Pennsylvania Virtual CS

Charter Annual Report

07/01/2017 - 06/30/2018

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:

As we noted in the 2016-17 Annual Report in this section, one of our Board of Trustee members, Debra Heath-Thornton, resigned to take a position at the Pennsylvania Department of Education. PA Virtual filled this vacancy with Dr. John Thomas Whetstone III. Dr. Whetstone has experience in corporate management, the military, church ministry, university teaching, research and writing, and civic organization leadership. The Board of Trustees also decided to expand to six (6) Trustees from five (5) at the June, 2018 Board of Trustees Meeting. The Board of Trustees elected Mr. Carl Schwartz as the sixth member of the Board of Trustees. Mr. Schwartz is a Chemical Engineer with over 30 years of experience in supply chain management, project management, engineering design, nuclear field services and marketing. Mr. Schwartz has also been very active in his community.

Board of Trustees Meeting Schedule

Location	Date and Time
https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	8/27/2018 6:30 PM
https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	10/27/2018 1:00 PM
https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	12/10/2018 6:30 PM
https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	2/25/2019 6:30 PM
https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	4/27/2019 1:00 PM
https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	6/24/2019 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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	Number of Staff per Category	Number of Staff Appropriately Certified	Number of Staff Promoted	Number of Staff Transferred	Number of Staff Terminated	Number of Staff Contracted for Following Year
Chief Executive Officer	1.00					1.00
Principal	3.00	3.00				3.00
Assistant Principal	3.00	3.00				3.00
Classroom Teacher (including Master Teachers)	75.00	74.00			2.00	73.00
Specialty Teacher (including Master Teachers)	17.00	17.00			1.00	16.00
Special Education Teacher (including Master Teachers)	15.00	15.00			1.00	14.00
Special Education Coordinator	2.00	2.00			1.00	1.00
Counselor	5.00	5.00				5.00
Psychologist	2.00	2.00				2.00
School Nurse	2.00	2.00				2.00
Professional Administrative	23					23
Support	56				10	46
Chief Academic Officer	1					1
Totals	205.00	123.00	0	0	15.00	190.00

Further explanation:

PA Virtual is proud to have added 24 new teaching positions to our organization. These new positions were in special education, academic support, and in general education at the elementary, middle school, and high school levels. Out of our 107 teaching positions, only one part-time French teacher is not fully certified.

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_Approved 09282015.docx

Accounting System

Changes to the accounting system the charter school uses:

Accounting System

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 tracking 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.

Changes to the Accounting System the Charter School Uses:

N/A

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm:	Barbacane, Thorton & Company LLP 3411 Silverside Road, Wilmington, DE 19810
Date of Last Audit:	12/12/2017
Fiscal Year Last Audited:	2016-17

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:

Not Applicable

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

Federal Programs Consolidated Review

Basics

Title I Status:	Yes
Title I First Year Status:	No
Date of Last Federal Programs Consolidated Review:	05/14/2018

School Year Reviewed: 2017-18

Federal Programs Consolidated Review Report

Upload the most recent Federal Programs Consolidated Review Report, along with the most recent Corrective Action Plan, when indicated, that includes 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

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:

Implementation of a full range of services, programs, and alternative placements available to the Charter School for placement and implementation of the special education programs in the Charter School.

Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the Charter School's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for their effectiveness. The Charter School implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

Following the state and federal guidelines for participation of students with disabilities in state and Charter School-wide assessments including the determination of participation, the need for accommodations and the methods of assessing students for whom regular assessment is not appropriate.

Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Assistant Director of Special Education	PA Virtual Charter School	1	5	21
Assistant Director of Special Education Enrollment	PA Virtual Charter School	1	5	21
Assistant Director of Special Education Support Services and Compliance Monitoring	PA Virtual Charter School	1	5	21
Director of Special Education	PA Virtual Charter School	1	5	21
School Psychologist	PA Virtual Charter School	1	5	13
School Psychologist	PA Virtual Charter School	1	14	21
Special Education Enrollment Specialist	PA Virtual Charter School	1	5	21
Special Education Project Manager	PA Virtual Charter School	1	5	21

Special Education Support Service Coordinator	PA Virtual Charter School	1	5	10
Special Education Support Service Coordinator	PA Virtual Charter School	1	11	15
Special Education Support Service Coordinator	PA Virtual Charter School	1	14	21
Transition Coordinator	PA Virtual Charter School	1	13	21

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
A Total Approach	23 Minutes	Outside Contractor	10 or fewer
Allied Therapy Partners, LLC	163 Minutes	Outside Contractor	10 or fewer
AOT, Inc.	27 Minutes	Outside Contractor	10 or fewer
Behavior Interventions	787 Minutes	Outside Contractor	10 or fewer
Capital Area IU #15	30 Minutes	Intermediate Unit	10 or fewer
Center for the Blind and Visually Impaired	60 Minutes	Outside Contractor	10 or fewer
Delta-T Group, Inc.	1068 Minutes	Outside Contractor	10 or fewer
Easter Seals of Southeastern PA	212 Minutes	Outside Contractor	10 or fewer
Ellingsen & Associates, Inc.	7898 Minutes	Outside Contractor	150
Healthpro Heritage, LLC	232 Minutes	Outside Contractor	12
Humanus Corporation	53 Minutes	Outside Contractor	10 or fewer
Jackson Therapy Partners	30 Minutes	Outside Contractor	10 or fewer
Kaleidoscope Education Solutions	950 Minutes	Outside Contractor	13
Lancaster Lebanon IU #13	30 Minutes	Intermediate Unit	10 or fewer
Liberty Therapy Solutions, LLC	285 Minutes	Outside Contractor	10 or fewer
Montgomery County IU #23	5 Days	Intermediate Unit	10 or fewer
Nancy K. Nowell	20 Minutes	Outside Contractor	10 or fewer

Next Step Child Enrichment Center	300 Minutes	Outside Contractor	10 or fewer
Northwest Tri-County IU #5	60 Minutes	Intermediate Unit	10 or fewer
Oxford Consulting Services, Inc.	150 Minutes	Outside Contractor	10 or fewer
Pickup Transportation, LLC	5 Days	Outside Contractor	10 or fewer
Sandra Tommarello	120 Minutes	Outside Contractor	10 or fewer
Soliant Health, Inc.	60 Minutes	Outside Contractor	10 or fewer
Support Brands, LLC	90 Minutes	Outside Contractor	10 or fewer
Team Tutoring	180 Minutes	Outside Contractor	10 or fewer
The Hope Learning Center	810 Minutes	Outside Contractor	11
Therapy Bridges, LLC	120 Minutes	Outside Contractor	10 or fewer
Therapy House, LLC	215 Minutes	Outside Contractor	10 or fewer
Therapy Source	13907 Minutes	Outside Contractor	152
Tracy Geist Therapy Services, LLC	274 Minutes	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring: 11/16/2015
Link to Report (Optional):   Not Provided

Special Education Cyclical Monitoring Report

Upload the most recent Special Education Cyclical Monitoring Report, which includes the Bureau's findings, and the most recent Corrective Action Plan, if indicated.

PDF file uploaded.

Special Education Personnel Development

Overview of Special Education

- Gain an understanding of legal basis for Special Education

- Understand the principles involved with IDEA

- Overview of the Special Education Process (referral, evaluation, IEP, placement and NOREP)

- Understand the IEP process, development and implementation

- Your role in the Special Education process

Person Responsible	Director and Assistant Director of Special Education
Start Date	8/8/2017
End Date	6/15/2018
Program Areas	Teacher Induction, Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	22
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	Online-Synchronous
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.

Writing Legally Defensible IEP's
- Review of Timelines

- Re-Evaluation Reports - How it drives the IEP

- IEP Writing - State and Local Expectations

- IEP Writing Practice

Person Responsible	Assistant Director of Special Education
Start Date	8/21/2017
End Date	6/15/2018
Program Areas	Teacher Induction, Special Education, Student Services
Hours Per Session	3.0
# 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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Online-Synchronous
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.

Role and Responsibility of the LEA
- Understand the roles and responsibilities of the LEA

- Discussion of the new LEA procedure

- Understand and identify the parts of the IEP as the LEA

Person Responsible	Director and Assistant Director of Special Education
Start Date	8/28/2017
End Date	6/15/2018
Program Areas	Professional Education, Special Education
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	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. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Online-Synchronous
Participant Roles	Principals / Asst. Principals 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

Reading Horizons Overview

Overview of the McGraw Hill program, research-based, Orton-Gillingham, which has two levels (Discovery and Elevate). The program incorporates phonics, vocabulary, spelling, grammar, pronunciation, fluency, and comprehension skills.

A resource for both Discovery and Elevate instructors providing access to the consumables used in Discovery and Elevate, How-To videos modeling the method software features, and use the classroom instruction, and lesson planning tools.

Person Responsible	Program Principals and Assistant Director of Special Education
Start Date	8/28/2017
End Date	6/15/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	22
Provider	Reading Horizons
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. 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 Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	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. Classroom student assessment data Review of participant lesson plans

Reading Horizons (Discovery Program)

Understanding and implementation of the Discovery Program which involves

- Software

- Implementation of program

- Enrollment of students

- Data assessment tool

- Record editing

- Lesson development

Person Responsible	Program Principal and Assistant Director of Special Education
Start Date	9/25/2017
End Date	6/15/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	4.5
# of Sessions	1
# of Participants Per Session	10
Provider	Reading Horizons
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. 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	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. 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 Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with 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 Review of written reports summarizing instructional activity

Reading Horizons (Elevate Program)
Understanding and implementation of the Elevate Program which involves:

- Software

- Implementation of program

- Enrollment of students

- Data assessment tool

- Record editing

- Lesson development

Person Responsible	Program Principals and Assistant Director of Special Education
Start Date	8/28/2017
End Date	6/15/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.5
# of Sessions	1
# of Participants Per Session	5
Provider	Reading Horizons
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. 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	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with 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 Review of written reports summarizing instructional activity

Edmentum/Study Island

Edmentum provides easy-to-use technology that drives learning forward while giving you more time to do what you do best. Edmentum committed to delivering actionable, intuitive, and high-quality tools that engage the individual students in their learning and empower educators with meaningful insights to drive instruction.

Study Island:

Edmentum's customizable K–12 practice and assessment solution, Study Island, is designed to support formative assessment strategies in the classroom. With over 600,000 items designed specifically to individual state standards, you have the flexibility and depth you need to support

student learning and continuously engage, monitor, and assess student progress. Our meaningful features are designed to save you time and increase student performance.

Exact Path:

Deliver the right lesson at the right level at just the right time.

Rising class sizes, combined with increasing awareness of ever-changing academic levels, leave teachers feeling short of their most valuable resource, time. At Edmentum, we are committed to designing programs to make educators' lives easier and ensure that every student receives the tailored support they need. Exact Path utilizes adaptive assessments and targeted learning paths aligned to your goals, paced to your students' needs, and structured to give students control over their own educational journeys.

Person Responsible	Program Principals
Start Date	8/28/2017
End Date	6/15/2018
Program Areas	Professional Education, Teacher Induction, Special Education, Student Services
Hours Per Session	2.5
# of Sessions	6
# of Participants Per Session	107
Provider	Edmentum
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. 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. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals

	Supt / Ast Supts / CEO / Ex Dir School counselors Classified Personnel 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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 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. Student PSSA data Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

Best Practices for Writing a Re-Evaluation
- Review of best practices when writing an RR

- Explain expectations when writing a RR

- Share available resources for writing a RR

Person Responsible	School Psychologist and Assistant Director of Special Educaition
Start Date	9/13/2017
End Date	6/15/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	20
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.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals 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 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 written reports summarizing instructional activity

Functional Behavior Assessment (FBA)
- Participants be able to articulate the purpose of an FBA

- Participants will identify the components of an FBA

- Participants will be able to make a hypothesis on the behavior and identify the behavior of concern

- Participants will identify and be able to use collection methods to obtain data

- Participants will be able to construct components of an FBA for a virtual model in conjunction with face to face support

Person Responsible	Assistant Director of Special Education
Start Date	10/25/2017
End Date	6/15/2018
Program Areas	Professional Education, Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	20
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. 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	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)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 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. Standardized student assessment data other than the PSSA

Understanding Numbers & Constructs Frequently Found in ER's & RR's: An Overview
- Staff develop a working knowledge of terms and scores associated with educational and psychological measurement

- Staff will become familiar with how to use a score conversion table

- Staff will better understand constructs commonly measured by IQ Tests and Achievement Tests

Person Responsible	School Psychologists and Assistant Director of Special Education
Start Date	11/15/2017
End Date	6/15/2018
Program Areas	Professional Education, Special Education, Student Services

Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	105
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. 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 Classified Personnel 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 Analysis of student work, with 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. Standardized student assessment data other than the PSSA Classroom student assessment data

Pennsylvania Alternate System of Assessment (PASA)
- Staff will understand components of the Pennsylvania Alternate System of Assessment (PASA)

- Staff will take the online PASA training

Person Responsible	Director and Assistant Director of Special Education
Start Date	1/3/2018
End Date	4/30/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.0
# of Sessions	2
# of Participants Per Session	105
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 Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Classified Personnel 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. Standardized student assessment data other than the PSSA

Effective and Data Driven Input for Evaluation Reports and Progress Reports

- Understand the evaluation process for students being evaluated to determine eligibility for Special Education

- Understand how to complete an effective and data-driven teacher input form

- Understand how to complete an effective and data-driven progress report

Person Responsible	Program Principals
Start Date	2/9/2018
End Date	6/15/2018
Program Areas	Professional Education, Special Education, Educational Technology
Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	35
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
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. Standardized student assessment data other than the PSSA

Autism in the Mainstream Setting

According to estimates from the CDC, about 1 in 68 children has been identified with Autism Spectrum Disorder (ASD). Many of these students are moving from the Special Education setting to the General Education setting. Unfortunately, transitions are difficult for children with autism, and sometimes inclusion is tough on teachers, too, as some fear that they won't be able to handle an autistic child's needs. This course provides teachers with strategies to help facilitate the transition.

Person Responsible	Program Principals and Director of Professional Development
Start Date	4/4/2018
End Date	4/25/2018
Program Areas	Professional Education, Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	4
Provider	Frontline
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. 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	Live Webinar
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.

Behavior Management Strategies in Special Education
Do you have students with special needs in your classroom? Learn about behavior management strategies for special education in this course.

Did you know that you're like a head coach? You're in charge of the game in your classroom, and routines and procedures are how you execute the plays. Learn about winning behavior management strategies in this course. Danielson Framework: DOMAIN 2: The Classroom Environment-2c-Managing Classroom Procedures-Instructional groups, Transitions, Materials and supplies, Performance of classroom routines DOMAIN 2: The Classroom Environment-2d-Managing Student Behavior-Expectations, Monitoring student behavior, Response to student behavior. Marzano Domains: DOMAIN 1-DQ6: Establishing Rules and Procedures-4. Establishing Classroom Routines DOMAIN 1-DQ7: Recognizing Adherence to Rules and Procedures-34. Applying Consequences for Lack of Adherence to Rules and Procedures DOMAIN 1-DQ7: Recognizing Adherence to Rules and Procedures-35. Acknowledging Adherence to Rules and Procedures. INTASC Standards: STANDARD 3 (d)-The teacher manages the learning environment to actively and equitable engage learners by organizing, allocating , and coordinating resources of time, space, and learners' attention. STANDARD 3 (k)-The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. T-TESS Rubric: LEARNING ENVIRONMENT DIMENSION 3.1 Classroom Environment, Routines and Procedures- The teacher organizes a safe, accessible and efficient classroom. LEARNING ENVIRONMENT DIMENSION 3.2 Managing Student Behavior -The teacher establishes, communicates and maintains clear expectations for student behavior.

Person Responsible	Program Principal and Director of Professional Development
Start Date	4/4/2018
End Date	4/25/2018
Program Areas	Professional Education, Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	1
Provider	Frontline
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.
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	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

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.

Adapting Assessment for Students with Special Needs

For many students with disabilities, the key to success in the classroom lies in having appropriate adaptations made to both instruction and assessment. Do you know how to adapt assessments for your students with special needs? This course will present you with information to aid you in adapting assessments for your students with special needs.

Person Responsible	Program Principal and Director of professional Development
Start Date	4/4/2018
End Date	4/25/2018
Program Areas	Professional Education, Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	3
Provider	Frontline
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.
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	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.

Creating a Differentiated Lesson Plan
As a teacher, you know that each of your students is unique. Therefore, your lessons should be as varied as your students' learning styles. Writing a lesson plan to reflect these variations can seem a bit intimidating if you have never created one before. This course will help you understand and streamline the process of writing differentiated lesson plans.

Person Responsible	Program Principals and Director of Professional Development
Start Date	4/4/2018
End Date	4/25/2018
Program Areas	Professional Education, Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	1
Provider	Frontline
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. 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	Live Webinar
Participant Roles	Classroom teachers
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 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.

Autism Awareness
- Staff will develop a basic understanding of autism spectrum disorder

- Staff will utilize the paautism.org website as a resource to learn more about autism spectrum disorder

Person Responsible	Program Principals and Assistant Director of Special Education
Start Date	6/6/2018
End Date	6/6/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	120
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. 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	LEA Whole Group Presentation Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir 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 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.

Sapphire University Summer Conference
The MTSS Journey Part 1, 2, 3

Part 1 (9:40-10:15): Course Program dives into how Sapphire integrates the nine key PaTTAN MTSS elements to deliver an MTSS model. With a standards align system, universal screening, and database decision making.

Part 2 (10:25-11:00): Course program showcases how Sapphire utilizes the MTSS Team and Student Dashboards to track student growth through teams, tiers, and tier levels.

Part 3 (11:10-11:45): Course Program shows how to create and store your MTSS documents on the student history screen while also using the RTII for determining SLD eligibility. Encouraging shared responsibility with family and central office support.

Special Services and You (1-1:30 pm): A fresh new look at the Student Services module with tips and tricks for customizable setups. Learn all the best practices to get your module the way you like it!

Advanced Student Services (1:40-2:10): Tips and specialty items to make your staff's life easier for MTSS, Section 504, Special Ed, Gifted, and other District Programs. While also learning about the difference between districts homegrown 504 documents vs. Sapphire 504 documents.

Person Responsible	Director of Technology and Chief Academic Officer
Start Date	7/26/2017
End Date	7/26/2017
Program Areas	Special Education, Educational Technology
Hours Per Session	7.0
# of Sessions	1
# of Participants Per Session	6
Provider	Sapphire
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.
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	Principals / Asst. Principals Classified Personnel
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 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 written reports summarizing instructional activity

Proactive Solutions: Understanding Students with Social, Emotional and Behavioral Challenges
Describe how explanations for and interpretations of challenging behavior in students can lead to dramatically different approaches to intervention

- Define how and why conventional reward and punishment procedures may not be effective for many challenging kids

- Identify and assess the various cognitive skills that are central to adaptively handling life's social, emotional, and behavioral challenges

- Identify and prioritize unsolved problems precipitating challenging behavior

- Describe the three basic mechanisms by which adults handle unsolved problems and unmet expectations in kids

- Define the three steps or "ingredients" of Plan B as defined by the CPS model

- Describe how to effectively implement Plan B to solve problems, teach skills, and reduce the frequency and intensity of challenging behavior

Person Responsible	Assistant Director of Special Education
Start Date	10/5/2017
End Date	10/5/2017
Program Areas	Special Education
Hours Per Session	6.0
# of Sessions	1
# of Participants Per Session	1
Provider	PATTAN- East
Provider Type	PaTTAN
PDE Approved	Yes
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	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.

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Training Format	Offsite Conferences
Participant Roles	Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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.

Experience the Employment Connection

EEC is a joint training initiative between the Office of Vocational Rehabilitation (OVR), the office Development Programs (ODP), the Office of Mental Health and Substance Abuse (OMHSAS), and the Department of Education's Bureau of Special Education (BSE). Driven by the Governor's Executive Order on Employment First, EEC's goal is to increase competitive, integrated employment for Pennsylvanians with disabilities by connecting professionals across our systems.

Participants will learn about staff roles, policies, procedures, funding requirements and emerging practices. Afternoon breakout sessions will be divided into two sessions - one customized for field staff to engage in person-centered service planning and other designed for agency leadership to focus on agency-level strategic planning.

Person Responsible	Assistant Director of Special Education
Start Date	11/1/2017
End Date	11/1/2017
Program Areas	Professional Education, Special Education
Hours Per Session	6.0
# of Sessions	1
# of Participants Per Session	1
Provider	Department of Human Services
Provider Type	Association
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	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
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Getting Ready: Annual PA Alternate System of Assessment (PASA) Updates
Participants will:

- List key changes in the PASA enrollment and administration process

- Identify mandates regarding the PASA 1% Cap and Waiver

- Review PASA eligibility and determine how IEP teams can thoughtfully plan appropriate state-wide test participation for individual students

Person Responsible	Director and Assistant Director of Special Education
Start Date	11/20/2017
End Date	11/20/2017
Program Areas	Professional Education, Special Education
Hours Per Session	6.0
# of Sessions	1
# of Participants Per Session	3
Provider	PATTAN- East
Provider Type	PaTTAN
PDE Approved	Yes
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. Instructs the leader in managing resources for effective results.
Training Format	Offsite Conferences
Participant Roles	Supt / Ast Supts / CEO / Ex Dir Classified Personnel 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	Analysis of student work, with administrator and/or peers
Evaluation Methods	Standardized student assessment data other than the PSSA Classroom student assessment data

Legislation and Policy Impacting Postsecondary Transition

Recent legislation at the federal and state level is greatly impacting secondary transition requirements. During this session, presenters will share the core tenants of recent legislation and policy specific to secondary transition including: Individuals with Disabilities Education Act (IDEA, 2004), Every Student Succeeds Act (ESSA), Center for Medicare and Medicaid Services Final Rule (CMS Final Rule), Workforce Innovation and Opportunities Act/& Section 511 (WIOA), Act 26 of Pennsylvania, and PA 339 (Comprehensive Guidance Plan). This session will explore the relevancy of this legislation as it pertains to secondary transition planning within the educational setting.

- Identify major legislation impacting secondary transition

- Discuss the differences and similarities of the various legislation

- Explain the relevancy of recent legislation for secondary transition programming

Person Responsible	Transition Coordinator and Assistant Director of Special Education
Start Date	11/29/2017
End Date	11/29/2017
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	2.0
# of Sessions	1
# of Participants Per Session	1
Provider	PATTAN- East
Provider Type	PaTTAN
PDE Approved	Yes
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	Online-Synchronous Offsite Conferences

Participant Roles	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
Evaluation Methods	Standardized student assessment data other than the PSSA

Section 504 of the Rehabilitation Act of 1973: What Administrators Need to Know

Provided a history of Section 504, Components of a 504 Service Agreement, Differences from Special Education, Currents Trends and Litigation.

Person Responsible	Director and Assistant Director of Curriculum, Instruction and Federal Programs and
Start Date	11/29/2017
End Date	11/29/2017
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	3.5
# of Sessions	1
# of Participants Per Session	1
Provider	PATTAN- East
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	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	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.

Acting Out: Why Children of All Ages Sometimes Misbehave

Participants will learn the following:

- The teacher collaborates with learners, families, and colleagues to build a safe positive learning climate of openness, mutual respect, support and inquiry

- The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

- The teacher establishes, communicates, and maintains clear expectations for student behavior.

Person Responsible	Program Principals and Assistant Director of Special Education
Start Date	1/17/2018
End Date	1/17/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	1
Provider	Frontline
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	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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Live Webinar Online-Synchronous 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 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.

Preparing Transition Age Youth with Autism for Employment - Train the Trainer Series
- Describe the value of meaningfully engaging youth with high functioning autism to improve post-secondary outcomes related to competitive integrated employment

- Explain the critical need for cross-stakeholder collaboration

- Identify the functional skills, qualities and attributes necessary for competitive integrated employment

The Pennsylvania Department of Education, Bureau of Special Education (BSE)/PaTTAN in collaboration with the Pennsylvania Office of Vocational Rehabilitation, The Arc of Philadelphia, and the SAP Corporation have developed a training program, "Preparing Transition Age Youth with Autism for Employment", to better prepare students with autism for employment.

A series of instructional modules, based on a specific pedagogical framework that utilizes the principles of Universal Design for Learning that evolved from the ongoing work of the project, have been developed. In an effort to assist educators in understanding and utilizing these instructional modules and curriculum, a train the trainer, two-day event has been designed to enable trainers to draw from and use over 40 hours of curriculum materials within their own school districts and communities. Content modules focus on Social Skills in the Workplace and Self-Advocacy & Disclosure.

Person Responsible	Transition Coordinator and Assistant Director of Special Education
Start Date	2/15/2018
End Date	2/15/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	6.0
# of Sessions	1
# of Participants Per Session	1
Provider	PATTAN- Harrisburg
Provider Type	PaTTAN
PDE Approved	Yes
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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Offsite Conferences
Participant Roles	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
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

PDE Annual Conference 2018
February 26, 2018

Opening Keynote - Inspired and Passionate Teachers: Clarity on What Works Best:

This action-packed, edge-of-your-seat keynote address explores the practices and characteristics of inspired and passionate teachers, and, drawing from research on the science of learning, introduces a cutting-edge framework for fostering and nurturing highly effective teachers with great success. From novice to expert, three-year veterans to 33-year veterans, this keynote address will leave each instructional leader ready to be an agent of change in their own building by seeing learning through the eyes of their teacher.

Families Matter: Engaging Families in the Transition Process

The transition from high school to post-secondary education, employment, and independent living is complex. Many tools and resources have been developed to assist students and their families – but the question remains, how can we increase families' engagement in the process? Have we considered ways to involve families in monitoring their child's attendance, behavior, grades? Are we collaborating with families to identify possible work experiences for their child? This session will include information on PA's performance on Indicator 8: Schools' Facilitation of Parent Involvement, as well as strategies and resources to strengthen partnerships with families at the secondary level.

Universal Design for Learning and Assistive Technology: Better Together

The Universal Design for Learning (UDL) framework offers a pathway for curriculum development and instruction for all students. It also provides a lens for viewing technology use as a highly flexible means for meeting students' varying needs. However, the framework specifically points out that some students need assistive technology to be fully integrated into the curriculum and learning environments. In a UDL environment, when does technology become assistive

technology? Come share your thoughts and learn how to integrate a variety of technologies for all students in an inclusive learning environment.

February 27, 2018

Keynote - Suspensions and Expulsions: Everyone Should be Concerned

This thought-provoking keynote address will provide an overview of the research findings related to preschool suspensions and the negative impacts of suspending young children from early childhood programs. The role of implicit bias and its influence on decision making will be discussed, and Culturally Responsive Practices will be presented as a solution for preventing exclusionary discipline practices.

Utilizing Youth and Family Research Data to Improve Secondary Transition Practices in Pennsylvania

Improving secondary transition practices in Pennsylvania has the potential to positively impact the post-school outcomes of transitioning youth with disabilities. During this interactive session, participants will learn about the Transition Quality Indicator research project, culminating in the Transition Discoveries Quality Indicator metric and infographic collection. Learn about how teams can utilize data collected through the metric form youth, families, and transition stakeholders to develop and implement effective practices.

Tech for Transition: Thinking Beyond the Classroom

With the introduction of WIOA (Workforce Innovation and Opportunity Act), schools are exploring PreEmployment Transition Services. This session will focus on providing supports to transition age individuals with disabilities via mobile devices, specifically smartphones, to increase independence in the areas of employment, community living and postsecondary education. This session will highlight the built-in apps available on all mobile devices, and illustrate instruction and supports that can be used to build student's skills for functional skills in work and community settings. Using the tools and strategies, schools can support students by building a customized transition toolkit to foster independence and success.

[MMATP Google Site](#)

Visible Learning: Collective Teacher Efficacy

What if you could triple the speed of student learning? According to findings by Professor John Hattie, a strong sense of Collective Teacher Efficacy can yield over three years of student growth over one school year. Now ranked the most powerful influence on achievement in the Visible Learning research, Collective Teacher Efficacy is a belief that together teachers can positively impact student learning. When efficacy is high, teachers show greater persistence and are more likely to try new learning approaches. Join Visible Learning expert, Kristin Anderson, for a

review of the major factors that influence student learning and a discussion about how to create the conditions for Collective Teacher Efficacy.

February 28, 2018

Evidence-based Practices for K-3 Reading Instruction

Links to resources for session:

www.fcrr.org/literacyroadmap

www.fcrr.org/plc/

Evidence-based practices for teaching reading in grades K-3 will be presented and demonstrated with classroom videos. These practices are derived from recommendations from the Institute of Education Sciences What Works Clearinghouse practice guide on foundational reading skills, based on a systematic review of the past 20 years of reading research. The videos are part of professional learning communities' materials developed by the Regional Educational Laboratory Southeast to accompany the guide.

Success for All Students: Designing for a Range of Abilities in Inclusive Classrooms

This session will look at how plans can be responsive to the needs of a group of learners that include a variety of abilities. We will discuss examples and strategies of how all students can achieve success through strategic the planning of goals and designing of supports.

Closing Keynote - Inclusive Education: Who, What, Where, When, Why?

This straight-from-the-heart keynote address will deconstruct what inclusive education means in today's classrooms and communities. Ms. Moore will discuss common misunderstandings and myths and share ideas and possibilities of inclusive learning communities and all who benefit.

Person Responsible	Program Principals and Assistant Director of Special Education
Start Date	2/26/2018
End Date	2/28/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	2.0
# of Sessions	8
# of Participants Per Session	1
Provider	PDE
Provider Type	PaTTAN
PDE Approved	Yes
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 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	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 Creating lessons to meet varied student learning styles 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. Standardized student assessment data other than the PSSA

Functional Behavioral Assessment: Addressing the Behavioral Needs of Individual Students
Participants will be able to:

- 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 the rationale for use and behavioral response tracking

- Create a technically adequate 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	4/5/2018
End Date	4/6/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	6.0
# of Sessions	2
# of Participants Per Session	4
Provider	PATTAN (East and Pittsburgh)
Provider Type	PaTTAN
PDE Approved	Yes
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	Instructs the leader in managing resources for effective results.
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 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.

Special Education Training & Legal Update
We will provide important updates regarding the impact of the Supreme Court's recent opinions in Endrew F & Fry. We will also discuss Pennsylvania specific cases, including a number of recently decided federal court matters involving charter schools and cyber charter schools. The practical application of legal guidance will be emphasized in this interactive and engaging session.

Person Responsible	Director and Assistant Director of Special Education
Start Date	1/31/2018
End Date	6/15/2018
Program Areas	Professional Education, Special Education
Hours Per Session	2.0

# of Sessions	2
# of Participants Per Session	3
Provider	Latsha Davis and McKenna
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	Empowers educators to work effectively with parents and community partners.
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	Offsite Conferences
Participant Roles	Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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.

Special Education Program Profile

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.6
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	6	0.24
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 16	1	0.04
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	2	0.08
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 15	1	0.04
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	22	0.7
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 19	3	0.1
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.1
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	3	0.1
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	13	0.43
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 17	2	0.06
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	4	0.13
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	9	0.3
Locations:				

Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 16	1	0.04
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	18 to 18	1	0.04
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	24	0.83
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 17	2	0.07
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	2	0.07
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	18 to 18	1	0.03
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4
> *Operator:* Charter School
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	24	0.77
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	18 to 18	1	0.04
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.19
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 18	8	0.54
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 19	5	0.33
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 17	2	0.13
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6
       Operator: Charter School
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 15	6	0.43
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 14	2	0.14
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	4	0.29
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	2	0.14
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7
       Operator: Charter School
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 9	3	0.19
Justification: Based on the individual needs of the students and the most appropriate instructional levels to benefit from the alternative curriculum.				
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special	Life Skills Support	6 to 10	5	0.31

Education Class				
Justification: Based on the individual needs of the students and the most appropriate instructional levels to benefit from the alternative curriculum.				
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 11	1	0.06
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 10	7	0.44
Justification: Based on the individual needs of the students and the most appropriate instructional levels to benefit from the alternative curriculum.				
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	22	0.51
Justification: Students are in the general education classroom with same-aged peers. Time spent in special education is in direct therapy 1 to 1.				
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	17	0.39
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	13 to 13	1	0.01
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 18	3	0.08
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.01
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 10	1	0.05
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	9	0.47
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	8	0.43
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 10	1	0.05
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	2	0.09
Locations:				

Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	4	0.18
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	2	0.09
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	12	0.55
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	2	0.09
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	8	0.35
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	12 to 12	1	0.04
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 13	2	0.09
Locations:				

Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.04
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	9	0.39
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 13	1	0.04
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 11	1	0.04
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12
      Operator: Charter School
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	14	0.61
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	3	0.13
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	6	0.26
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	5	0.21
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 14	1	0.04
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	13	0.54
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	4	0.16
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 14	1	0.04
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	5	0.21
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 14	1	0.04
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	13	0.54
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	4	0.16
Locations:				
Pa Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 14	1	0.04
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	6	0.21
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	1	0.03
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	19	0.68
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 14	1	0.03
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Physical Support	15 to 15	1	0.03
Locations:				
Pa Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

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	Description
Building Remodel	KSM Architects - Retainer: Architect Services
Building Remodel	KSM Architects - Schematic Design and Planning
Glass Replacement	Cypress Door & Glass LLC - Glass Replacement for 2nd floor Glass and Frame repair
HVAC Hardware & Installation	Oliver Mechanical - RTU3 Condensor Coil Repair (Circuit 1 & 2)
HVAC Hardware & Installation	Oliver Mechanical - Replace Entire HPA Unit - HVAC replacement
Network Upgrade	ePlus Technology Inc. - FLASHARRAY M10 ETH 10TB 10/0
Network Upgrade	ePlus Technology Inc. - 5M CBL 10GBASE-CU SFP+ 1000BASE-X- SFP
Network Upgrade	ePlus Technology Inc. - CHSSIS
Network Upgrade	ePlus Technology Inc. - SCALABILITY PORT
Network Upgrade	ePlus Technology Inc. - (MEMMORY) 64GB SD CARD FOR UCS SERVERS
Network Upgrade	ePlus Technology Inc. - 19200/DUAL RANK/X4/1.2V
Network Upgrade	ePlus Technology Inc. - CACHE/DDR4 2400MHZ
Network Upgrade	ePlus Technology Inc. - SERVERS
Network Upgrade	ePlus Technology Inc. - MEZZ
Network Upgrade	ePlus Technology Inc. - 16 10GB
Network Upgrade	ePlus Technology Inc. - UCSB-5108-AC2/UCS BLADE SERVER CHASIS
Network Upgrade	ePlus Technology Inc. - 2500W PLATINIUM AC HOT PLUG POWER SUPPLY - DV

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

$147,659.00

Facility Plans and Other Capital Needs

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

PA Virtual Charter School, in an effort to optimize our available resources, will relocate our technology warehouse and fulfillment center. The approximately 10,000 square feet of leased space currently occupied, 450 Henderson Road, will be retrofitted into our owner occupied administrative office building, 630 Park Avenue, King of Prussia. We estimate the cost of this project at $375,000 with an estimated completion timeframe of one year. We estimate a

payback period of three years, while creating efficiencies in our fulfillment process, building teamwork and improving our organizational culture.

Memorandums of Understanding

Organization	Purpose
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.

Affirmed by Bonnie Schaefer on 7/28/2018

President, Board of Trustees

Affirmed by John Chandler on 7/26/2018

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.

Affirmed by Bonnie Schaefer on 7/28/2018

President, Board of Trustees

Affirmed by John Chandler on 7/26/2018

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.

Affirmed by Bonnie Schaefer on 7/28/2018

President, Board of Trustees

Affirmed by John Chandler on 7/26/2018

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.

Affirmed by Bonnie Schaefer on 7/28/2018

President, Board of Trustees

Affirmed by John Chandler on 7/26/2018

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.

Affirmed by Bonnie Schaefer on 7/28/2018

President, Board of Trustees

Affirmed by John Chandler on 7/26/2018

Chief Executive Officer