of being present even in the midst of chaos and conflict
- Understand engaged listening and how to become an engaged listener
- Asking questions that unlock deeper responses to leadership challenges
 - Learn new ways to engage others
- Apply and practice skills to empower those around you
- Why modeling Coach Approach skills in daily interactions creates ongoing opportunities for internal and cross-system collaboration.

Provider/Presenters: PA Care Partnership, Various Presenters

Session/Dates/Hours:

Session 1: September 4, 2023, 4 hours

Session 2: September 5, 2023, 4 hours

Session 3: September 12, 2023, 4 hours

Session 4: September 13, 2023, 4 hours

Attendees from AHCCS: Jen Coia, Special Education Teacher

SAIP Training 2023-2024

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

What is SAIP?

SAIP IEP Team Meeting Agenda Template

SAIP Action Plan Template

SAIP IEP Revision

Provider/Presenters: Trina Knauff, Director of Special Education, Sherri Emrich, SE Compliance Specialist

Session/Dates/Hours: August 23, 2023 (1 Hour)

Attendees from AHCCS:

SE Department

Truancy Intervention Committee (Dean's Team)

Safety Care Recertification

Agenda & Attendance

Primary Category of Training: Behavior Support

Agenda:

This 3-day Initial Safety-Care® Trainer Training program provides attendees with the skills and competencies necessary to effectively train the Safety-Care Core Curriculum to those in their organization, including Incident Prevention, Incident Minimization, and Incident Management. This training serves as the Initial Trainer Certification course; however, Trainers seeking to recertify are welcome to do so by attending the first two days of the training.

Using the newest and most effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), Safety-Care™ will provide your staff with strategies to prevent and manage behavioral challenges also to effectively teach replacement behaviors. Appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments, Safety-Care will result in a more positive reinforcement-based approach, the development of new skills, and fewer restraints.

Safety-Care Trainers may only conduct training for staff within their organization of record. For more details, visit our Safety-Care website or call 855-QBS-MAIN.

QBS follows CDC Guidelines and local and facility mandates regarding infection control precautions.

Provider/Presenters: QBS Staff

Session/Dates/Hours:

August 26, 2023

Attendees from AHCCS:

Christopher Luckey, Intervention Specialist

Gabrielle Malenfant, Behavioral Specialist

Related Service IEP Revisions

Agenda & Attendance

Primary Category of Training: Behavior Support

Agenda:

FBA/PBSP IEP Revisions

Accommodation & Modification IEP Revisions

Related Service IEP Revisions

MISC IEP Revisions

Provider/Presenters: Sherri Emrich, SE Compliance Specialist

Session/Dates/Hours:

October 5, 2023

Attendees from AHCCS:

All Special Ed. Teachers

PCPCS: PA Coalition of Public Charter Schools

Agenda & Attendance

Primary Category of Training: Behavior Support

Agenda:

Attend the Pennsylvania Coalition of Public Charter Schools (PCPCS) 2024 Conference, where unity starts with you! Under the theme "Ignite Your Journey to Excellence," we are excited to bring together educators, administrators, policymakers, and advocates passionate about charter school education.

Provider/Presenters:

Various Presenters, Kevin McKenna, Dr. Wayne Jones, Ana Meyers, Dr. Stephanie McHugh, Samantha Johnson, Ryan Schumm

Session/Dates/Hours:

October 8 – October 10, 2023

Attendees from AHCCS:

AHCCS Administrative Team

The Coach Approach to Adaptive Leadership Agenda & Attendance

Agenda & Attendance

Primary Category of Training: Paraprofessional

Agenda:

Provider/Presenters: PA Care Partnership, Mark Durgin, Dianna Brocious

Session/Dates/Hours:

September 4, 2023 (4 hours)

September 5, 2023 (4 hours)

September 9, 2023 (4 hours)

September 10, 2023 (4 hours)

Attendees from AHCCS:

Chris Luckey, Intervention Specialist

Psychology of Modern Learners and Virtual ATC Training

Agenda & Attendance

Primary Category of Training: Paraprofessional

Agenda:

Today's Students

Engaging Today's Students

Provider/Presenters: ATC/Education Finland, Various Presenters

Session/Dates/Hours:

11/15/2023

Attendees from AHCCS:

Mike Kass, Transition Support

APR Learning Institute for Transition Coordinators (PATTAN)

Agenda & Attendance

Primary Category of Training: Transition

Agenda:

Objectives

At the end of this training, participants will be able to:

- identify levels of youth engagement
- apply concepts and strategies to enhance youth engagement in secondary transition planning
 - list and analyze pros and cons of different person-driven planning tools
 - use concepts to apply person-driven planning tools to a case study
- investigate tools and create an action plan for implementing a student-led IEP process

Target Audience

Transition Coordinators, Special Education Teachers providing Transition Services Secondary Administrators

Provider/Presenters: PATTAN Educational Consultant, Various Presenters

Session/Dates/Hours:

February 22, 2024 11:45-3:00 PM

Attendees from AHCCS:

Zach Carroll, Secondary Transition Coordinator

CCIU Transition Council Meeting & Transition Coordinator Trainings

Agenda & Attendance

Primary Category of Training: Transition

Agenda: Varied dependent on the Quarter, and topics presented by Secondary Transition Coordinators present

Provider/Presenters: Michelle MacLuckie, CCIU

Session/Dates/Hours:

Quarterly, 2 hours per session

August, November, February, May

Attendees from AHCCS:

Zach Carroll, Secondary Transition Coordinator

Goals Vs. Credits Training (AHCCS)

Agenda & Attendance

Primary Category of Training: Transition

Agenda:

Criteria for Graduation on Goals

Criteria for Graduation on Credits

When & Why of Graduating on Goals

Approach to IEP Team Discussions

School Until 21 Plans

Post High School Goals Impact on Goals Vs. Credits

Q & As

Provider/Presenters: Trina Knauff, Director of Special Education, Sherri Emrich, SE
Compliance Specialist

Session/Dates/Hours:

February 8, 2024 1 hour

Attendees from AHCCS:

SE Department Case Managers

School Counselors

Indicator 13 Training

Agenda & Attendance

Primary Category of Training: Transition

Agenda:

Transition Grid Services & Activities

Transition Present Ed. Levels

Transition Plans/Continuum of Services/Activities

EBR & Transition

Provider/Presenters: Michelle Macluckie (CCIU)

Session/Dates/Hours:

12/19/2023: 2.5 hours

2/6/2024 2.5 hours

3/5/2024 2.5 hours

Attendees from AHCCS:

SE Department Staff - All

Effective Practices for Transition Planning (PATTAN)

Agenda & Attendance

Primary Category of Training: Transition

Agenda:

n Overview for Compliant Secondary Transition Practices

Under the Individuals with Disabilities Act (IDEA) of 2004, Part B, established the need for each state to develop State Performance Plans which address accountability requirements. Within the State Performances Plan (SPP), Indicator 13 is the basis for effective and compliant secondary transition practices. Under the Individuals with Disabilities Act (IDEA) of 2004, Part B, established the need for each state to develop State Performance Plans which address accountability requirements. Within the State Performances Plan (SPP), Indicator 13 is the basis for effective and compliant secondary transition practices.

The Indicator 13 Compliance Module Series is a training series developed by PaTTAN and Intermediate Unit Secondary Transition consultants in response to the accountability requirements under the Individuals with Disabilities Education Act (IDEA) of 2004, Part B State Performance Plans as it relates to secondary transition. The module series highlights effective practices in secondary transition. The series is designed to provide an overview of the seven areas required by Indicator 13 for compliant, secondary transition practices.

Each module contains a pre-test, PowerPoint presentation, effective practices Q&A discussion and a post-test. Participants are encouraged to view the Overview Module prior to completing any of the individual content modules.

The Modules:

Overview: The Overview module provides and introduction to the Indicator 13 Compliance Module Series and explains the format of each of the six modules in this series.

Provider/Presenters: Various Presenters

Session/Dates/Hours:

6 Modules, 6 Hours, Asynchronous

Zach worked on the modules on the following dates:

September 26, 2023

October 3, 2023

November 6, 2023

November 13, 2023

December 11, 2023

December 18, 2023

Attendees from AHCCS:

Zach Carroll, Secondary Transition Coordinator

SAAFP Training

Agenda & Attendance

Primary Category of Training: Transition

Agenda:

SAAFP Template

Indicator 14 SAAFP Template & Procedures

Student Input/Student Friendly Terms

Provider/Presenters: Michelle MacLuckie, Transition Consultant (CCIU)

Session/Dates/Hours:

1/30/2024, 2 hours

Attendees from AHCCS:

All Special Ed. Teachers

Transition Grid Training (AHCCS)

Agenda & Attendance

Primary Category of Training: Transition

Agenda:

Post-Secondary Section

Employment Section

Independent Living Section

Alignment w/ IEP Components

Continuum of Services

EBR & Transition Grid

Transition Grid Requirements

Provider/Presenters: Zach Carroll, AHCCS Secondary Transition Coordinator

Session/Dates/Hours:

February 9, 2024 (1 Hour)

Attendees from AHCCS:

SE Department Case Managers

APR Learning Institute for Transition Coordinators (PATTAN)

Agenda & Attendance

Primary Category of Training: Transition

Agenda:

Objectives

At the end of this training, participants will be able to:

- identify levels of youth engagement
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Provider/Presenters: PATTAN Educational Consultant, Various Presenters

Session/Dates/Hours:

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Attendees from AHCCS:

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Agenda & Attendance

Primary Category of Training: Transition

Agenda: Varied dependent on the Quarter, and topics presented by Secondary Transition Coordinators present

Provider/Presenters: Michelle MacLuckie, CCIU

Session/Dates/Hours:

Quarterly, 2 hours per session

August, November, February, May

Attendees from AHCCS:

Zach Carroll, Secondary Transition Coordinator

Goals Vs. Credits Training (AHCCS)

Agenda & Attendance

Primary Category of Training: Transition

Agenda:

Criteria for Graduation on Goals

Criteria for Graduation on Credits

When & Why of Graduating on Goals

Approach to IEP Team Discussions

School Until 21 Plans

Post High School Goals Impact on Goals Vs. Credits

Q & As

Provider/Presenters: Trina Knauff, Director of Special Education, Sherri Emrich, SE
Compliance Specialist

Session/Dates/Hours:

February 8, 2024 1 hour

Attendees from AHCCS:

SE Department Case Managers

School Counselors

Indicator 13 Training

Agenda & Attendance

Primary Category of Training: Transition

Agenda:

Transition Grid Services & Activities

Transition Present Ed. Levels

Transition Plans/Continuum of Services/Activities

EBR & Transition

Provider/Presenters: Michelle Macluckie (CCIU)

Session/Dates/Hours:

12/19/2023: 2.5 hours

2/6/2024 2.5 hours

3/5/2024 2.5 hours

Attendees from AHCCS:

SE Department Staff - All

Effective Practices for Transition Planning (PATTAN)

Agenda & Attendance

Primary Category of Training: Transition

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The Modules:

Overview: The Overview module provides and introduction to the Indicator 13 Compliance Module Series and explains the format of each of the six modules in this series.

Provider/Presenters: Various Presenters

Session/Dates/Hours:

6 Modules, 6 Hours, Asynchronous

Zach worked on the modules on the following dates:

September 26, 2023

October 3, 2023

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November 13, 2023

December 11, 2023

December 18, 2023

Attendees from AHCCS:

Zach Carroll, Secondary Transition Coordinator

SAAFP Training

Agenda & Attendance

Primary Category of Training: Transition

Agenda:

SAAFP Template

Indicator 14 SAAFP Template & Procedures

Student Input/Student Friendly Terms

Provider/Presenters: Michelle MacLuckie, Transition Consultant (CCIU)

Session/Dates/Hours:

1/30/2024, 2 hours

Attendees from AHCCS:

All Special Ed. Teachers

Transition Grid Training (AHCCS)

Agenda & Attendance

Primary Category of Training: Transition

Agenda:

Post-Secondary Section

Employment Section

Independent Living Section

Alignment w/ IEP Components

Continuum of Services

EBR & Transition Grid

Transition Grid Requirements

Provider/Presenters: Zach Carroll, AHCCS Secondary Transition Coordinator

Session/Dates/Hours:

February 9, 2024 (1 Hour)

Attendees from AHCCS:

SE Department Case Managers

AHCCS Induction Series

Agenda & Attendance

Primary Category of Training: Science of Literacy

Agenda:

Varies per month, focuses on the Quotes Teacher Evaluation Portfolio (Cyber version of the Danielson Framework)

Domain I

Domain II

Domain III

Domain IV

Provider/Presenters: Anna Berzins (Induction Mentor), Neal Thomas (School Principal), Angela Alderfer (Assistant Principal), Trina Knauff (Director of Special Education)

Session/Dates/Hours:

Monthly, starts September, ends in June

Attendees from AHCCS:

New Teachers to AHCCS (1st year teachers at AH)

Helping New SE Teachers Thrive CEC

Agenda & Attendance

Primary Category of Training: Science of Literacy

Agenda:

The number of special educators leaving the field every year is well known and a cause for great concern. Special educators leave their jobs in greater numbers than their general education counterparts for many reasons, but we do know that a positive school culture has a tremendous effect on the success rate of a new teacher. When it comes to supporting and retaining new staff, administrators have the power to create collaborative professional environments that will help special educators thrive in the field.

Catherine Creighton Martin and Clara Hauth, authors of the brand-new edition of [*The Survival Guide for New Special Education Teachers*](#), will guide administrators through the process of creating a culture that helps special education teacher's transition to their new roles and thrive in the classroom — and beyond.

After this webinar, you will be able to:

1. Understand of the needs of new special education teachers.
2. Identify universal challenges faced by special education teachers and strategies to overcome them.
3. Describe multiple resources available to create a collaborative environment and help educators work together.
4. Employ strategies to enhance new educators' performance.

Provider/Presenters: Dr. Clara Hauth, Dr. Catherine Creighton Martin (CEC)

Session/Dates/Hours:

Asynchronous, 1 hour

Attendees from AHCCS:

Sherri Emrich, SE Compliance Specialist

Pete & C Conference

Agenda & Attendance

Primary Category of Training: Science of Literacy

Agenda:

Innovate ... Collaborate ... Educate

The Pennsylvania Educational Technology Expo and Conference (PETE&C) is a statewide event that provides educational technology programming with over 200 sessions focused on both curriculum and administration. Additionally, each year hundreds of exhibitors showcase their latest technology products and services to the vast audience of teachers, administrators, technology directors and more. Both Monday and Tuesday morning our engaging keynote speakers will provide educational and inspiring messages to jump start your day. And over the course of three days, you can attend keynote addresses, a variety of breakout sessions, immersive experiences, and great social events in the evenings. There is something for everyone at PETE&C, so we hope PETE&C is for you!

Mission Statement

The PETE&C, LLC partnership exists to bring together the member organizations to design and provide innovative, collaborative, future-focused experiences and opportunities that inspire educational stakeholders to reimagine and advance education.

Vision

The “Preferred Future” toward which PETE&C, LLC is moving in service to our mission includes:

- Strengthened partnerships between member organizations and other stakeholders who are passionate about collaborating to help us fulfill our mission.
- Provision of an annual conference experience that continues to be regarded as the pre-eminent learning and networking opportunity offered in the Northeast that focuses on innovative, 21st Century teaching and learning practices and tools.
 - Strategic design of experiences and services that provide stakeholders greater opportunities to network, learn, and leverage professional growth throughout the year to benefit participants and their students, schools, and communities.

Provider/Presenters: Various Presenters, Richard Culatta, Jill Siler, Damon West (PA Educational Technology Expo & Conference)

Session/Dates/Hours:

February 4-7th, Hershey Lodge, 16 hours

Attendees from AHCCS:

Faith Maben, SE Teacher

Anna Berzins, SE Teacher (Partial)

AHCCS Team Captains

Neal Thomas, School Principal

Angela Alderfer, Assistant Principal

Jodi Byrne, Curriculum Director

Greg Byrne, Project Manager

Elizabeth Swaim, IT Help Desk

ReadWorks Webinar: Building Background Knowledge w/ ReadWorks

Agenda & Attendance

Primary Category of Training: Science of Literacy

Agenda:

This webinar is ideal for new and returning ReadWorks users. Learn how to use the vocabulary widget, Meaning Mapper, Word Detective, and interactive vocabulary activities on our website.

Celebrate your new knowledge with a certificate of completion sent directly to your email address

Provider/Presenters: ReadWorks

Session/Dates/Hours:

30 Minutes

Attendees from AHCCS:

Melissa Zimmerman, SE Teacher

STEELS Training CCIU

Agenda & Attendance

Primary Category of Training: Science of Literacy

Agenda:

Three part series of professional learning for building a strong foundation in monitoring student learning aligned with Pennsylvania's 2022 STEELS standard. Each day helps administrators to understand the three-dimensional learning as well as supporting three dimensional assessments in classrooms aligned to the STEELS Standards.

Provider/Presenters: Andrew Weatherhead

Session/Dates/Hours:

3 sessions, 15 hours

9/18/2023, 10/16/2023, 11/20/2023

Attendees from AHCCS:

Jodi Byrne, Curriculum Director

TCEA Lunch & Learn Series

Agenda & Attendance

Primary Category of Training: Science of Literacy

Agenda:

Event Details

Join Erin and Peggy as we kick off our 14th season of the TCEA Lunch and Learn webinar series. We are excited to welcome the 2023-24 school year and discuss the resources and changes for this upcoming year. Learn how TCEA is working to provide you with the knowledge you need to make your classroom more effective, more inclusive, and more fun!

TCEA Members – Free

Non-members – \$49 (includes 1-year complimentary TCEA membership)

This interactive, free-to-members webinar is available live each week throughout the school year. Even if you cannot attend the live version, register for the webinar and you will receive a link to the recorded version and all resources shared during the webinar. The webinar counts for .5 CPE/GT credit.

Provider/Presenters: TCEA, Various Presenters

Session/Dates/Hours:

Session 1: 8-23-23, 11:45-12:15 PM

Attendees from AHCCS:

Melissa Zimmerman, SE Teacher

AHCCS Parent Workshop Series 23-24

Agenda & Attendance

Primary Category of Training: Parent Series

Agenda:

Post-Secondary Options:

- Technical Schools
 - Trade Schools
- 2 & 4 Year Universities/Colleges
- Hiram G. Andrews Center (Johnstown, PA)
 - Job Corp
 - On-The-Job Training
 - Certificates
 - Agency Support (OVR/MHID)
 - Job Coach
 - Q & As

Employment Options & Support:

- Full-time competitive employment
 - Part time employment
 - Job Coach Options
 - Agencies & Support
 - Transportation
 - Q & As

Independent Living Skills:

- In-Home Services
- Supported Living Options (IL, TL, Group Homes)
 - Community Activities
 - Hiram G. Andrews Supports
 - Job Corp Supports
 - OVR Supports
 - Waivers

Provider/Presenters: Zach Carroll, Secondary Transition Coordinator

Session/Dates/Hours:

11/20/2023 Post Secondary Options (30 minutes)

12/6/2023 Employment Options and Support (30 Minutes)

1/3/24 Independent Living Skills (30 minutes)

Attendees from AHCCS:

No parents in attendance, recordings provided

Mental Health First Aid Training (From National Council for Mental Wellbeing)

Agenda & Attendance

Primary Category of Training: Parent Training

Agenda:

Mental Health First Aid is a skills-based training course that teaches participants to identify, understand and respond to mental health and substance use challenges.

Provider/Presenters: National Council for Mental Well Being – Various Presenters, Danielle Alm, Nicholas Owens, Jesse Swartz

Session/Dates/Hours:

5/7/2024 (8 Hours)

Attendees from AHCCS:

Lauren Wetzel

AHCCS SAP Team Members

Strengthening Families Coach Training

Agenda & Attendance

Primary Category of Training: Parent Involvement

Agenda:



STRENGTHENING FAMILIES PROGRAM SFP 7-17 Family Coach Training

Strengthening Families Foundation
817 - 17th Avenue, Salt Lake City, UT 84103; 385-226-3396
Jaynie Brown - strengtheningfamiliesprogram1@gmail.com

AGENDA

DAY 1	DAY 2
8:00 Introductions & Class Objectives	8:00 REVIEW of Day 1
8:30 What is SFP? History & Positive Outcomes	8:30 Mindfulness: Brain training to improve emotional regulation & focus attention
9:00 How an SFP Site runs	9:00 Essential Skills to be a SFP Family Coach
9:15 Why SFP works: Risk & Protective Factors with "Bonding, Boundaries & Monitoring"	9:30 Final Prepare to Teach time - <i>Use 12 Steps</i>
9:45 The Brain's Role in Changing Behavior	10:00 Practice Teaching SFP Lessons <i>Practice teach w/ video clips, 20 min. +5 min. critique</i> <i>Lesson 2 - Communication - Teen</i> <i>Lesson 3 - Rules, Rewards, Responsibility - Child</i>
10:15 BREAK - 15 minutes	11:00 BREAK - 15 minutes
10:30 SFP Content & Why It Works	11:15 Practice Teaching SFP Lessons <i>Practice teach w/ video clips, 20 min. +5 min. critique</i> <i>Lesson 4 - Positive Discipline - Parent</i> <i>Lesson 5 - Problem Solving - Parent</i>
12:30 LUNCH - 30-minute lunch	12:15 LUNCH - 30-minute lunch
1:00 12-Step SFP Teaching Model: Teaching method to help people want to change behavior	12:45 Practice Teaching SFP Lessons <i>Practice teach w/ video clips, 20 min. +5 min. critique</i> <i>Lesson 6 - Stress-Anger Manage - Teen</i> <i>Lesson 7 - Goals & Contracts - Parent</i>
1:30 How to motivate families to change	1:45 Practice Teaching SFP Lessons <i>Practice teach w/ video clips, 20 min. +5 min. critique</i> <i>Lesson 8 - Alcohol & Drugs harm brain - Family</i> <i>Lesson 9 - Monitoring Skills to Keep Kids Safe</i>
2:00 Demonstration: Trainer teach Lesson 1 <i>Lesson 1 - Notice & Compliment the Good</i>	3:00 BREAK
3:00 BREAK (Chose Teaching partner)	3:15 Practice Teaching SFP Lessons <i>Practice teach w/ DVD clips, 20 min. +5 min. critique</i> <i>Lesson 10 - Values, Traditions, Service - Family</i>
3:15 Explain contents SFP Curriculum flash drive	4:00 How to set up your SFP Site
3:30 How to teach SFP in a 20 min. practice lesson	4:15 How to Retain Families so they keep coming
4:00 Teams PREPARE to teach SFP mini-lesson - Follow 12-Step Teaching Model	4:30 Effective "Family Coach" phone call tips
5:00 End of Training - Day 1	4:45 REVIEW: What did you learn about _____?
	4:55 Fill out Training Evaluation
	5:00 Training Ends - THANK YOU !

Provider/Presenters: Dr. Karol Kumpfer

Session/Dates/Hours:

2 Day Workshop

July 17-18, 2023

Attendees from AHCCS: Open to All School Staff

Faith Maben, SE Teacher

Chris Luckey, SE Intervention Specialist

Shana Harris, Social Worker

Hannah Sapko, Social Worker

4 Step Method for Developing Measurable Meaningful and Legally Defensible Goals

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

The purposes of this webinar are to:

- 1. Clarify the importance of the assessment and present levels statement in writing goals**
- 2. Explain a process for developing annual goals during an IEP meeting.**
- 3. Present a simple four-step method for ensuring that goals are actually measurable.**
- 4. Discuss the importance of graphically monitoring student progress toward the goals.**

There is history behind this method - In 2017, the U.S. Supreme Court in Endrew F. v. Douglas County School District ruled that "to meet its substantive obligations under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances" (Endrew, 2017, p. 999). It is impossible to show (a) that a student's IEP was written to indicate progress, (b) that an IEP team had a method to determine when changes should be made to a student's IEP, or (c) that a student's goals actually resulted in student progress, without writing measurable annual goals and then measuring them.

Provider/Presenters: CEC Staff

Session/Dates/Hours:

February 21, 2024 (1 Hour)

Attendees from AHCCS:

Sherri Emrich, SE Compliance Specialist

CCIU EBR Training

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

Educational Benefit Review Purpose

EBR Process

EBR Tips for Improvement

Provider/Presenters: Michelle MacLuckie, CCIU Staff

Session/Dates/Hours:

October 3, 2023 (2.5 Hours)

Attendees from AHCCS:

SE Department Staff

Effective SDIs Training

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

Data Based SDIs

Interpretation of SDIs

Wording to Avoid in SDIs

Provider/Presenters: Sherri Emrich, Special Ed. Compliance Specialist, Trina Knauff, Director of Special Education

Session/Dates/Hours:

November 30, 2023

Attendees from AHCCS:

All SE Department Staff

Essentials of IEP Writing Course

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

An asynchronous online course designed for teachers, building administrators, families, and others.

This PaTTAN developed online course provides instruction on writing an Individualized Education Program (IEP). Through the use of videos, audio PowerPoints and PaTTAN publications, participants will complete modules on common terminology, leading IEP team meetings, and sections I-VIII of the IEP.

Self-paced professional development at no cost ☐ 15 Act 48 continuing education hours upon completion ☐ Considerations to prepare for and lead an IEP team meeting ☐ Guidance for each section of the IEP ☐ Tips to be a well-informed Local Education Agency (LEA) Representative

Provider/Presenters: PaTTAN

Session/Dates/Hours:

August 14, 2023 to September 25, 2023

Attendees from AHCCS:

Melissa Zimmerman, SE Teacher (Learning Support)

ESY Training

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

Extended School Year IEP Revisions

ESY Qualification/Criteria

ESY IEP Revisions/Dates

Provider/Presenters: Trina Knauff (Director of Special Education), Sherri Emrich (SE Compliance Specialist)

Session/Dates/Hours:

December 11, 2023 (1 Hour)

Attendees from AHCCS:

All SE Dept. Case Managers

IEP Institute 2023-2024

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

IEP Development is facilitated through the IEP Institute and Coaching, which provides scaffolded professional learning to special education lead teachers in order to build local capacity. This year-long training series develops legally defensible practices in the 5 key areas of IEP Development. Alumni of the IEP Institute are invited to attend monthly Refresher sessions that are designed to provide updates on relevant topics.

Provider/Presenters: Jody Fleck, Training & Consultant

Session/Dates/Hours:

Session 1: 10-4-2023, 2 hours

Session 2: 11-21-2023, 2 hours

Session 3: 1-10-2024, 2 hours

Session 4: 3-8-2024, 2 hours

Session 5: 4-13-2024, 2 hours

Attendees from AHCCS:

DeAnn Eisenhut, Special Ed. Teacher

IEP Legal Training (Advocates & Law)

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

IEPs & Legalities

Welcoming Advocates & Attorneys to the Team

Tips for Facilitating Meetings with Advocates & Attorneys

Provider/Presenters: Trina Knauff (Director of Special Education)

Session/Dates/Hours:

January 30, 2024, 2 hours

Attendees from AHCCS:

SE Department Staff

LEAs

IEP Writer 101 Training

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

Key Components of the IEP

Indicator 13 Sections

MAG Components

Baselines & Goals

SDIs

IEP Alignment: Common Concerns

Provider/Presenters: Sherri Emrich (SE Compliance Specialist), Trina Knauff (Director of Special Education)

Session/Dates/Hours:

August 24, 2023

Attendees from AHCCS:

SE Department Case Managers

IEP Writing & Baseline Training

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

Progress Monitoring Tools to Obtain Baselines

Developing a MAG

Reasonable Expectations

Provider/Presenters: Sherri Emrich, Compliance Specialist

Session/Dates/Hours:

August 23, 2023

Attendees from AHCCS:

SE Department Case Managers

LEA Training Series

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

LEA Role/Qualifications

Special Education Law

IEP Meeting Expectations

Documentation is Key

Hot Topics in IEP Meetings

Role Play Scenarios

Questions & Answers

Provider/Presenters: Trina Knauff (Director of Special Education), Sherri Emrich (Compliance Specialist)

Session/Dates/Hours:

April 8 (2 hours)

April 9 (2 hours)

April 10 (2 hours)

April 11 (1 hour)

Attendees from AHCCS:

SE Compliance Teachers

Penn Data

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

Calculating LRE%

General Education Definition

Formula

Related Services

Examples

Provider/Presenters: Sherri Emrich (Compliance Specialist)

Session/Dates/Hours:

January 12, 2024

Attendees from AHCCS:

SE Dept. Case Managers

Progress Reports Dos & Dents

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

Data is Essential

Documentation of Interventions

Documentation of Goal Met &/or Revised

Dates w/ Data, include level

SAIP/Truancy Documentation

Provider/Presenters: Sherri Emrich (SE Compliance Specialist) Trina Knauff (Director of Special Education)

Session/Dates/Hours:

October 16, 2023

Attendees from AHCCS:

SE Dept. Case Managers

ROR & New Testing Procedure

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

IEP Team: Review of Records to determine course of action

Options to Consider

Next Steps

Provider/Presenters: Trina Knauff (Director of Special Education), Sherri Emrich (SE Compliance Specialist)

Session/Dates/Hours:

January 16, 2024 (1 hour)

Attendees from AHCCS:

SE Case Managers

Writing MAGs

Agenda & Attendance

Primary Category of Training: IEP Development

Agenda:

MAG Components

Baseline

Goal %

Reasonable Expectations

IEP Revision for Goal Adjustments

Provider/Presenters: Sherri Emrich (SE Compliance Specialist)

Session/Dates/Hours:

March 11, 2024 (1 hour)

Attendees from AHCCS:

SE Case Managers

Model Memorandum of Understanding/Mutual Aid Agreement

**MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN**

UWCHLAN TWP POLICE DEPT
717 North Ship Road
Exton, PA 19341

(Law Enforcement Authority)

and

Achievement House Cyber Charter School
102 Pickering Way, 2nd Floor
Exton, PA 19341

(School Entity)

March 10, 2024

(Date)

I. Join Statement of Concern

A. Parties

The following Law Enforcement Authority or Authorities enter into and agree to adhere to the policies and procedures contained in this Memorandum of Understanding (hereinafter "Memorandum"):

Uwchlan Twp Police Dept.
717 North Ship Road, Exton, PA 19341

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

Achievement House Cyber Charter School
102 Pickering Way, 2nd Floor, Exton, PA 19341

- B. The purpose of this Memorandum is to establish procedures to be followed when certain specific incidents – described in Section II below – occur on school property, at any school sponsored activity or any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus.

C. It is further the purpose of this Memorandum to foster a relationship of cooperation and mutual support between the parties hereto as they work together to maintain the physical security and safety of the School Entity. Thus, the School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate – to parents, students and the Family Policy Compliance Office – what circumstances led it to determine that a health or safety emergency existed and why the disclosure was justified.

D. Priorities of the Law Enforcement Authority

1. Investigate all incidents reported to have occurred on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus. The investigation of all reported incidents shall involve as little disruption of the school environment as is practicable.
2. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption of the school environment as is practicable.
3. Assist the School Entity in the prevention of the incidents described in Section II of this document.

E. Priorities of the School Entity

1. Create safe learning environments, which support each student's well-being and opportunities to reach their full potential while balancing and protecting the rights of all students.
2. Establish and maintain cooperative relationships with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
3. Foster partnerships with the Law Enforcement Authority for the education and guidance of students to create a school climate and knowledge base conducive to learning and personal growth.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

F. Legal Authority

1. The parties to this Memorandum enter into this agreement in accordance with the provisions of the act of March 10, 1949 (P.L. 30, No. 14), as amended, 24 P.S. §§13-1301-A et seq. hereinafter "Safe Schools Act"), requiring all school entities to develop a memorandum of understanding with local law enforcement which sets forth procedures to be followed when an incident involving an act of violence or possession of a weapon, as further specified in Section II of this document, by any person occurs on school property. Law enforcement protocols shall be developed in cooperation with local law enforcement and the Pennsylvania State Police. 24 P.S. §13-1303-A(c).
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

II. Notification of Incidents to Law Enforcement

A. Mandatory Notification

The School Entity shall immediately report by the most expeditious means possible to the Law Enforcement Authority the occurrence of any of the following incidents occurring on school property, at any school sponsored activity, or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus:

1. The following offenses under 18 Pa. C.S (relating to crimes and offenses):
 - a. Section 908 (relating to prohibited offensive weapons).
 - b. Section 912 (relating to possession of a weapon on school property).
 - i. As used in this Memorandum "weapon" shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, metal knuckles, billy club, blackjack, grenade, incendiary device and any other tool, instrument or implement capable of inflicting serious bodily injury.
 - ii. This reporting requirement does not apply to a weapon which is: (a) used, as part of a school-approved program, by an individual who is participating in the program; or (b) an unloaded weapon possessed by an individual while traversing school property for the purpose of obtaining access to public or private lands used for lawful hunting if the entry on school premises is authorized by school authorities.
 - c. Chapter 25 (relating to criminal homicide).
 - d. Section 2701 (relating to simple assault).
 - e. Section 2702 (relating to aggravated assault).

- f. Section 2706 (relating to terroristic threats).
- g. Section 2709 (relating to harassment).
- h. Section 2709.1 (relating to stalking).
- i. Section 2901 (relating to kidnapping).
- j. Section 2902 (relating to unlawful restraint).
- k. Section 3121 (relating to rape).
- l. Section 3122.1 (relating to statutory sexual assault).
- m. Section 3123 (relating to involuntary deviate sexual intercourse).
- n. Section 3124.1 (relating to sexual assault).
- o. Section 3124.2 (relating to institutional sexual assault).
- p. Section 3125 (relating to aggravated indecent assault).
- q. Section 3126 (relating to indecent assault).
- r. Section 3127 (relating to indecent exposure).
- s. Section 3301 (relating to arson and related offenses).
- t. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
- u. Section 3502 (relating to burglary).
- v. Section 3503(A) AND (B)(I)(V) (relating to criminal trespass).
- w. Section 3701 (relating to robbery).
- x. Section 3702 (relating to robbery of motor vehicle).
- y. Section 5501 (relating to riot).
- z. Section 6110.1 (relating to possession of firearm by minor).

2. The possession, use or sale of a controlled substance or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act."
 - a. As used in this Memorandum, "controlled substance" shall include the possession, use or sale of controlled substances as defined in title act of April 14, 1972 (P.L. 233, No. 64) known as "The Controlled Substance, Drug, Device and Cosmetic Act" (hereinafter "Drug Act") including, but not limited to, marijuana, cocaine, crack cocaine, heroin, LSD, PCP, amphetamines, steroids and other substances commonly known as "designer drugs." *See 35 P.S. §§ 780-101 et seq.*
 - b. Included in this reporting provision shall be the possession, use or sale of drug paraphernalia, as defined in the Drug Act, including, but not limited to, hypodermic syringes, needles and, depending on the circumstances, rolling papers, as well as all other equipment or materials utilized for the purpose of ingesting, inhaling, or otherwise introducing controlled substances into the body. *See 35 P.S. § 780-102.*
3. Attempts, solicitation or conspiracy to commit any of the offenses listed in subsections (1) and (2).
4. An offense for which registration is required under 42 Pa. C.S. § 9795.1 (relating to registration).
5. Purchase, consumption, possession or transportation of liquor or malt or brewed beverages by a person under 21 years of age. *See 18 Pa. C.S. § 6308(a).*

B. Discretionary Notification

The School Entity may report to the Law Enforcement Authority the occurrence of any of the following incidents occurring on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus:

1. The following offenses under 18 Pa. C.S (relating to crimes and offenses):
 - a. Section 2705 (relating to recklessly endangering another person).
 - b. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - c. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - d. Chapter 39 (relating to theft and related offenses).

- e. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - f. Section 5503 (relating to disorderly conduct).
 - g. Section 6305 (relating to sale of tobacco).
 - h. Section 6306.1 (relating to use of tobacco in schools prohibited).
2. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (1).
- C. Notification of the Law Enforcement Authority when incident involves children with disabilities
- 1. In accordance with 34 CPR 300.535 nothing will prohibit the school entity from reporting a crime committed by a child with a disability to the Law Enforcement Authority or will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.
 - 2. The school entity, when reporting a crime committed by a child with a disability, must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
 - 3. The school entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Federal Educational Rights and Privacy Act (hereinafter "FERPA").
 - 4. If someone other than the school entity has reported an incident, which results in the student's arrest, the school entity may as allowable under FERPA release the student's records.

[Describe any specific procedures to be followed for incidents involving a student with a disability as required by 22 Pa. Code § 14.104 (relating to special education plans)]

- D. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department were notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. All other such information as is known to the school authority which can be deemed relevant to the incident under investigation.
- E. Additionally, in anticipation of the need for the Law Enforcement Authority to respond to incidents described herein, the School Entity shall furnish the Law Enforcement Authority with the following information:
1. Blueprints or floor plans of the school buildings;
 2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads;
 3. Location(s) of predetermined or prospective command posts;
 4. Current teacher/employee roster;
 5. Current student roster;
 6. Current school yearbook;
 7. School fire-alarm shutoff location and procedures;
 8. School sprinkler system shutoff location and procedures;
 9. Gas/utility line layouts and shutoff valve locations; and
 10. Cable/satellite television shutoff location and procedures.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority shall include:
1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident
 - e. Secure any physical evidence at the scene.
 - f. Identify involved persons and witnesses.
 - g. Conduct investigation.
 - h. Exchange information.
 - i. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
3. Incidents involving delayed reporting
 - a. In the event that a reportable incident occurs on school property, at a school sponsored event, or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus, either after the conclusion of the school day or after the conclusion of the event at which the incident occurred, the School Entity shall report the incident to the Law Enforcement Authority immediately upon its notification.
 - b. If such incident is initially reported to the School Entity, the School Entity shall proceed as outlined in paragraphs II (A - C) above.
 - c. If the incident is initially reported to the Law Enforcement Authority, Law Enforcement Authority shall proceed directly with its investigation and shall immediately notify the School Entity of the incident, with all pertinent and reportable information, by the most expeditious means possible as if the reporting was not delayed.

B. Custody of Actors

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

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as to conduct and behavior over the pupils attending school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardian or persons in parental relation to such pupils may exercise over them.

2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on any public conveyance providing transportation to or from school or school sponsored activity.

B. Notification of Parent or Guardian

1. Taking into consideration the totality of the circumstances, parents or guardians of students involved in acts of violence, possession of weapons, sexual assault, or the possession use, or sale of a controlled substance or the underage possession of alcohol or intoxication from alcohol should be notified of the involvement as soon as possible.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims, witnesses and suspects of incidents reportable to law enforcement authorities pursuant to the terms of this agreement.
3. Except in cases in which the suspect student has been injured and requires medical attention, the decision to notify a suspect's parents or guardians shall be a cooperative decision between school officials and law enforcement authorities.

C. Scope of School Entity's Involvement

1. Victims
 - a. The Law Enforcement Authority does not need to secure parental permission to interview a victim.
 - b. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow department policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
 - c. In the event a victim is interviewed by Law Enforcement Authority on school property, guidance counselor or similar designated personnel shall be present during the interview.
2. Witnesses
 - a. The Law Enforcement Authority does not need to secure parental permission to interview a witness to a reportable incident.
 - b. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow department policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
 - c. In the event a witness is interviewed by Law Enforcement Authority on school property, guidance counselor or similar designated personnel shall be present during the interview.
3. Suspects
 - a. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations,

searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the expertise of the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect an interest of the School Entity.

b. Custodial Interrogation

- i. Depending upon the individual circumstances of the incident, a juvenile suspect may or may not be competent to waive his/her rights to consult with an interested adult and/or an attorney prior to interrogation by law enforcement authorities.
- ii. The School Entity shall cooperate with the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- iii. In the event an interested adult cannot be contacted, the School Entity shall defer to the policies, procedures and direction of the investigating Law Enforcement Authority who shall act in a manner consistent with the protection of the student suspect's legal and constitutional rights.

4. Conflicts of Interest

- a. The parties to this Memorandum recognize that in the event that a School Entity employee, contractor, or other person acting on behalf of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Where the possibility of such a conflict exists, neither the individual that is the subject of the investigation nor any person acting as his/her subordinate or direct supervisor shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s) shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements and Exchange of Information

1. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - a. Criminal History Record Information Act, 18 Pa. C.S. §§ 9101 et seq.
 - b. The prohibition against disclosures, specified in paragraph IV(C)(4) of this Memorandum.
2. When sharing information and evidence necessary for the Law Enforcement Authority to complete their investigation, the School Entity shall:

- a. Comply with FERPA, 20 U.S.C. § 1232g and its implementing regulations at 34 C.F.R. §§ 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33 and any amendments thereto.
 - b. Comply with the requirements of the Public-School Code of 1949, 24 P.S. §§ 13-1303-A and 13-1317.2 and any amendments thereto.
 - c. Complete reports as required by the Public-School Code of 1949, 24 P.S. § 13-1303-A and any amendments thereto.
3. All school entities are required to submit an annual report, which will include violence statistics and reports to the Department of Education's Office of Safe Schools. This annual report must include all new incidents described in Section II (A) above. Prior to submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:
- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
 - b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.
 - c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
 - d. Where a police department fails to take action as required under clause (a) or (b), the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause (a) or (b).
 - e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:
 - i. **The Chief School Administrator and the Head of the Law Enforcement Agency, or their designee, shall meet in person at least once and exchange any written or other information that supports or contradicts the accuracy of the respective reports; and**
 - ii. **To the extent that the discrepancies remain after such meeting, the Annual Report shall indicate that discrepancies exist between the School Entity's incident data and that police incident data, and detail in writing such discrepancies.**

V. Media Relations

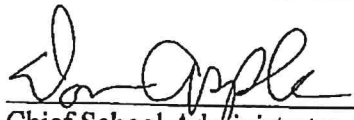
A. Release of information

1. The release of information concerning incidents reportable to the Law Enforcement Authority pursuant to the terms of this Memorandum shall be coordinated between the Law Enforcement Authority and the School Entity.
2. The parties shall release as much information as is allowable by law with due deliberation given to the investigative considerations and the need to limit disruptions to school functions and protect the privacy of the students and staff involved.

VI. General Provisions

- A. This Memorandum is not intended to and does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any additional signatory authorities or entities, or their respective officer, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties, but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. In the event of changes in state or federal law that necessitate changes to this Memorandum, the parties shall collaborate to amend this Memorandum to assure compliance by the parties with state and federal requirements.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.


AND NOW, this 10 day of March 2024, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.


Chief School Administrator

Achievement House Cyber Charter School
School Entity


Chief Law Enforcement Authority

Uwchlan Twp. Police Dept.
Law Enforcement Authority


Building Principal

Achievement House Cyber Charter School
School Building



Board Affirmation Statement

Achievement House Cyber Charter School

102 Pickering Way, 2nd Floor, Exton, PA 19341

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

Steps to Complete this Section:

Note: Individual signatures required for each section.

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

Charter Annual Report Affirmation

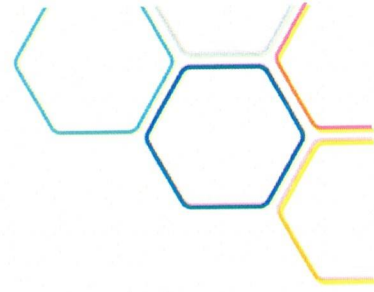
I verify that all information and records in this charter school annual report are complete and accurate.

Affirmed on this 31 day of July, 2024

By: Marilyn J. Strangarity (Signature of Board President)

MARILYN J. STRANGARITY (Print Name)

BOARD PRESIDENT Board of Trustees



Charter School Law Affirmation

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

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

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

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

Affirmed on this 31 day of July, 2024

By: Maria J. Strangarity (Signature of Board President)

MARIA J. STRANGARITY (Print Name)

BOARD PRESIDENT Board of Trustees



Ethics Act Affirmation

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

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

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

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

Affirmed on this 31 day of July, 2024

By: [Signature] (Signature of Board President)

MARLOW JZ. STRANGARITY (Print Name)

BOARD PRESIDENT Board of Trustees

Charter Annual Background Check Affirmation

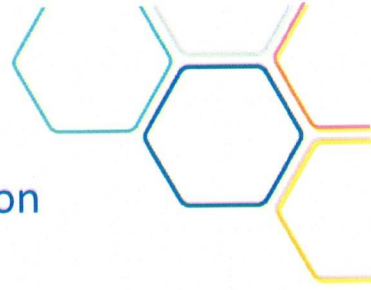
I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this 31 day of July, 2024

By: [Signature] (Signature of Board President)

MARLOW JZ. STRANGARITY (Print Name)

BOARD PRESIDENT Board of Trustees



Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this 31 day of July, 2024

By:  (Signature of Board President)

MARIA J. STRANGARITY (Print Name)

BOARD PRESIDENT Board of Trustees



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

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

Affirmed on this 31 day of JULY, 2024

By: [Signature] (Signature of Board President)

MARIA JZ. STRANGARITY (Print Name)

BOARD PRESIDENT. Board of Trustees