

Pennsylvania Virtual CS

Charter Annual Report

07/01/2016 - 06/30/2017

School Profile

Demographics

630 Park Avenue

King of Prussia, PA 19406

(610)275-8500

Phase:

Phase 2

CEO Name:

John Chandler

CEO E-mail address:

jchandler@pavcsk12.org

Governance and Staff

Leadership Changes

Leadership changes during the past year on the Board of Trustees and in the school administration:

PA Virtual has made quite a few organizational changes which we are thrilled about.

First, our previous Chief Executive Officer, Dr. Joanne Barnett officially retired in June 2016. During the same month, our new Chief Executive Officer, Dr. John Chandler began his role at PA Virtual. In addition, in May 2016, one of our Board of Trustee members, Debra Heath-Thornton resigned. We are currently seeking new Board Members for our organization.

In an effort to optimize organizational performance, we have reduced the number of departments and layers/levels within our organization. This year we have eliminated: the Institutional Advancement/External Affairs department and the level of Assistant Deans.

It is our desire to ensure that our Principals are instructional leaders within our organization. We are providing principals with the authority, resources, and organizational support they need and deserve. Moving forward, principals will continue to have regular education teachers report to them, and the following positions will now also report to principals: special education teachers, academic support teachers, counselors, and one project manager per each of our three learning communities (K-4, 5-8, and 9-12). In addition, we have added three assistant principals who will help facilitate the needs of each grade level.

The additional restructuring includes the following:

Chief Academic Officer: Dr. Jose Parrilla (our previous Chief Financial Officer)

Chief Financial Officer: Jason Billups (our previous Executive Director of Institutional Advancement)

Executive Director of HR/Marketing: Sherri Tate

The new organizational chart will be as follows:

Chief Executive Officer Dr. John Chandler		
Chief Academic Officer Dr. Jose Parrilla	Chief Financial Officer Jason Billups	Executive Director of HR/Marketing Sherri Tate

Board of Trustees Meeting Schedule

Location	Date and Time
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	7/16/2016 2:00 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	9/26/2016 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	11/21/2016 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	1/30/2017 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	3/27/2017 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	8/28/2017 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	10/27/2017 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	12/11/2017 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	2/26/2018 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	4/27/2018 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	6/25/2018 6:30 PM

Professional Staff Member Roster

There are no professional staff members.

The professional staff member roster as recorded originally on the PDE-414 form

No file has been uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year									
Chief Executive Officer															
Principal															
Assistant Principal															
Classroom Teacher (including Master Teachers)															
Specialty Teacher (including Master Teachers)															
Special Education Teacher (including Master Teachers)															
Special Education Coordinator															
Counselor															
Psychologist															
School Nurse															
Totals											0	0	0	0	0

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

Major fundraising activities performed this year and planned for next year:

There were no major fund-raising activities performed this year and planned for next year.

Fiscal Solvency Policies

Changes to policies and procedures to ensure and monitor fiscal solvency:

For the current year, there are no changes to existing policies and procedures designed to ensure and monitor fiscal solvency.

The current policies and procedures, to ensure and monitor fiscal solvency, begin with the annual budget process. As required by Pennsylvania Virtual Charter School's (PA Virtual) By-Laws, and in accordance with PDE's Manual of Accounting and Related Financial Procedures (PDE-MARFP), the annual budget is presented for adoption, to the Board of Trustees (BoT) annually. PA Virtual follows the process prescribed in Chapter 14, of PDE-MARFP, when developing its annual budget. Chapter 14 proposes a budget cycle that contains planning, preparation, adoption, implementation and evaluation components. The budget is prepared and presented, after careful analysis and consideration, to the Finance Committee of the Board of Trustees, who review and forward the completed budget to the BoT at large. After public advertisement, again following procedures set forth by PDE-MARFP Chapter 14, the BoT adopts the budget at a public meeting in the month of June of each fiscal year.

In addition to the budget process described above, procedures to monitor fiscal solvency include financial reporting to the PA Virtual BoT, as prescribed by the school's By-Laws. PA Virtual's By-Laws call for the Chief Financial Officer to provide an accounting of expenditures to the Finance Committee on a monthly basis. As such, after the financial books of record are closed, a financial reports package is submitted to the board electronically once a month. This report package contains a balance sheet, various income statements, a check register, an accounts receivable register, an accounts payable register, and depending on the time of year, an income statement forecast and a cash flow forecast, amongst other reports. The month end financial packet is submitted electronically to the BoT and is reviewed in detail by the BoT's Finance Committee. Following the Finance Committee's detailed review, the financial statements are then presented at a public meeting of the board. The presentment includes a recommendation by the BoT's Finance Committee to accept or reject the financial statements presented. After discussion, the BoT then motions to formally accept or reject the financial records in public session.

Fiscal Solvency Policies

Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency (optional if described in the narrative)

Files uploaded:

- PA Virtual Financial Management Controls_BoT_Aproved 09282015.docx

Accounting System

Changes to the accounting system the charter school uses:

Changes to the accounting system the charter school uses:

PA Virtual uses Sage Peachtree Premium Accounting 2012 Multi-User Edition as its accounting and general ledger system. Sage Peachtree Premium is an easy-to-use solution that provides access, for 5 licensed named users, to manage day-to-day accounting while also providing tools to handle more strategic business management needs. Based on double-entry accounting principles, Peachtree helps reduce errors and deter fraud with screen-level security and clear audit trails. The accounting system provides for:

- check writing
- invoicing
- purchasing
- bank reconciliation
- project tracking
- advanced budgeting
- complex inventory and project needs
- custom reporting tools
- advanced analysis tools
- ability to archive company data

The Chart of Accounts, as employed in the school's accounting and general ledger system, was designed to ensure compliance with the Pennsylvania Department of Education Chart of Accounts. The chart of accounts follows PDE's general ledger account convention where each account number is made up of a combination of dimensions and each dimension describes one way of classifying financial activity. By adopting PDE's chart of accounts conventions, PA Virtual ensures proper accounting and reporting of its budget and annual financial report.

Preliminary Statements of Revenues, Expenditures & Fund Balances

The completed and CEO signed Fiscal Template – Preliminary Statements of Revenues, Expenditures & Fund Balances

PDF file uploaded.

Financial Audits**Basics**

Audit Firm:	Barbacane Thornton & Company 3411 Silverside Road Wilmington, DE 19810
Date of Last Audit:	11/17/2016
Fiscal Year Last Audited:	2016

Explanation of the Report

Detailed explanation of the report (if the previous year's report has been submitted.) Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation:

N/A

Financial Audit Report

The Financial Audit Report, which should include the auditor's opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Date of Last Federal Programs Consolidated Review: 05/31/2017
 School Year Reviewed: 2016-17

Federal Programs Consolidated Review Report

The Federal Programs Consolidated Review Report, which should include the Division's opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

The LEA agrees to comply with all requirements of Special Education outlined in 22 PA Code Chapter 711 and other state and federal mandates. These include:

No policies or procedures have been identified.

Special Education Support Services

Support Service	Location	Teacher FTE
Assistant Director of Special Education	PA Virtual Charter School	1
Director of Special Education Support Services & Compliance Monitoring	PA Virtual Charter School	1
Paraprofessional	PA Virtual Charter School	0.5
Project Manager	PA Virtual Charter School	1
School Psychologist	PA Virtual Charter School	1
School Psychologist	PA Virtual Charter School	1
Special Education Administrator	PA Virtual Charter School	1
Special Education Support Services Coordinator	PA Virtual Charter School	1
Special Education Support Services Coordinator	PA Virtual Charter School	1
Special Education Support Services Coordinator	PA Virtual Charter School	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
A Total Approach	100.5 Minutes	Outside Contractor	10 or fewer
AG Speech Language Potential, LLC	7.5 Minutes	Outside Contractor	10 or fewer
Allegheny IU #3	120 Minutes	Intermediate Unit	10 or fewer
Allegretto Therapy Services, LLC	46.12 Minutes	Outside Contractor	10 or fewer

Allied Therapy Partners, LLC	187.12 Minutes	Outside Contractor	10 or fewer
AOT, Inc.	30.75 Minutes	Outside Contractor	10 or fewer
Center for the Blind and Visually Impaired	1.5 Minutes	Outside Contractor	10 or fewer
Easter Seals of Southeastern PA	170.65 Minutes	Outside Contractor	10 or fewer
Ellingsen & Associates, Inc.	4848.75 Minutes	Outside Contractor	158
eLuma, LLC	4.5 Minutes	Outside Contractor	10 or fewer
Humanus Corporation	235.12 Minutes	Outside Contractor	10 or fewer
Kaleidoscope Education Solutions	410.25 Minutes	Outside Contractor	36
Lancaster Lebanon IU #13	18 Minutes	Intermediate Unit	10 or fewer
Lincoln IU #12	1.5 Minutes	Intermediate Unit	10 or fewer
Montgomery County IU #23	22.5 Minutes	Intermediate Unit	10 or fewer
Northwestern Tri-County IU #5	8.25 Minutes	Intermediate Unit	10 or fewer
Oxford Consulting Services, Inc.	129.37 Minutes	Outside Contractor	10 or fewer
ProCare Physical Therapy	31.5 Minutes	Outside Contractor	10 or fewer
Sandra Tommarello	92.25 Minutes	Outside Contractor	10 or fewer
Staffing Plus, Inc.	22.5 Minutes	Outside Contractor	10 or fewer
Support Brands, LLC	51 Minutes	Outside Contractor	10 or fewer
Team Tutoring, LLC	24 Minutes	Outside Contractor	10 or fewer
The Hope Learning Center	286.87 Minutes	Outside Contractor	18
TheraPlay, Inc.	51 Minutes	Outside Contractor	10 or fewer
Therapy Bridges, LLC	58.5 Minutes	Outside Contractor	10 or fewer
Therapy House, LLC	111.37 Minutes	Outside Contractor	10 or fewer
Therapy Source	8303.69 Minutes	Outside Contractor	179
Tracy Geist Therapy Services	101.25 Minutes	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:
Link to Report (Optional):

11/16/2015
Not Provided

Special Education Cyclical Monitoring Report

The Special Education Cyclical Monitoring Report, which should include the Bureau's findings

PDF file uploaded.

Special Education Personnel Development

Overview of providing effective and legally compliant Special Education support and services to students.

- Identify the definition of Special Education support and services as per IDEA, PA Chapter 14 and 711
- Define Least Restrictive Environment
- Identify how students are identified for services and require performance time line
- Understand the IEP process
- Differentiate between accommodations and modifications

Recognize clear measurable IEP goals

Person Responsible	Program Principal and Assistant Director of Special Education
Start Date	8/15/2016
End Date	8/15/2016
Program Areas	Professional Education, Teacher Induction, Special Education
Hours Per Session	3.0
# of Sessions	1
# of Participants Per Session	6
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers New Staff

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Understanding Special Education for the 2016-17 school year

- Discuss the roles and responsibilities of both the general and special education teacher
- Discuss caseload assignments
- Review Calendar for the next two weeks
- Develop welcome letter to parents
- Develop and complete IEP at a Glance template
- Discuss the way to obtain signatures during the IEP meeting that is most efficient
- Decide whether a goal is measurable or not?

Person Responsible	Director and Assistant Director of Special Education
Start Date	8/17/2016
End Date	8/18/2017
Program Areas	Special Education
Hours Per Session	3
# of Sessions	1
# of Participants Per Session	118
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling

leadership roles	students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Overview of providing effective and legally compliant Special Education support and services to students.

- Identify the definition of Special Education support and services as per IDEA, PA Chapter 14 and 711
- Define Least Restrictive Environment
- Identify how students are identified for services and require performance time line
- Understand the IEP process
- Differentiate between accommodations and modifications

Recognize clear measurable IEP goals

Person Responsible	Program Principal and Assistant Director of Special Education
Start Date	8/17/2016
End Date	8/17/2016
Program Areas	Professional Education, Special Education
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	16
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals
Grade Levels	Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Role of the LEA/Principal in Special Education

- Understanding the laws that govern Special Education, the purpose of those laws and how they are implemented in the virtual world.
- Understand the roles and responsibilities of an LEA on a IEP meeting.

Person Responsible	Director and Assistant Director of Special Education
Start Date	8/23/2016
End Date	2/15/2017
Program Areas	Professional Education, Special Education
Hours Per Session	6.0
# of Sessions	2
# of Participants Per Session	5
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	Professional Learning Communities
Participant Roles	Principals / Asst. Principals
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting
Evaluation Methods	Participant survey

Sapphire- Special Services Teacher Training

- Review Special Services module in Sapphire
- Learn how to access students documents in Sapphire
- Review of all documents in module (such as PTE, IEP, NOREP)
- Learn how to finalize/unfinalize
- Review the dashboard
- Review the quick Lookup and use
- Learn to set up goals and objectives for skill tracking
- Skill tracking- Learn how to bring data to a progress report
- Learn how to add supporting documents to the module

Person Responsible	Director and Assistant Director of Special Education
Start Date	8/24/2016

End Date	8/24/2016
Program Areas	Special Education, Student Services
Hours Per Session	6
# of Sessions	1
# of Participants Per Session	12
Provider	Sapphire trainer
Provider Type	For Profit Company
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity

NOREP

- Define NOREP and its purpose
- Review different types of NOREP's

Discuss Hello Sign as way to gather signature

Person Responsible	Director and Assistant Director of Special Education
Start Date	9/9/2016
End Date	9/16/2016
Program Areas	Professional Education, Special Education
Hours Per Session	1.0
# of Sessions	2
# of Participants Per	12

Session	
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers review of written paperwork
Evaluation Methods	Review of written reports summarizing instructional activity

Partnership between special/general education teachers

- Discuss strengths/challenges with building a partnership with general education teachers
- Discuss ways to build a positive partnership with general education teachers
- Share ways to obtain information for IEP development
- Create templates to assist with obtaining meaningful data for IEP development

Share with team finalized templates

Person Responsible	Program Principals and Assistant Director of Special Education
Start Date	9/23/2016
End Date	10/7/2016
Program Areas	Professional Education, Special Education
Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	12
Provider	PA Virtual Charter School

Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Paperwork Responsibilities at an IEP meetings

Review paperwork responsibilities of teachers and LEA prior to, during and after IEP meeting.

Person Responsible	Director of Support Services and Assistant Director of Special Education
Start Date	9/29/2016
End Date	9/29/2016
Program Areas	Special Education, Student Services
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	7
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided

Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Online-Synchronous
Participant Roles	Principals / Asst. Principals
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Monitoring of completed procedure/paperwork by Special Education Leadership

Extended School Year

- Define ESY
- Understand ESY eligibility
- Identify steps in the ESY process
- Writing ESY NOREP's

Understanding and completing the ESY section in the IEP

Person Responsible	Director and Assistant Director of Special Education
Start Date	10/14/2016
End Date	10/28/2016
Program Areas	Special Education, Educational Technology
Hours Per Session	1
# of Sessions	2
# of Participants Per Session	12
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices	Not Provided

Base	
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Monitoring of NOREP's throughout the school year

Progress Monitoring Using the PLP

- Define progress monitoring
- Creating progress monitoring in Sapphire/PLP

Understanding how to add PM into the PLP

Person Responsible	Program Principal and Assistant Director of Special Education
Start Date	10/26/2016
End Date	10/26/2016
Program Areas	Professional Education, Special Education, Educational Technology
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	18
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom student assessment data Review of written reports summarizing instructional activity

Recognizing cultural influences with students

- Recognize cultural influences and differences when developing an educational plan for students.

Person Responsible	Assistant Director of Special Education
Start Date	11/4/2016
End Date	11/4/2016
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	12
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Podcast Online-Asynchronous
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Journaling and reflecting
Evaluation Methods	Review of written reports summarizing instructional activity

Effective Core Writing Instruction at the Sentence Level.

- Describe the role and importance of a scope & sequence
- Define the role that transcription skills play on higher level writing skills
- List the elements of sentences and how they interact to build meaning
- Describe the value of explicit sentence skills instruction, both for writing and comprehension
- Identify effective strategies for instructing students in the classroom in sentence construction and deconstruction

Person Responsible	Assistant Director of Special Education
Start Date	11/18/2016
End Date	11/18/2016
Program Areas	Special Education, Educational Technology
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	12
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

Compliant and Effective Instruction and Support of Students with IEP Roles, Responsibilities, Data, Paperwork and Timelines

- Explain the role and responsibilities of each member of the team in the Special Education support and services to students
- Describe how the identification and evaluation process is used to determine eligibility for services
- Utilize the ER/RR to inform the developing IEP
- Review and utilize the process to write and monitor measurable IEP goals
- Identify how progress monitoring data is collected and how it is used to inform instruction
- Utilize progress monitoring in writing and monitoring IEP goals

Person Responsible	Program Principals, Assistant Director of Special Education and Director of Special Education
Start Date	11/28/2016
End Date	11/28/2016
Program Areas	Professional Education, Teacher Induction, Special Education, Educational Technology
Hours Per Session	6.0
# of Sessions	1
# of Participants Per Session	83
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	LEA Whole Group Presentation Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of written reports summarizing instructional activity

English Language Learners

- Staff will be trained to provide effective services to the ELL population at PA Virtual
- Staff will be trained to satisfy legal and charter requirements of ELL providers
- Staff will successfully revise upcoming lesson plan to reflect/include ELPS and summarize how changes will impact ELL

Person Responsible	Director of Academic Support and Program Principals
Start Date	12/7/2016
End Date	12/7/2016
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	2.0
# of Sessions	1
# of Participants Per Session	56
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	LEA Whole Group Presentation Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

Compliant and Effective Instruction and Support of Students with IEP's (part 2) - Instructional practices, accommodations/ modifications and implementation for students with IEP's

- **Identify universal strategies to meet the needs of students in the classroom.**
- **Identify a specific Representative, Action and Expression, and Engagement Strategy that you will integrate into an upcoming lesson.**
- **Understand accommodations and modifications in the general education curriculum.**
- **Identify ways to modify the curriculum to meet the needs of students with IEP's.**
- **Review Specially Designed Instruction (SDI) and write appropriate SDI's based up an RR or ER.**
- **Discussion on implementation of SDI's in the classroom.**

- **Understand the co-teaching model in education.**
- **Ways to effectively / efficiently provide support to special education students through**

co-teaching.

- **Identify progress monitoring strategies specific to content area.**
- **Identify data collection measures and tools to inform teaching.**

Person Responsible	Program Principals and Assistant Director of Special Education
Start Date	1/3/2017
End Date	1/3/2017
Program Areas	Special Education
Hours Per Session	5.5
# of Sessions	1
# of Participants Per Session	95
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

OVR 101

Educate students about OVR mission, processes, and available services.

Learn how OVR defines disability.

Recognize the difference between entitlement and eligibility

Receive an overview of the Early Reach Program.

Recognize the importance of preparation for employment during the secondary transition process.

Person Responsible	Transition Coordinator
Start Date	1/6/2017
End Date	1/6/2017
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	4
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Pennsylvania Alternate System of Assessment (PASA)

Review and understand the following:

Introduction to PASA

Preparing to Administer the Test

Administering the Test

After Administering the Test

Scoring and Reporting

Adapted Versions

Test Security

Person Responsible	Director and Assistant Director of Special Education
Start Date	1/13/2017
End Date	1/13/2017
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	12
Provider	PA Virtual Charter School
Provider Type	School Entity

PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation Online-Synchronous Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Completion of PASA online training
Evaluation Methods	Standardized student assessment data other than the PSSA

Reevaluation Process

Understand the reevaluation process for students with disabilities

Identify when a PWN/PTRE consent needs to sent out to parents

Discuss the parts of the PWN/PTRE consent form

Review the parts of the PWN/PTRE consent in Sapphire

Person Responsible	Director and Assistant Director of Special Education
Start Date	2/3/2017
End Date	2/17/2017
Program Areas	Special Education, Educational Technology
Hours Per Session	1.0

# of Sessions	2
# of Participants Per Session	14
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity

IEP development for newly enrolled and newly identified students

Understand the components of a legally defensible IEP.

- Identify information that is needed in each section of the IEP (such as Present Level of Academic Achievement and Functional Performance (PLAAFP), Transition, Annual goals, SDI).
- Understand the connection between (Re) Evaluation Information driving the IEP

Person Responsible	Assistant Director of Special Education
Start Date	2/8/2017
End Date	2/8/2017

Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	2
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Review of written reports summarizing instructional activity

Special Education Secondary Transition

needed to support students' transition from school to post-school outcomes;

- What does the research tell us about the critical transition points for students during the K-12 experience?
- What are some outcomes of a positive transition from middle to high school and high school to post-school activities?
- What are some evidence-based practices to guide and support students through the transition process?
- Consider how to improve transition planning in your own programs.

Person Responsible	Transition Coordinator
Start Date	3/8/2017
End Date	3/8/2017
Program Areas	Professional Education, Special Education
Hours Per Session	1.5
# of Sessions	1
# of Participants Per Session	33
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers School counselors Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

Waiving a Reevaluation

- Understand the reevaluation process for students with disabilities

- Understand the process of waiving a reevaluation

Person Responsible	Assistant Director of Special Education
Start Date	3/10/2017
End Date	3/10/2017
Program Areas	Special Education, Educational Technology
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	14
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

PSSA Testing Procedures

- Review of PSSA Testing Procedures

Proctor Expectations

Expense Reporting

Travel

Testing Nirvana

Code of Conduct

Accommodations

Person Responsible	Testing Administrator
Start Date	3/29/2017
End Date	3/29/2017
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.5
# of Sessions	1
# of Participants Per Session	66
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	LEA Whole Group Presentation Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

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Transition (Indicator 13 and Summary of Academic Achievement and Functional Performance)

- to enhance practices for writing compliant, transition-based IEPs
- to broaden the foundation for effective practices related to Indicator 13 of the State Performance Plan

Analysis:

CMCI File Review Topics Related to Transition

File Review of current transition IEPs

- Invitation
- Age Appropriate Assessments
- Post-Secondary Goals
- The Transition Grid

Provide an overview of the Summary of Academic Achievement and Functional Performance

Ø Background

Ø Rationale

Ø Usefulness

Ø A Student's Document

Ø Current #s

Ø In the News

Person Responsible	Transition Coordinator
Start Date	3/31/2017
End Date	5/5/2017
Program Areas	Special Education
Hours Per Session	1
# of Sessions	2
# of Participants Per Session	12
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

Exit from Special Education

- Ø Understand why students are exited from Special Education

Ø Identify which is checked off on the NOREP

Ø Understand the process to exit a student from Special Education

Person Responsible	Director and Assistant Director of Special Education
Start Date	5/19/2017
End Date	5/19/2017
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	12
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Follow through of procedure

Executive Function

Ø Identify What is Executive Functioning and 3 basic parts

Ø Understand the relationship between EF and learning and behavioral difficulties

Identify strategies to support students for working memory, sustained attention and mental flexibility

Person Responsible	Director and Assistant Director of Special Education
Start Date	5/26/2017
End Date	6/16/2017
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	12
Provider	PA Virtual Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation Online-Asynchronous
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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Effective Core Writing Instruction at the Sentence Level

- Describe the role and importance of a scope & sequence
- Define the role that transcription skills play on higher level writing skills
- List the elements of sentences and how they interact to build meaning
- Describe the value of explicit sentence skills instruction, both for writing and comprehension
- Identify effective strategies for instructing students in the classroom in sentence construction and deconstruction

Person Responsible	Assistant Director of Special Education
Start Date	11/2/2016
End Date	11/2/2016
Program Areas	Professional Education, Special Education
Hours Per Session	7
# of Sessions	1
# of Participants Per Session	1
Provider	PATTAN- East
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers in service training with Special Education team
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Review of the New Annotated Evaluation Report and review

The courses were a refresher on the ER/RR format, with no new information presented. The host reviewed information such as what types of information went into the different sections of the report format, and answered any questions

Person Responsible	Director of Special Education
Start Date	9/23/2016
End Date	9/30/2016
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	2
# of Participants Per Session	2
Provider	PATTAN
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Live Webinar Offsite Conferences
Participant Roles	Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	review of written ER and RR

Childhood Apraxia of Speech

This practical, therapy-rich presentation will focus on a multi-sensory approach that includes the use of sign language, touch cues, visual prompts, pictures, AAC devices and verbal cues to support verbal speech for children with apraxia. Strategies for building motivation in therapy will be embedded in the discussion along with many supportive video examples. The presentation will also include ideas on promoting parent/caregiver involvement and home practice.

Person Responsible	Assistant Director of Special Education
Start Date	10/14/2016
End Date	10/14/2016
Program Areas	Special Education

Hours Per Session	6
# of Sessions	1
# of Participants Per Session	1
Provider	PATTAN- East
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Focusing on Transition to Support Students who are Deaf or Hard of Hearing

Compile tools and assessments for secondary transition.

Develop self-advocacy activities and plans

Develop and implement student specific action plans to address transition needs

Person Responsible	Transition Coordinator
Start Date	10/17/2016
End Date	10/17/2016
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	1
Provider	PATTAN- East
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided

Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Transition from Middle School to High School

1. What does the research tell us about the critical transition points for students during the K-12 experience?
2. What are some outcomes of a positive transition from middle to high school?
3. What are some evidence-based practices to guide and support students through the transition from middle to high school?

Person Responsible	Transition Coordinator
Start Date	11/10/2016
End Date	11/10/2016
Program Areas	Special Education
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	1
Provider	NTIC
Provider Type	Non-profit Organization
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional

	decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Sharing of information with team members
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Functional Behavioral Assessment: Addressing the Behavioral Needs of Individual Students

Participants will:

- Identify the core components and systemic steps for conducting an evidence-based FBA
- Define the target behaviors intended for change and identify appropriate replacement behaviors
- Describe the various data tools that are commonly used during the FBA process and explain rationale for use and behavioral response tracking
 - Create a technically adequate positive behavior support plan based on the FBA findings and specific area of behavioral need
 - Explain the necessary procedures in progress monitoring and related fidelity tracking of the positive behavior support plan

Person Responsible	Assistant Director of Special Education
Start Date	11/2/2016
End Date	11/16/2016
Program Areas	Professional Education, Special Education
Hours Per Session	6
# of Sessions	2
# of Participants Per Session	1
Provider	PATTAN- East
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Resource Expo-Montgomery County

Provide support for families and students with special needs during the transition to adult life

Person Responsible	Transition Coordinator
Start Date	11/17/2016
End Date	11/17/2016
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	2.0
# of Sessions	1
# of Participants Per Session	1
Provider	Upper Dublin High School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Offsite Conferences

Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Share resources with parents and colleagues
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Career Pathways/Career Clusters Overview “Enhancing Career Readiness In All Students

The Pennsylvania Community on Transition is a group of various stakeholders from across Pennsylvania who work collaboratively to ensure appropriate transition outcomes for Pennsylvania youth and young adults.

Person Responsible	Transition Coordinator
Start Date	11/22/2016
End Date	11/22/2016
Program Areas	Professional Education, Special Education
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	1
Provider	The Pennsylvania Community on Transition
Provider Type	Non-profit Organization
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Share resources with parents and colleagues

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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Models for Secondary Transition Success

Transition Practices Research: NTACTION Expanded Emphasis

- Academic interventions in relation to transition focused education
- Keeping kids in school
- Vocational rehabilitation
- Success in postsecondary education
- CTE and work-based education

Strategies and Tools for Implementing the Guideposts for Success

Patricia Gill, Institute for Educational Leadership

- Overview of the National Collaborative on Workforce & Disability for Youth (NCWD/Youth)

Addressing the Needs of Youth in Transition

- Introduction to the Guideposts for Success

Youth with Disabilities

Five Guidepost Areas

- Resources for Serving Youth NCWD/Youth Resources

Person Responsible	Transition Coordinator
Start Date	12/7/2016
End Date	12/7/2016
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	1
Provider	PATTAN- East
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Offsite Conferences
Participant Roles	Classroom teachers

Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Share resources with parents and colleagues
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Preparing Transition Age Youth with Autism for College and Employment

We covered the objectives of another training course that they have for autistic students that was 40 hours long - they were making us aware that they're trying to do specific training for autistic students in Allegheny County to help them prepare for post-secondary college. The 40-hour training focused on soft skills, however they said it would not be loaded into PaTTAN until this time next year. OVR also spoke; they reviewed their new regulations that came out for July of last summer, noting that they are in flux and they're still try to interpret the law but the basic is they can now open caseloads at 11th grade versus waiting until twelfth grade. They are also trying to focus on some of the early intervention strategies for 14, 15, and 16 year olds. Lastly the company SAP spoke. This is a company that focuses on hiring people with autism. They went through some of the success stories of hiring people with autism. They also provide them with a life coach in order to make sure that they have housing and proper food throughout the

Person Responsible	Transition Coordinator
Start Date	10/12/2016
End Date	10/12/2016
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	6
# of Sessions	1
# of Participants Per Session	1
Provider	PATTAN- Pittsburgh
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Share resources with parents and colleagues
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Transition Conference

The primary purpose of this conference is to expand the capacity of schools, agencies and communities, in partnership with youth, young adults and families, in promoting the successful transition of youth/young adults with disabilities to post-school outcomes of employment, post-secondary education and training, community participation and healthy lifestyles. Participants will have the opportunity to learn about effective practices to assist youth/young adults with disabilities to explore possibilities, take advantage of their opportunities, and actively advocate for their future

Person Responsible	Transition Coordinator
Start Date	7/20/2016
End Date	7/22/2016
Program Areas	Professional Education, Special Education
Hours Per Session	2
# of Sessions	8
# of Participants Per Session	1
Provider	PATTAN
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Share resources with parents and colleagues
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards,

	classroom environment, instructional delivery and professionalism. Portfolio
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The Montgomery County Transition Coordinating Council

The Montgomery County Transition Coordinating Council invites students, parents, community members, school-based personnel, service providing agencies and anyone with an interest in the Secondary Transition Process to become involved with the work of the Council to improve the process of Secondary Transition for all stakeholders in Montgomery County PA

Person Responsible	Transition Coordinator
Start Date	10/26/2016
End Date	4/26/2017
Program Areas	Professional Education, Special Education
Hours Per Session	2
# of Sessions	7
# of Participants Per Session	1
Provider	MCIU
Provider Type	IU
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Share resources with parents and colleagues
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Portfolio

Data Quality Network Meeting

data quality network meeting that covered the following topics:

- Homebound vs. Instruction in the home
- Special Education Data Dive
- Special Education Reporting Updates
- Timelines and best practices for the annual 12/1 Child Count for Special Education

Person Responsible	Director of Support Services
Start Date	10/19/2016
End Date	5/17/2017
Program Areas	Professional Education, Special Education
Hours Per Session	6.0
# of Sessions	2
# of Participants Per Session	1
Provider	MCIU
Provider Type	IU
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Offsite Conferences
Participant Roles	Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	implementation of data
Evaluation Methods	School stays in compliance and reports all data in a timely fashion

Psychological Counseling as a Related Service

Review of a new guidance document from the Bureau of Special Education that provides information for MDE and IEP teams regarding Psychological Counseling as a Related Service (PCRS).

Objectives were to ensure participants are able to:

- Demonstrate knowledge of the legal basis and legal requirements associated with PCRS
- Demonstrate knowledge of the relationship between student need, determined through assessment, the IEP, and receiving appropriate services.
- Recognize elements of a successful community agency partnership.

Person Responsible	Director of Support Services and Assistant Director of Special Education
Start Date	3/2/2017
End Date	3/2/2017
Program Areas	Professional Education, Special Education
Hours Per Session	3
# of Sessions	1
# of Participants Per Session	2
Provider	PATTAN - East
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Offsite Conferences
Participant Roles	Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Sharing of information with team members
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Data Summit 2017

Three day summit to provide additional information to those involved in data governance in public schools in Pennsylvania. During the summit, I attended the following sessions.

- Special Education 101- provided a basis level of understanding of the PIMS/Penn Data Special Education submissions, where the data items derive from, and why reporting this information accurately is important.
- July Submission Requirements- provided a review of what the July Submission includes with a special focus on the new requirements for reporting transition services in the IEP
- December 1 Special Education Collection- provided a brief overview of common errors and DQE rules, general issues that LEAs had last year and in the past with their submissions
- FERPA 101- provided an overview of the basics of FERPA and delved into common scenarios faced by districts
- Keeping it All Together (Managing Data for School Districts)- provided examples, tips, and simple guidelines on how to manage data collections, reporting and “keeping it all together”
- What Happens with the Data and How is it Used?- provided the opportunity to learn about where the data goes after it has been checked, changed, and uploaded as final
- Special Education Reporting/ State Performance Plan- overview of special education reporting and how it relates to the State Performance Plan. Discussion of each indicator and why it is so important that the information is submitted correctly.
- Special Education Panel Discussion- discussion of pertinent special education reporting information and allowed for questions from the school districts to be answered by a panel

Person Responsible	Director of Support Services
Start Date	3/13/2017
End Date	3/15/2017
Program Areas	Professional Education, Special Education
Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	1
Provider	Pennsylvania Department of Education
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Offsite Conferences
Participant Roles	Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Ensure compliance

Special Education Program Profile

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual CS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	34	1

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	25	1

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	34	1

Program Position #4

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual CS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	31	1

Program Position #5*Operator: Charter School***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual Charter School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	31	1

Program Position #6*Operator: Charter School***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual CS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 12	39	0.5

Justification: The Special Education teacher is the case manager for students being educated in the general education classroom with speech and language supports.

Pennsylvania Virtual CS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 18	7	0.5
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Justification: The special education teacher is the case manager for students being educated in the general education classroom with speech and language supports.

Program Position #7*Operator: Charter School***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual CS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	28	1

Justification: The special education is the case manager for students in an itinerant program supporting students in the general education classroom.

Program Position #8*Operator: Charter School***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual CS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 20	29	1
Justification: The special education is the case manager for students in an itinerant program supporting students in the general education classroom.							

Program Position #9*Operator: Charter School***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual CS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	29	1
Justification: The special education is the case manager for students in an itinerant program supporting students in the general education classroom.							

Program Position #10*Operator: Charter School***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual CS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 20	29	1
Justification: The special education is the case manager for students in an itinerant program supporting students in the general education classroom.							

Program Position #11*Operator: Charter School***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual CS	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 12	20	1

Justification: Caseload of students receiving life skills support.

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Pennsylvania Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 21	20	1

Justification: Caseload of students receiving life skill support at the middle and high school.

Facilities

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

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

Type	Trans Description
HVAC Hardware & Installation	SILA Heating and Air Condition - Building Repairs - 630 Park Ave. - Server Room
HVAC Hardware & Installation Total	
Security System Harware & Installation	Max Protection Systems - Item: buildimpr - Video Door Intercom with Lock Release
Security System Harware & Installation	Max Protection Systems - Item: buildimpr - Additional Mag Lock - 2nd door
Security System Harware & Installation	Max Protection Systems - Item: Build Pro Ser - Activate and Program Existing Alarm Pads
Security System Harware & Installation	Monroeville - Security Upgrade Split - Monroeville Site - Security Hardware Install
Security System Harware & Installation Total	
Seal Coat & Paint Parking Lot	Thomas J. Trampel Professional - Item: buildimpr - ReStripe Lot - \$725.00 plus \$125 layout angled spots
Seal Coat & Paint Parking Lot	Thomas J. Trampel Professional - Item: buildimpr - Seal Parking Lot
Seal Coat & Paint Parking Lot	Thomas J. Trampel Professional - Item: buildimpr - Patch, Seal and Line Strip Parking Hot Tar repair
Seal Coat & Paint Parking Lot Total	
Printers	To Reclass the EPLUS Technology Inc. - Student HP Printers from Prepaid Expense to Equipment
Printers Total	
Calculators	To Reclass Bach Company - TI-84 Calculators from Prepaid Expense to Equipment
Calculators Total	
Grand Total	

The total Charter School expenditures for fixed assets during the identified fiscal year:

\$157,426.00

Facility Plans and Other Capital Needs

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

There are no plans for future facility development.

Memorandums of Understanding

Organization	Purpose
Monroeville Police Department, 2700 Monroeville Boulevard, Monroeville, PA 15146	To foster a relationship of cooperation and mutual support between the parties and maintain procedures to ensure the physical security and safety of a facility utilized by the school, located at: 470 Mall Circle Blvd, Monroeville, PA 15146. The MOU is a 2-year agreement, which was implemented on August 1, 2017.
Upper Merion Police Department, 175 W. Valley Forge Road, King of Prussia, PA 19406	To foster a relationship of cooperation and mutual support between the parties and maintain procedures to ensure the physical security and safety of the school's operating office located at: 630 Park Avenue, King of Prussia, PA 19406. The MOU is a 2-year agreement, which was implemented on July 12, 2017.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.

No signature has been provided

President, Board of Trustees

No signature has been provided

Chief Executive Officer

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>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

No signature has been provided

President, Board of Trustees

No signature has been provided

Chief Executive Officer

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>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

No signature has been provided

President, Board of Trustees

No signature has been provided

Chief Executive Officer

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.

No signature has been provided

President, Board of Trustees

No signature has been provided

Chief Executive Officer

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.

No signature has been provided

President, Board of Trustees

No signature has been provided

Chief Executive Officer