



Reach Cyber Charter School  
BOARD MEETING

Pursuant to the Pennsylvania Open Meeting Laws, notice is hereby given to the members of the Reach Cyber Charter School Board and the general public that the Board will hold a meeting open to the public on:

**Date and Time:**

Wednesday, January 18, 2017 at 9:00 a.m.

**Meeting location:**

750 East Park Drive, Suite 204  
Harrisburg, PA 17111

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Below is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the Chair.

Reasonable efforts will be made to assist and accommodate persons with a disability. Please contact Heather Woodward at 443-867-2287.

**AGENDA**

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and a short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the Principal or Board President at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

- III. Routine Business – D. Taylor
  - a. Approval of Agenda

- IV. Acceptance of Board Member Resignation, Brian Leinhauser (attached) – D. Taylor
- V. Consideration and Appointment of Board Member Candidate (to follow) – D. Taylor
- VI. Oral Reports
  - a. Principal's Report (MSR attached) – J. Swan
    - i. School Activities Update: Weather Station Installation and Update on Field Trips
    - ii. School Operations Metrics (attached)
  - b. Financial Report (attached) – K. Helt
- VII. Consent Items – D. Taylor
  - a. Approval of Minutes from the November 16, 2016 Board Meeting (attached)
  - b. Approval of Staffing Report (attached)
  - c. Approval of Livespeech Invoice(s) (attached)
  - d. Approval of Reach Cyber Charter's Special Education Policies and Procedures Manual (attached)
- VIII. Action Items
  - a. Approval of Connections Education Invoices for November and December (attached) – K. Helt
  - b. Approval of Revised Fee Schedule for the 2016-2017 School Year Resulting from VOIP Decision (attached) – K. Helt
  - c. Approval of Funded Enrollment Target for the 2017-2018 School Year – J. Swan
- IX. Information Items
  - a. Legislative Update (attached) – A. Jay
  - b. Partner School Leadership Team (PSLT) Update – R. Graver
  - c. Upcoming LiveLesson® Session and Curriculum Town Hall – H. Woodward
- X. Executive Session – To discuss any matter involving the employment of a person (65 PA CSA § 708(a)(4)) – School Leader Mid-Year Review (attached) – D. Taylor
- XI. Adjournment and Confirmation of Next Meeting – Wednesday, February 15, 2017 at 9:00 a.m.



# The MacMain Law Group LLC

101 Lindenwood Drive • Suite 160 • Malvern, PA 19355 • [www.macmainlaw.com](http://www.macmainlaw.com)

Brian H. Leinhauser  
Telephone: (484) 318-7802  
Facsimile: (484) 328-3996  
Email: [bleinhauser@macmainlaw.com](mailto:bleinhauser@macmainlaw.com)

January 5, 2017

**Via E-Mail and First Class Mail**

David Taylor  
Reach Cyber Charter School  
750 E. Park Drive, #204  
Harrisburg, PA 17111  
[DNTaylor90@gmail.com](mailto:DNTaylor90@gmail.com)

**Re: Reach Cyber Charter School**

Dear David,

It is with regret that I must submit my resignation to the Board of Trustees of Reach Cyber Charter School effective immediately. The work getting the school open and running has been wonderful. Unfortunately, with family commitments and my professional obligations, I am unable to dedicate the time and energy needed to promote the school, its operations and good work in the manner I would expect from a Board member.

In hope of not leaving you without someone to serve, I would gladly submit recommendations if the Board would like. One suggestion I have is an attorney in my office to replace me. Megan Kampf has worked with our firm for almost two (2) years. She worked as counsel for West Chester University before joining us and is a great resource. Please give her consideration as you seek a replacement for me on the Board.

Thank you again for the opportunity to serve and I look forward to following the success of Reach into the future.

Very truly yours,

Brian H. Leinhauser

BHL/ejd



## MONTHLY SCHOOL REPORT

Reach Cyber Charter School

December 2016

EOY 15-16		12/31/2015		11/30/2016		12/31/2016		
Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change

### ENROLLMENT DATA

School Enrollment											
		0	0%	0	0%	826	100%	803	100%	N/A	
	Reach Cyber Charter School	0	0%	0	0%	826	100%	803	100%	N/A	
Grade Distribution											
	Grades PK-2	0	0%	0	0%	170	21%	166	21%	N/A	
		KG	0	0%	0	0%	74	9%	69	9%	N/A
		1	0	0%	0	0%	45	5%	43	5%	N/A
		2	0	0%	0	0%	51	6%	54	7%	N/A
	Grades 3-5	0	0%	0	0%	198	24%	196	24%	N/A	
		3	0	0%	0	0%	56	7%	55	7%	N/A
		4	0	0%	0	0%	71	9%	68	8%	N/A
		5	0	0%	0	0%	71	9%	73	9%	N/A
	Grades 6-8	0	0%	0	0%	329	40%	314	39%	N/A	
		6	0	0%	0	0%	86	10%	75	9%	N/A
		7	0	0%	0	0%	126	15%	123	15%	N/A
		8	0	0%	0	0%	117	14%	116	14%	N/A
	Grades 9-12	0	0%	0	0%	129	16%	127	16%	N/A	
		9	0	0%	0	0%	129	16%	127	16%	N/A
New/Returning to CE											
	New	0	0%	0	0%	826	100%	803	100%	N/A	
	Returning	0	0%	0	0%	0	0%	0	0%	N/A	
Total YTD Enrollment											
	Enrolled, not Grad	0	0%	0	0%	826	92%	803	86%	N/A	
	Prior To Engagement	0	0%	0	0%	12	1%	25	3%	N/A	
	Withdrawal During School Year	0	0%	0	0%	58	6%	108	12%	N/A	
	Graduate	0	0%	0	0%	0	0%	0	0%	N/A	
	<b>Total YTD Enrollment</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>896</b>	<b>100%</b>	<b>936</b>	<b>100%</b>	<b>N/A</b>	
Withdrawal Reason											
	Different/Better Schooling Option (Not related to socialization)	0	0%	0	0%	41	71%	81	75%	N/A	
	Life Change	0	0%	0	0%	5	9%	11	10%	N/A	
	Mismatch Academic	0	0%	0	0%	1	2%	3	3%	N/A	
	Getting started with the school was too difficult	0	0%	0	0%	1	2%	1	1%	N/A	
	Mismatch Family Schedule	0	0%	0	0%	5	9%	6	6%	N/A	
	Regulation	0	0%	0	0%	0	0%	0	0%	N/A	
	Student wants more socialization	0	0%	0	0%	2	3%	3	3%	N/A	
	Unhappy with the school (teachers, leadership)	0	0%	0	0%	0	0%	0	0%	N/A	
	Applying for next school year	0	0%	0	0%	0	0%	0	0%	N/A	
	Deceased	0	0%	0	0%	0	0%	0	0%	N/A	
	Inactivity	0	0%	0	0%	0	0%	0	0%	N/A	
	Missed Deadline	0	0%	0	0%	0	0%	0	0%	N/A	
	Required Documentation Incomplete	0	0%	0	0%	0	0%	0	0%	N/A	
	No Reason Given	0	0%	0	0%	0	0%	0	0%	N/A	



**MONTHLY SCHOOL REPORT**

**Reach Cyber Charter School**

December 2016

EOY 15-16		12/31/2015		11/30/2016		12/31/2016		
Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change

**HOUSEHOLD DATA**

Household Data		EOY 15-16		12/31/2015		11/30/2016		12/31/2016		%Change
Active Households		0	N/A	0	N/A	663	N/A	650	N/A	N/A
Graduated		0	N/A	0	N/A	0	N/A	0	N/A	N/A
WD Prior To Engagement		0	N/A	0	N/A	11	N/A	22	N/A	N/A
WD During School Year		0	N/A	0	N/A	51	N/A	92	N/A	N/A
Students Per Active HH		0.00	N/A	0.00	N/A	1.25	N/A	1.24	N/A	N/A

**STUDENT DEMOGRAPHICS**

Ethnicity		EOY 15-16		12/31/2015		11/30/2016		12/31/2016		%Change
Hispanic or Latino		0	0%	0	0%	120	15%	121	15%	N/A
Not Hispanic or Latino		0	0%	0	0%	706	85%	682	85%	N/A
Race		EOY 15-16		12/31/2015		11/30/2016		12/31/2016		%Change
Asian		0	0%	0	0%	14	2%	15	2%	N/A
Black/African American		0	0%	0	0%	235	28%	231	29%	N/A
Native Hawaiian or Other Pacific Islander		0	0%	0	0%	7	1%	7	1%	N/A
American Indian or Alaskan Native		0	0%	0	0%	28	3%	27	3%	N/A
White		0	0%	0	0%	602	73%	579	72%	N/A
Distinct Race/Ethnicity		EOY 15-16		12/31/2015		11/30/2016		12/31/2016		%Change
Hispanic or Latino		0	0%	0	0%	120	15%	121	15%	N/A
Multiple Races		0	0%	0	0%	48	6%	45	6%	N/A
Black/African American		0	0%	0	0%	171	21%	169	21%	N/A
White		0	0%	0	0%	481	58%	462	58%	N/A
Asian		0	0%	0	0%	4	0%	4	0%	N/A
American Indian or Alaskan Native		0	0%	0	0%	1	0%	1	0%	N/A
Native Hawaiian or Other Pacific Islander		0	0%	0	0%	1	0%	1	0%	N/A
Gender		EOY 15-16		12/31/2015		11/30/2016		12/31/2016		%Change
F		0	0%	0	0%	465	56%	447	56%	N/A
M		0	0%	0	0%	361	44%	356	44%	N/A
FARM Eligibility		EOY 15-16		12/31/2015		11/30/2016		12/31/2016		%Change
Qualifies for free		0	0%	0	0%	478	58%	462	58%	N/A
Qualifies for reduced		0	0%	0	0%	80	10%	79	10%	N/A
Refused to report		0	0%	0	0%	104	13%	100	12%	N/A
Prior Schooling		EOY 15-16		12/31/2015		11/30/2016		12/31/2016		%Change
Charter School (Public)		0	0%	0	0%	56	7%	63	8%	N/A
Home School		0	0%	0	0%	56	7%	50	6%	N/A
No Prior School		0	0%	0	0%	52	6%	51	6%	N/A
Online (Virtual) Public School		0	0%	0	0%	62	8%	58	7%	N/A
Private/Parochial School		0	0%	0	0%	61	7%	60	7%	N/A
Public School		0	0%	0	0%	488	59%	474	59%	N/A
Prior Schooling Not Reported		0	0%	0	0%	51	6%	47	6%	N/A
Special Populations		EOY 15-16		12/31/2015		11/30/2016		12/31/2016		%Change
Gifted		0	0%	0	0%	12	1%	11	1%	N/A
504		0	0%	0	0%	13	2%	14	2%	N/A
IEP		0	0%	0	0%	128	15%	130	16%	N/A
None		0	0%	0	0%	674	82%	648	81%	N/A



**MONTHLY SCHOOL REPORT**

**Reach Cyber Charter School**

December 2016

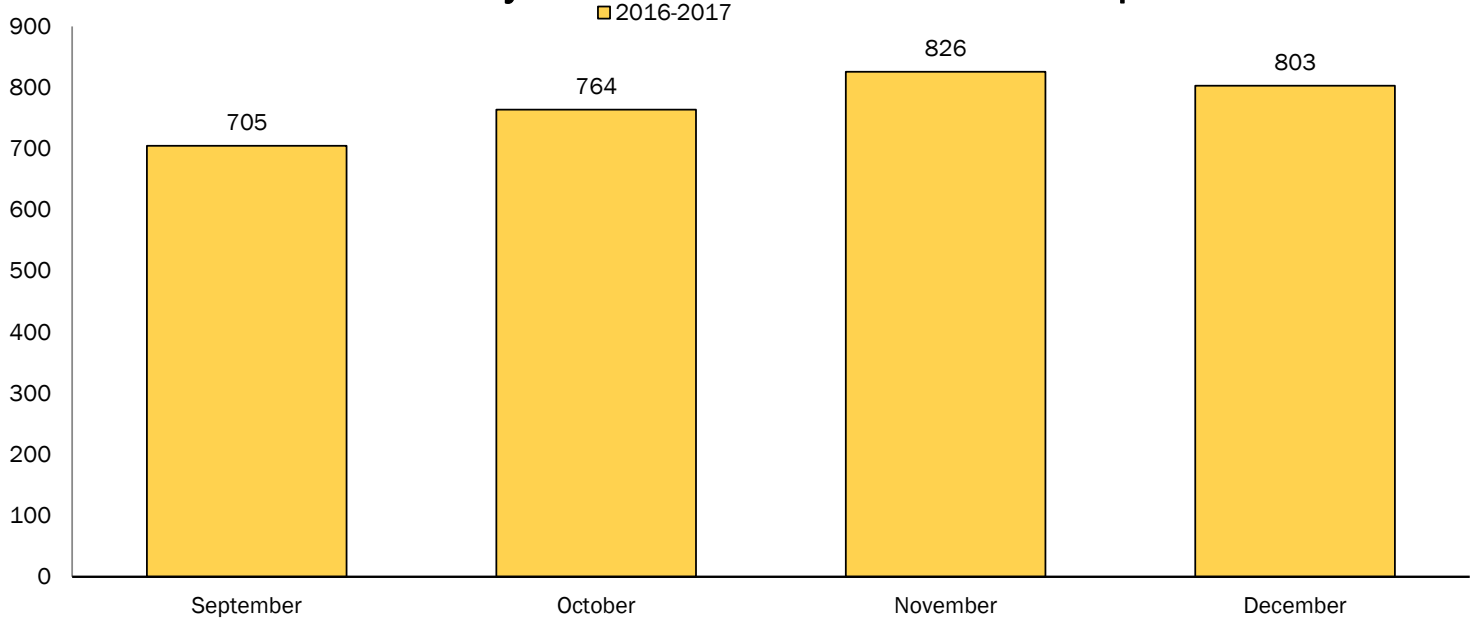
	EOY 15-16		12/31/2015		11/30/2016		12/31/2016		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change
<b>Disability</b>									
Autism	0	0%	0	0%	13	11%	13	10%	N/A
Cognitive Disability	0	0%	0	0%	4	3%	5	4%	N/A
Emotionally Impaired	0	0%	0	0%	14	12%	17	13%	N/A
Hearing Impaired	0	0%	0	0%	2	2%	2	2%	N/A
Multiple Disabilities	0	0%	0	0%	1	1%	1	1%	N/A
Other Health Impaired	0	0%	0	0%	21	17%	21	17%	N/A
Specific Learning Disability	0	0%	0	0%	49	40%	51	40%	N/A
Speech/Language Impaired	0	0%	0	0%	17	14%	16	13%	N/A
<b>Primary Language</b>									
No Language Reported	0	0%	0	0%	826	100%	803	100%	N/A

**PERFORMANCE DATA**

<b>Contacts Per Week</b>									
Met	0	0%	0	0%	653	79%	651	81%	N/A
Not Met	0	0%	0	0%	173	21%	152	19%	N/A
<b>Escalation Status</b>									
On Track	0	0%	0	0%	584	71%	803	100%	N/A
<b>Performance Metrics</b>									
<b>Grades PK-2</b>									
Average Performance	0 %		0 %		88 %		89 %		N/A
Average Participation	0 %		0 %		104 %		98 %		N/A
Average Attendance	0 %		0 %		93 %		90 %		N/A
<b>Grades 3-5</b>									
Average Performance	0 %		0 %		79 %		81 %		N/A
Average Participation	0 %		0 %		105 %		100 %		N/A
Average Attendance	0 %		0 %		99 %		98 %		N/A
<b>Grades 6-8</b>									
Average Performance	0 %		0 %		60 %		64 %		N/A
Average Participation	0 %		0 %		96 %		90 %		N/A
Average Attendance	0 %		0 %		91 %		89 %		N/A
<b>Grades 9-12</b>									
Average Performance	0 %		0 %		63 %		63 %		N/A
Average Participation	0 %		0 %		100 %		90 %		N/A
Average Attendance	0 %		0 %		93 %		90 %		N/A
<b>Total Average Performance</b>	<b>0 %</b>		<b>0 %</b>		<b>71 %</b>		<b>73 %</b>		<b>N/A</b>
<b>Total Average Participation</b>	<b>0 %</b>		<b>0 %</b>		<b>100 %</b>		<b>94 %</b>		<b>N/A</b>
<b>Total Average Attendance</b>	<b>0 %</b>		<b>0 %</b>		<b>93 %</b>		<b>91 %</b>		<b>N/A</b>



### Monthly Student Current Enrollment Comparison



## 2<sup>ND</sup> QUARTER OPERATIONS METRICS

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Connections Education partners with leaders, teachers, and other staff of the schools it supports to continually improve student achievement. The Partner School Leadership Team (PSLT) focuses its work with school staffs on two tools: School Improvement Plans (SIPs) focused on improving outcomes against the annual school goals, and Professional Learning Communities (PLCs) through which teachers and others work through the daily challenges of meeting those goals.

Common operational priorities running through these school-based efforts are monitored across all partner schools and the metrics are shared as a basis for supporting and tracking continuous improvement efforts. The priorities monitored vary by time of year, and for the third year we are reporting to you quarterly on some of the measures. As was true last year, the metrics focus on Teachers and Students, and the “Fall” quarter spanning October through December focused on Engagement: Teachers on their professional practice, students on academic engagement and progress. What is reported here is as follows:

- **Teachers successfully engaged:** Teachers active in their PLCs and participating in professional learning opportunities.
- **Students successfully engaged:** Average days since last contact, % with CBA target being met, % with an intervention code, and % in a Tier II or Tier III intervention with contact and progress monitoring. Attendance, Participation, and Performance metrics are also compared across schools.

The data behind these metrics is pulled from Connexus and the other operational systems that support the schools just before the Winter Break. Much of this data changes constantly: **These metrics are more informative snapshots of on-going work than definitive official “reports.”**

The metrics shown here are compared with a group of other schools Connections supports – aggregated to give some context without sharing every school’s data with the other schools. We do not have truly “comparable schools” but have 3 groups with comparable calendars (“School Year Cycle” or SYC), and 3 rough groupings of size. Your school is highlighted along with the calendar and size groupings to which your school belongs, and the totals across all Connections-supported schools. It would also be appropriate to consider the age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc. – but that is not done here. Please keep that in mind.



## Teachers successfully engaged

	PLC participation		% PL completion by session					
	% with IA	Meetings	101	102	201	202	301	300+
REACH 2016	42%	88%	0%	0%	N/A	N/A	50%	17%
Small Avg	90%	90%	70%	70%	100%	88%	65%	38%
Group 3 Avg	85%	89%	64%	58%	92%	82%	72%	39%
Connections Avg	95%	90%	75%	69%	84%	79%	71%	50%

- Teachers reporting participation in PLCs** – Professional Learning Communities are widely accepted as the single most effective approach to improving professional practice in schools, and what is reported here as of the beginning of Winter Break is the % of teachers who identified at least one “IssueAware” (IA) ticket associated with a specific Professional Learning Community (PLC) group with which they are working, and the % of teachers who indicated in a Fall survey that they have “regular PLC meetings and a SMART goal.” The unweighted average across all Connections-supported schools continues to show high participation with 95% of teachers reporting a PLC IA (up 1% point), and 90% reporting regular meetings (down 9% points but still high). PLC implementation remains high across Connections schools and Connections will revisit its work with schools to understand how to resume the effort to reach 100% and to continue to improve the quality of PLC activity and its benefits for student achievement.
- Teachers participating in professional learning** – Connections continues to develop and improve upon an extensive set of professional learning sessions for teachers. For the 2016-2017 school year, the “100” series is for new teachers in established schools, the “200” series for returning teachers who completed the 100 series last year, and the “300” series is established for those who have completed PL 100 & 200. This year, the 100 series was not assigned to new teachers in new Connections schools and the 300 series was further developed as a mix of required (September (301), January and February) and “optional” (300+) sets of sessions that teachers could chose to attend based on their needs and the topic being presented. Additionally, teachers had the opportunity to substitute their required 100, 200 or 300 level courses with a newly designed Math series. What is shown are the % of eligible teachers who had completed the first 2 sessions of each series (100, 200 or 300) by the end of Winter Break: The participation of eligible 100 level teachers up 5% pts to 75% and 1% pt to 69% (for 101 and 102 respectively). The unweighted average for 201 is steady at 84% and increased from 67% to 79% for 202. Participation in 301 is down 17% pts to 71%, and participation in the other 300 sessions is down

33% pts to 50%, in part due to school-specific differences in the approach to this experienced teacher professional learning. In general, these numbers reflect uneven implementation efforts across schools and Connections will continue to work with schools to take full advantage of the professional learning resources, which increasing percentages of teachers report finding helpful to their work (79%, up from 72% two years ago as reported on the Fall Pulse survey).

## Students successfully engaged

	Contacts	CBAs	Intervention		RTI Monitoring	
	Days Since Last Phone Contact	Target Being Met	Math Code Assigned	Reading Code Assigned	Contact in 4 Weeks	Progress Monitoring
REACH 2016	37.4	71%	98%	98%	95%	2%
Small Avg	19.5	88%	98%	99%	98%	45%
Group 3 Avg	19.7	90%	99%	99%	97%	36%
Connections Avg	20.9	87%	98%	99%	96%	49%

- Average days since last phone contact** – This shows average number of days between logged phone contacts between students and teachers. Much contact happens in other ways (webmail, LiveLesson, etc.), but Connections recommends phone contact between teachers and students every 14 days. The unweighted average across all Connections schools on December 14th, (pulled prior to the Winter Break so as not to be skewed by vacation days) was 20.9 days, a 2.7 day increase from last year. Average days since any **synchronous contact** was 8.9.
- % of students with CBAs Met** –Connections-supported schools ensure student learning is authentic partly through a minimum number of “curriculum-based assessments” (CBAs) – usually 1:1 phone calls during which a teacher probes the student’s understanding of a specific part of the curriculum. This measure shows the % of students at the school with logged CBAs that met the Connections recommended goal prior to the Winter Break. The unweighted average across CA schools was 87%, up 4% points from last year.
- % of students with an intervention code, current contacts and progress monitoring** – Schools are expected to identify students who need extra academic support in Math or Reading and assign appropriate interventions as part of a multi-tiered instructional model using the “Response to Intervention” (RTI) framework. Teachers are asked to make and log regular contact and complete “Progress Monitoring” with those students assigned to the Tier II or Tier III intervention level. These measures show, for both Math and Reading, students who had been assigned an RTI “intervention code” (Tier I, II or III) within 30 days of enrollment and the % of those Tier II or III students with a recent contact and with “Progress Monitoring” logged in the system. The

complexity of the logging process creates training and implementation issues that we are working to resolve. Overall, 96% of Tier II or III students have current contacts (within 28 days), 18% pts higher than last year, and 49% current progress monitoring logs, 15% pts higher than last year. These improvements reflect on-going improvements in the processes as well as the hard work of teachers in schools, and Connections continues to work with the partner schools to improve the processes and their implementation.

- **Attendance, Participation, and Performance metrics for students enrolled at least 30 days by grade level band (K-2, 3-5, 6-8, HS)** – These measures for all enrolled students and comparisons to last year are in the Monthly School Report (MSR) shared with Boards every month, and are broken out by grade level due to the significant variation in school enrollment by grade level. To address perceptions of accuracy, reporting was modified this year to not allow averages over 100%. Because students and record attendance ahead of pace, they have averages over 100%, and too many of these skew the reporting by school and across schools. This change may result in larger differences in year-to-year reporting than the underlying data shows. Numbers here will not exactly match the December MSR due to timing differences, but do allow some comparison with other groups of schools, which is not available on the MSR.

	Attendance				Participation				Performance			
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12
REACH 2016	89%	92%	85%	86%	89%	89%	84%	86%	90%	79%	61%	64%
Small Avg	95%	96%	91%	90%	95%	95%	91%	87%	93%	85%	74%	74%
Group 3 Avg	95%	95%	92%	90%	94%	95%	93%	89%	93%	84%	74%	71%
Connections Avg	94%	95%	92%	89%	95%	96%	93%	87%	94%	84%	74%	72%

- Attendance across all schools remains high and slight declines from last year in K-8 most likely reflect the reporting changes explained above. These percentages reflect the hours families log and may not be equal to the official attendance data reported to some state educational agencies, which is calculated and reported according to state-specific rules.
- Participation rates across all schools are also high with slight declines in K-8 likely due to reporting changes. These percentages reflect the total lessons students have completed compared to the lessons students are expected to have completed as determined by their date of enrollment and the courses assigned.
- Performance rates across all schools remain comparable by grade band to rates reported last year. These percentages are the average score on all student work submitted in all courses to

date. They are not the same as a student's "grade point average" but do track grades. These percentages tend to be low at the start of the Winter Break as many schools complete the 2nd semester after the Winter Break and teachers at some schools may use "temporary zeroes" to emphasize for students what work is missing so that they can work to make it up and complete their courses successfully when they return. Also, the decline in performance rates from primary school (K-2 and 3-5) to secondary school (MS and HS) is also seen in grading patterns across all types of schools. In all 4 grade bands, the unweighted average across schools is up 1 % point.

Overall, we think the 2nd quarter metrics results reflect the positive story of continuous improvement that we shared with the 1st quarter metrics. There is clear evidence that teachers and students are more engaged across most schools Connections supports. The professional learning participation rates and the progress monitoring logs for students assigned RTI Tier II and Tier III intervention codes are areas of concern. We continue to work with your school leaders to help them to improve operations and increase focus on students' academic success.

**REACH Connections Academy**  
**Revenue and Expense Statement Fiscal Year 2017**  
**Period Ended December 31, 2016**

	November-16 Actual	December-16 Actual	YTD Actual	Annual Forecast	Annual Budget	Variance - Favorable (unfavorable)
<b><u>Forecasted Enrollment</u></b>						
Funded Enrollment				754	850	(96)
<b><u>Revenue</u></b>						
Regular Ed Funding	766,239.49	982,792.12	3,247,712.31	6,270,907	6,936,199	(665,292)
Special Ed Funding	368,444.61	420,049.68	1,404,692.39	2,757,749	1,985,898	771,851
Subtotal	<u>1,134,684.10</u>	<u>1,402,841.80</u>	<u>4,652,404.70</u>	<u>9,028,656</u>	<u>8,922,097</u>	<u>106,559</u>
Title I	-	-	-	177,000	177,000	-
Title II-A	-	-	-	22,000	22,000	-
Title VI - IDEA B	-	-	-	-	-	-
E-Rate	-	-	-	-	-	-
Miscellaneous Income	20.00	-	20.00	20	-	20
Subtotal	<u>20.00</u>	<u>-</u>	<u>20.00</u>	<u>199,020</u>	<u>199,000</u>	<u>20</u>
<b>Total Revenue</b>	<b><u>1,134,704.10</u></b>	<b><u>1,402,841.80</u></b>	<b><u>4,652,424.70</u></b>	<b><u>9,227,676</u></b>	<b><u>9,121,097</u></b>	<b><u>106,579</u></b>
<b><u>Compensation Expense</u></b>						
Salaries - Administration	28,821.32	29,486.32	140,096.58	380,442	586,720	206,278
Benefits - Administration	5,764.26	5,897.26	28,019.32	76,088	117,344	41,256
Pension - Administration	2,882.13	2,948.63	14,009.66	34,657	58,672	24,015
Taxes - Administration	2,693.66	2,448.50	13,513.18	35,144	52,805	17,661
Subtotal Administration	<u>40,161.37</u>	<u>40,780.71</u>	<u>195,638.73</u>	<u>526,332</u>	<u>815,541</u>	<u>289,209</u>
			-			
Salaries - Teachers	78,602.57	94,883.62	305,277.43	1,061,064	1,473,687	412,623
Benefits - Teachers	15,720.52	18,976.71	61,055.48	212,213	294,737	82,524
Pension - Teachers	7,860.24	9,488.37	30,527.74	106,106	147,369	41,263
Taxes - Teachers	7,967.59	8,104.81	31,931.74	99,952	132,632	32,680
Subtotal Instructional Staff	<u>110,150.92</u>	<u>131,453.51</u>	<u>428,792.39</u>	<u>1,479,335</u>	<u>2,048,425</u>	<u>569,090</u>
<b>Total Compensation Expense</b>	<b><u>150,312.29</u></b>	<b><u>172,234.22</u></b>	<b><u>624,431.12</u></b>	<b><u>2,005,667</u></b>	<b><u>2,863,966</u></b>	<b><u>858,299</u></b>
<b><u>Connections Products and Services</u></b>						
Curriculum and Instructional Support Services	131,737.59	171,868.08	524,926.00	1,356,479	1,490,135	133,656
Student Connexus License	53,480.00	57,820.00	160,650.00	481,427	535,500	54,073
Student Technology Assistance Services	78,642.66	112,732.67	357,833.00	868,484	948,430	79,946
Enrollment/Placement/Student Support Services	40,045.25	79,661.75	279,888.00	571,200	612,255	41,055
School Operations Support Services	49,660.00	53,690.00	149,175.00	447,039	497,250	50,211
School Business Support Services	-	-	-	-	-	-
Special Ed Program Support Services	46,500.00	48,000.00	136,500.00	428,625	194,517	(234,108)
Professional Development Services	3,000.00	3,375.00	8,625.00	39,938	40,056	119
School Staff Support Services/human resources support	10,440.00	11,745.00	30,015.00	151,763	139,394	(12,369)
Facilities Support Services	2,083.34	2,083.33	12,500.00	25,000	25,000	-
Short term substitute teachers	19,050.00	11,400.00	30,450.00	30,450	-	(30,450)
Direct Course Instruction Support	4,769.01	1,656.99	6,426.00	6,426	-	(6,426)
<b>Total Connections Products and Services Fees</b>	<b><u>439,407.85</u></b>	<b><u>554,032.82</u></b>	<b><u>1,696,988.00</u></b>	<b><u>4,406,831</u></b>	<b><u>4,482,537</u></b>	<b><u>75,706</u></b>

**REACH Connections Academy**  
**Revenue and Expense Statement Fiscal Year 2017**  
**Period Ended December 31, 2016**

	November-16 Actual	December-16 Actual	YTD Actual	Annual Forecast	Annual Budget	Variance - Favorable (unfavorable)
<b><u>Pass-Through Expenses</u></b>						
Office Supplies	744.64	678.59	4,204.00	22,000	25,500	3,500
Copiers/Reproduction	422.50	-	599.92	7,500	8,500	1,000
Office Postage	-	331.72	663.44	10,000	12,750	2,750
Student Testing & Assessment	-	-	-	37,700	42,500	4,800
Staff Recruiting/Background Checks	(11,803.16)	481.61	20,947.55	40,000	3,900	(36,100)
Staff Training/Prof. Dvlpmt.	2,117.14	-	2,117.14	22,000	24,000	2,000
Travel and Conferences	2,798.14	796.71	3,763.64	23,500	25,500	2,000
Team Building	-	-	-	-	-	-
Maintenance & Repair	214.15	1,330.09	10,950.76	12,000	8,500	(3,500)
High Speed Internet	1,217.38	229.99	2,486.73	20,000	20,000	-
Telephone	14.89	9.44	303.63	20,000	20,000	-
Office Rent (including utilities)	8,916.65	8,916.65	44,583.24	108,000	108,000	-
Expensed Equipment	1,756.00	7,576.73	9,823.73	9,824	-	(9,824)
Expenses Pending Allocation	(3,619.48)	-	1,231.68	1,232	-	(1,232)
Student Technology Support Stipend	-	-	-	219,000	314,118	95,118
Student Printers	-	-	-	32,600	35,700	3,100
Special Education Direct Services	10,929.17	5,744.22	16,673.39	468,000	395,220	(72,780)
Contracted Pupil Health Support	-	-	-	8,500	8,500	-
STEM Programmatic Expenses	-	-	-	49,000	60,000	11,000
Extracurricular Activities	-	-	-	19,000	21,250	2,250
ISP Payment Reimbursement	-	65,963.73	65,963.73	-	-	-
<b>Total Pass-Through Expenses</b>	<b>13,708.02</b>	<b>92,059.48</b>	<b>184,312.58</b>	<b>1,129,856</b>	<b>1,133,938</b>	<b>4,082</b>
<b><u>Other School Expenses</u></b>						
Banking fees	2.00	-	2.00	1,000	1,000	-
External Audit	-	-	-	20,000	20,000	-
Dues	-	-	-	2,500	2,500	-
D&O Insurance	(611.00)	-	2,793.00	4,000	1,500	(2,500)
Legal Services	-	-	8,881.40	10,000	10,000	-
Board Related Expense	-	696.81	2,091.79	20,000	20,000	-
Graduation Expense	-	-	-	-	-	-
Student Activities	-	409.95	409.95	410	-	(410)
Other School Expense	10.00	-	10.00	100	-	(100)
Accounting Services	-	12,200.00	12,200.00	68,850	68,850	-
<b>Total Other School Expenses</b>	<b>(599.00)</b>	<b>13,306.76</b>	<b>26,388.14</b>	<b>126,860</b>	<b>123,850</b>	<b>(3,010)</b>
<b><u>Adjustments and Credits</u></b>						
Deficit Protection Credit	-	-	-	-	-	-
<b>Total Adjustments and Credits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Program Expenses Before Depreciation</b>	<b>602,829.16</b>	<b>831,633.28</b>	<b>2,532,119.84</b>	<b>7,669,214</b>	<b>8,604,291</b>	<b>935,077</b>
Capital Outlay	98,774.39	-	105,395.29	215,000	215,000	-
<b>Total Program Expenses Including Depreciation</b>	<b>701,603.55</b>	<b>831,633.28</b>	<b>2,637,515.13</b>	<b>7,884,214</b>	<b>8,819,291</b>	<b>935,077</b>
<b>Net Increase (Decrease)</b>	<b>433,100.55</b>	<b>571,208.52</b>	<b>2,014,909.57</b>	<b>1,343,463</b>	<b>301,806</b>	<b>1,041,657</b>
<b>Beginning fund balance</b>	<b>1,010,600.50</b>	<b>1,443,701.05</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Ending fund balance</b>	<b>1,443,701.05</b>	<b>2,014,909.57</b>	<b>2,014,909.57</b>	<b>1,343,463</b>	<b>301,806</b>	<b>1,041,657</b>

**REACH Connections Academy  
Balance Sheet  
December 31, 2016**

**ASSETS**

<b>Cash and Short Term Investments:</b>	
Cash:Checking	\$1,999,812.98
	-----
<b>Total Cash and Short Term Investments</b>	<b>1,999,812.98</b>
 <b>Other Current Assets:</b>	
Pupil Funding Receivable	2,652,599.72
	-----
<b>Total Other Current Assets</b>	<b>2,652,599.72</b>
	-----
<b>Total Current Assets</b>	<b>4,652,412.70</b>
	-----

**Fixed Assets:**

<b>Property Plant &amp; Equipment:</b>	
Leasehold Improvements	105,395.29
Accum Depr:Leasehold Improvements	-
	-----
<b>Net Fixed Assets</b>	<b>105,395.29</b>
	-----

<b>Total Assets</b>	<b>\$4,757,807.99</b>
	=====

**LIABILITIES**

<b>Current Liabilities:</b>	
Due to (from) Connections Academy	2,506,752.00
Accounts Payable	86,213.72
Pension Payable	44,537.41
	-----
<b>Total Current Liabilities</b>	<b>2,637,503.13</b>
	-----

<b>Total Liabilities</b>	<b>2,637,503.13</b>
	-----

**FUND BALANCE**

Invested in Capital	105,395.29
Change in Fund Balance	2,014,909.57
	-----
<b>Ending Fund Balance</b>	<b>2,120,304.86</b>
	-----

<b>Total Liabilities and Fund Balance</b>	<b>\$4,757,807.99</b>
	=====



Reach Cyber Charter School  
MINUTES OF THE BOARD OF DIRECTORS MEETING  
Wednesday, November 16, 2016 at 9:00 a.m.

Held at the following location and via teleconference  
750 East Park Drive, Suite 204  
Harrisburg, PA 17111

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**I. Call to Order and Roll Call**

In the absence of a quorum of Board members, Mr. Taylor indicated the Board's intent to hear Oral Reports until additional members of the Board could join the meeting.

Board Members Present: David Taylor (in person); Gail Hawkins-Bush and Joe Harford (via phone);

Board Members Joined During Meeting: Brian Leinhauser (via phone);

Board Members Absent: Paul Donecker and Alex Schuh;

Guests via Phone: Jane Swan, Principal; Scott Stuccio, School staff; Rachel Graver, Connections staff; (in person); Dennis Tulli, Connections Consultant; Michael Whisman and Kevin Corcoran, Charter Choices, Financial Consultants; Ken Helt, Jay W. Ragley, Amanda Jay, Heather Woodward and Kristin DeGross, Connections staff (via phone).

Oral Reports

At the request of the Board, this item was moved up on the agenda.

Principal's Report

Update on Enrollment Visit – October 27, 2016

Ms. Swan reviewed the recent visit by representatives from the Pennsylvania Department of Education. She reviewed the meeting with the Board and noted the positive outcomes of the meeting. Ms. Swan further reviewed enrollment and staffing at the school.

[Mr. Leinhauser joined the meeting at 9:08 a.m.]

Having a quorum of the Board present, Mr. Taylor called the meeting to order at 9:08 a.m.

**II. Public Comment**

There were no public comments made at this time.



### III. Routine Business

#### a. Approval of Agenda

Mr. Taylor asked the Board to review the Agenda distributed prior to the meeting. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the November 16, 2016 meeting of the Reach Cyber Charter School Board of Directors, as presented, is hereby approved.

The motion passed unanimously.

### IV. Oral Reports

#### a. Principal's Report

##### i. Update on Enrollment Visit – October 27, 2016

This item was discussed earlier in the meeting.

##### ii. Update on Student Intervention Efforts – Tier 1 and Tier 2

Ms. Swan updated the Board on Student Intervention Efforts. She advised the Board of school staff members' increased awareness of critical educational components and benchmarks, as well as Connections' useful tools for tracking student progress. Ms. Swan further discussed the relation these efforts have to the school's annual success in goals completion.

##### iii. Update on Title Funding

Ms. Swan provided the Board with an update on title funding disbursements for the 2017-2018 school year.

Ms. Swan introduced Mr. Stuccio, and reviewed his work at the school as the STEM Coordinator. Mr. Stuccio discussed his background with the Board, and provided an update on new technology to be installed at the school for use with state standardized lessons. The Board thanked Mr. Stuccio for his innovative work.

#### b. Financial Update

Mr. Helt discussed the school's financial statements with the Board. Mr. Helt reviewed the revenue and expense statements, as well as the current forecast. He further noted that all financial documents had been reviewed with the school's financial consultants prior to the meeting.

## V. Consent Items

Mr. Taylor asked the Board Members whether there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. There being no changes, a motion was made and seconded as follows:

RESOLVED, that the Consent Items:

- a. Approval of Minutes from the October 19, 2016 Board Meeting; and
- b. Approval of Staffing Report, are hereby approved.

The motion passed unanimously.

## VI. Action Items

- a. Approval of Connections Education Invoice for October

Mr. Helt reviewed the Connections invoice for the month of October, as drawn from the financial report presented earlier in the meeting and contained in the Board materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Connections Education invoice for the month of October, in the amount of \$488,824.14, as presented, is hereby approved.

The motion passed unanimously.

## VII. Information Items

- a. Future Funded Enrollment Growth

Ms. Graver reviewed with the Board a proposed Funded Enrollment Target range for the 2017-2018 school year of 1,500- 2,000 students. She reminded Board members that the target is a major driver for school budget planning, including outreach, staffing and many other initiatives. Ms. Graver further advised that the proposed enrollment target will be presented for approval during the upcoming January Board meeting, if Board members indicate their support of the number. She reviewed past target numbers and the predicted growth for the school based on many factors, including trends in enrollment, students currently in the pipeline and outreach efforts. The Board expressed their support of the proposed number.

- b. Legislative Update

Ms. Jay provided the Board with an update on recent legislative activities in the state, which may impact the school.

- c. Partner School Leadership Team Update

- i. School Leader Review Process

Ms. Graver outlined the annual school leader review process with the Board. She reviewed with Board members that the process includes feedback from the Board through a survey. Ms. Graver further reviewed with the Board that Ms. Swan's mid-year review will be discussed during the

January meeting and the final review will take place during the Board's Annual Meeting in June. She also reiterated the importance of Board member participation in the review process.

Ms. Swan discussed several recent field trips for families at the school, and noted the successful numbers in attendance.

**VIII. Adjournment and Confirmation of Next Meeting - Wednesday, January 18, 2017 at 9:00 a.m.**

Mr. Harford inquired if there was any other business or discussion. There being no further business or discussion, he noted that the next meeting would be held on Wednesday, January 18, 2017 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 9:33 a.m.

Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Bender, Emily	Teacher-Elementary	\$37,500.00	0.04	01/03/17
Hitz, Cynthia	Teacher-Elementary	\$42,000.00	0.04	11/28/16
Palombi, Nicole	Teacher-Special Education	\$41,000.00	0.04	11/30/16
Ritchie, LeeAnn	Assistant Principal I	\$75,000.00	0.12	12/19/16
Smith, Cody	Teacher-Secondary	\$45,000.00	0.04	12/12/16

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
N/A			

Promotions/ Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date in new position
N/A					

**Emily Bender**  
300 Front Street Apt. 2  
Marysville, PA 17053  
eebender08@yahoo.com  
717-275-4366

## **OBJECTIVE**

To obtain a full-time teaching position in the field of elementary education.

## **EDUCATION**

Bloomsburg University of Pennsylvania  
**Bachelor of Early Childhood Education** May 2015 **Cum Laude**  
Overall GPA: **3.67**

Bloomsburg University of Pennsylvania  
**Master's of Reading** *In Progress*

## **HONORS & AWARDS**

- ❖ Nominated as a "Promising Teacher Candidate" by Dr. Walter Zilz, Department of Exceptionalities
- ❖ Dean's List – four semesters

## **EMPLOYMENT HIGHLIGHTS**

**PreK Counts Teacher**, CAHS, Harrisburg, PA October 2015-Current

- ❖ Provide a safe classroom learning environment that is welcoming to children and their families; individualize instruction/services based on each child's goals, interests, and needs. Work closely with families and support staff through home visits and in-school conferences, in order to set goals and provide resources to support children and their families for personal growth and academic success.

**Lead Teacher**, Goddard School, Enola, PA August 2015-October 2015

- ❖ Taught morning circle which included songs, movement/dance, calendar, and a story. Planned daily theme related/child-directed learning centers. Communicated with parents and staff on a daily basis which included recording eating, sleeping, and toileting habits through Tadpoles. Created and implemented a safe and welcoming learning environment for both parents and children.

**Receptionist**, King's Fitness, Newport, PA Weekends/Breaks 2011-Current

- ❖ Demonstrate strong customer service skills while interacting with members, potential members, coworkers, and management. Keep records and collect data on members using Excel. Complete cleaning and organizing tasks as needed.

## **STUDENT TEACHING**

### **Kindergarten Classroom**

West Creek Hills Elementary School, Camp Hill, PA January-March 2015

- ❖ Responsible for morning meeting, Foundations, reading, writing, and mathematics while using a variety of teaching methods, reaching out to all learning styles.
- ❖ Developed and implemented a one-week thematic unit honoring Dr. Seuss.
- ❖ Co-taught a small WIN group.
- ❖ Participated in two IEP meetings.
- ❖ Volunteered to help host the school-wide spaghetti dinner for Relay For Life.
- ❖ Utilized technology on a regular basis to enhance lesson plans and student learning outcomes.

### **First Grade Classroom**

West Creek Hills Elementary School, Camp Hill, PA March-May 2015

- ❖ Responsible for shared reading, guided reading, writing, mathematics, and science while using a variety of teaching methods, reaching out to all learning styles.
- ❖ Implemented hands-on science investigations through The Full Option Science System (FOSS) on a regular basis.
- ❖ Participated in parent-teacher conferences along with Open House Night.
- ❖ Utilized technology on a daily basis to enhance lesson plans and student learning outcomes.

**RELATED EXPERIENCE**

**Practicum, Sicangu Lakota Native American Reservation**

North Elementary School, Mission, SD

January 2014

- ❖ Observed and co-taught a 1<sup>st</sup> grade classroom.
- ❖ Volunteered with the local Habitat for Humanity and Episcopal Church.
- ❖ Attended & helped host a dinner/activity night for children with physiological needs.
- ❖ Experienced and observed the culture of the Sicangu Lakota Native American Tribe.

**Diagnostic Case Study**

Liverpool, PA

Fall 2014

- ❖ Worked one-on-one with a 1<sup>st</sup> grader in the home setting.
- ❖ Implemented and analyzed DRA's.
- ❖ Planned, prepared, and implemented interventions based on data.

**PROFESSIONAL DEVELOPMENT**

- ❖ Literacy Training April 6, 2016
- ❖ ECERS Foundations and ECERS-R March 21, 2016
- ❖ CAAEYC Conference: Beyond ABC's and Prop Box Play March 5, 2016
- ❖ PBIS Social Emotional Strategies & Interventions February 26, 2016
- ❖ Screenings and Disabilities Training December 7, 2015
- ❖ Parent Involvement Training November 23, 2015
- ❖ HighScope Training November 19, 2015
- ❖ PBIS Relationships & Environments November 18, 2015
- ❖ CPI: Nonviolent Crisis Intervention November 16, 2015
- ❖ Home Visiting Training November 10, 2015
- ❖ Health, Safety, and Nutrition Training November 2, 2015
- ❖ McDowell Institute: Teacher Excellence in Positive Behavior Support Modules 1 & 2
- ❖ Professional Development Workshop on Diversity
- ❖ i-Ready Training 1 of 2 February 2015
- ❖ Intruder Training February 2015
- ❖ Reducing the Risk of SIDS in Early Education and Child Care August 5, 2015
- ❖ Certified Mandated Reporter Training (Online) August 5, 2015
- ❖ Certified Mandated Reporter Training October 28, 2014

**OTHER ACTIVITIES:**

Intramural Volleyball

Spring 2014

Pop-Up Adventure Playground

Fall 2014

Helping Others Club

Fall 2012

Bloomsburg University's Annual Special Olympic Bocce Tournament

Fall 2012

## REFERENCES:

Dr. Todd Hoover  
Department of Teaching and Learning  
3106 McCormick Center  
Bloomsburg University  
400 East Second Street  
Bloomsburg, PA 17815  
570-389-4005 / [thoove2@bloomu.edu](mailto:thoove2@bloomu.edu)  
(Student Teaching Supervisor & Professor)

Dr. Molly Marnella  
Department of Teaching and Learning  
3209 McCormick Center  
Bloomsburg University  
400 East Second Street  
Bloomsburg, PA 17815  
570-389-4425 / [mmarnell@bloomu.edu](mailto:mmarnell@bloomu.edu)  
(University Professor)

Ms. Tracey Yohn  
West Creek Hills Elementary School  
400 Erford Road  
Camp Hill, PA 17011  
717-732-0142 / [tyohn@epasd.org](mailto:tyohn@epasd.org)  
(Cooperating Teacher)

Mr. Dennis King  
King's Fitness  
235 Walnut Street  
Newport, PA 17074  
717-567-2123  
(Employer)

Dr. Craig Young  
Department of Teaching and Learning  
2218 McCormick Center  
Bloomsburg University  
400 East Second Street  
Bloomsburg, PA 17815  
570-389-4005 / [cyoung@bloomu.edu](mailto:cyoung@bloomu.edu)  
(University Professor)

Mrs. Nicole Karavage  
Capital Area Head Start  
3705 Elmwood Drive  
Harrisburg, PA 17110  
717-507-3456 / [niksinclair2@gmail.com](mailto:niksinclair2@gmail.com)  
(PreK Counts Teacher & Mentor)

Mrs. Erin Minick  
West Creek Hills Elementary School  
400 Erford Road  
Camp Hill, PA 17011  
717-732-0142 / [eminick@epasd.org](mailto:eminick@epasd.org)  
(Cooperating Teacher)

# CYNTHIA HITZ

1098 Monroe Street Harrisburg, PA | cehitz@gmail.com | 717-418-1521

**PROFILE** | In my experiences in the elementary classroom and in the professional community, I have demonstrated that I am a self-confident, diversified person who works flexibly and cooperatively with others; I have skills with curriculum development, management, organization, assessments, and data analysis.

**EDUCATION** | **THE PENNSYLVANIA STATE UNIVERSITY, CAPITAL COLLEGE, MIDDLETOWN, PA**  
BACHELOR OF SCIENCES, ELEMENTARY EDUCATION | MAY 2008 | GPA 3.85  
Pennsylvania Elementary and Early Childhood certification  
Graduated with Distinction

MASTERS OF THE ARTS | MAY 2014 | GPA 3.75

**EDUCATION EXPERIENCE** | **EDUCATOR WHITAKER CENTER FOR SCIENCE AND THE ARTS**  
APRIL 2014-PRESENT

Grades Pre K through 8<sup>th</sup>

Developed and implement science curriculum for Discovery Labs and cart presentations. Align curriculum to current state standards and create extensions for classroom use. Teaching of various science curriculums for summer camps. Facilitating and implementing grant initiatives. Oversee volunteers, interns and youth work program participants.

**SIG INTERVENTIONIST HARRISBURG SCHOOL DISTRICT**  
JANUARY 2012-AUGUST 2012

Grades K-4<sup>th</sup>

Followed grade level curriculum to provide specified interventions to help students achieve proficiency of skills through small group teaching strategies based on students' needs, teacher input and analyzed data.

**TEACHER HARRISBURG SCHOOL DISTRICT**  
NOVEMBER 2008-JUNE 2011

Teaching of curriculum aligned with Pennsylvania Standards in literacy, mathematics, writing, social/emotional development and science. Planned and taught lessons using Learning focused strategies, executed classroom management using Responsive classroom techniques, assessed student data and growth, created and implemented interventions with students, assisted writing individual educational plans and attended professional development activities.

**SUBSTITUTE TEACHER**  
Susquehanna Township School District, Harrisburg, PA  
St. Patrick's School, Carlisle, PA  
MAY 2008-NOVEMBER 2008

Taught lessons and conducted classroom as teacher. Followed plans prepared by the regular classroom teacher and served as teacher and aide for Learning Support classrooms.



**WORK  
EXPERIENCE**

**INTERACTOR WHITAKER CENTER FOR SCIENCE AND THE ARTS**  
NOVEMBER 2013-APRIL 2014

Interact with guests and creating inviting atmosphere while promoting sciences, learning, and fun. Develop and perform activities to enhance guests' educational and cultural experiences.

**ASSISTANT MANAGER 5BELOW**  
DECEMBER 2012-OCTOBER 2013

Managed Store and performed duties in sales and maintenance of merchandise.

**KIDZ KAMP COUNSELOR & AFTERSCHOOL CARE TEACHER**  
CHURCHES AFFILIATED CHILD CARE CENTER OF CAMP HILL  
JUNE 2005-JULY 2007

Worked with children grades K-9. Planned and implemented activities that included sports, art, music, science, dance, social studies, reading and fun.

**PROFESSIONAL  
AFFILIATIONS  
AND  
DEVELOPMENT**

Former Member:

Pennsylvania State Educators Association (PSEA) National Educators Association (NEA)  
Student Member of Phi Kappa Phi, Kappa Delta Pi, ASCD, KEYTA

Professional Development trainings of importance:

Response to Intervention (RTI) 2012  
Learning Focused Strategies 2009  
Responsive Classroom management 2009  
Journeys, Guided reading, Running Records, DIBELS 2008-2012  
Project Learning Tree, January 2007  
KSRA Conference, Fall 2007  
Fire, Safety, and First Aid training, Summer 2007

**HONORS**

Dean's List; Penn State Harrisburg, HACC, Albright College  
Kappa Delta Pi, Education Honors Society  
Phi Kappa Phi, National Honors Society  
Alumni Scholarship, Albright College

**INTERESTS**

Volunteering with Junior Achievement, active in sports, coaching, art, crafts, history, music, dance, outdoors, antiques and collector

**REFERENCES**

**LORI LAUVER**, STEM COORDINATOR  
SYLVAN HEIGHTS CHARTER SCHOOL  
Personal 717-994-4301/ [Llauer@SHSCS.org](mailto:Llauer@SHSCS.org)

**JANE BECHTEL**, EDUCATOR  
SCIENCE TEACHER HELEN THACKSTON CHARTER SCHOOL  
Personal 717-877-4954

**KATIE HICKS**, VOLUNTEER AND MEMBERSHIP MANAGER  
WHITAKER CENTER FOR SCIENCE AND THE ARTS  
Personal 717-602-7668/ Work 717-724-3857 [khicks@whitakercenter.org](mailto:khicks@whitakercenter.org)

**SALARY  
HISTORY**

Educator, Whitaker Center: Hourly \$15.45  
SIG/Teacher in Hbg. SD: Salary \$42,000/yr.

# NICOLE M. PALOMBI

30 GREENBRIAR DRIVE • PITTSBURGH, PA 15220 • 412-596-4200

[NicolePalombi712@yahoo.com](mailto:NicolePalombi712@yahoo.com)

## **Objective:**

---

To become a special education teacher where I help guide students in obtaining the skills, knowledge, and confidence to become successful in their education and personal lives.

## **Education:**

---

### **La Roche College**

**August 2008 to December 2012**

- Bachelor Degree: Elementary Education with dual certification in K-6 Elementary Education and Special Education
- Graduated: December 14, 2012
- Dean's List 2009-2012
- GPA: 3.68

### **Chartiers Valley High School**

#### **High School Diploma**

**August 2004- June 2008**

- National Honor Society 2004-2008
- Scholar Athlete Award 2004-2008

## **Substitute Teaching Experience:**

---

### **Chartiers Valley Primary School**

#### **Long Term Sub- 2<sup>nd</sup> Grade Learning Support Co-Teaching Classroom**

**January 6, 2015-March 4, 2015**

- Responsible for a diverse learning support classroom, including children with specific learning disabilities, autism, and ADHD
- Collaborative lesson planning and instruction with a Special Education Teacher
- Small Group and Whole Group instruction including many differentiated activities

### **Chartiers Valley Primary School**

#### **Long Term Sub-Life Skills Classroom**

**October 27, 2014-January 5, 2015**

- Special Education students Kindergarten-Second Grade
- Worked with students on Autism Spectrum, Down Syndrome, Intellectual Disabilities, and MR
- Developed and implemented individual and whole group lesson plans
- Responsible for progress monitoring and ESY

### **Carlynton School District**

#### **Day to Day Sub**

**September 3, 2014-June 2015**

- Responsible for classrooms presented to me

## **Related Work Experience:**

---

### **ABC's for Children**

**August 31, 2016-Present**

#### **Lead Pre-K Teacher**

- Create and implement lesson plans daily
- Weekly newsletters submitted to parents
- Work with children on the autism spectrum and speech delays
- Responsible for children ages 3-4

### **Private Summer Nanny**

**June 2015-August 2015**

- Responsible for 5 year old with sensory needs

### **Kingdom Care Learning Center**

**March 4, 2013-August 2014**

#### **Lead Preschool Teacher**

- Create and implement lesson plans daily
- Work with children on the autism spectrum, with speech delays, and ADHD
- Responsible for children ages 3-4

### **Private Math Tutor**

**October 2013-June 2014**

- Several days a week tutored sixth grade student
- Prepared quizzes, worksheets, and taught content

### **Private Nanny**

**December 2012-March 2013**

- Responsible for four children ages 3, 5, 6, and 8
- One child diagnosed with Autism, one with Pervasive Developmental Disorders, and one with Oppositional Defiant Disorder

### **Brentwood High School**

**July 2009-May 2011**

#### ***JV Girls' Head Basketball Coach and Assistant Varsity Coach***

- Coached high school girls 9<sup>th</sup>-12<sup>th</sup> grade
- Created a safe, secure, friendly, competitive team atmosphere, demonstrated the importance of hard work, dedication, teamwork, and good sportsmanship.
- Helped young girls develop confidence in themselves and each other, provided fundamentals, drills, and implemented strategies for success on the court.

## **Student Teaching Experience:**

---

### **K-5 Learning Support- Mount Lebanon Hoover Elementary**

**December 3, 2012-January 18, 2012**

- Monitored sensory workouts
- Responsible for progress monitoring
- Instructed reading, math, and LANGUAGE! groups
- Worked with students on the autism spectrum, other health impairments, ADHD, specific learning disabilities, and ESL student

**4<sup>th</sup> Grade- Mount Lebanon Lincoln Elementary School**

**October 15, 2012-November 30, 2012**

- Taught (investigation) math, science, language arts, and held OWLEUS meetings
- Used technology such as I-Pads and SmartBoards
- Worked with gifted students, students on the autism spectrum, specific learning disabilities, and anxiety disorders

**1<sup>st</sup> Grade-Keystone Oaks Myrtle Elementary School**

**August 27, 2012-October 12, 2012**

- Taught all first grade subjects
- Recess and Bus Duty
- Worked with students on Autism Spectrum and ESL student

**Related Volunteer Experience:**

---

**South Fayette**

**November 2014-Present**

**Middle School (Volunteer) Travel Basketball Coach**

- Current 7<sup>th</sup> grade coach and coached 5<sup>th</sup> and 6th grade girls prior
- Demonstrated basic basketball skills that later developed into more advanced skills
- Created a fun, competitive, and safe team environment
- Taught the importance of confidence and good sportsmanship

**WOOA Westwood Oakwood Athletic Association**

**April 2015-June 2015**

**Youth Softball Coach**

- Coach girls ages 6-8
- Helped girls develop basic softball skills, along with skills such as patience, encouragement, and confidence
- Provided a fun and safe atmosphere

# LeeAnn B. Ritchie

3767 State Route 890, Sunbury, PA 17801  
lrteach@ptd.net · (570)286-0770(h) · (570)590-7770(c)

---

## EXECUTIVE SUMMARY

Proven leader in K-12 education with 20 years of experience as an educator and administrator in the public schools of Pennsylvania. Demonstrated skill in ELA curriculum development with a focus on improving student performance and providing best practice support for teachers and administrators.

## LEADERSHIP EXPERIENCE

### High School Principal, Grades 11/12

Agora Cyber Charter School, Wayne, PA (2011 to present)

- Research and develop policies for high school of 5000 students, based upon best practices in education for high-risk populations; develop crisis policies and write teacher-friendly guides to policy revisions
- Facilitate collection of data from individual students to whole school data dive, facilitate course content meetings and individual teacher data reviews
- Analyze and interpret data from interim, benchmark state testing snapshots, and Keystone state testing and PSSA constructed response development
- Develop and promote professional development for staff of 400 faculty members and staff personnel
- Provide observation and evaluation for high school English department
- Provide academic coaching and training on best practices within the work place
- Prepare and deliver differentiated lessons and student-focused activities in literature, PSSA, Keystone centered writing assignments, grammar/mechanics
- Include best practices and authentic assessments within classrooms, understanding the learning needs of high school students

### Director of Curriculum, Humanities Department, Grades 6-12

Williamsport Area School District, Williamsport, PA (2008-2011)

- Led task team to rewrite high school English curriculum, aligning it more tightly to common core standards, SAS and common assessments
- Analyzed data as it relates to student achievement and engagement in a high-need high school
- Developed policies for the high school, middle school, and elementary schools within the district
- Assessment of policy changes showed effectiveness in student success as it relates to graduation rate and increased passing rate. Student achievement gaps were closed and target groups migrated successfully from below basic to basic, basic to proficient, and proficient to advanced
- Collaborated with all content areas task forces to align curriculum to the common core state standards
- Designed and developed professional development opportunities for teachers K-12
- Implemented coaching within high school program in coordination with PA Institute of Instructional Coaching
- Participated in leadership team within the district. This team was responsible for implementation of change policy as it relates to student relevance, engagement, grades, curriculum, budget, purchases of text and technology indicators, school board policy review and change, and teacher observation and evaluation practices

### **High School Principal**

Millersburg High School, Millersburg, PA (2007-2008)

- Controlled daily operations of the high school building
- Oversaw all professional development activities for teachers and staff grades 9-12
- Coordinated all high school public relations activities
- Coordinated scheduling at the high school level
- Responsible for budgetary control and development, including review of past budgets and forecasting current and future needs based upon funding available through the tax base and state and federal monies. Line item review and collaboration with school board, auditor, and solicitor
- Primary policy review agent and writer – Annual review of policies as they relate to the high school level. Lead administrator on policy review board, determination of review, status of review, and follow-up policy revisions. These policies were written in coordination with the local school board, special education policies and guidelines, as well as regular education needs within the district.
- Grant writer

### **CLASSROOM EXPERIENCE**

#### **English Department Chairperson K-12 (2004-2006) / Secondary English Teacher (1997-2006)**

Danville Area School District, Danville, PA

- Developed courses in middle school English program with an eye toward progression to the next level
- Prepared and delivered differentiated lessons and student-focused activities in literature, writing and grammar/mechanics
- Included best practices and authentic assessment within the classroom, understanding the needs of middle school students
- Created and implemented curriculum that aligned with PA standards and anchors

#### **Secondary English Teacher**

Lourdes Regional High School (1992-1997)

#### **Faculty Member, School of Education, Virtual Division**

Grand Canyon University, Phoenix, AZ (2010 to present)

- Advise students through the distance learning program
- Mentor progression through graduate course in adolescent literacy and curriculum and instruction
- Provide constructive criticism/evaluations of coursework for two courses

#### **E-Learning for Educators Facilitator**

PA Department of Education, Harrisburg, PA (2004-2006)

- Developed and delivered on-line course: *Reading and Writing in the Content Areas*
- Collaborative partner in research study through Boston College involving research analysis of the impact of online professional development and student achievement. Analyzed the positive impact of teacher-selected online modules to effective best practices within the classroom, focusing on relevance and engagement for all students, but specifically for students with high needs or high risk factors

## EDUCATION

**Marygrove College**, Detroit, MI

*Master in the Art of Teaching*, 2000

Emphasis: Education Administration, Master Teacher (4.0 GPA)

**Marywood University**, Scranton, PA

*Bachelor of Science*, 1983

Major: Business Administration (4.0 GPA)

## CERTIFICATIONS

Pennsylvania Professional Certificate, Secondary English (1996)

Pennsylvania Professional Certificate, Principal K-12 (2006)

Pennsylvania Professional Certificate, Supervisor, Curriculum/Instruction (2006)

## PUBLICATION

Dr. Nancy Ryland and LeeAnn Ritchie *High Impact Mentoring for Beginning Principals*, The Pennsylvania Administrator, Educational Leadership, May 2008

## REVIEWS

“Ms. Ritchie is a proactive and organized leader who has excellent communication skills. These attributes have made her a well-respected leader with Agora’s administration and staff. She works tirelessly to ensure that her teachers are equipped with the necessary instructional skills to deliver well-planned and engaging lessons. Her ability to lead a team of teachers in a fair and ethical manner is top notch.” – *Supervisor of Special Education, Agora Cyber Charter School*

“Having worked with LeeAnn for four years, I have come to rely on her wisdom, dedication and efforts to ensure high quality instruction and maximized student success for all learners in her department. LeeAnn presents the voice of calm and reason during chaos and is an excellent problem solver.” – *PD Coordinator, Agora Cyber Charter School*

“LeeAnn is a person of quality. She has values and character. She presents a professional appearance and a friendly manner. LeeAnn treats all people with respect and dignity. She is an outstanding role model for her students and staff. She is a professional whom you can employ with confidence” – *Chair, Educational Studies and Secondary Education, Bloomsburg University*

**Cody J. Smith**  
(610) 406-3163  
cjsmith453@gmail.com

**Address:**  
86 Waverly Ave.  
Lancaster, Pa. 17601

**EDUCATION:**

Millersville University, Millersville, PA  
Bachelor of Science in Education  
Major: Social Studies/History  
3.53 GPA

August 2007-May 2011

**TEACHING EXPERIENCE:**

**Agora Cyber Charter School, King of Prussia, PA**  
**8<sup>th</sup> GRADE – WORLD HISTORY**

**2011-Present**

- Lead Teacher
- Average of 150 Students, many with IEPs
- History Club Leader
- Administered standardized tests at face to face sites
- Administered AIMSweb benchmark and progress monitoring tests
- Attended face to face event with students
- Certified to aid in the Student Assistance Program (SAP)
- Trained in Reading Apprenticeship Program

**Manor Middle School, Lancaster, PA**  
**7<sup>th</sup> GRADE – GEOGRAPHY**

**2011**

- Student Teaching Experience
- Taught my own unit plan on the Americas
- Taught full time for two months
- Collaborated with special education aides

**Lebanon Middle School, Lebanon, PA**  
**7<sup>th</sup> GRADE – WORLD HISTORY**

**2010**

- Created unit plan
- Taught a full day
- Assisted individual students when necessary

**Wheatland Middle School, Lancaster, PA**  
**6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> GRADE- MATH (LEARNING SUPPORT)**

**2009**

- Observed and helped individual students when necessary



## **ADDITIONAL EXPERIENCE:**

**Lamplight Learning Tutoring Center – Lancaster, PA** **Oct. 2014-Present**

- Lead Tutor
- Train other tutors on curriculum and systems
- Explain in detail various concepts in easy-to-understand terms.
- Work effectively with students of various ages at different learning levels.
- Assist others with complicated assignments.
- Coordinated multiple schedules in order to provide services to many students.

**Heads Up Lancaster – Flametime, Lancaster, PA** **Oct. 2011-June 2012**

- Afterschool program for Fulton Elementary School Students
- Planned and implemented a physical education class for 1 hour each day
- Tutored students during homework help time

**Muhlenberg High School, Laureldale, PA** **2012**

**Volunteer Wrestling Coach**

- Supervised wrestlers while at practice
- Ran drills to help athletes gain a better understanding of wrestling

**Philadelphia Union Soccer Schools, Bryn Mawr, PA** **July 2011-Aug. 2011**

**Coach**

- Supervised players and made sure they were with the team at all times
- Knew the players with allergies or other disabilities and knew how to respond in case of emergency
- In charge of modifying and implementing drills to coach players of different skill levels

## **REFRENCES:**

Available upon request



1001 Fleet Street, 5th Floor  
 Baltimore, MD 21202  
 Phone: (443)-873-1779

Invoice	140179
Date	10/27/2016
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## Invoice

Reach Cyber Charter School  
 Brian Leinhauser Esq, Board Treasurer  
 750 East Park Drive, Suite 204  
 Harrisburg PA 17111

Purchase Order No.		Customer ID	Payment Terms	
1954260		0001124	NET30	
QTY	Item	Description	Unit Price	Ext. Price
5.00	REACH LIVESPEECH	Initial Meeting - Initial Conference	\$60.00	\$300.00

*Please note invoice number 140179 on remittance. Thank you.*

Discount	\$0.00
<b>Total</b>	<b>\$300.00</b>

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Baltimore, MD 21202

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Invoice	140182
Date	10/27/2016
Page	1

## Invoice

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 Brian Leinhauser Esq, Board Treasurer  
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Purchase Order No.		Customer ID	Payment Terms		
1954260		0001124	NET30		
QTY	Item	Description	Unit Price	Ext. Price	
24.00	REACH LIVESPEECH	Initial Meeting - Initial Conference	\$60.00	\$1,440.00	
1.00	REACH LIVESPEECH	Cancellation<24 hours - Excused - 30 minutes	\$37.35	\$37.35	
1.00	REACH LIVESPEECH	Cancellation<24 hours - Unexcused - 45 minutes	\$56.03	\$56.03	
1.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 60 minutes	\$60.30	\$60.30	
13.00	REACH LIVESPEECH	Cancellation<24 hours - Unexcused - 30 minutes	\$37.35	\$485.55	
10.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 30 minutes	\$30.15	\$301.50	
2.00	REACH LIVESPEECH	IEP Conference - 30 minutes	\$37.35	\$74.70	
2.00	REACH LIVESPEECH	Group Speech Therapy (3 students) - 45 minutes	\$45.23	\$90.46	
3.00	REACH LIVESPEECH	IEP Conference - 15 minutes	\$18.68	\$56.04	
4.00	REACH LIVESPEECH	Group Speech Therapy (3 students) - 30 minutes	\$30.15	\$120.60	
1.00	REACH LIVESPEECH	Group Speech Therapy (3 students) - 60 minutes	\$60.30	\$60.30	
7.00	REACH LIVESPEECH	Individual Therapy - 30 minutes	\$37.35	\$261.45	
2.00	REACH LIVESPEECH	Group Therapy (1 students) - 30 minutes	\$30.15	\$60.30	
1.00	REACH LIVESPEECH	Cancellation<24 hours - Unexcused - 60 minutes	\$74.70	\$74.70	
1.00	REACH LIVESPEECH	IEP Conference - 45 minutes	\$56.03	\$56.03	
1.00	REACH LIVESPEECH	Consult - 15 minutes	\$18.68	\$18.68	

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Discount	\$0.00
<b>Total</b>	<b>\$3,253.99</b>

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Invoice	140253
Date	11/7/2016
Page	1

# Invoice

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 750 East Park Drive, Suite 204  
 Harrisburg PA 17111

Purchase Order No.		Customer ID	Payment Terms		
1954260		0001124	NET30		
QTY	Item	Description	Unit Price	Ext. Price	
12.00	REACH LIVESPEECH	Initial Meeting - Initial Conference	\$60.00	\$720.00	
6.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 30 minutes	\$37.35	\$224.10	
3.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 45 Minutes	\$56.03	\$168.09	
48.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 30 Minutes	\$37.35	\$1,792.80	
18.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 30 minutes	\$30.15	\$542.70	
1.00	REACH LIVESPEECH	Group Speech Therapy (3 students) - 45 minutes	\$45.23	\$45.23	
2.00	REACH LIVESPEECH	IEP Conference - 15 Minutes	\$18.68	\$37.36	
14.00	REACH LIVESPEECH	Group Speech Therapy (3 students) - 30 minutes	\$30.15	\$422.10	
2.00	REACH LIVESPEECH	Group Speech Therapy (3 students) - 60 minutes	\$60.30	\$120.60	
21.00	REACH LIVESPEECH	Individual Therapy - 30 minutes	\$37.35	\$784.35	
8.00	REACH LIVESPEECH	Group Therapy (1 student) - 30 Minutes	\$30.15	\$241.20	
1.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 60 Minutes	\$74.70	\$74.70	
40.00	REACH LIVESPEECH	Progress Notes - LiveSpeech Only	\$37.50	\$1,500.00	
1.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 45 minutes	\$45.23	\$45.23	
2.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 15 Minutes	\$18.68	\$37.36	
1.00	REACH LIVESPEECH	Group Therapy (1 student) - 15 Minutes	\$15.08	\$15.08	
2.00	REACH LIVESPEECH	Individual Therapy - 45 minutes	\$56.03	\$112.06	
1.00	REACH LIVESPEECH	Assessment - Initial Assessment	\$350.00	\$350.00	
1.00	REACH LIVESPEECH	Group Speech Therapy (3 students) - 15 minutes	\$15.08	\$15.08	
2.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 45 minutes	\$56.03	\$112.06	
1.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 15 minutes	\$15.08	\$15.08	

Please note invoice number 140253 on remittance. Thank you.

Discount	\$0.00
<b>Total</b>	<b>\$7,375.18</b>

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Date	12/12/2016
Page	1

## Invoice

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 Harrisburg PA 17111

Purchase Order No.		Customer ID	Payment Terms		
1954260		0001124	NET30		
QTY	Item	Description	Unit Price	Ext. Price	
2.00	REACH LIVESPEECH	Initial Meeting - Initial Conference - November 2016	\$60.00	\$120.00	
5.00	REACH LIVESPEECH	Cancellation < 24 hours-Excused-30 minutes-November 2016	\$37.35	\$186.75	
5.00	REACH LIVESPEECH	Cancellation < 24 hours-Unexcused-45 Minutes-November 2016	\$56.03	\$280.15	
56.00	REACH LIVESPEECH	Cancellation < 24 hours-Unexcused-30-Minutes-November 2016	\$37.35	\$2,091.60	
16.00	REACH LIVESPEECH	Group Speech Therapy (2 students)-30 minutes-November 2016	\$30.15	\$482.40	
1.00	REACH LIVESPEECH	IEP Conference - 30 minutes - November 2016	\$37.35	\$37.35	
2.00	REACH LIVESPEECH	Group Speech Therapy (3 students)-45 minutes-November 2016	\$45.23	\$90.46	
5.00	REACH LIVESPEECH	Group Speech Therapy (3 students)-30 minutes-November 2016	\$30.15	\$150.75	
21.00	REACH LIVESPEECH	Individual Therapy - 30 minutes - November 2016	\$37.35	\$784.35	
8.00	REACH LIVESPEECH	Group Therapy (1 student) - 30 Minutes - November 2016	\$30.15	\$241.20	
4.00	REACH LIVESPEECH	Cancellation < 24 hours-Unexcused-60 Minutes-November 2016	\$74.70	\$298.80	
1.00	REACH LIVESPEECH	IEP Conference - 45 minutes - November 2016	\$56.03	\$56.03	
1.00	REACH LIVESPEECH	Group Speech Therapy (2 students)-45 minutes-November 2016	\$45.23	\$45.23	
1.00	REACH LIVESPEECH	Individual Therapy - 45 minutes - November 2016	\$56.03	\$56.03	
1.00	REACH LIVESPEECH	Assessment - Initial Assessment - November 2016	\$350.00	\$350.00	
2.00	REACH LIVESPEECH	Cancellation < 24 hours-Excused-45 minutes-November 2016	\$56.03	\$112.06	
2.00	REACH LIVESPEECH	Group Therapy (1 student) - 60 Minutes - November 2016	\$60.30	\$120.60	
2.00	REACH LIVESPEECH	Assessment - Screening - November 2016	\$75.00	\$150.00	
2.00	REACH LIVESPEECH	Group Therapy (1 student) - 45 Minutes - Novembre 2016	\$45.23	\$90.46	

*Please note invoice number 140527 on remittance. Thank you.*

Discount	\$0.00
<b>Total</b>	<b>\$5,744.22</b>

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December 13, 2016

To: Reach Cyber Charter School Board of Directors  
From: Dr. Jean Swenk, Director, Federal Programs Support  
Subject: Approval of Special Education Policies and Procedures

Attached for Board approval is the Reach Special Education Policies and Procedures Manual. This is required in order for the school to be eligible for federal IDEA funding. Specifically, the conditions under §300.220 require the LEAs to have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§300.165—300.174. The Board approved LEA Policies and Procedures must be on file with the Department of Education.

Thank you.

## **APPENDIX C**

# **SPECIAL EDUCATION PROCEDURES, POLICIES, AND PROSPECTIVE PROVIDERS**

This document includes the following:

- Special Education Procedures– page C-1
- Special Education Policies– page C-35
- Prospective Providers – page C-142

Cover Sheet

## **Reach Cyber Charter School Special Education Procedures**

These are procedures provided to the Board of Trustees by our partner, Connections. These will be used as the basis of school procedures and are subject to modification by the Board of Trustees.

These policies and procedures reflect Reach Cyber Charter School's mission and vision and compliance with all Pennsylvania laws and regulations.

To the extent that anything in these procedures could be construed to conflict with state and/or federal law, the applicable state and/or federal laws control. These procedures are not intended to conflict with charter requirements.



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## Introduction

Reach Cyber Charter School (Reach) is committed to creating an environment of learning while remaining compliant with Federal and Pennsylvania state special education laws. As such, Reach has aligned the school's Special Education Procedures with *Chapter 711: Charter School and Cyber Charter School Services and Programs for Children with Disabilities* and the Individuals with Disabilities Education Act. Some language in this document is taken directly from Chapter 711.

## Chapter 711

### *§ 711.2. Purposes and Intent*

Reach will meet its obligation to ensure the school complies with IDEA and its implementing regulations in 34 CFR Part 300 (relating to assistance to states for the education of children with disabilities), and Section 504 and its implementing regulations in 34 CFR Part 104 (relating to nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance). This chapter does not prevent Reach and a school district from entering into agreements regarding the provision of services and programs to comply with this chapter, whether or not the agreements involve payment for the services and programs by the cyber charter school. Reach is exempt from Chapter 14 (relating to special education services and programs). Children with disabilities will have access to the general curriculum, and participate in State and local assessments as established and described in Chapter 4 (relating to academic standards and assessment) at Reach. Reach will utilize pre-referral intervention strategies, in accordance with 34 CFR 300.226 (relating to early intervening services) and as outlined in § 711.23(c) (relating to screening) to promote students' success in the general education environment.

### *§ 711.3. Incorporation of Federal Regulations*

Reach will assume the duty to ensure that a free appropriate public education (FAPE) is available to a child with a disability in compliance with IDEA and its implementing regulations in 34 CFR Part 300 (relating to assistance to states for the education of children with disabilities) and section 504 and its implementing regulations in 34 CFR Part 104 (relating to nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance). The requirements of 34 CFR Part 300 as published at 71 FR 46540—46845 (August 14, 2006), amended at 73 FR 73006—73029 (December 1, 2008) are incorporated by reference, as follows:

- (1) 34 CFR 300.4—300.8(a) and (c) (relating to act; assistive technology device; assistive technology service; charter school; and child with a disability).
- (2) 34 CFR 300.9—300.15 (relating to consent; core academic subjects; day; business day; school day; educational service agency; elementary school; equipment; and evaluation).
- (3) 34 CFR 300.17—300.19 (relating to free appropriate public education; highly qualified special education teachers; and homeless children).
- (4) 34 CFR 300.22 and 300.23 (relating to individualized education program; and individualized education program team).
- (5) 34 CFR 300.27—300.30 (relating to limited English proficient; local educational agency; native language; and parent).

- (6) 34 CFR 300.32—300.37 (relating to personally identifiable definition; public agency; related services; scientifically based research; and secondary school).
- (7) 34 CFR 300.39 (relating to special education).
- (8) 34 CFR 300.41—300.45 (relating to State educational agency; supplementary aids and services; transition services; universal design; and ward of the state).
- (9) 34 CFR 300.101 and 34 CFR 300.102 (relating to free appropriate public education (FAPE); and limitation—exception to FAPE for certain ages).
- (10) 34 CFR 300.104—300.108 (relating to residential placement; assistive technology; extended school year services; nonacademic services; and physical education).
- (11) 34 CFR 300.113 and 300.114(a)(2) (relating to routine checking of hearing aids and external components of surgically implanted medical devices; and LRE requirements).
- (12) 34 CFR 300.115—300.117 (relating to continuum of alternative placements; placements; and nonacademic settings).
- (13) 34 CFR 300.122 (relating to evaluation).
- (14) 34 CFR 300.148 (relating to placement of children by parents when FAPE is at issue).
- (15) 34 CFR 300.160 (relating to participation in assessments).
- (16) 34 CFR 300.172 (relating to access to instructional materials).
- (17) 34 CFR 300.174 (relating to prohibition on mandatory medication).
- (18) 34 CFR 300.207 (relating to personnel development).
- (19) 34 CFR 300.210—300.213 (relating to purchase of instructional materials; information for SEA; public information; and records regarding migratory children with disabilities).
- (20) 34 CFR 300.226 (relating to early intervening services).
- (21) 34 CFR 300.300 and 300.301 (relating to parental consent; and initial evaluations).
- (22) 34 CFR 300.302—300.307(a)(1)(2) and (b) (relating to screening for instructional purposes is not evaluation; reevaluations; evaluation procedures; additional requirements for evaluations and reevaluations; determination of eligibility; and specific learning disabilities).
- (23) 34 CFR 300.308—300.311 (relating to additional group members; determining the existence of a specific learning disability; observation; and specific documentation for the eligibility determination).
- (24) 34 CFR 300.320—300.325 (relating to definition of individualized education program; IEP Team; parent participation; when IEPs must be in effect; development, review, and revision of IEP; and private school placement by public agencies).
- (25) 34 CFR 300.327 and 300.328 (relating to educational placements; and alternative means of meeting participation).
- (26) 34 CFR 300.501—300.508 (relating to opportunity to examine records; parent participation in meetings; independent education evaluation; prior notice by the public agency, content of notice; procedural safeguards notice; electronic mail; mediation; filing a due process complaint; and due process complaint).

- (27) 34 CFR 300.510—300.516 (relating to resolution process; impartial due process hearing; hearing rights; hearing decisions; finality of decision; appeal; partial review; timelines and convenience of hearings and reviews; and civil action).
- (28) 34 CFR 300.518(a), (b) and (d) and 300.519 (relating to child’s status during proceedings; and surrogate parents).
- (29) 34 CFR 300.530—300.537 (relating to authority of school personnel; determination of setting; appeal; placement during appeals; protections for children not determined eligible for special education and related services; referral to and action by law enforcement and judicial authorities; change of placement because of disciplinary removals; and state enforcement mechanisms).
- (30) 34 CFR 300.610—300.625 (relating to confidentiality; definitions; notice to parents; access rights; record of access; records on more than one child; list of types and locations of information; fees; amendment of records at parent request; opportunity for a hearing; result of hearing; hearing procedures; consent; safeguards; destruction of information; and children’s rights).

(c) The requirements of 34 CFR Part 104 are incorporated by reference as follows:

- (1) 104.3(f), (h)—(j), (k) (2) and (1) (relating to definitions).
- (2) 104.4—104.8, regarding discrimination prohibited; assurances required; remedial action; designation of responsible employee; and notice.
- (3) 104.10 (relating to effect of state or local law or other requirements and effect of employment opportunities).
- (4) 104.11 and 104.12 (relating to discrimination prohibited; and reasonable accommodation).
- (5) 104.21—104.37, regarding accessibility.

#### ***§ 711.4. Supervision***

Reach will provide general supervision of special education services and programs to ensure compliance with § 711.3 (relating to incorporation of Federal regulations). Reach will comply with IDEA in accordance with the policies and procedures in the Department’s IDEA grant application under 34 CFR 300.100 (relating to eligibility for assistance) and as approved by the United States Department of Education. Reach will:

- (1) Comply with the Department’s compliance monitoring requirements.
- (2) Provide information requested by the Department.
- (3) Complete any corrective action required by the Department.

#### ***§ 711.5. Personnel***

Reach will ensure the following appropriate certifications are required:

- Persons who provide special education or related services to children with disabilities at Reach will have appropriate certification, notwithstanding section 1724-A of the act (24 P. S. § 17-1724-A).

## Educational Interpreters

An educational interpreter is an individual who provides students who are deaf or hard of hearing with interpreting or transliterating services in an educational setting. To serve as an educational interpreter at Reach, consistent with the Sign Language Interpreter/Transliterators State Registration Act (63 P. S. § 1725.1—1725.12), an individual will meet the following qualifications:

- Achieve and provide evidence of a score of 3.5 on the Educational Interpreter Performance Assessment (EIPA) for the appropriate grade level to which the person has been assigned.
- Be a qualified sign language interpreter or qualified transliterator under the Sign Language Interpreter or Transliterators State Registration Act and its implementing regulations.
- Provide evidence of a minimum of 20 hours of staff development activities relating to interpreting or transliterating services annually.
- *Review of EIPA score.* The Department, in consultation with the State Board of Education will review the EIPA score requirement every two years.

## Paraprofessionals

(1) An instructional paraprofessional employed by Reach will be a school employee who works under the direction of a certificated staff member to support and assist in providing instructional programs and services to students with disabilities. This support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting as provided in the student's IEP. Special education instructional paraprofessionals will meet one of the following qualifications:

- Have completed at least 2 years of postsecondary study.
- Possess an associate degree or higher.
- Meet a rigorous standard of quality as demonstrated through a State or local assessment.

(2) Nothing in subsection (a) should be construed to supersede the terms of a collective bargaining agreement in effect on July 1, 2008.

(3) Each school year, instructional paraprofessionals will provide evidence of 20 hours of staff development activities related to their assignment.

(4) A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment (for example, augmentative communication devices; activities of daily living; and monitoring health and behavior). A personal care assistant may provide support to more than one student, but not at the same time. Personal care assistants will provide evidence of 20 hours of staff development activities related to their assignment each school year. The 20 hours of training may include training required by the school-based access program.

## ***§ 711.6. Annual Report***

### *Data Collection and Reporting for Special Education*

Reach will follow the Pennsylvania Information Management System (PIMS) requirements and specifications and comply with Special Education Data Collection protocol. Templates will be submitted in the Special Education Domain as students enrolled in charter schools are reported by the charter school. The December Special Education Submission (Student template and special education snapshot) will include all special education students with a valid IEP as of 12/1 of the school year. The July Special Education submission (Student template and special education snapshot) will include all students that received special education services from July 1 through June 30 who exited at any time during the current school year.

The annual report required under section 1728-A(b) of the act (24 P. S. § 17-1728-A(b)) will include:

- The number of children with disabilities in special education.
- The services, programs, and resources being implemented by Reach.
- The services and programs utilized by Reach through contracting with another public agency, other organizations or individuals.
- The services and programs utilized by Reach through the assistance of an intermediate unit as prescribed under sections 1725-A(a)(4) and 1744-A(3) of the act (24 P. S. § § 17-1725-A(a)(4) and 1744-A(3)).
- Staff training in special education utilized by Reach through the PDE's training and technical assistance network and intermediate unit.

The annual report must include an assurance that Reach is in compliance with Federal laws and regulations governing children with disabilities and the requirements of Pa. Code §711.6.

The annual report must include the age and type of exceptionality for each enrolled child with a disability; the level of intervention provided to each child with a disability; certification of staff providing services to each child with a disability; and programs and services available to children with a disability.

## ***§ 711.7. Enrollment***

Reach will have an open enrollment policy: any eligible public school student in the Commonwealth of Pennsylvania can attend. The school will not discriminate in its admissions policies or practices on the basis of geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, test scores, disabilities, etc.

Reach will not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services.

Reach will not discriminate in its admission policies or practices on the basis of intellectual ability. Admission criteria may not include measures of achievement or aptitude.

## **§ 711.8. Education Records**

### **Confidentiality-The Family Educational Rights and Privacy Act (FERPA)**

Reach recognizes the need to protect the confidentiality of personally identifiable information in the education records of children. Reach is prepared to ensure the privacy rights of eligible children in the collection, maintenance, release, and destruction of records. Reach will follow the provisions of the Regulations of the State Board of Education on Pupil Records (PA Code 22, Ch.12), the Family Educational Rights and Privacy Act of 1974 (FERPA), the Confidentiality Section of IDEA, and the Confidentiality Section of Pennsylvania Special Education Regulations and Standards.

### **Requests to View Files**

A parent/guardian has the right to review the files of their child. The parent may also request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record (the cost of which will not exceed the costs of duplication).
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

### **Student Access Rights**

When a student is 18 years of age or attending a postsecondary education institution, the right accorded to and consent required of a student's parent/guardian by law will only be accorded to and required of the student.

### **Parent Access Rights**

#### **Surrogate Parent**

**As part of the IEP process**, Reach recognizes a qualified adult must participate as the "parent" (34 CFR 300.30) for the student. A surrogate parent is someone who acts on the child's behalf in matters relating to the identification, evaluation, educational placement, and provision of FAPE to the child. A surrogate will be appointed and trained on how to participate and make decisions on the child's behalf in the following situations: a biological, adoptive, foster, parent, or guardian are not available; a grandparent or step parent with whom the child lives or a person who is legally responsible for the child is not available; the child is an unaccompanied homeless youth.

Reach has a method in place to secure a surrogate when needed. When it is determined that a student is in need of a surrogate parent, the surrogate will be appointed within 30 calendar days. Reach will maintain a pool of trained parent surrogates and may collaborate with Intermediate Units (IUs) when additional surrogates are needed.

Reach will not allow the following persons to be appointed as a surrogate parent: employees of an agency already involved in the care or education of the student; school employees; persons with a potential conflict of interest.

A parent/guardian, eligible student, or designated representative will have access to the student's education records within 45 days of receipt of written request in order to inspect, review or copy education records. A parent/guardian also has the right to request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record. If copies are to be released to anyone other than the parent/guardian, the Consent to Release Information form must be completed by the parent/guardian.
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

### Accessing Records

Reach will maintain a record indicating the names of those persons who have obtained access, the date of access, and the purpose of access. Administrators, teachers, instructional aides and the administrative assistant are authorized to have access to personally identifiable information.

The parent/guardian has the right to inspect the access record of their child's records.

### Maintenance Records

The Director of Special Education will be responsible for ensuring that the education records, confidentiality rules, and education records policy for eligible children are enforced and administered. This official will:

- Annually notify parents/guardians and eligible students of this policy, its procedures, and their rights. The notification will be in their primary language unless it is not feasible to do so.
- Develop system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, release and destruction.
- Be responsible for ensuring that all Reach faculty and subcontracted agency employees, who collect or use personally identifiable information, receive in-service training regarding the implementation of this policy. In-servicing will consist of providing, at the least, yearly presentation of the information to staff and subcontractors.

### Third Party Access to Student Information

FERPA provisions allow the school to disclose certain student information to third parties, such as other schools, *without the prior written consent of the parent/legal guardian or Eligible Student*. This occurs in two situations: Directory Information and situations in which FERPA permits the school to release educational records without consent. All other disclosure of student information to third parties requires the written consent of the Caretaker or Eligible Student.

### Release of Educational Records without Consent: Directory Information

The school may release Directory Information (defined by Reach as *student name, student WebMail address, state of residence, student telephone number, and student grade level*) to third parties as permitted by FERPA.



If the Caretaker or Eligible Student does **not** wish to have Directory Information released to third parties, s/he may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

### Release of Educational records without Consent: Legitimate Educational Interest

Reach may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, and the provision of educational records to contracted parties providing special education related services.

### Release of Student Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, Reach will obtain written consent from the Caretaker or Eligible Student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, be signed by the Caretaker or Eligible Student, and include the following information:

- A specific description of the information or record(s) to be released.
- The party or agency to which the information will be released and their address.
- The signature of the requestor, and the date of the request.

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

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

Reach will maintain educational records for children with disabilities consistent with the regulations for FERPA (20 U.S.C.A. § § 1221 note and 1232g) in 34 CFR Part 99 (relating to family educational rights and privacy).

### **§ 711.9. Payments**

As a public school, Reach will comply with 22 PA. Code Chapter 711-Charter School and Cyber Charter School Services and Programs for Children with Disabilities and with the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A. §§ 1400 et seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). Reach will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, and planning educational programs, and implementing placements in accordance with those Acts. Reach is prepared to serve as a Local Education Agency (LEA).

The child's school district of residence will provide the special education payments required by section 1725-A(a)(3) of the act (24 P. S. § 17-1725-A(a)(3)) to Reach either when:

- (1) A child with an IEP begins attending Reach.
- (2) Reach has identified an enrolled child as a child with a disability under IDEA, has developed an IEP for the child and notifies the district of residence of the identification.

When a child for whom Reach received the special education payment required under section 1725-A(a)(3) of the act enrolls in another public agency, private school or private agency, Reach will immediately inform the child's school district of residence that its payment responsibilities under section 1725-A(a)(3) of the act have ceased.

## **§ 711.10. Complaint Procedure**

### **Procedural Safeguards Notice**

Parents of children who receive or who may be eligible for special education services have rights under the IDEA. The Procedural Safeguards Notice provides a detailed explanation of those rights. Reach Cyber Charter School will give parents a copy of the Procedural Safeguards Notice and the explanatory Procedural Safeguards Letter at least once each school year. Parents can also obtain a copy of the Procedural Safeguards Notice from Reach Cyber Charter School at any time. An additional document is available to help parents to better understand the Notice document, *The Parents' Rights: Understanding the Procedural Safeguards Notice* provides a summary of those rights. Parents will also receive the Parents' Rights documents upon initial referral or upon the parents request for an evaluation and in accordance with discipline procedures when a change in placement occurs.

Reach Cyber Charter School will establish a complaint procedure consistent with 34 CFR 300.151—300.153 (relating to adoption of State complaint procedures; minimum State complaint procedures; and filing a complaint) and disseminate notice of that procedure.

## **IDENTIFICATION AND EVALUATION**

### **§ 711.21. Child Find**

#### **Identifying Students and Child Find**

As a cyber school in Pennsylvania, Reach is bound by the Child Find requirements of Chapter 711 of the Pennsylvania School Code, "Charter School and Cyber Charter School Services and Programs for Children with Disabilities," as well as the requirements of the Individuals with Disabilities Education Improvement Act (IDEA 2004), Section 504 of the Rehabilitation Act of 1973, and the Family Educational Rights and Privacy Act (FERPA). Reach's Director of Special Education will serve as the Child Find Coordinator and provide Child Find information to school staff, parents, and state and local organizations and agencies. These efforts will include compliance with the special education referral process, providing professional development to Reach staff and Student Support Team (SST), participating in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) process, including universal screening procedures, creating and maintaining written policies, and procedures related to Child Find, and involvement in public awareness activities related to Child Find of implementation of students enrolled in Reach.

## School Professional Development Related to Child Find

The Director of Special Education and Student Support Team leader will provide the entire Reach staff with Child Find training and compliance progress updates. At the start of the school year, the staff will be provided information on documenting information received by parents regarding special education evaluation requests, including timelines and the importance of timeliness in responding and alerting the Reach special education team. Subsequent professional development for school staff will include how to interpret universal screening results, intervention processes and results, as well as measures of compliance with Pennsylvania Special Education Evaluation Timelines.

## Written Policies and Public Awareness Related to Child Find

Reach's statement about Child Find will be accessible to the general public on the general school public website as well as through banner messages on Caretaker homepages within Connexus. In addition, all families enrolled in Reach will receive Child Find information within the school newsletter, published on a semester basis. A link to the *Pennsylvania Parent Guide to Special Education for School-Age Children* will also be provided in all locations.

To enable the Commonwealth to meet its obligations under 34 CFR 300.111 (relating to child find), Reach will establish written policies and procedures to ensure that all children with disabilities who are enrolled in Reach, and who are in need of special education and related services, are identified, located and evaluated. Reach's written policy will include:

- (1) Public awareness activities sufficient to inform parents of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs. Written information will be published in the Reach handbook and web site.
- (2) Systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Reach.

## **§ 711.22. Reevaluation**

### Reevaluation

Reach will remain in full compliance with regulations requiring triennial special education reevaluations to determine continued eligibility and need for special education services. Prior to conducting the reevaluation, the Reach IEP Team will meet to discuss the need for reevaluation, review existing data, and determine additional data needed to best meet the needs of the student. The review of existing data will be documented in the Reevaluation Report (RR) form. If the team agrees that a reevaluation is needed, the school will then issue a Permission to Reevaluate-Consent (PTR-Consent) form to obtain signed parental consent for reevaluation. Reach will not proceed with the reevaluation without parental consent and will make every attempt to receive consent.

Reach will complete all reevaluations within 60 days of the receipt of signed parental consent, as required by Pennsylvania statute. Reevaluations will be conducted by a qualified examiner at a location proximate to the child. All evaluations conducted by Reach will take a child's English Language ability and disability into consideration. Once the evaluation is complete, Reach will provide parents with a copy of the report. A multidisciplinary team will then review the report to determine continued eligibility. Once a child is found to continue to need special education services, and the RR form is completed and provided to parents, an IEP team meeting is scheduled to develop the IEP.

If the team, including the parent, agrees that reevaluation is not necessary, the school provides the *Agreement to Waive Reevaluation* form to the parents, with reasons the reevaluation was waived. Parents must sign this form as an agreement to waive the evaluation. If parents disagree, the reevaluation must proceed. If at any time, the parent or school believes they need an assessment to benefit the child, the team can convene to discuss conducting a reevaluation. The only exception to the three-year reevaluation requirement involves students that have been identified as intellectually disabled, who must be reevaluated every two years.

If at any time, a parent believes that Reach's evaluation was not conducted properly, the parent has the right to request an Independent Education Evaluation (IEE). Reach will provide the IEE by an approved evaluator to the parent at Reach's expense. The IEE results will be taken into consideration when considering eligibility for special education.

### Students Enrolling in Reach with an IEP

During enrollment families will be asked if their child has an IEP or 504 plan. Parents may provide a copy of the documents or Reach will obtain the documents. Reach will conduct IEP meetings within 30 days of enrollment for all new students to adopt the IEP, amend the IEP, or conduct an annual review. In addition to being active participants in the IEP team meetings, parents will be provided with Prior Written Notice detailing the decisions of the IEP team.

The parent or teacher of a child with a disability has the right under 34 CFR Part 300.303(b) (relating to reevaluations) to request a reevaluation annually. More frequent reevaluations may only occur if the parent and Reach agree. In addition to the requirements incorporated by reference in 34 CFR 300.303 (relating to reevaluation), reevaluation time line will be 60 calendar days, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted. Reach will reevaluate students with disabilities at least once every three years. Children with disabilities who are identified as mentally retarded will be reevaluated at least once every two years.

### § 711.23. Screening

#### **Participation in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) Team**

A member of the Reach special education team will be represented on Reach's MTSS/RtII process, providing guidance to the team on specific instructional and behavioral approaches for students. The special education team member will ensure that students are referred for special education in a timely manner, engaging parents in the process. As a member of the team, the special educator will verify that the struggling student has received appropriate instruction and that the student's difficulties are not related to Limited English Proficiency. Data related to academic achievement, behavior concerns, intervention results, and academic progress will also be reviewed.

#### **Universal Screening**

Reach will administer universal screening instruments including the LEAP and DIBELS assessments to identify students in need of instructional interventions and, potentially, special education evaluation.

## **Pre-referral/Referral/Initial Evaluation**

Students may be referred for special education evaluation by their parents, teacher, or the SST. The SST, consisting of general education teachers, intervention specialists, and school administrators will regularly review struggling students. The SST will consult with the parents and address struggling students' needs through the MTSS/RtII process. With parental consent, the teacher will implement and document interventions and the student's response to interventions. The students' response to MTSS/RtII efforts are used as one data metric in the determination of special education eligibility. These interventions will not be used to delay or deny a parent-requested special education evaluation.

Reach will establish a system of screening which may include pre-referral intervention services to accomplish the following:

- (1) Identification and provision of initial screening for students prior to referral for a special education evaluation, including those services outlined in subsection (c).
- (2) Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.
- (3) Identification of students who may need special education services and programs.

The screening process must include:

- (1) Hearing and vision screening in accordance with section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.
- (2) Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

Reach will develop a program of pre-referral intervention services. In the case of Reach meeting the criteria in 34 CFR 300.646(b)(2) (relating to disproportionality), as established by the PDE, the services are required and include:

- (1) A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
- (2) For students with academic concerns, an assessment of the student's performance in relation to State-approved grade level standards.
- (3) For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.
- (4) A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.
- (5) Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
- (6) A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.

- (7) A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
- (8) Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.
- (9) Screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.

## **§ 711.24. Evaluation**

### **Initial Evaluation**

Students may be referred for special education evaluation by their parents, teacher, or the SST. The SST, consisting of general education teachers, intervention specialists, and school administrators will regularly review struggling students. When a parent requests a special education evaluation, the process occurs *concurrently* with the MTSS/RtII process if the student is in need of academic intervention. Reach will respond to the parent within 10 days with the Permission to Evaluate-Request (PTE-Request) form and send Permission to Evaluate-Consent (PTE-Consent) form to gain the parent's permission to evaluate. This form outlines the reason for the special education evaluation referral and lists the assessments that will be used. Parental input and any outside evaluations will also be collected during the evaluation process. Parental rights will also be provided during this process by providing the parents with *Parents' Rights: Understanding the Procedural Safeguards Notice, the Procedural Safeguards Notice* and the explanatory *Procedural Safeguards Letter*.

The special education evaluation will be coordinated with the parent and an evaluator in close proximity to the student and completed within 60 days of Reach's receipt of signed PTE-Consent form. Once the evaluation is complete, the parents will join an interdisciplinary team meeting to review the assessment results and determine the student's eligibility for special education, completing an Evaluation Report (ER). If the student is found eligible for special education, Reach will convene the IEP meeting within 30 days after the completion of an *Evaluation Report (ER)*.

### **Allowing for Differences in English Language Skills and Ethnic Background**

Evaluations must take into account the child's English language skills and ethnic background to ensure that the testing and evaluation will not be unfair for children of any race or culture. Tests must be given in the native language or mode of communication that is most likely to give accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible. Evaluations also must take into account the child's disability to make certain the test measures what it is supposed to measure. For example, a child with a severe visual impairment should be provided with appropriately-sized testing materials to accommodate for his disability.

The group of qualified professionals, which reviews the evaluation materials to determine whether the child is a child with a disability under 34 CFR 300.306 (relating to determination of eligibility), will include a certified school psychologist when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury. In addition to the requirements incorporated by reference in 34 CFR 300.301 (relating to initial evaluations), the initial evaluation will be completed and a copy of the evaluation report presented to the parents no later than 60 calendar days after the agency receives written parental consent for evaluation, except that the calendar days from the day of the last day of the spring school term up to

and including the day before the first day of the subsequent fall school term will not be counted. Parents may request an evaluation at any time, and the request must be in writing. Reach will make the permission to evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of Reach, that individual will provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request. Copies of the evaluation report will be disseminated to the parents at least 10 school days prior to the meeting of the IEP team unless this requirement is waived by a parent in writing.

### **Disproportionality**

Reach will collect and examine data regularly to ensure disproportionality is not evident in the areas of identification, academic settings and placements, and disciplinary measures. In addition to cultural sensitivity and awareness training, the following practices will be implemented to ensure students are found eligible for special education services without unjust bias:

- Evaluations will be administered by trained and licensed personnel
- More than one single measure or assessment will be used to determine a disability
- Evaluations that are not discriminatory or racially/culturally biased
- Evaluations will take into consideration the child's English language skills, including ethnic background
- Evaluations will be administered in the child's native language, or mode of communication

If there is any evidence of disproportionality, the school will review, and revise if needed, all procedures and policies that may be contributing.

### ***§ 711.25. Criteria for the Determination of Specific Learning Disabilities***

Following are State-level criteria for determining the existence of a specific learning disability. Reach will develop procedures for the determination of specific learning disabilities that conform to criteria in this section. These procedures will be included in the school's charter application and annual report. To determine that a child has a specific learning disability, Reach will:

- (1) Address whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards:
  - a. Oral expression.
  - b. Listening comprehension.
  - c. Written expression.
  - d. Basic reading skill.
  - e. Reading fluency skills.
  - f. Reading comprehension.
  - g. Mathematics calculation.
  - h. Mathematics problem solving.

- (2) Use one of the following procedures:
  - a. A process based on the child's response to scientific, research-based intervention, which includes documentation that:
    - i. The student received high quality instruction in the general education setting.
    - ii. Research-based interventions were provided to the student.
    - iii. Student progress was regularly monitored.
  - b. A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.
- (3) Have determined that its findings under this section are not primarily the result of any of the following:
  - a. A visual, hearing or orthopedic disability.
  - b. Mental retardation.
  - c. Emotional disturbance.
  - d. Cultural factors.
  - e. Environmental or economic disadvantage.
  - f. Limited English proficiency.
- (4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:
  - a. Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.
  - b. Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

## **IEP**

### ***§ 711.41. IEP***

#### **IEP Team Process**

Once the evaluation team has determined a child has a disability and requires special education and related services, an IEP is developed within 30 days of the eligibility determination. From that point on, the IEP will be reviewed yearly unless a meeting prior to the annual due date is necessary. The annual IEP will be implemented within 10 school days of the IEP meeting. Special Education reevaluations will be conducted every three years or more frequently if needed. An IEP meeting takes place within 30 days of the completion of the reevaluation report. The report will be provided to the parent at least ten days prior to the reevaluation IEP meeting. If a student has an intellectual disability, the reevaluation will take place every two years or more frequently if needed. If a student comes from out of state, and the disability is not recognized in the state of Pennsylvania, the school will still provide FAPE and comparable services while offering to conduct a new evaluation. The IEP team will include all required members including the parents, a minimum of one general education teacher, a minimum of one special education teacher, any related service providers, a designated school representative



knowledgeable about the special education programs, curriculum and resources (LEA), the student if turning 14 years or older during the duration of the annual IEP (or if the parent wants the student to participate prior to age 14), a qualified person that can interpret the evaluation findings, and lastly, anyone else the parent would like present at the meeting that is familiar with the child and their education. Parents are IEP team members and Reach will take all steps needed to ensure that one or both of the parents are present at each IEP team.

The IEP developed will address any new evaluation reports, student strengths, parent input, both present level academic and functional performance, measureable yearly goals (and objectives if the student is alternatively assessed), how the disability affects progress in the general education curriculum, services and programs with dates (including transportation needs), progress reporting (at least quarterly during the school year ) and how the progress will be evaluated, participation in general education classes (and other activities) with children without disabilities, accommodations (including supplementary aids and services), and participation in Pennsylvania statewide testing. The IEP team will also examine behaviors, including how they may interfere with learning (or that of peers) and if a behavioral management plan should be created. The team will take into account if the student has limited English proficiency, communication and assistive technology (AT) needs, as well as if the student is eligible for Extended School Year (ESY) services. If the student is transition age (14 years or older), transition assessments, annual goals, activities, and courses of study will be developed to support postsecondary goals.

### **IEP Progress Reporting**

Student progress on annual goals and objectives will be monitored regularly using a variety of tools. The data will be summarized and provided to the parents quarterly throughout the school year, unless the IEP team agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum based assessments, tests, portfolios or fluency probes. Data may also be accumulated during small group or one on one instruction. Teachers will chart the data collected and analyze the data points weekly to ensure the student is on track to meet the goal by the annual IEP due date. If the student is not making expected progress on the annual goals or objectives, instructional adjustments will be made accordingly in an effort to increase progress, such as increased repetition opportunities or the re-teaching of critical skills. Related service goals will also be regularly monitored and a summary included in the quarterly report provided to parents.

### **Assistive Technology**

Reach will provide students with Assistive Technology as defined by IDEA 2004, any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Consistent with Pennsylvania Chapter 711, IEP teams will consider assistive technology needs for every student with an IEP. Students attending schools supported by Connections have ready access to closed captioning and American Sign Language interpreting. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative key boards and mice, and other AT as specified in the students' IEP.

## **Transition**

Students turning age 14 or older (or younger if appropriate) during the duration of the annual IEP will have a transition plan developed by the IEP team. The transition plan will prepare the student to move from school to post-school activities including post-secondary education, vocational education or adult education, independent or supported employment and, when appropriate, independent living skills or community participation. The student will be invited to join and participate in the IEP meeting. The transition plan developed will include the following: Present Level of Academic Achievement and Functional Performance, Courses of Study and Transition Activities, agency linkages, measurable annual goals/objectives, and services that the student needs to reach the goals listed in the transition plan.

The following steps will occur to engage students in the transition process:

- The IEP Team Meeting Invitation will be addressed to the student.
- The Present Level of Academic Achievement and Functional Performance will include formal and/or informal transition assessments. The assessments will be both age-appropriate and student-focused to determine the students' strengths, needs, goals and interests. The assessments selected may include, but are not limited to, the Casey Life Skills assessment, the Myers Briggs, Keys2Work, and/or PACareerzone.org.
- Courses of Study will be addressed by the IEP team to ensure the student is taking courses and making sufficient progress to meet their post-secondary goals by the time the student graduates or transitions to adult services.
- Transition activities will be tied to transition goals. Depending on the student's post-secondary goals, activities may include college visitations and participation in state-wide Career Days. A vast number of agencies are available to support a student's transition plan and activities throughout the Commonwealth.
- Goals and objectives will be developed as an IEP team and areas of focus will include education, employment, and independent living. Goals will be developed based on the transition assessment results.
- A transition specialist will monitor and support student internships and job shadow opportunities across the state by collaborating with local businesses, colleges and universities, and the PA Office of Vocational Rehabilitation (OVR). These opportunities will be based on the student's interests and transition plan. Monitoring will include observing the student in the vocational setting, providing ongoing and frequent feedback and support and, when needed, modeling skills.

For students who are graduating or reaching maximum age, a Summary of Performance (SOP) document will be created to ensure the student has personal summary information that includes all of the student's abilities and limitations summarized, recommendations for continued supports for a successful transition, and input from both the student and individuals supporting the student.

## **Interagency Collaboration**

Reach will work with students' resident districts and intermediate units to benefit enrolled students with IEPs. Interagency collaboration is a critical element of Reach's continuum of special education services. This collaboration will be necessary when considering related services, mental health and welfare support, postsecondary transition planning, bridging to adult services, and placement considerations. This system will not replace the Reach's responsibilities to serve enrolled students with IEPs; rather, this intensive interagency collaboration is designed to provide additional placement considerations to students' IEP teams when students need full-time support. Reach will contract with

resident districts and intermediate units to establish these relationships. The interagency coordinator, a member of the Reach special education team, will serve as a resource for families and as the liaison between Reach and local districts and intermediate units.

### **Related Services**

Cyber schools offer a vast range of options for the delivery of related services. Reach will contract with Connections to support the delivery of related services. Related services provided to students will include, but are not limited to:

- Speech-language services
- Occupational therapy
- Counseling services
- Social work services
- Behavior therapy
- Special transportation
- Physical therapy
- Audiology services
- Social Skills
- Autism support
- Parent training
- Orientation and mobility
- Closed-captioning
- American Sign Language

Related services will be equally accessible to all students in the Commonwealth. It is anticipated that most students receiving related services will receive a combination of speech-language services, occupational therapy services and counseling services. As determined by the IEP team the student may receive these services in a cyber-setting and/or face to face. Students attending cyber schools in Pennsylvania have been receiving services in both settings for many years. When the IEP team determines that the services will be provided face to face, the services are provided at a mutually convenient location for both the family and the provider. Options for locations include: the student's home, the therapists business location, libraries, community centers, etc. For services provided outside of the home, special transportation will be provided or the parent may choose to receive mileage reimbursement from Reach for transporting their child. Reach provides related services by engaging IUs, private businesses, agencies, hospitals, adult service providers, etc. For each provider serving enrolled students, Reach maintains copies of licensure and certification, background checks, etc. consistent with Pennsylvania law.

### **Least Restrictive Environment (LRE)**

Reach provides special education and related services within the LRE for all students. This includes taking into consideration supplementary aids and services, accommodations, and ESY while ensuring the student is educated with nondisabled peers, to the maximum extent possible, and making expected gains on IEP goals. The Director of Special Education works closely with the general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum. Assistive technology may include collaboration with PaTTAN AT consultants and Intermediate Unit (IU) staff, collaboration with Connections Education AT support staff, access to PaTTAN's short term AT loan library and AIM Center (Accessible Instructional Materials), closed captioning, speech to text, and text to speech. ESY will be considered by the IEP team, at each IEP meeting, determining if potential regression over school interruptions or other relevant factors may interfere with the student's access to FAPE.

### **Continuum of Services and Placement**

Reach will have a continuum of special education and alternative placements available to ensure FAPE is being provided in the LRE.

- Consultative support for the general education teachers to provide modifications and accommodations to the general education curriculum
- Itinerant, supplementary or full-time special education support will be provided via the telephone, Internet, LiveLesson sessions, as well as in person depending on the needs of the student
- Direct related service support (for example: speech-language, occupational, or physical therapy, psychological counseling,) provided face-to-face, via computer, in homes, community sites, and therapist offices
- Related services will include: parent training, autism support, parent groups, student support groups, and itinerant hearing or vision support consistent with the student's IEP
- Ongoing progress monitoring for every student: including frequent and thorough review of student performance, attendance or non-attendance, and participation data as reported to the student, parent and teacher through their respective home pages
- Carefully logging every conversation (phone, WebMail message, LiveLesson session student attendance or non-attendance) and consultation with the student and/or parent as well as general education teachers
- Specific tracking and reporting for providers of direct/related services, with close scrutiny by the special education staff of any missed appointments or incomplete services
- Intermediate Unit classrooms
- Private placements

### **Program for Alternatively Assessed Students**

Reach will provide a comprehensive program for students qualified to take Pennsylvania's alternative state assessment, PASA. To the greatest extent possible, these students will be included with their same age classmates so they may enjoy age-appropriate communication and socialization. Students participating in the alternative curriculum program may or may not have classes with their general

education peers. For example, some alternative curriculum students will participate in only alternative courses, while others may participate in electives with their general education peers, in addition to their alternative core coursework. The Least Restrictive Environment will differ for these two groups of students and is determined by each student's IEP team. The Alternative Education Program includes specially designed instruction to address each student's IEP goals as well as alternative curriculum resources. Connections will provide support for teachers and special education leaders related to data analysis and related service provision for these students.

### **Alternative Curriculum Resources**

**Compass Learning Odyssey** is a third-party web-based curriculum that uses interactive lessons to engage students in instruction. Alternatively assessed students will be assigned courses within the Compass Learning Odyssey at their instructional level and also receive exposure to grade level standards. Compass Learning Odyssey lessons are Common Core State Standards aligned.

**Unique Learning System** is an online, dynamic, standards-based curriculum specifically designed for students with special needs. Reach special education teachers will download monthly instructional thematic units of study. Themes center on Science and Social Studies topics. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into special education classroom learning activities. All materials are created using SymbolStix graphics. Each lesson plan defines three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Lesson plans are organized by chronological grade band; the high school level grade band lesson plans include postsecondary transition activities.

Reach special education teachers will be supported by Connections staff with the delivery of the alternative curriculum. This support will assist teachers in data analysis of student progress through the alternative curriculum as well as planning direct special education services to best meet students' needs. Reach special educators will also work closely with parents and Learning Coaches to design the best learning environment for alternatively-assessed students and coordinate any related services provided virtually or in the community.

### **Independent Living and Life Skills**

As part of Reach's postsecondary transition planning and alternative curriculum program, Reach will implement independent living and life skills programming for students with IEPs. Designed to provide life skills support, this program will provide the instruction necessary for students to function independently as adults to the fullest extent possible. Independent living and life skills will be addressed in students' IEPs with appropriate transition activities and goals clearly determined and outlined after conducting thorough transition interviews and assessments with the students and their families. All goals and associated activities will be directly aligned with students' present levels. Activities may range from self-care to money management to community navigation. Frequent, regular progress monitoring and documentation of goal progress is an integral part of Reach's life skills and independent living programming. As appropriate, the team may determine that intensive interagency collaboration is needed to best meet the independent living and life skills goals.

Reach will hold annual reviews of the IEP, including reviewing student progress within the existing IEP, reevaluating whether the student is benefitting from the program, creating new IEP goals. If the student is not benefitting from the program, a new IEP will be developed and changes will be recommended regarding the student's placement.

### ***§ 711.42. Transportation***

For services provided outside of the home, special transportation will be provided or the parent may choose to receive mileage reimbursement from Reach for transporting their child.

Students are not required to attend a specific facility to receive their educational services. The act does not require that a student's school district of residence provide transportation for Reach students. If transportation is required as a related service in the IEP of the student with disabilities, Reach will provide the required transportation. This chapter does not prohibit Reach and a school district from entering into agreements regarding the provision of transportation as a related service or accommodation to children with disabilities eligible under IDEA, or students eligible under Section 504.

### ***§ 711.43. Educational Placement***

Alternative placements will be considered when the virtual environment, including the use of supplementary aids and services, accommodations, and ESY are no longer meeting the needs of the student. Alternative placements include special classes, special schools, approved private placements and home and hospital instruction. Connections has prior experience supporting cyber schools in facilitating placements in both IU schools and in private placements. Resources to support alternative placement options may include collaboration with the student's resident school district, IUs, and approved private schools (APS Directory 2015, Approved Private Schools, School Districts, PA IUs). Once an alternative placement is agreed upon by the team, a Prior Written Notice (PWN) and Procedural Safeguards will be issued to document the team decision. When the IEP team at a charter school or cyber charter school places a child in another public agency, private school or private agency, and the parents choose to keep their child enrolled in the charter school or cyber charter school, the charter school or cyber charter school is obligated to pay for that placement.

### ***§ 711.44. Extended School Year (ESY)***

ESY will be considered by the IEP team, at each IEP meeting, determining if potential regression over school interruptions or other relevant factors may interfere with the student's access to FAPE. In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), Reach will use the following standards for determining whether a student with disabilities requires ESY as part of the student's program:

- (1) At each IEP meeting for a student with disabilities, Reach will determine whether the student is eligible for ESY services and if so, make subsequent determinations about the services to be provided.
- (2) In considering whether a student is eligible for ESY services, the IEP team will consider the following factors, however, no single factor will be considered determinative:
  - Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).
  - Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).

- Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
  - The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
  - The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
  - The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
  - Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.
- (3) Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year to year progress may include the following:
- Progress on goals in consecutive IEPs.
  - Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
  - Reports by parents of negative changes in adaptive behaviors or in other skill areas.
  - Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
  - Observations and opinions by educators, parents and others.
  - Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.
- (4) The need for ESY services will not be based on any of the following:
- The desire or need for day care or respite care services.
  - The desire or need for a summer recreation program.
  - The desire or need for other programs or services that while they may provide educational benefit, are not required to ensure the provision of a FAPE.
- (5) Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:
- Parents of students with severe disabilities will be notified by the charter school or cyber charter school of the annual review meeting to ensure their participation.
  - An IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.
  - The notice of recommended educational placement (NOREP) will be issued to the parent no later than March 31 of the school year for students with severe disabilities.

- If a student with a severe disability transfers into Reach after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.
- Reach will consider the eligibility for ESY services of all students with disabilities at the IEP meeting. ESY determinations for students other than those described in subsection (d) are not subject to the time lines in subsection (d) of Chapters 14 and 711. However, these determinations will still be made in a timely manner. If the parents disagree with Reach's recommendation on ESY, the parents will be afforded an expedited due process hearing.

### ***§ 711.45. Access to Instructional Materials***

#### **National Instructional Materials Accessibility Standard (NIMAS)**

Reach will ensure timely delivery of print instructional materials in accessible formats to blind or other enrolled students with print disabilities. Reach will work with Accessible Media Providers (AMPs), such as Bookshare, to provide eligible students files in the NIMAS standard. These files are based on the international DAISY (Digital Accessible Information System) standard, essentially the DAISY/NISO (National Information Standards Organization) Z39.86 2005 standard and is required by federal IDEA regulation. DAISY is an internationally recognized technical standard used to facilitate the creation of accessible content. These files are electronic documents created by textbook providers, submitted to AMPs, and then requested by public schools. These files will be provided to eligible students as part of its accessibility provision and assistive technology considerations of the students' IEP teams.

To ensure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities, Reach will adopt the National Instructional Materials Accessibility Standard (NIMAS). The NIMAS refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials.

Reach will, in a timely manner, provide print instructional materials in specialized, accessible formats (that is, Braille, audio, digital, large-print, and the like) to children who are blind or other persons with print disabilities, as defined in 2 U.S.C.A. § 135a regarding books and sound reproduction records for blind and other physically handicapped residents annual appropriations and purchases.

Reach will act in a timely manner in providing instructional materials under subsection (a) if they take all reasonable steps to ensure that children who are blind or other persons with print disabilities have access to their accessible format instructional materials at the same time that students without disabilities have access to instructional materials. Reach will not withhold instructional materials from other students until instructional materials in accessible formats are available.

Receipt of a portion of the instructional materials in alternate accessible or specialized format will be considered receipt in a timely manner if the material received covers the chapters that are currently being taught in the student's class.

If a child who is blind or other person with a print disability enrolls in school after the start of the school year, Reach will take all reasonable steps to ensure that the student has access to accessible format instructional materials within 10 school days from the time it is determined that the child requires printed instructional materials in an alternate accessible or specialized format.



Reach may coordinate with the National Instructional Materials Access Center (NIMAC) to facilitate the production of and delivery of accessible materials to children who are blind or other persons with print disabilities. The NIMAC refers to the central repository, established under section 674(e) of IDEA (20 U.S.C.A. § 1474(e)), which is responsible for processing, storing and distributing NIMAS files of textbooks and core instructional materials.

Reach coordinating with NIMAC will require textbook publishers to deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials. Reach may on occasion choose not to coordinate with NIMAC and may require that publishers deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the charter schools or cyber charter schools.

### ***§ 711.46. Positive Behavior Support***

#### **Positive Behavior Interventions and Support**

Reach believes that every student must be treated with respect and will implement an evidenced-based, data-driven, school wide program of positive behavioral supports to improve the academic and social outcomes of all students. This framework of positive behavior interventions and supports (PBIS) includes a variety of school wide as well as individual strategies focused on teaching and reinforcing positive school engagement and behaviors. Every student will receive positive reinforcement through frequent teacher feedback and interaction.

Components of Reach's positive behavior interventions and support (PBIS) program include all-staff professional development related to understanding students' negative behaviors and their antecedents as well as how to use preventative measures to prevent them. When a student is in need of behavior interventions, the Reach Student Support Team will work with school staff, parents, Learning Coaches and the student to create positive behavior intervention plans based on data collected from interviews and observations of the student in the virtual classroom and the home, if necessary. Any prior or current behavior interventions plans will be reviewed in the process and adapted as necessary for the virtual environment. Data is analyzed and interventions are adapted as needed, based on that data, to determine how to modify environmental factors that may contribute to negative behaviors. Teachers and Learning Coaches will work together to support students' efforts to control their own behaviors by teaching and reinforcing self-management and helping students to identify triggers that lead to negative behaviors.

Reach's PBIS framework will also include efforts related to dropout prevention. School general and special education staff will work collaboratively to monitor students at risk for dropout. These students will be targeted for additional intervention, IEPs may be updated, and families will be engaged. Of particular focus will be engagement with the Reach community, the local neighborhood, and opportunities for service learning. Reach will have staff members dedicated to facilitating service-learning, aligning efforts with students' transition plans and postsecondary goals.

The family is a critical part of Reach's PBIS framework. As part of Reach's Learning Coach Instructional Support Initiatives, all parents and Learning Coaches will receive support and training on creating a positive learning environment to minimize negative behaviors and reinforcing positive behaviors. Reach's PBIS framework is a tiered system. Therefore, when tiered interventions have been attempted for a period of time, and data reveals that behaviors have not improved, upon

agreement of the parent, the student is referred to the Special Education Team for evaluation that may include a Functional Behavior Assessment and a Behavior Intervention Plan.

### Use of Seclusion or Restraint

Reach does not have physical contact with students on a regular basis; however, it will maintain a Seclusion and Restraint plan to implement if necessary during occasions when staff has contact with students during field trips, state testing, or visits to the school offices. A copy of this plan will be available to students and their families in the school handbook.

Every effort will be made to avoid the need for the use of restraint or seclusion of a student. Physical seclusion or restraint will not be used except when used as a last resort and only when:

- the student's behavior poses imminent risk of injury to self or others; and,
- other less restrictive interventions are ineffective.

A student will never be secluded or physically restrained by a school employee who has not received extensive training by the school in the use of seclusion and restraint procedures. These strategies may be used in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff will request assistance from trained staff as soon as possible.

Physical restraint or seclusion of a student may only be used for a short period of time and will be ended as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health care professional) is prohibited. A Reach employee will never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician.

Every instance in which seclusion or restraint is used will be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees. Immediately after the imminent risk of injury to self or others has ended, the student should no longer be physically restrained or secluded and a school employee, not involved with the seclusion or restraint, will examine the student to ascertain if any injury has been sustained during the seclusion or restraint of the student.

After each incident a debriefing procedure is followed and the incident is documented. Reach will annually review this seclusion and restraint policy. Regular professional development and training on these procedures will be provided to school staff.

### When Seclusion and Restraint Procedures Will Not Be Employed

Physical restraint and seclusion will not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and will not result in seclusion or restraint. Unless a student's destruction or damage to property creates an imminent risk of injury to the student or others, the destruction or damage of property does not itself indicate an imminent risk of injury and will not be the justification for seclusion or restraint of a student.

## Time-Out

Time-out is a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Short time-out sessions will be both developmentally and behaviorally appropriate.

## Debriefing

As soon as practical and after every instance in which seclusion or restraint is used on a student, the school administrator or designee will do the following:

- meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether proper seclusion or restraint procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion;
- direct a staff person, who was not part of the seclusion or restraint of the student, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and,
- provide a copy of an incident report to the parent(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.

## Incident Documentation and Reporting

Every instance in which seclusion or restraint is used on a student will be documented in order to memorialize the events that led up to the use of either seclusion or restraint. Documentation must be made on the form prescribed by the school and will include the following:

- The student's name;
- The date and time of the incident;
- The duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both;
- A description of any relevant events leading up to the incident;
- A description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint;
- A description of relevant interventions used immediately prior to the implementation of seclusion or restraint;
- A summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction between the student and staff;
- A description of any injuries to students, staff, or others or property damage;
- A list of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and,

- If applicable, a statement that intervention used was consistent with the student's most current behavioral intervention plan or IEP.

The Principal or designee will attempt to verbally report every instance in which seclusion or restraint is used on a student to the student's parent or guardian no later than the end of the school day or as soon as practical. The building administrator or designee will also send written notification, as soon as practical, to the student's parent or guardian after every instance in which seclusion or restraint is used on a student.

## Training

Reach will provide all school employees with training on:

- Appropriate use of effective alternatives to physical seclusion and restraint,
- Conflict de-escalation procedures,
- Positive supports and behavioral interventions techniques,
- The dangers of seclusion and restraint,
- Procedures for contacting fully trained and certified staff when behavioral crises occur
- The safe use of seclusion and restraint.
- Steps to avoid the use of seclusion or restraint.
- Debriefing practices and procedures.

This training will be recurrent and will be provided to new school employees.

A core group of appropriate personnel will be trained in each building in crisis intervention techniques, which will include the use of seclusion and restraint procedures. Any member of the core group, trained in crisis intervention techniques, including the safe use of seclusion or restraint procedures, may provide training to other school employees under this plan.

Recurrent training will be provided to school employees on a regular basis at least annually.

## Annual Review, Planning Process, and Oversight

The Principal will be designated as the coordinator of data, planning and oversight of the use of seclusion or restraint procedures. Reach will establish a team to conduct an annual review of all individual and program-wide data associated with this policy. The Committee will review the following components related to the use of restraint:

- incident reports;
- procedures used during restraint, including the proper administration of specific Reach-approved restraint techniques;
- preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint;
- documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint;

- injuries incurred during a restraint;
- notification procedures;
- staff training needs;
- specific patterns related to staff or student incidents;
- environmental considerations, including physical space, student seating arrangements, and noise levels.

Upon review of the data, the Committee will identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools for changes in policies or practices. The Committee may recommend review of the training program to ensure the most current knowledge and techniques are reflected in Reach training curriculum.

Positive rather than negative measures will form the basis of positive behavior support programs to ensure that all students will be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Behavior support programs and plans will be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques in accordance with subsection (c)(2). Notwithstanding the requirements incorporated by reference in 34 CFR 300.34, 300.324, 300.530 (relating to related services; development, review, and revision of IEP; and authority of school personnel), with regard to a child's behavior, the following words and terms, when used in this section, have the following meanings, unless the context clearly indicates otherwise:

**Aversive techniques**—deliberate activities designed to establish a negative association with a specific behavior.

**Positive behavior support plan**—A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan will be developed by the IEP team, be based on a functional behavior assessment and become part of the student's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

**Restraints:**

- The application of physical force, with or without the use of a device, for the purpose of restraining the free movement of a student's body. The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort him from one area to another.
- Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the

IEP. Devices used for physical or occupational therapy, seatbelts in wheel chairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition, and governed by subsection (d).

- Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.
- The use of restraints to control the aggressive behavior of an individual student will cause the charter school or cyber charter school to notify the parent of the use of restraint and will cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team will consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan or a change of placement to address the inappropriate behavior.
- The use of restraints may only be included in a student's IEP when:
  - Utilized with specific component elements of positive behavior support.
  - Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
  - Staff are authorized to use the procedure and have received the staff training required.
  - There is a plan in place for eliminating the use of restraint through the application of positive behavior support.
- The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student is held face down on the floor.
- The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.
- Reach will maintain and report data on the use of restraints as prescribed by the Secretary. The report will be reviewed during cyclical compliance monitoring conducted by the PDE.
- Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints must prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

The following aversive techniques of handling behavior are considered inappropriate and will not be used by Reach in educational programs:

- Corporal punishment.
- Punishment for a manifestation of a student's disability.

- Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit.
- Noxious substances.
- Deprivation of basic human rights, such as withholding meals, water or fresh air.
- Suspensions constituting a pattern.
- Treatment of a demeaning nature.
- Electric shock.

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

Reach may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.

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

## **PROCEDURAL SAFEGUARDS**

### ***§ 711.61. Suspension and Expulsion***

#### **Discipline Procedures for Students with Disabilities (Suspension and Expulsion)**

Reflected in the Reach handbook is careful protection of the rights of disabled students through the fair application of due process. Given the nature of the Cyber School and limited face to face contacts with students, suspensions and expulsions are extremely rare.

Reach staff may order the removal of a student from school for disciplinary reasons to the extent the removal is applied to non-disabled students, as long as the removals do not constitute a change of placement. A change in placement occurs if the student is removed from school for disciplinary reasons for more than ten consecutive school days or if the student is subjected to a series of removals (15 cumulative school days in a school year) that constitute a pattern of removal.

If a student with a disability is removed from his/her current placement for more than ten days during a school year, the school staff will provide services to the student to the extent necessary for the student to appropriately progress in the general curriculum and appropriately work toward achieving the goals in his/her IEP. School staff may order a change of placement to an appropriate alternative setting for no more than 45 days. The extent of the student's removal for disciplinary reasons is applied to non-disabled students if a student carries a weapon to a school function, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or causes serious bodily injury to another person while at a school function. The interim alternative setting must enable the student to continue to progress in the general curriculum and to receive those services and modifications to enable the student to progress on the goals set out in his/her IEP.

If the school staff is considering a disciplinary action that involves changing a student's placement, a manifestation determination must be completed within ten school days of any decision to change the placement of the child with a disability. The parent and relevant members of the child's IEP team must review all relevant information, including the IEP, teacher observations, information provided by the parent to determine if the behavior in question was a result of or had a direct substantial relationship to the child's disability or failure to implement the IEP. If the result of the IEP team is that the behavior was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. However, Reach will provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately work toward achieving the goals set out in his/her IEP.

After changing a student's placement for disciplinary reasons, school staff will conduct a functional behavioral assessment and convene the IEP team to develop a behavioral intervention plan; or if a behavior plan was in place it must be reviewed and modified as necessary by the IEP team.

Reach will comply with Chapter 12 of Pennsylvania code (relating to students) and 34 CFR 300.530—300.537, regarding discipline procedures. Any removal from the current educational placement is a change of placement for a student who is identified with mental retardation. When a child with a disability has been expelled from Reach, the school will provide the child with a disability with the education required under

§ 12.6(e) of the PA Code until Reach is notified in writing that the child is enrolled in another public agency, private school, approved private school or private agency. Notwithstanding the requirements incorporated by reference in 34 CFR 300.530(b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement.

## ***§ 711.62. Procedural Safeguards***

### **Procedural Safeguards Notice**

Parents of children who receive or who may be eligible for special education services have rights under the IDEA. The Procedural Safeguards Notice provides a detailed explanation of those rights. Reach will give parents a copy of the Procedural Safeguards Notice and the explanatory Procedural Safeguards Letter at least once each school year. Parents can also obtain a copy of the Procedural Safeguards Notice from Reach at any time. An additional document is available to help parents to better understand the Notice document, *The Parents' Rights: Understanding the Procedural Safeguards Notice* provides a summary of those rights. Parents will also receive the Parents' Rights documents upon initial referral or upon the parents request for an evaluation and in accordance with discipline procedures when a change in placement occurs.

Reach will ensure that procedures are established and implemented (a) to allow parties to disputes regarding any matter described in 34 CFR 300.503(a) (1) (relating to prior notice by the public agency, content of notice), (b) to resolve the dispute through a mediation process that, at a minimum, must be available whenever a hearing is requested under 34 CFR 300.507 (relating to filing a due process complaint) or(c) 34 CFR 300.530—300.537, regarding discipline procedures. The following apply to coordination services for special education and Section 504 hearings and to hearing officers:



- The Secretary may contract for coordination services in support of hearings conducted by Reach. The coordination services will be provided on behalf of charter schools or cyber charter schools and may include arrangements for stenographic services, arrangements for hearing officer services, scheduling of hearings and other functions in support of procedural consistency and the rights of the parties to hearings.
- A hearing officer may not be an employee or agent of Reach which is responsible for the education of the student, or of the school district in which the parents or student reside or of any other agency which is responsible for the education or care of the student. A hearing officer will promptly inform the parties of a personal or professional relationship the officer has or has had with any of the parties.
- Reach may request a hearing to proceed with an initial evaluation or a reevaluation when a parent fails to respond to Reach's evaluation or reevaluation. When a parent rejects Reach's proposed identification of a child, proposed evaluation, proposed provision of a FAPE or proposed educational placement, other than the initial placement, Reach may request an impartial due process hearing. If the parent fails to respond or refuses to consent to the initial provision of special education services, neither due process nor mediation may be used to obtain agreement or a ruling that the services may be provided.

The following time line applies to due process hearings:

- A hearing will be held after the conclusion of the resolution session under 34 CFR 300.510 (relating to resolution process) or after one of the parties withdraws from mediation or the parties agree to waive or end the resolution session.
- The hearing officer's decision will be issued within 45 days after the resolution or mediation session ends without resolution or agreement date.

Except as provided by 34 CFR 300.533 (relating to placement during appeals), during the pendency of any mediation proceeding conducted in accordance with 34 CFR 300.506 (relating to mediation), unless Reach and the parents of the child agree otherwise, the child that is the subject of the mediation will remain in the child's then current education placement until the mediation process is concluded.

The resolution session required by 34 CFR 300.510 will be available to parents of both school age and eligible young children with disabilities. Parent advocates may attend the sessions.

## **SPECIAL EDUCATION POLICIES**

These are policies provided to the Board of Trustees by Board Counsel. These will be used as the basis of school policies and are subject to modification by the Board of Trustees.

These policies reflect Reach Cyber Charter School's mission and vision and compliance with all Pennsylvania laws and regulations.

To the extent that anything in these policies could be construed to conflict with state and/or federal law, the applicable state and/or federal laws control. These policies are not intended to conflict with charter requirements.

1. Special Education Access to Instructional Material
2. Special Education Alternate Assessments
3. Special Education Annual Notices
4. Special Education Assistive Technology
5. Special Education Child Find
6. Special Education Disciplinary Exclusions for Special Education Students
7. Special Education Dispute Resolution
8. Special Education Extended School Year (ESY)
9. Special Education Exceptional Student Records
10. Special Education Free and Public Education (FAPE)
11. Special Education Family Educational Rights and Privacy Act (FERPA)
12. Special Education Independent Educational Evaluation (IEE) policy
13. Special Education Independent Educational Evaluation (IEE)
14. Special Education Individualized Education Program (IEP)
15. Special Education Inclusion
16. Special Education Intensive Interagency
17. Special Education Least Restrictive Environment
18. Special Education Nonacademic Services and Settings
19. Special Education Physical Education
20. Special Education Positive Behavioral Support
21. Special Education Program Options
22. Special Education Psychological Services
23. Special Education Related Services
24. Special Education Section 504
25. Special Education Students with Specific Learning Disabilities (SLD)
26. Special Education Student Enrollment
27. Special Education Surrogate Parent
28. Special Education Training
29. Special Education Transition Services
30. Special Education

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Access to Instructional Materials Policy**

The Pennsylvania State Board of Education adopted the National Instructional Materials Accessibility Standard (NIMAS) as defined in the Education of Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), for the purpose of providing print instructional materials in alternate accessible formats or specialized formats to blind persons or other persons with print disabilities in a timely manner. Pursuant to the state regulations which incorporate the IDEA, Reach Cyber Charter School (“Charter School”) will adopt NIMAS to ensure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities. The NIMAS refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials.

The Charter School, shall, in a timely manner, provide print instructional materials in specialized, accessible formats (that is, Braille, audio, digital, large-print, and the like) to children who are blind or other persons with print disabilities, as defined in 2 U.S.C.A. § 135a (regarding books and sound-reproduction records for blind and other physically handicapped residents; annual appropriations; and purchases).

The Charter School, shall, in a timely manner, provide instructional materials under 2 USCS Section 135 subsection (a) if they take steps to ensure that children who are blind or other persons with print disabilities have access to their accessible format instructional materials at the same time that students without disabilities have access to instructional materials. The Charter School will not withhold instructional materials from other students until instructional materials in accessible formats are available.

Receipt of a portion of the instructional materials in alternate accessible or specialized format will be considered receipt in a timely manner if the material received covers the chapters that are currently being taught in the student’s class.

If a child who is blind or other person with a print disability enrolls in the Charter School after the start of the school year, Charter School shall take steps to ensure that the student has access to accessible format instructional materials within 10 school days from the time it is determined that the child requires printed instructional materials in an alternate accessible or specialized format.

The Charter School may coordinate with the National Instructional Materials Access Center (NIMAC) to facilitate the production of and delivery of accessible materials to children who are blind or other persons with print disabilities. The NIMAC refers to the central repository, established under section 674(e) of the Education of Individuals with Disabilities Education Act, which is responsible for processing, storing and distributing NIMAS files of textbooks and core instructional materials.

Schools coordinating with NIMAC shall require textbook publishers to deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the School. Schools that choose not to coordinate with NIMAC may require that publishers deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the School.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            , 2016

President

Secretary

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Alternate Assessment of Students Policy**

The CEO/Principal or his/her designee shall ensure that all children with disabilities are included in all general state and district-wide assessment programs, including the PSSA, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective IEPs.

Alternate assessments such as the PASA must be aligned with the state's academic content standards and student academic achievement standards or if the state has adopted alternate academic achievement standards, measure the achievement of children with disabilities against those standards.

Reach Cyber Charter School ("Charter School") must maintain information regarding the number of children who: participate in regular assessments; were provided accommodations in order to participate in those assessments; and participate in alternate assessments.

The CEO/Principal or his/her designee is directed to develop procedures to ensure that students with disabilities participate in the PSSA or PASA to the extent consistent with applicable law.

The CEO/Principal or his/her designee is directed to monitor student participation in statewide assessment to foster participation.

The CEO/Principal or his/her designee is directed to provide training opportunities to personnel regarding statewide assessment participation and PSSA and PASA requirements.

The CEO/Principal or his/her or her designee is directed to make Pennsylvania's guidelines regarding statewide assessments available to personnel.

The CEO/Principal or his/her designee is directed to develop procedures to prepare students in test-taking techniques prior to test administration.

The CEO/CAO/Principal or his/her designee is directed to review assessment data and use data to drive any needed program changes. The CEO or his/her designee is directed to report to the Board what changes are recommended and needed.

The CEO/CAO/Principal or his/her designee must maintain information regarding the performance of children with disabilities on regular assessments and on alternate assessments.

IEPs must include a description of benchmarks or short-term objectives for children who take alternate assessments aligned to alternate achievement standards.

IEPs must include a statement of any accommodations that are necessary to measure the academic achievement and functional performance of the child on statewide and district-wide assessments consistent with law.

IEPs must, if the IEP team determines that the child shall take an alternate assessment on a particular statewide or school-wide assessment of student achievement, provide a statement of why the child cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate for the child.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            , 2016

President

Secretary

# Reach Cyber Charter School

2016-2017 School Year

***Annual Public Notice of Special Education Services and Programs and Rights for  
Students with Disabilities  
And  
Notification of Rights under the Family Educational Rights and Privacy Act***

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 *et. seq.* (“IDEA 2004”).

Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of Reach Cyber Charter School (“Charter School”) children of available special education services and programs and how to request those services and programs, and of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Charter School.

In addition, the federal Family Educational Rights and Privacy Act of 1974 (“FERPA”), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights.

Charter School fulfills its duties with this Annual Notice and has incorporated several sections of the PaTTAN Procedural Safeguards Notice and other applicable guidelines from the Pennsylvania Department of Education into the Board-approved Child Find Notice and Policies and Procedures described below. Charter School also directs parents to the procedural safeguards notice from PaTTAN available at the School’s main office for additional information regarding rights and services. Parents may contact Charter School’s Senior Manager of Special Education, Colleen Freyvogel, at 750 E. Park Drive, #204, Harrisburg, Pennsylvania and 570-218-8467 at any time to request a copy of the Procedural Safeguards Notice or with any other questions about special education services, screenings, policies, or procedures. The Procedural Safeguards Notice is provided to parents of special education students by Charter School once per school year or: (1) upon initial referral or parent request for evaluation; (2) upon filing by parents of their first State complaint under 34 CFR §§300.151 through 300.153 and upon filing by parents of their first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request. [34 CFR §300.504(a)].

The purpose of this Annual Notice is to comply with Charter School’s obligations under Chapter 711 of Title 22 of the Pennsylvania Code and to describe: (1) the types of disabilities that might qualify the child for special education; (2) the special education programs and related services that are available; (3) the process by which Charter School screens and evaluates such students to determine eligibility; (4) the special rights that pertain to such children and their parents or legal guardians; and (5) the confidentiality rights that pertain to student information.

A copy of this Annual Notice is also available on the School’s website at: <http://www.connectionsacademy.com/reach-cyber-school>.

## **Qualifying for special education and related services**

Under the federal Individuals with Disabilities Education Improvement Act of 2004, or “IDEA 2004,” children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need special education and related services: mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities.

IDEA 2004 provides legal definitions of the disabilities that qualify a student for special education and related services, which may differ from those terms used in medical or clinical practice or common usage.

### **Section 504 Services**

Under Section 504 of the federal Rehabilitation Act of 1973, some school-age children with disabilities who do not meet the eligibility criteria outlined above might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code and Section 504.

Charter School must ensure that qualified handicapped students have equal opportunity to participate in the School program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and activities to the maximum extent appropriate to the student’s abilities and to the extent required by the laws.

These services and protections for “protected handicapped students” may be distinct from those applicable to eligible or thought-to-be eligible students. Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school Section 504 Coordinator, Colleen Freyvogel, at 750 E. Park Drive, #204, Harrisburg, Pennsylvania and 570-218-8467.

### **Least Restrictive Environment (“LRE”)**

Charter Schools ensure that children with disabilities are educated to the maximum extent possible in the regular education environment or “least restrictive environment”. To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Programs and services available to students with disabilities might include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant services by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting. This is a team decision.



Depending on the nature and severity of the disability and least restrictive environment consideration, Charter School could provide special education programs and services as determined appropriate by the IEP team, in locations such as: (1) the classroom/building the child would attend if not disabled; (2) an alternative regular class either in or outside the school; (3) a special education center operated by an Intermediate Unit; (4) an approved private school or other private facility licensed to serve children with disabilities; (5) a residential school; (6) approved out-of-state program; or (7) the home. This is a team decision.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of services that may be available, depending upon the child's disability and needs might include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing-impaired support; (5) blind or visually-impaired support; (6) physical support; (7) autistic support; (8) multiple disabilities support; (9) speech and language support; (10) extended school year support; and (11) vision support. This is a team decision.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include, but are not limited to: speech and language therapy; transportation; occupational therapy; physical therapy; school nursing services; audiology counseling services; parent counseling or training; certain medical services for diagnostic or evaluation purposes; social work; recreation; and transition. Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations.

Charter School, in conjunction with parents, determines the type and intensity of special education and related services that a particular child needs based on the unique program of special education and related services that the School develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team. The participants in the IEP team are dictated by IDEA 2004. The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant, but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which a Charter School may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs generally contain: (1) a statement of the student's present levels; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services, and a statement of the program modifications or supports for School personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the performance of the child on State and School assessments; and (7) the projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services or modifications.

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. Charter School must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights, if any, that will transfer to the child on reaching the age of majority.

### **Screening and Evaluation Procedures for Children to Determine Eligibility**

#### **Screening**

Charter School has established a system of screening which may include pre-referral intervention services to accomplish the following:

- (1) Identification and provision of initial screening for students prior to referral for a special education evaluation.
- (2) Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum and special education curriculum.
- (3) Identification of students who may need special education services and programs.

The screening process includes:

Hearing and vision screening in accordance with Section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.

Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

Charter School has established and implements procedures to locate, identify, and evaluate children suspected of being eligible for special education. These procedures involve screening activities which may also include, but are not limited to: review of data and student records; motor screening; and speech and language screening. The School assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. If the concern can be addressed without special education services, or is the result of limited English proficiency or appropriate instruction, a recommendation may be made for interventions other than a multidisciplinary team evaluation. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process.

Except as indicated above or otherwise announced publicly, screening activities take place on-going at periods throughout the school year. Screening is conducted at Charter School, unless other arrangements are necessary or arranged.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services.

**If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write Colleen Freyvogel, Senior Manager of Special Education of Charter School at:**

Reach Cyber Charter School  
750 E. Park Drive,  
Suite #204,  
Harrisburg, Pennsylvania  
and 570-218-8467

**Screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.**

**Disproportionality**

In accordance with Chapter 711, in the event that Charter School would ever meet the criteria in 34 CFR § 300.646 (relating to disproportionality), as established by the State Department of Education, the services that would be required would then include:

(1) A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.

(2) For students with academic concerns, an assessment of the student's performance in relation to State-approved grade-level standards.

(3) For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.

(4) A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.

(5) Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.

(6) A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.

(7) A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.

(8) Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

**Evaluation**

An evaluation under IDEA 2004 involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child's IEP. Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

Parental consent must be obtained by Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the PaTTAN Procedural Safeguards Notice. If you have any questions about where to obtain a copy of the PaTTAN Procedural

Safeguards Notice, kindly contact the Senior Manager of Special Education, Colleen Freyvogel, at 750 E. Park Drive, #204, Harrisburg, Pennsylvania and 570-218-8467.

The evaluation process is conducted by a Multi-Disciplinary Team (“MDT”), which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The Multi-Disciplinary Evaluation (“MDE”) process must be conducted in accordance with specific timelines and must include protective procedures. For example, tests and procedures used as part of the Multi-Disciplinary Evaluation may not be racially or culturally biased.

The MDE process culminates with a written report called an Evaluation Report (“ER”). This report makes recommendations about a student’s eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Parents who think their child is eligible for special education may request, at any time, that Charter School conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the Senior Manager of Special Education, Colleen Freyvogel, at 750 E. Park Drive, #204, Harrisburg, Pennsylvania and 570-218-8467.

If a parent makes an oral request for a Multi-Disciplinary Evaluation, Charter School shall provide the parent with a form(s) for that purpose. If the public school denies the parents’ request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Reevaluations are conducted if Charter School determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child’s parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and Charter School agree; and must occur once every 3 years, unless the parent and Charter School agree that a reevaluation is unnecessary. Students with mental retardation must be reevaluated every two years under State law.

### **Educational Placement**

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the School who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of Charter School; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. IEP team participation is directly addressed by the regulations. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based in part on the results of the Multi-Disciplinary Evaluation. When the IEP team decides that a student is not eligible for special education, recommendations for educational programming in regular education may be developed from the ER.

Placement must be made in the “least restrictive environment”, as described more fully above, in which the student’s needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

### **Parents and Surrogate Parents**

For purposes of this Notice, Charter School considers parents to be biological or adoptive parents of a child; a foster parent; a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the child; an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or a surrogate parent.

A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434a(6). A person selected as a surrogate parent must not be an employee of the SEA, Charter School, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent.

### **Prior Written Notice**

Charter School will notify the parent whenever Charter School:

- a. Proposes to initiate or to change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education (“FAPE”) to the child; or
- b. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to the child.
- c. Change of placement for disciplinary reasons.
- d. Due process hearing, or an expedited due process hearing, initiated by Charter School.
- e. Refusal of Charter School to agree to an independent educational evaluation (“IEE”) at public expense.

In Pennsylvania, prior written notice is provided by means of a Prior Written Notice Form/Notice of Recommended Educational Placement (“NOREP”). You should be given reasonable notice of this proposal or refusal so that if you do not agree with Charter School you may take appropriate action. Reasonable Notice means ten (10) days.

#### The prior written notice must:

Describe the action that Charter School proposes or refuses to take:

1. Explain why Charter School is proposing or refusing to take the action;
2. Describe each evaluation procedure, assessment, record, or report Charter School used in deciding to propose or refuse the action;

3. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
4. Tell how you can obtain a description of the procedural safeguards if the action that Charter School is proposing or refusing is not an initial referral for evaluation;
5. Include resources for you to contact for help in understanding Part B of the IDEA;
6. Describe any other choices that your child's IEP Team considered and the reasons why those choices were rejected; and
7. Provide a description of other reasons why Charter School proposed or refused the action.

The notice must be:

- 1) Written in language understandable to the general public; **and**
- 2) Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.
- 3) If your native language or other mode of communication is not a written language, Charter School will ensure that:
  - a) The notice is translated for you orally or by other means in your native language or other mode of communication;
  - b) You understand the content of the notice; **and**
  - c) There is written evidence that 1 and 2 have been met.

*Native language*, when used with an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2. In all direct contact with a child (including evaluation of a child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

## **Parental Consent**

### **WHEN IS PARENTAL CONSENT NEEDED?**

#### **Initial Evaluations (34 CFR §300.300)**

Charter School cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading Parental Consent.

We will make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does not mean that you have also given your consent to start providing special education and related services to your child. If you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, we may, but are not required to, seek to conduct an initial evaluation of your child by utilizing mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. We will not violate our

obligations to locate, identify and evaluate your child if we do not pursue an evaluation of your child in these circumstances.

### **Special rules for initial evaluation of wards of the State**

Under Pennsylvania law, if a child is designated a ward of the state, the whereabouts of the parent are not known or the rights of the parent have been terminated in accordance with State law. Therefore, someone other than the parent has been designated to make educational decisions for the child.

For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

1. Despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parent of the child;
2. The rights of the parents of the child have been terminated in accordance with State law; or
3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

Consent for an initial evaluation should, therefore, be obtained from the individual so designated to make educational decisions for the child.

Ward of the State, as used in the IDEA, encompasses two other categories, so as to include a child who is:

1. A foster child who does not have a foster parent;
2. Considered a ward of the State under State law; or
3. In the custody of a public child welfare agency.

### **Consent for Initial Placement in Special Education (34 CFR §300.300)**

We must obtain your informed consent before providing special education and related services to your child for the first time. We must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, we may not use the procedural safeguards (i.e. mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services as recommended by your child's IEP Team may be provided to your child without your consent.

If you refuse to give your consent for your child to start receiving special education and related services, or if you do not respond to a request to provide such consent and we do not provide your child with the special education and related services for which consent is sought, Charter School:

1. Is not in violation of the requirement to make FAPE available to your child for its failure to provide those services to your child; and
2. Is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

## **Consent for Reevaluations (34 CFR §300.300)**

We must obtain your informed consent before your child is reevaluated, unless:

1. Charter School took reasonable steps to obtain your consent for your child's reevaluation; and
2. You did not respond.

## **What is Documentation of Reasonable Efforts to Obtain Parental Consent? (34 CFR §300.300, §300.322)**

We will maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation and to locate parents of wards of the State for initial evaluations. The documentation will include a record of attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

## **When is Consent Not Required Related to Evaluate?**

1. Review existing data as part of your child's evaluation or a reevaluation; or
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

## **When there is Refusal to Consent to a Reevaluation?**

If you refuse to consent to your child's reevaluation, we may, but are not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, we do not violate obligations under Part B of the IDEA if we decline to pursue the reevaluation in this manner.

We may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

## **Disagreements with an Evaluation**

### **a. Independent Educational Evaluations (34 CFR §300.502)**

#### **1) General**

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by Charter School. If you request an IEE, Charter School must provide you with information about where you may obtain an IEE and about Charter School's criteria that apply to IEEs.

#### **2) Definitions**



- a) *Independent educational evaluation* means an evaluation conducted by a qualified examiner who is not employed by Charter School and responsible for the education of your child.
- b) *Public expense* means that Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

### **3) Parent right to evaluation at public expense**

You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by Charter School, subject to the following conditions:

- a) If you request an IEE of your child at public expense, Charter School must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an IEE at public expense, unless Charter School demonstrates in a hearing that the evaluation of your child that you obtained did not meet Charter School's criteria.
- b) If Charter School requests a hearing and the final decision is that Charter School's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
- c) If you request an IEE of your child, Charter School may ask why you object to the evaluation of your child obtained by Charter School. However, Charter School may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend Charter School's evaluation of your child.
- d) You are entitled to only one IEE of your child at public expense each time Charter School conducts an evaluation of your child with which you disagree.
- e) Charter School criteria

If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE).

Except for the criteria described above, Charter School may not impose conditions or timelines related to obtaining an IEE at public expense.

#### **b. Parent-initiated evaluations**

If you obtain an IEE of your child at public expense or you share with Charter School an evaluation of your child that you obtained at private expense:

- 1) Charter School must consider the results of the evaluation of your child, if it meets Charter School's criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; **and**
- 2) You or Charter School may present the evaluation as evidence at a due process hearing regarding your child.

#### **c. Requests for evaluations by hearing officers**

If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

## **ANNUAL NOTICE OF RIGHTS REGARDING STUDENT RECORDS:**

### **CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION** **(34 CFR §300.622)**

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

### **ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)**

#### **1. Related to the confidentiality of information, the following definitions apply:**

- a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b. *Education records* means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
- c. *Participating agency* means any Charter School, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
- d. ***Personally identifiable (34 CFR § 300.32)*** means information that has:
  - 1) Your child’s name, your name as the parent, or the name of another family member;
  - 2) Your child’s address;
  - 3) A personal identifier, such as your child’s social security number or student number;  
**or**
  - 4) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

#### **2. Access Rights (34 CFR §300.613)**

##### **a. Parent Access**

Charter School must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by Charter School under Part B of the IDEA. Charter School must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

- 1) Your right to inspect and review education records includes:
- 2) Your right to a response from Charter School to your reasonable requests for explanations and interpretations of the records;
- 3) Your right to request that Charter School provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
- 4) Your right to have your representative inspect and review the records.

- a) Charter School may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
- b) If any education **record includes information on more than one child**, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
- c) On request, each Charter School must provide you with a **list of the types and locations of education records** collected, maintained, or used by Charter School.

**b. Other Authorized Access (34 CFR §300.614)**

Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

**2. Fees**

Charter School may charge a fee or copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. Charter School may not charge a fee to search for or to retrieve information under Part B of the IDEA.

**3. Amendment of Records at Parent's Request (34 CFR §300.618)**

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request Charter School to change the information. Charter School must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request. If Charter School refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.

**4. Opportunity for a Records Hearing (34 CFR §300.619)**

Charter School must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

**a. Hearing Procedures (34 CFR §300.621)**

A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g ("FERPA"), 34 CFR § 99.22:

- 1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
- 2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in Reach of the hearing.
- 3) The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.
- 4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's

education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

- 5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
- 6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

**b. Result of Hearing (34 CFR §300.620)**

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and inform you in writing. If, as a result of the hearing, Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, Charter School must inform you of the right to place in the records that Charter School maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by Charter School as part of the records of your child as long as the record or contested portion is maintained by Charter School; **and**
2. If Charter School discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

**c. Safeguards (34 CFR §300.623)**

**Charter School must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.**

One official at Charter School must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding State policies and procedures regarding confidentiality under Part B of the IDEA and FERPA.

Charter School must maintain, for public inspection, a current listing of the names and positions of those employees within Charter School who have access to personally identifiable information.

**5. Destruction of Information (34 CFR §300.624)**

**Charter School must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child, and the information must be destroyed at your request.**

However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

**PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES.**

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons:

**AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)**

### 1. Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

### 2. General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 consecutive school days**, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 consecutive school days** in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see ***Change of Placement Because of Disciplinary Removals*** for the definition, below) or **exceed 10 cumulative school days in a school year**. Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading ***Services***.

### 3. Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see ***Manifestation determination***, below) and the disciplinary change of placement would exceed **10 consecutive school days**, Charter School may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under ***Services***. The child's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for **more than 10 cumulative school days** in a school year can be considered a pattern so as to be deemed a change in educational placement (explained under ***Change of Placement Because of Disciplinary Removals***). Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or more than 10 cumulative days).

### 4. Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided to an interim alternative educational setting. A Charter School is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their Charter School.

A child with a disability who is removed from the child's current placement for **more than 10 consecutive school days** must:

- a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
- b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **more than 10 school days** during one school year, or **if** current removal is for **10 consecutive school days** or less, **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

### **5. Manifestation Determination**

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
- b. If the conduct in question was the direct result of Charter School's failure to implement the child's IEP.

If Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Charter School's failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

### **6. Determination that behavior was a manifestation of the child's disability**

If Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- a. Conduct a functional behavioral assessment, unless Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
- b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

### **7. Special circumstances**

Whether or not the behavior was a manifestation of the child's disability, School personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- a. Carries a weapon (see the **Definitions** below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;

- b. Knowingly has or uses illegal drugs (see the Definitions below), or sells or solicits the sale of a controlled substance, (see the Definitions below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; or
- c. Has inflicted serious bodily injury (see the Definitions below) upon another person while at school, on school premises, or at a school function under the jurisdiction of Charter School.

## 8. Definitions

- a. *Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- b. *Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
- c. *Serious bodily injury* has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
- d. *Weapon* has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

## 9. Notification

On the date it makes the decision to make a removal that is a change of placement of the child with a disability because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a Procedural Safeguards Notice.

### **Change Of Placement Because Of Disciplinary Removals (34 CFR §300.536)**

A removal of a child with a disability from the child’s current educational placement is a **change of placement** requiring a NOREP/prior written notice if:

- 1. The removal is for more than 10 consecutive school days; or
- 2. The removal is for more than 15 cumulative school days; or
- 3. The child has been subjected to a series of removals that constitute a pattern because:
  - a. The series of removals total more than 10 school days in a school year;
  - b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in a series of removals; and
  - c. Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Charter School and, if challenged, is subject to review through due process and judicial proceedings.

### **Determination of Setting (34 CFR §300.531)**

The IEP must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings **Additional authority** and **Special circumstances**, above.

#### 1. General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

- a. Any decision regarding placement made under these discipline provisions; or
- b. The manifestation determination described above.

Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

## **2. Authority of hearing officer**

A hearing officer that meets the requirements described under the sub-heading ***Impartial Hearing Officer*** must conduct the due process hearing and make a decision.

The hearing officer may:

- a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or
- b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a Charter School files a due process complaint to request such a hearing, a hearing must be held in accordance with the following:

1. Charter School must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is filed and must result in a determination within **10** school days after the hearing.
2. Unless the parents and Charter School agree in writing to waive the resolution meeting, or agree to use mediation, a resolution meeting must occur within **7** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading ***Authority of School Personnel***, whichever occurs first.

### **Special Rules for Students with Mental Retardation**

The disciplinary removal of a child with mental retardation attending either a Charter School for any amount of time is considered a change in placement and requires NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, a Charter School may suspend on a limited basis a student with mental retardation who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than mental retardation could be suspended.

### **Protections For Children Not Yet Eligible For Special Education and Related Services (34 CFR §300.534)**



### 1. General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

### 2. Basis of knowledge for disciplinary matters

**Charter School must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:**

- a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of Charter School, or a teacher of the child;
- b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**
- c. The child's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Charter School's Director of Special Education or to other supervisory personnel of Charter School.

### 3. Exception

**A Charter School would not be deemed to have such knowledge if:**

- a. The child's parent has not allowed an evaluation of the child or refused special education services; **or**
- b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

### 4. Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, Charter School does not have knowledge that a child is a child with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters*** and ***Exception***, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by School authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Charter School and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

## **REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34 CFR §300.535)**

### 1. The state and federal regulations do not:

- a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
- b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

## **2. Transmittal of records**

If Charter School reports a crime committed by a child with a disability, Charter School must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom Charter School reports the crime and may transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

**THIS ANNUAL NOTICE AND STATEMENT OF POLICY AND PROCEDURES HAS BEEN WRITTEN IN ACCORDANCE WITH CHAPTER 711 OF TITLE 22 OF THE PA CODE AND INCORPORATED INFORMATION FROM APPLICABLE PDE AND STATE FORMS AND SOURCES INCLUDING THE PATTAN PROCEDURAL SAFEGUARDS NOTICE.**

**THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH LANGUAGE. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, Senior Manager of Special Education, Colleen Freyvogel, at 750 E. Park Drive, #204, Harrisburg, Pennsylvania and 570-218-8467 FOR AN EXPLANATION. CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION).**

**THIS NOTICE IS ONLY A SUMMARY OF THE SPECIAL EDUCATION SERVICES, EVALUATION AND SCREENING ACTIVITIES, AND RIGHTS AND PROTECTIONS PERTAINING TO CHILDREN WITH DISABILITIES, CHILDREN THOUGHT TO BE DISABLED, AND THEIR PARENTS AND IS ONLY A SUMMARY OF THE CONFIDENTIALITY RIGHTS REGARDING STUDENT INFORMATION.**

**FOR MORE INFORMATION OR TO REQUEST EVALUATION OR SCREENING OF A CHARTER SCHOOL STUDENT CONTACT Senior Manager of Special Education, Colleen Freyvogel, at 750 E. Park Drive, #204, Harrisburg, Pennsylvania and 570-218-8467.**

**NOTHING IN THIS NOTICE IS INTENDED TO CONFLICT WITH OR SUPPLANT THE INFORMATION CONTAINED IN THE PENNSYLVANIA DEPARTMENT OF EDUCATION'S CURRENT "PROCEDURAL SAFEGUARDS NOTICE" WHICH IS AVAILABLE THROUGH THE SCHOOL FOR YOUR REVIEW OR WITH APPLICABLE STATE AND/OR FEDERAL LAWS.**

## Reach Cyber Charter School

### Board of Trustees Policy

#### Assistive Technology (AT) Policy and Procedures

As defined in federal and state law, **assistive technology device** means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. Assistive technology devices range from a simple switch for a child with particular physical limitations to a sophisticated vocal output augmentative communication device for a child with severe speech impairment.

**Assistive technology service** means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

By virtue of these expansive definitions, an exhaustive yet specific list of what constitutes assistive technology devices and/or services would be impossible to create.

By way of example:

Hearing aids worn in school by children with hearing impairments, including deafness, must be functioning properly.

External components of surgically implanted medical devices must be functioning properly.

The Board recognizes that assistive technology devices and/or services may be essential factors in meeting the educational needs of children with disabilities. Both federal and state special education laws explicitly include assistive technology devices and/or services among those services which must be provided for a child with a disability, at no cost to parents, if determined by the Individualized Education Program (IEP) team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a child to be educated in the least restrictive environment.

The Board further recognizes that, as with every other special education service, the IEP team is responsible for determining if an assistive technology device and/or service is necessary for a child with a disability to receive FAPE. It is important to remember that assistive technology devices and/or services are not ends in themselves. The IEP team should focus on whether or not assistive technology devices and/or services are necessary for the eligible child to meet educational demands and therefore receive FAPE.

## THEREFORE

To the extent that assistive technology devices and/or services may be required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the full extent of devices (e.g., no, low, and high technology and back-up strategies) and service(s) as well as the amount of such service(s). The provision of assistive technology devices and/or services may not be made conditional on subsequent approval by entities outside the IEP process (i.e., IU availability, Medical Access Reimbursement, etc.).

All procedural safeguards and time lines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to ensure eligible children receive FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated.

It is the charter school's responsibility to provide assistive technology devices and services when included as part of a student's IEP. The charter school is responsible for the maintenance and repair of assistive technology devices used to implement a child's IEP.

The Chief Executive Officer ("CEO")/Principal or his/her designee is directed to seek any necessary assistance from the Commonwealth regarding the purchase and payment for Assistive Technology. According to PDE, the CEO/Principal or his/her designee should inform the family not to assume the device will be billed to Medical Assistance (MA), even if a child's MA number is provided on an equipment acquisition form. If the device is billed to MA, the CEO/Principal or his/her designee will notify the parents by sending a transfer of ownership letter. When the parents are in receipt of the transfer of ownership letter, the billing process has begun. If the billing is ultimately rejected by MA, the parents will be informed by letter. The CEO/Principal or his/her designee may not delay or deny a student's receipt of assistive technology while it attempts to secure MA funding and is directed to comply with any applicable procedures as modified by PDE.

**Additional Administrative Procedures:** The CEO/Principal or his/her designee is charged with implementing procedures to ensure that devices are properly maintained and functioning, including hearing aids and surgically implanted medical devices.

Routine checks and tests of those devices will be administered and results logged or otherwise noted when necessary. The CEO/Principal or his/her designee is directed to implement a process to address: the need for AT, effective maintenance of all AT devices, the selection of age and developmentally appropriately AT devices, review of recommendations from qualified personnel including speech language pathologists regarding AT, and the maintenance of AT by the charter school. All AT devices are to be maintained in a manner

deemed appropriate for their intended use and purpose as directed by the manufacturer to the maximum extent possible.

The need for AT services and devices are to be identified with specificity in students' IEPs and AT services and devices are to be reviewed at least annually in the course of an IEP team meeting, or as requested by the IEP team and/or parent.

The CEO/Principal or his/her designee is directed to have AT devices promptly repaired when needed and in the interim a device or back up plan is to be in place while the device is being repaired/maintained.

The CEO/Principal or his/her designee is further directed to have a plan in place to provide AT services without interruption.

The CEO/Principal or his/her designee is charged with making personnel aware of the availability of AT resources.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            , 2016

President

Secretary

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Child Find Policy and Public Outreach Awareness System**

In accordance with Chapter 711 of Title 22 of the Pennsylvania Code, the CEO/CAO/Principal or his/her designee shall ensure that children with disabilities, regardless of the severity of their disabilities, and who are enrolled at the charter school and are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Child Find includes children who are suspected of having a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children and homeless youth, as appropriate.

#### **Public Awareness**

The CEO/CAO/Principal or his/her designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are enrolled at the Reach Cyber Charter School ("Charter School").

Charter School shall publish annually a written notice (attached hereto), in means accessible to the Charter School families. Such notice must be included in the Charter School's Handbook and on the Charter School's website. The Notice may also be made available in means accessible to the public, such as: at the Charter School's main office, in the Charter School's special education office, through local Intermediate Units and/or through other generally accessible print and electronic media deemed appropriate, and with the Board meeting minutes a description of: child identification activities, of the Charter School's special education services and programs, of the manner in which to request services and programs, and of the procedures followed by the Charter School to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

#### **Outreach Activities**

The CEO/CAO/Principal or his/her designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend the Charter School:

- Offer parents and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents (trainings in the areas of behavior support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination are important and parents may also be directed to PaTTAN training opportunities). Parent input is to be sought to determine what parent trainings are needed/desired.
- Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, including: professionals and agencies who work with homeless and migrant or other highly mobile youth, wards of the state, as well as to students attending private schools (where applicable), information concerning the types of special education programs and services available in and through the Charter School and information regarding the manner in which parents can request and access those services.
- Provide or obtain periodic training for the Charter School's regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.
- The public outreach awareness system utilized by the Charter School shall include methods for reaching homeless children, wards of the state, and highly mobile children, including migrant children.
- The Charter School shall conduct child find activities to inform the public of its special education services and programs and the manner in which to request them.
- The Charter School's child find effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.
- Efforts must be made to identify enrolled students who have a native language other than English and to ensure that notices and other outreach efforts are available to them in their native language as required by law and unless it is clearly and absolutely not feasible to do so.

## **Screening**

The CEO/CAO or his/her designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;

- Conduct hearing and vision screening in accordance with the Public School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;
- Identify students who may need special education services and programs.
- Maintain the confidentiality of information in accordance with applicable state and federal regulations.

### **Pre-Evaluation Screening**

The pre-evaluation screening process shall include:

- For students with academic concerns, an assessment of the student’s functioning in the curriculum including curriculum-based or performance-based assessments;
- For students with behavioral concerns, a systematic observation of the student’s behavior in the classroom or area in which the student is displaying difficulty (“FBA” or functional behavior assessment);
- An intervention based on the results of the assessments conducted;
- An assessment of the student’s response to the intervention, if applicable;
- A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;
- A determination of whether or not the student’s needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;
- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical



harm, or significant educational regression, to the student or others, the Charter School may initiate a multidisciplinary team reevaluation without completion of the screening process in accordance with Chapter 711. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            , 2016

President

Secretary

## Reach Cyber Charter School

### Board of Trustees Policy

#### Disciplinary Exclusions of Special Education Students Policy

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons as set forth in Chapter 711 of Title 22 of the Pennsylvania Code as well as the Procedural Safeguards Notice available through PaTTAN. The Board of Trustees directs compliance with these requirements and directs the Chief Executive Officer/Principal or his/her designee to implement procedures necessary to effectuate the following:

#### **AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)**

##### **1. Case-by-case determination**

Reach Cyber Charter School (“Charter School”) personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

##### **2. General**

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see **Change of Placement Because of Disciplinary Removals** for the definition, below) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of **10** school days in the same school year, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading **Services**.

##### **3. Additional authority**

If the behavior that violated the student code of conduct was not a manifestation of the child’s disability (see **Manifestation determination**, below) and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under **Services**. The child’s IEP Team determines the interim alternative educational setting for such services. Under PA

special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

#### **4. Services**

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting. A charter school is only required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their charter school.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must:

- a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

#### **5. Manifestation determination**

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school

days or less and not a change of placement), Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of Charter School's failure to implement the child's IEP.

If Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions were met, the conduct must be determined to be a manifestation of the child's disability.

If Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Charter School's failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

#### **6. Determination that behavior was a manifestation of the child's disability**

If Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- a. Conduct a functional behavioral assessment, unless Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading Special circumstances, the Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

#### **7. Special circumstances**

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- a. Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;
- b. Knowingly has or uses illegal drugs (see the **Definitions** below), or sells or solicits the sale of a controlled substance, (see the **Definitions** below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; or

- c. Has inflicted serious bodily injury (see the **Definitions** below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a charter school.

## **8. Definitions**

- a. *Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- b. *Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
- c. *Serious bodily injury* has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
- d. *Weapon* has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

## **9. Notification**

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

## **Change Of Placement Because Of Disciplinary Removals**

A removal of a child with a disability from the child’s current educational placement is a change of placement requiring a NOREP/prior written notice if:

- 1. The removal is for more than 10 consecutive school days; or
- 2. The removal is for 15 cumulative school days total in any one school year;
- 3. The child has been subjected to a series of removals that constitute a pattern because:
  - a. The series of removals total more than 10 school days in a school year;
  - b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in a series of removals;
  - c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Charter School and, if challenged, is subject to review through due process and judicial proceedings.

## **Determination of Setting**

The IEP team must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings **Additional authority** and **Special circumstances**, above.

### 1. General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

- a. Any decision regarding placement made under these discipline provisions; or
- b. The manifestation determination described above.

Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

### 2. Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading Impartial Hearing Officer must conduct the due process hearing and make a decision.

The hearing officer may:

- a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or
- b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or charter school files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings **Due Process Complaint Procedures, Hearings on Due Process Complaints**, except as follows:

1. The SEA must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.
2. Unless the parents and the Charter School agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading **Authority of School Personnel**, whichever occurs first.

### **Special Rules for Students with Mental Retardation**

The disciplinary removal of a child with mental retardation attending a charter school for any amount of time is considered a change in placement and requires a NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, a charter school may suspend on a limited basis a student with mental retardation who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than mental retardation could be suspended.

## **Protections For Children Not Yet Eligible For Special Education and Related Services**

### **1. General**

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

### **2. Basis of knowledge for disciplinary matters**

**A charter school must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:**

- a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel, or a teacher of the child;
- b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
- c. The child's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to

Charter School's director of special education or to other supervisory personnel of the Charter School.

### **3. Exception**

#### **A charter school would not be deemed to have such knowledge if:**

- a. The child's parent has not allowed an evaluation of the child or refused special education services; or
- b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

### **4. Conditions that apply if there is no basis of knowledge**

If prior to taking disciplinary measures against the child, a charter school does not have knowledge that a child is a child with a disability, as described above under the sub-headings **Basis of knowledge for disciplinary matters** and **Exception**, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Charter School, and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

## **B. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES**

### **1. The state and federal regulations do not:**

- a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
- b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

### **2. Transmittal of records**

If a charter school reports a crime committed by a child with a disability, the charter school: must ensure that copies of the child's special education and disciplinary records are



transmitted for consideration by the authorities to whom the agency reports the crime; and may transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.



## Reach Cyber Charter School

### Board of Trustees Policy

#### Dispute Resolution and Alternative Dispute Resolution Policy

It is the policy of Reach Cyber Charter School (“Charter School”) to ensure that disputes between parents and Charter School regarding the identification, evaluation, programming and services available to eligible students are addressed effectively and in accordance with applicable state and federal laws.

Every effort should be made to address and resolve disputes at the building/IEP team level if possible. The Chief Executive Officer (“CEO”)/Principal or his/her designee is directed to be aware of alternative dispute resolution procedures and programs, including facilitated IEP team meetings and mediation, and utilize those programs when deemed appropriate.

The CEO/Principal or his/her designee is responsible for ensuring that any agreements entered into as a result of a mediation session are implemented in accordance with the state regulations and is directed to maintain evidence of implementation.

When alternative dispute resolution is not practical or otherwise appropriate, or when a due process complaint is filed, the CEO/Principal or his/her designee is directed to follow applicable state procedures regarding the filing and answering of a due process complaint, including requirements relating to dissemination of procedural safeguards.

The CEO/Principal or his/her designee is responsible for ensuring that due process decisions are implemented in accordance with the state regulations and is directed to maintain evidence of implementation.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2016

President

Secretary

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Extended School Year Services (“ESY”) Policy**

The Board of Trustees directs that the Reach Cyber Charter School (“Charter School”) comply with the requirements incorporated by reference in 34 CFR §300.106 (relating to extended school year services).

The CEO/CAO/Principal or his/her designee is directed to ensure that the Charter School uses the following standards for determining whether a student with disabilities requires ESY as part of the student's program:

(1) At each IEP meeting for a student with disabilities, the charter school shall determine whether the student is eligible for ESY services and if so, make subsequent determinations about the services to be provided.

(2) In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors, however, no single factor will be considered determinative:

(i) Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).

(ii) Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).

(iii) Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.

(iv) The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.

(v) The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.

(vi) The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.

(vii) Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.

Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year to year progress may include the following:

- (1) Progress on goals in consecutive IEPs.
- (2) Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
- (3) Reports by parents of negative changes in adaptive behaviors or in other skill areas.
- (4) Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
- (5) Observations and opinions by educators, parents and others.
- (6) Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.

The need for ESY services will not be based on any of the following:

- (1) The desire or need for day care or respite care services.
- (2) The desire or need for a summer recreation program.
- (3) The desire or need for other programs or services that while they may provide educational benefit, are not required to ensure the provision of a FAPE.

**Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:**

- (1) Parents of students with severe disabilities shall be notified by Charter School of the annual review meeting to ensure their participation.
- (2) An IEP review meeting must occur no later than **February 28** of each school year for students with severe disabilities.
- (3) The notice of recommended educational placement (NOREP) shall be issued to the parent no later than **March 31** of the school year for students with severe disabilities.
- (4) If a student with a severe disability transfers into Charter School after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.

The eligibility for ESY services of all students with disabilities shall be considered at the IEP meeting. ESY determinations for students other than those described above as having severe disabilities are not subject to the timelines for students with the severe disabilities

described above. However, determinations for those other students shall still be made in a timely manner.

If the parents disagree with Charter School's recommendation on ESY, the parents will be afforded an expedited due process hearing in accordance with applicable laws. Parents are to be provided with the required procedural safeguards notice.

ESY programs are to be individualized with regard to the amount of services and individually appropriate goals and related services.

In cases where ESY is denied, evidence to support the denial is to be made part of the student's file.

The CEO/CAO/Principal or his/her designee is directed to develop procedures consistent with this policy and applicable laws.

TIMELINES CONTAINED IN THIS POLICY MAY BE CHANGED BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION AND THE SCHOOL MUST FOLLOW.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            , 2016

President

Secretary

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Exceptional Student Records Confidentiality Policy**

The Reach Cyber Charter School ("Charter School") recognizes the need to protect the privacy rights of Charter School's exceptional students and their parents. The classification, collection, use, maintenance and dissemination of any information about a student or his or her family raises issues regarding the privacy of that information. Thus, the Charter School shall adhere to the provisions of federal and state laws pertaining to those privacy rights, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended, and its accompanying regulations; the applicable provisions of the Individuals with Disabilities Education Improvement Act (2004) ("IDEA"), as amended, and its implementing regulations; the applicable provisions of the Pennsylvania Public School Code of 1949, and the applicable provisions of Chapters 12 and 711 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education and other provisions applicable to charter schools. The Chief Executive Officer ("CEO")/Principal or his/her designee is designated as the administrator responsible for the maintenance, access, use and release of exceptional student records. This policy is to be used in combination with Charter School's Student Records Policy.

The CEO/Principal or his/her designee shall be responsible for the implementation of this policy.

#### **CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (34 CFR §300.622)**

Unless the information is contained in education records, and the disclosure is authorized without parental/legal guardian consent under FERPA, the student's parent's/legal guardian's consent (or student's consent if the student has reached the age of majority and is otherwise eligible to have record rights transferred to him or her) must be obtained before personally identifiable information about that student is disclosed to parties other than officials of Charter School. Except under the circumstances specified below, parental consent is not required before personally identifiable information is released to officials of Charter School for purposes of meeting a requirement of Part B of IDEA 2004.

A parent's (legal guardian's) consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

## **ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)**

### **1. Related to the confidentiality of information, the following definitions apply:**

- a. ***Destruction*** means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b. ***Education records*** means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g (FERPA)).
- c. ***Participating agency*** means any charter school, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
- d. ***Personally identifiable (34 CFR §300.32)*** means information that has:
  - 1) A child’s name, a parent’s name, or the name of another family member;
  - 2) A child’s address;
  - 3) A personal identifier, such as a child’s social security number or student number; **or**
  - 4) A list of personal characteristics or other information that would make it possible to identify a child with reasonable certainty.

### **2. Access Rights (34 CFR §300.613)**

#### **a. Parent Access**

Charter School must permit a parent to inspect and review any education records relating to the parent’s child that are collected, maintained, or used by the charter school under Part B of the IDEA. The charter school must comply with a parent’s request to inspect and review any education records on the parent’s child without unnecessary delay or before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after the parent has made a request.

A Parent’s right to inspect and review education records includes:

- 1) A parent’s right to a response from Charter School to reasonable requests for explanations and interpretations of the records;
- 2) A parent’s right to request that Charter School provide copies of the records if the parent cannot effectively inspect and review the records unless the parent receives those copies; **and**
- 3) A parent’s right to have a representative inspect and review the records.



- a) Charter School may presume that a parent has authority to inspect and review records relating to the parent's child unless advised that the parent does not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
- b) If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
- c) On request, each charter school must provide the parent with a list of the types and locations of education records collected, maintained, or used by Charter School.

**b. Other Authorized Access (34 CFR §300.614)**

Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA 2004 (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

**2. Fees**

Charter School may charge a fee for copies of records (34 CFR §300.617) that are made for a parent under Part B of the IDEA, if the fee does not effectively prevent the parent from exercising the right to inspect and review those records.

Charter School may not charge a fee to search for or to retrieve information under Part B of IDEA 2004.

**3. Amendment of Records at Parent's Request (34 CFR §300.618)**

If a parent believes that information in the education records regarding the parent's child collected, maintained, or used under Part B of IDEA 2004 is inaccurate, misleading, or violates the privacy or other rights of the child, the parent may request the charter school that maintains the information to change the information.

Charter School must decide whether to change the information in accordance with the parent's request within a reasonable period of time of receipt of the parent's request.

If Charter School refuses to change the information in accordance with the parent's request, it must inform the parent of the refusal and advise the parent of the right to a hearing for this purpose.

#### **4. Opportunity for a Records Hearing (34 CFR §300.619)**

Charter School must, on request, provide the parent an opportunity for a hearing to challenge information in education records regarding the parent's child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

##### **a. Hearing Procedures (34 CFR §300.621)**

A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g (FERPA):

- 1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
- 2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in Reach of the hearing.
- 3) The hearing may be conducted by any individual, including an official of the educational agency or institution who does not have a direct interest in the outcome of the hearing.
- 4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
- 5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
- 6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

##### **b. Result of Hearing (34 CFR §300.620)**

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform the parent in writing. If, as a result of the hearing, the Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the parent's child, the parent may place in the records that it maintains on the parent's child a statement commenting on the information or providing any reasons the parent disagrees with the decision of the participating agency.

Such an explanation placed in the records of the parent's child must:

1. Be maintained by Charter School as part of the records of the child as long as the record or contested portion is maintained by Charter School; **and**
2. If Charter School discloses the records of the child or the challenged portion to any party, the explanation must also be disclosed to that party.

**c. Safeguards (34 CFR §300.623)**

**Each charter school must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.**

The CEO/Principal or his/her designee must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding Pennsylvania's policies and procedures regarding confidentiality under Part B of IDEA 2004 and FERPA.

Each charter school must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

Persons who have access to personally identifiable information at the charter school will include members of the child's IEP team, Charter School's records custodian and the CEO/Principal or his/her designee. Any individual accessing a student's personally identifiable information must sign a sheet evidencing review of the records. The sheet will be maintained with the student records.

**5. Destruction of Information (34 CFR §300.624)**

Charter School must inform the parent when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the parent's child, and the information must be destroyed at the parent's request.

However, a permanent record of the child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Charter School must comply with record maintenance requirements in accordance with FERPA and Chapters 711 and 12 of Title 22 of the Pennsylvania Code, together with directives of PDE

with regard to record maintenance. Special Education records must also be maintained in accordance with PDE 6-year cyclical monitoring period guidelines established by PDE.

### **TRANSFER OF RECORDS BETWEEN SCHOOLS**

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

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

### **REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES AND RECORD TRANSMITTAL**

Charter School reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the crime is reported. A charter school reporting a crime may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

### **ELECTRONIC TRANSMISSIONS**

Charter School will ensure that any records kept or transmitted electronically are subject to high standards of electronic security. Charter School uses electronic firewalls and encryption systems, and monitors and tests the system regularly to ensure its stability and integrity. All the Charter School electronic mail correspondence shall include the following:

## **CONFIDENTIALITY NOTICE**

The information in this transmission is intended only for the individual or entity named above. It may be legally privileged and confidential. If you have received this information in error, notify us immediately by calling Charter School at PHONE NUMBER. Send the original transmission to us by mail. Return postage is guaranteed. If the reader of this message is not the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication or its contents is strictly prohibited.

## **ADMINISTRATIVE PROCEDURES:**

The CEO/Principal or his/her designee shall be responsible for ensuring that the education records, confidentiality policies and procedures established under IDEA 2004 (relating to confidentiality of education records of exceptional students) are enforced and administered. This official shall:

Notify parents on an annual basis of the policies and procedures regarding exceptional student education records and the rights of parents under both Federal and State Law concerning the confidentiality of education records of exceptional students;

Develop a system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, use, maintenance, release and destruction;

Provide training and instruction in the implementation of records policy requirements for all educational agency personnel who collect or use exceptional student personally identifiable information; and

Maintain a current listing of the names and positions of those agents and employees of Charter School who are authorized by the school to have access to personally identifiable information of exceptional students.

An education record shall not be destroyed by Charter School if there is an outstanding request to inspect and review it by the parent or eligible student.

Charter School will inform the parents of an exceptional student when personally identifiable information collected, maintained, or used in the records of the exceptional student is no longer needed to provide



## Reach Cyber Charter School

### Board of Trustees Policy

#### Free Appropriate Public Education (FAPE) Policy

Reach Cyber Charter School (“Charter School”) must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

The determination that a child described above is eligible, must be made on an individual basis by the group responsible within the Charter School for making eligibility determinations.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            , 2016

President

Secretary

## Reach Cyber Charter School

2016-2017 School Year

### ***Annual Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for the 2015-2016 School Year /Notice to Parents and Guardians Regarding the Disclosure of Student "Directory Information"***

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents, legally emancipated students, and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's educational records.

These rights are briefly summarized below and are explained more fully in the Board's Student Records Policy, which is on file at the School and is available upon request:

1. The right to inspect and review the student's educational records within forty-five (45) days of the day Reach Cyber Charter School ("Charter School") receives a request for access. Parents or eligible students should submit to Charter School's CEO/Principal a written request that identifies the record(s) they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the record(s) may be inspected.
2. The right to request the amendment of the student's educational record(s) the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Charter School to amend a record that they believe is inaccurate or misleading. Parents or eligible students should write to Charter School's Principal, clearly identifying the part of the record(s) they want amended, and specify why the record(s) is inaccurate or misleading. If the Charter School decides not to amend the record(s) as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision in writing and advise of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational record(s) except to the extent that FERPA authorizes disclosure without consent, as discussed below.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:



**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-8520**

***Release of Records Without Consent***

Generally, the Charter School must have written permission from parents or eligible students in order to release any information from a student's education records. However, FERPA allows the Charter School to disclose that information without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interests. A School Official may include a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law unit personnel); a person serving on the Board; a person or company with whom the Charter School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); contractors, consultants, volunteers, and other outside service providers used by the Charter School; or a parent or student serving on official committee, such as a disciplinary or grievance committee, or assisting another Charter School official in performing his/her tasks. A School Official has a legitimate educational interest if the official needs to review an educational record(s) in order to fulfill his or her professional responsibility;
- Other schools, school systems, or institutions of postsecondary education to which a student is transferring;
- Authorized representatives of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, or State and local educational authorities. Disclosures may be made in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. The entities and officials identified here may re-disclose student information to outside entities and/or individuals that are designated as "authorized representatives" to conduct an audit or evaluation, or enforcement or compliance activity on their behalf. A designation of an "authorized representative," other than an employee, shall be memorialized in a written agreement. The same agreement shall contain provisions intended to guard the privacy of student information. Student records for children seven (7) years or older is exempt from the use of authorized representatives for agencies running programs to improve social, emotional and physical development;

- Appropriate parties in connection with financial aid for which a student has applied or has received, if the information is necessary to determine eligibility for aid, determine the amount of aid, determine the conditions of aid, or enforce the terms and conditions of aid;
- Organizations conducting certain studies for or on behalf of the school, to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, or State and local educational authorities may re-disclose student information to organizations conducting studies identified here. Any re-disclosure of student information, whether by schools or the entities and officials identified here, requires a written agreement. The written agreement shall contain provisions intended to guard the privacy of student information;
- Accrediting organizations;
- To parents of dependent students for IRS tax purposes;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities within a juvenile justice system, pursuant to specific State law.

The Charter School must maintain records of each request for access and disclosure of information from a student's education record(s), except for disclosures to school officials with legitimate educational interests, disclosures to parties with written consent from parents or eligible students, disclosures of Directory Information (discussed below), disclosures under select judicial orders or lawfully issued subpoenas, and disclosures to parents or eligible students. Parents and eligible students have a right to inspect and review the records of requests for access and disclosures.

### ***Release of Directory Information***

Directory Information includes information contained in the educational record(s) of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless parents or eligible students have advised the Charter School to the contrary in accordance with Charter School procedures. The primary purpose of Directory Information is to allow the Charter School to include this type of information from the student's educational records in certain school-related publications or notices.

As part of the Charter School's annual notification under FERPA, Charter School designates for the 2016-17 School Year the following types or categories of information as "Directory Information":

- Student Name
- Participation in officially recognized activities, clubs, and sports
- Naming of student to the Honor Roll, National Honor Society or as Valedictorian
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic Mail Address
- Photograph
- Degrees, honors, awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

"Directory Information" for the 2016-17 School Year also includes:

- Except for social security number, a student ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used with one or more factors, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and
- Except for social security number, a student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used with one or more factors, such as a PIN, password, or other factor known or possessed only by the authorized user.

Examples of how and where the Charter School may disclose Directory Information include:

- Newsletters
- A playbill showing student's role in a drama production
- The annual yearbook
- Honor Roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling: showing weight and height of team members
- Companies or outside organizations that manufacture class rings or yearbooks
- Newspapers or other news sources

- Class Lists
- Staff and/or Student Directories and/or listings
- Charter School Website
- Charter School Bulletin Boards
- Institutions of Higher Learning requesting Directory information

These examples are for illustration only and are not an exclusive list of the manner in which Directory Information may be disclosed. This Notice provides parents and eligible students with an opportunity to object in writing to any or all of those types of information that the Charter School has designated as Directory Information. Parents and eligible students have the right to refuse to permit the release by notifying the Charter School in writing that they do not want any or all of those types of information to be designated as Directory Information.

Please note that an opt out of Directory Information disclosures does not prevent the Charter School from identifying a student by name or from disclosing a student's name, identifier or institutional e-mail address in class in which the student is enrolled. The right to opt out of Directory Information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a specified physical location or on-line through electronic communications. Likewise, an opt out of Directory Information disclosures does not prevent the Charter School from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that the Charter School designated as "Directory Information" for the 2016-17 School Year above.

**YOUR ACTION IS REQUIRED IF YOU WISH "DIRECTORY INFORMATION" NOT TO BE PUBLISHED.** Please submit any refusal with the types of information you wish removed from the list of Directory Information and mail your written objections on or before **September \_\_\_\_\_, 2016**, to the CEO/Principal of the Charter School at:

**750 E. Park Drive, #204, Harrisburg, Pennsylvania**

If you have any questions regarding this Notice, please call or write the CEO/Principal at Charter School at: Harrisburg, Pennsylvania. **If you do not submit a written refusal on or before September 30, 2016 then the Charter School may disclose directory information without your prior consent.**

**THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE PRINCIPAL OF CHARTER SCHOOL FOR AN EXPLANATION. THE CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE CHARTER SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION). IF A STUDENT HAS A DISABILITY, ADDITIONAL INFORMATION IS AVAILABLE IN THE CHARTER SCHOOL'S ANNUAL**

**PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS AND RIGHTS FOR STUDENTS WITH DISABILITIES.**

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            , 2016

President

Secretary

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Independent Evaluations Policy**

The Board of Trustees recognizes that in accordance with applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code, a parent has the right to obtain an independent educational evaluation (“IEE”) of his or her child if the parent disagrees with an evaluation by Reach Cyber Charter School (“Charter School”) to the extent permitted by law, including the right of Charter School, to file a due process complaint to show that its evaluation is appropriate and to contest the need for an independent evaluation.

If a parent requests an IEE, the CEO/CAO/Principal or his/her designee is directed to provide the parent with information about where the parent may obtain an IEE and about Charter School’s criteria that apply to IEEs. As this policy contains information about Charter School’s criteria, this policy should be provided to parents upon request.

An Independent Educational Evaluation or IEE is defined under applicable requirements as an evaluation conducted by a qualified examiner who is not employed by Charter School.

Public expense is defined as follows: Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with the provisions of Part B of IDEA 2004.

A parent has the right to an IEE of his or her child at public expense if the parent disagrees with an evaluation of the child obtained by Charter School, SUBJECT TO THE FOLLOWING CONDITIONS:

If a parent requests an IEE at public expense, Charter School must, without unnecessary delay, either: (1) File a due process complaint to request a hearing to show that its evaluation of the child is appropriate; or (2) Provide an IEE at public expense, unless Charter School demonstrates in a hearing that the evaluation obtained did not meet Charter School’s criteria.

The CEO/CAO/Principal or his/her designee is directed to notify parents when declining the parent’s request for an IEE at public expense and the reason for denial of the IEE.

The CEO/CAO/Principal or his/her designee must not unreasonably delay either providing the IEE at public expense or initiating due process.

The CEO/CAO/Principal or his/her designee is directed to ensure that the IEP team considers a valid IEE.

The CEO/CAO/Principal or his/her designee is directed to maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall make that list reasonably available to any parent who requests it.

If Charter School initiates a hearing and the final decision is that Charter School's evaluation is appropriate, the parent still has the right to an independent evaluation, but not at public expense.

If a parent requests an evaluation at public expense, Charter School shall ask in writing for the parent's reason why he or she objects to the public evaluation. However, it must be made clear that the explanation by the parent may not be required and the School may not unreasonably delay either providing the independent evaluation at public expense or initiating a hearing to defend its evaluation.

If a parent obtains an independent evaluation at private expense the results of the evaluation must be considered by Charter School, if it meets Charter School's criteria, in any decision made with respect to the provision of FAPE to the child and may be presented as evidence at a hearing relating to the child.

If an independent evaluation is at public expense, the criteria under which the evaluation is obtained including the location of the evaluation and qualifications of the examiner must be the same as the criteria that Charter School uses when it initiates an evaluation to the extent that those criteria are consistent with the parents' right to an independent evaluation. This criteria must be made known to the parent.

Charter School may not impose conditions or timelines related to obtaining an evaluation at public expense.

All evaluations performed must take into account the child's English language skills and ethnicity to ensure that the testing and evaluation will not be unfair or discriminatory. Tests must be given in the child's native language or mode of communication (such as Braille or sign language) of the child, unless it is clearly not feasible to do so.

Evaluations must also take into account the child's disability to be sure the test measures what it is supposed to measure.

The specific tests used in the evaluation process depend upon the problems the child is experiencing.

In most cases, the child will be given several tests to help find strengths and needs.

Teacher and IEP team member input must be considered.





## **INDEPENDENT EDUCATION EVALUATIONS (IEE) ADMINISTRATIVE PROCEDURES**

A parent who disagrees with an evaluation performed or obtained by Reach Cyber Charter School (“Charter School”) may request an independent educational evaluation (IEE) at public expense to the extent allowed by applicable state and federal regulations. If the request is received verbally, the staff member who receives the IEE request shall inform the parent that the staff member is forwarding the request to the CEO/CAO/Principal. The staff member is to forward the request to the CEO/CAO/Principal without delay.

The CEO/CAO/Principal or his/her designee shall take the following steps to the extent that they remain consistent with applicable state and federal regulations regarding IEEs:

The CEO/CAO/Principal may, upon receipt of the request for an IEE, request that the parent state her reasons for disagreement with the evaluation conducted or proposed by the Charter School. The CEO/CAO/Principal shall not require the parents to do so, however, and shall not delay the process for providing or disputing an IEE.

Within ten school days of receipt of a request for an IEE in writing from a parent, the CEO/CAO/Principal of Charter School shall issue a NOREP and Procedural Safeguards Notice to the Parent in which the CEO either approves or denies the request for the IEE.

If the parent refuses to consent to the decision not to provide an IEE, the CEO or his/her designee must file a Due Process Hearing Request with the Office for Dispute Resolution and notify the parent in writing that Charter School has done so. The parent must be copied on the Due Process Hearing Request in the same manner as it is sent to the Office for Dispute Resolution. The parent must be provided with a copy of the Procedural Safeguards Notice upon filing of a Due Process Hearing Request.

If the CEO/CAO/Principal consents to provide an IEE, the parent must receive written documentation from the CEO/CAO/Principal with the NOREP and the Procedural Safeguards Notice. The written documentation must include the following:

(1) Charter School will pay for an IEE provided the IEE meets all of the requirements of an appropriate evaluation as defined in the enclosed Charter School IEE policy. (The IEE policy will also be included with the written documentation).

(2) The CEO/CAO/Principal shall provide a list of qualified independent evaluators to the parent in the discipline requested.

(3) Charter School will not pay for the IEE until the CEO/CAO/Principal receives from the evaluator a complete copy of a report of that evaluation and determines that the evaluation meets all of the requirements of Charter School’s policy.

(4) A request that the parents consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear

assurance that the parent is not required to do so and that Charter School would pay any cost not covered by such sources;

(5) Directions that the parent is responsible for arranging for the IEE and for ensuring that the evaluator contacts the CEO/CAO/Principal to arrange for payment of the evaluation.

(6) If the evaluation has already been conducted and paid for, the correspondence shall advise the parent that Charter School will not reimburse the parent for the IEE until it receives a complete and unredacted copy of the report of the evaluation and determines that the evaluation meets all of the requirements of the Charter School IEE policy and documentation substantiating that the parent paid for or is responsible to pay for the costs of the evaluation requested to be reimbursed.

(7) The IEE shall be reviewed by the student's IEP and/or MD team and considered with respect to the provision of FAPE to the student. Where necessary and/or warranted as required by law, a team meeting shall be convened to discuss the results of the IEE and any changes in the provision of FAPE proposed as a result of the IEE.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2016

President

Secretary

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Individualized Education Program Policy (IEP)**

The Board of Trustees of Reach Cyber Charter School (“Charter School”) recognizes and directs that in addition to the federal requirements incorporated by reference, the state regulations require that the IEP of each student with a disability must include when appropriate:

(1) A description of the type or types of support as defined in this paragraph that the student will receive, the determination of which may not be based on the categories of the child’s disability alone. Students may receive more than one type of support as appropriate and as outlined in the IEP and in accordance with this chapter. Special education supports and services may be delivered in the regular classroom setting and other settings as determined by the IEP team. In determining the educational placement, the IEP team must first consider the regular classroom with the provision of supplementary aids and services before considering the provision of services in other settings.

(i) Autistic support. Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills or behaviors consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child’s response to sensory experiences and changes in the environment, daily routine and schedules; and, the need for positive behavior supports or behavioral interventions.

(ii) Blind-visually impaired support. Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are blind or visually impaired, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after the evaluation of the child’s reading and writing needs, and appropriate reading and writing media, the extent to which Braille will be taught and used for the student’s learning materials.

(iii) Deaf and hard of hearing support. Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication, accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs,

opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and assistive technology devices and services.

(iv) Emotional support. Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.

(v) Learning support. Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.

(vi) Life skills support. Services for students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(vii) Multiple disabilities support. Services for students with more than one disability the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(viii) Physical support. Services for students with a physical disability who require services primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.

(ix) Speech and language support. Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.

(2) Supplementary aids and services

(3) A description of the type or types of personnel support.

(4) The location where the student attends school and whether this is the school the student would attend if the student did not have an IEP.

(5) For students who are 14 years of age or older, a transition plan that includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

(6) The IEP of each student shall be implemented as soon as possible, but no later than 10 school days after its completion.

(7) Every student receiving special education and related services provided for in an IEP shall receive the special education and related services under that IEP, subject to the terms, limitations and conditions set forth in law.

(b) In addition to the requirements incorporated by reference with regard to development, review, and revision of IEP, the Charter School shall designate persons responsible to coordinate transition activities.

The CEO/CAO/Principal or his/her designee is directed to implement all procedures in accordance with this policy.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            , 2016

President

Secretary

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Inclusion Policy**

In accordance with applicable state and federal regulations regarding students with disabilities, the Board of Trustees of the Reach Cyber Charter School (“Charter School”) recognizes and directs as follows:

To the maximum extent appropriate, children with disabilities, are educated with children who are nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

A continuum of alternative placements must be available to meet the needs of children with disabilities for special education and related services. The continuum must include alternative placements (including, but not limited to, instruction in regular classes, supplementary aids and services, instruction in special classes, instruction in alternative schools, home instruction, and instruction in hospitals and institutions to the extent required by applicable laws and regulations).

Charter School administration is further directed to make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement to the extent required by law and to inform the Board when supplementary aids and services must be procured and/or approved by the Board.

In determining the educational placement of a child with a disability, Charter School administration is directed to ensure that the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about: the child, the meaning of the evaluation data, and the placement options. Such decision must be made in conformity with the LRE provisions of the federal regulations.

The child’s placement must be determined at least annually; be based on the child’s IEP; and must be as close as possible to the child’s home to the extent required by applicable law. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.

In selecting the LRE, Charter School administration is directed to give consideration to any potential harmful effect on the child or on the quality of services that he or she needs.

A child with a disability is not to be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in the applicable state and federal regulations, Administration is directed to ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.

Charter School administration is directed to ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

Charter School administration shall ensure that the IEP team making educational placement decisions understands and adheres to the following guiding principles from the Pennsylvania Department of Education to the extent that they are consistent with applicable federal and state regulations:

1. A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP; moreover, FAPE must be delivered in the LRE;
2. Students will not be removed from regular education classrooms merely because of the severity of their disabilities;
3. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, the team is obliged to ensure that those services are Provided to the extent required by applicable state and federal regulations and laws;
4. IEP teams must determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom;
5. The team will consider the full range of supplementary aids and services in regular education classrooms, based on peer-reviewed research to the extent practicable, including modification of curriculum content, before contemplating placement in a more restrictive setting.

To determine whether a child with disabilities can be educated satisfactorily in a regular education classroom with supplementary aids and services, the following factors provided by the Pennsylvania Department of Education shall be considered and addressed:

1. What efforts have been made to accommodate the child in the regular classroom and with what outcome(s);

2. What additional efforts (i.e. supplementary aids and services) in the regular classroom are possible;
3. What are the educational benefits available to the child in the regular classroom, with the use of appropriate supplementary aids and services; and
4. Are there possible significant and negative effects of the child's inclusion on the other students in the class?

Per the Pennsylvania Department of Education, the presumption is that IEP teams begin placement discussions with a consideration of the regular education classroom and the supplementary aids and services that are needed to enable a student with a disability to benefit from educational services. Benefit from educational services is measured by progress toward the goals and objectives of the student's IEP, not by mastery of the general education curriculum, and is not limited to academic progress alone; therefore, Administration is directed to ensure that special education placement in a more restrictive environment is not justified solely on the basis that the child might make greater academic progress outside the regular education environment.

The law and the Pennsylvania Department of Education policy favor education with non-disabled peers; however, inclusion or education with non-disabled peers is not a foregone conclusion; such a decision remains exclusively with the IEP team as they consider FAPE. An IEP team may choose a more specialized setting if:

1. The student will receive greater benefit from education in a specialized setting than in a regular class.
2. He or she is so disruptive as to significantly impair the education of other students in the class; or
3. The cost of implementing a given student's IEP in the regular classroom will significantly affect other children in the LEA.

If, after considering these factors, an IEP team determines that the student needs to be educated in a more specialized setting, the school is required to include the child in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extracurricular activities, assembly programs, recess, lunch, homeroom, etc. Note that a student is not required to "try out" each level of LRE and "fail" before the student moves to a more specialized setting.

Charter School administration is further directed to provide opportunities for teachers to participate in professional development and to become aware of peer-reviewed and research-based practices that can be used to support students in regular classroom settings. In consideration of Pennsylvania Department of Education guidance, Charter School administration is directed to ensure that:

- . Program and placement decisions are based on student strengths, potential and needs;
- . IEP teams consider the regular classroom with supplementary aids and



- services before considering a more restrictive environment;
- . Staff is aware of this policy on inclusion.
- . Supportive team structures are in place to enable general education teachers to effectively educate students with IEPs in their regular classroom as appropriate;
- . IEP teams use the most current IEP format;
- . Educational placement decisions are made in the proper IEP sequence, which is:
  1. Initial eligibility decision;
  2. Determine FAPE and design the program (i.e. IEP);
  3. Determine whether FAPE can be delivered in the regular classroom with the use of supplementary aids and services;
  4. If the answer to step #3 is “no,” then, move to the next step along the continuum of placement options to determine where FAPE can be delivered; and
  5. Correct LRE data is entered.

Administration, teachers and Staff shall be required to adhere to the following:

- . Be familiar with a wide array of supplementary aids and services.
- . Know the proper IEP decision making sequence.
- . Consider the whole range of supplementary aids and services when making placement decisions.
- . Understand that modifications to the regular curriculum may be an appropriate means of delivering educational benefit within the regular classroom.
- . Address services needed for a student in a single plan.
- . Be clear about the supports you need in order to implement any given student’s IEP within your regular classroom.
- . Be familiar with the continuum of placement options.

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ADOPTED this            day of            \_\_, 2016

President

Secretary

## Reach Cyber Charter School

### Board of Trustees Policy

#### Intensive Interagency Policy

The Chief Executive Officer (“CEO”)/Principal or his/her designee shall ensure that the Reach Cyber Charter School (“Charter School”) identifies, reports and provides FAPE for all students with disabilities including those students needing intensive interagency approaches.

Charter School must identify any students currently on instruction conducted in the home or students with disabilities on homebound instruction.

The CEO/Principal or his/her designee shall have procedures to ensure that services are located for difficult to place students.

The CEO/Principal or his/her designee shall utilize the Regional Interagency Coordinators to assist in interagency planning and to mitigate and/or eliminate barriers to placement.

The CEO/Principal or his/her designee shall ensure that training is provided regarding interagency approaches.

Where appropriate, other child serving systems, such as mental health, mental retardation, child protective services, juvenile probation, and drug-alcohol treatment services are used for difficult to place students.

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ADOPTED this            day of            , 2016

President

Secretary

## Reach Cyber Charter School

### Board of Trustees Policy

#### Least Restrictive Environment

The Board of Trustees of the Reach Cyber Charter School (“Charter School”) directs the Chief Executive Officer (“CEO”)/Principal or his/her designee to ensure that, in accordance with applicable state and federal laws and regulations, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The CEO/Principal or his/her designee is directed to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The continuum of alternative placements may include but is not limited to: instruction in regular classes with or without supplementary aids and services, special classes, special schools, approved private schools, home instruction and instruction in hospitals and institutions to the extent the IEP team determines such placements are appropriate.

The CEO/Principal or his/her designee is directed to provide training opportunities for school personnel regarding inclusion.

The CEO/Principal or his/her designee is directed to make opportunities available for students to interact with nondisabled peers when they need to be removed for any amount of time from the regular education environment.

The CEO/Principal or his/her designee is directed to support participation of students with disabilities in nonacademic and extracurricular activities where appropriate (including transportation).

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2016

President

Secretary

**Reach Cyber Charter School**

**Board of Trustees Policy**

**Nonacademic Services and Settings Policy**

In accordance with applicable state and federal regulations regarding students with disabilities, the Board of Trustees of Reach Cyber Charter School (“Charter School”) recognizes and directs as follows:

(a) The Charter School must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP and/or Section 504 Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as their nondisabled peers. Children with disabilities shall participate with nondisabled children in those services and activities to the extent appropriate under applicable state and federal laws and regulations.

(b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the Charter School.

(c) The Charter School must ensure that each child with a disability has the supplementary aids and services determined by the child’s IEP Team to be appropriate and necessary for the child to participate in nonacademic settings when same are required to afford a student with equal opportunity or are otherwise required under IDEA 2004 and/or Section 504.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            \_\_, 2016

President

Secretary

## Reach Cyber Charter School

### Board of Trustees Policy

#### Physical Education Policy

Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the charter school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades to the extent allowed by applicable laws and regulations.

Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless the child is enrolled full time in a separate facility; or the child needs specially designed physical education, as prescribed in the child's IEP.

If specially designed physical education is prescribed in a child's IEP, the Reach Cyber Charter School must provide the services directly or make arrangements for those services to be provided through other public or private programs.

The child with a disability who is enrolled in a separate facility must receive appropriate physical education services.

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ADOPTED this            day of            , 2016

President

Secretary

## Reach Cyber Charter School

### Board of Trustees Policy

#### Positive Behavioral Support Policy and Procedures

In accordance with applicable state regulations, including Title 22 Pa. Code Chapter 711.46, Reach Cyber Charter School's ("Charter School") Board of Trustees has established this policy to effectuate a program of positive behavior support at Charter School. Some procedures have been included.

#### **DEFINITIONS:**

*Aversive techniques*--Deliberate activities designed to establish a negative association with a specific behavior.

*Positive behavior support plan*--A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment and become part of the student's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

#### *Restraints*—

(i) The application of physical force, with or without the use of a device, for the purpose of restraining the free movement of a student's body. The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort him from one area to another.

(ii) Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheel chairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition.

### **POSITIVE BEHAVIOR SUPPORT:**

**Positive rather than negative measures shall form the basis of positive behavior support programs to ensure that all of Charter School's students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.**

Positive techniques required for the development, change and maintenance of behavior shall be the least intrusive necessary.

### **RESEARCH-BASED PRACTICES:**

Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.

### **FUNCTIONAL BEHAVIOR ASSESSMENT:**

Behavior support programs and plans shall be based on a functional assessment of behavior ("FBA") and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary.

### **RESTRAINTS:**

The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

### **NOTIFICATION OF USE OF RESTRAINT AND PROCEDURES:**

The use of restraints to control the aggressive behavior of an individual student shall cause Charter School to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints in order to review the effectiveness and appropriateness of the current IEP, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan or a change of placement to address the inappropriate behavior.

### **INCLUSION OF USE OF RESTRAINTS IN A STUDENT'S IEP:**

The use of restraints may only be included in a student's IEP when:

- (i) Utilized with specific component elements of positive behavior support.
- (ii) Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
- (iii) Staff are authorized to use the procedure and have received the staff training required.
- (iv) There is a plan in place for eliminating the use of restraint through application of positive behavior support.

The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.

### **PROHIBITION AGAINST PRONE RESTRAINTS:**

The use of prone restraints is **prohibited** in educational programs. Prone restraints are those in which a student is held face down on the floor.

### **RESTRAINT REPORTING AND PROCEDURES:**

Charter School shall maintain and report data on the use of restraints as prescribed by the Secretary of the Department of Education. The report is subject to review during cyclical compliance monitoring conducted by the Department.

### **MECHANICAL RESTRAINTS:**

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints must prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

### **PROHIBITION AGAINST AVERSIVE TECHNIQUES:**

The following aversive techniques of handling behavior are considered inappropriate and **shall not** be used in educational programs:

- (1) Corporal punishment.
- (2) Punishment for a manifestation of a student's disability.
- (3) Locked rooms, locked boxes or other locked structures or spaces from



- which the student cannot readily exit.
- (4) Noxious substances.
  - (5) Deprivation of basic human rights, such as withholding meals, water or fresh air.
  - (6) Suspensions constituting a pattern.
  - (7) Treatment of a demeaning nature.
  - (8) Electric shock.

## **TRAINING OF PERSONNEL**

The Board of Trustees hereby directs that school personnel be trained each school year on the general use of positive behavior support, de-escalation techniques, and emergency responses.

In addition to general positive behavior support training, when students are identified as in need of these supports, individual teachers and teacher groups are notified and trained accordingly so that they can act in accordance with the student's specific Positive Behavior Support Plan and de-escalation techniques, and respond appropriately in emergencies.

Per guidance from the Pennsylvania Department of Education, the core training components, the positive support plan and de-escalation (restraint reduction) staff trainings should include:

- The growing concern and potential legal issues surrounding physical restraints;
- How to create a commitment to the reduction of the use of physical restraints;
- Creating a safe environment where positive rather than negative measures form the basis of behavior management programs;
- How staff can avoid taking conflict personally; avoiding power struggles;
- Prevention of problem behaviors through a system of recognition of signs of anxiety and distress in students and staff;
- Identification of the phases of crisis events and matching behaviors to interventions;
- Demonstration and modeling of the de-escalation techniques and other alternatives to physical restraint;

- Effective positive behavior support plans that include methods of utilizing positive reinforcement and other positive techniques to shape replacement behavior(s);
- Research-based practices that develop and maintain replacement behaviors that enhance student learning and skills for life;
- Risks associated with the use of physical interventions including the signs of physical distress, positional asphyxiation, and the psychological effects of restraint;
- Safe techniques for the use of physical restraints (prone restraints prohibited);
- Documentation of the incident and compliance with notification procedures; and
- Post intervention debriefing with student and staff.

## **REPORTING**

Charter School administration is directed to write internal procedures that detail who is responsible for reporting restraints, who is responsible for notifying key administrators regarding the use of a restraint, and who is responsible for entering restraints in any PDE system to reporting on the use of restraints. Charter School Administration is further directed to comply with PDE guidelines regarding the reporting of the use of restraints.

Staff trained and/or certified in a program of positive behavioral supports and de-escalation techniques, and safe physical management techniques will be designated as the individuals to intervene in crisis management situations that might require restraint of a student. Physical interventions should only be undertaken by staff who have successfully completed a comprehensive crisis management course that covers: crisis definition and theory; the use of de-escalation techniques; crisis communication; anger management; passive physical intervention techniques; the legal, ethical, and policy aspects of physical intervention use; decision making related to physical interventions and debriefing strategies.

Parental notification should occur within one school day of a restraint incident unless other procedures are written in the student's IEP.

Any restraint that results in an injury to a student and/or staff person must be reported to the CEO who will comply with any requirement to report the injury to the Bureau of Special Education.

**ADDITIONAL REQUIREMENTS AND ADMINISTRATIVE PROCEDURES**

The CEO or his/her designee is directed to ensure that behavior support programs administered at Charter School are in accordance with Title 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods and techniques, and for having written procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

The CEO or his/her designee may convene a review, upon Board approval, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints; only to the extent the use of such procedures is allowed by law and this policy.

The CEO or his/her designee is further directed to make professional development opportunities provided by the Bureau of Special Education available to train staff regarding Positive Behavior Support.

The CEO or his/her designee is charged with using the most updated forms available through the Bureau of Special Education related to positive behavior support, including the use of any forms promulgated for functional behavior assessments and behavior support plans.

**REFERRALS TO LAW ENFORCEMENT**

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

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            , 2016

President

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Secretary

**Reach Cyber Charter School**

**Board of Trustees Policy**

**Program Options Policy**

In accordance with applicable state and federal regulations regarding students with disabilities, the Board of Trustees of the Reach Cyber Charter School (“Charter School”) recognizes and directs as follows:

It is the Charter School’s policy that children with disabilities have available to them the variety of educational programs and services available to nondisabled children.

The Chief Executive Officer/Principal or his/her designee is directed to implement all procedures in accordance with this policy.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            , 2016

President

Secretary

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Psychological Services**

The Board of Trustees (“Board”) of the Reach Cyber Charter School (“Charter School”) directs that the Chief Executive Officer (“CEO”)/Principal or his/her designee ensure that psychological services be made available to eligible students in accordance with Chapter 711 of Title 22 of the Pennsylvania Code as follows:

Psychological services may include:

- (1) Administering psychological and educational testing, and other assessment procedures;
- (2) Interpreting assessment results;
- (3) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
- (4) Planning and managing a program of psychological services;
- (5) Obtaining, integrating and interpreting information about child behavior and conditions related to learning; and
- (6) Assisting in developing positive behavioral intervention strategies.

The CEO/Principal or his/her designee is directed to maintain a listing of what services are available both within the school setting and of school-funded services obtained from outside agencies.

Parents are not to be charged for psychological services that students require as a related service in accordance with applicable laws.

The CEO/Principal or his/her designee is directed to advise the Board regarding psychological service needs of the school’s students as well as related services needs, such as transportation.

Charter School administration is directed to ensure appropriate psychological services are obtained for students in accordance with applicable state and federal laws and regulations.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2016

President

Secretary

## Reach Cyber Charter School

### Board of Trustees Policy

#### RELATED SERVICES

The Board of Trustees of Reach Cyber Charter School (“Charter School”) recognizes that charter schools must comply with Chapter 711 of Title 22 of the Pennsylvania Code regarding the provision of related services.

It is the intent of the Board of Trustees to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and to prepare them for further education, employment, and independent living.

Pursuant to 34 CFR § 300.34, related services are transportation and those developmental, corrective and other supportive services that are required to assist a child with a disability to benefit from special education. Such services may include (depending upon the child’s need and applicable state regulations):

- (1) speech-language pathology and audiology services,
- (2) interpreting services,
- (3) psychological services,
- (4) physical and occupational therapy,
- (5) recreation, including therapeutic recreation,
- (6) early identification and assessment of disabilities in children,
- (7) counseling services, including rehabilitation counseling,
- (8) orientation and mobility services, and
- (9) medical services for diagnostic or evaluation purposes.

Related services may also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device. However, nothing:

(i) Limits the right of a child with a surgically implanted device (e.g., cochlear implant) to receive related services that are determined by the IEP Team to be necessary for the child to receive FAPE.

(ii) Limits the responsibility to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or

(iii) Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly, as required in Sec. 300.113(b) of Title 34 CFR.

Charter School will provide related services to include those services which the IEP team determines are necessary for a student after a comprehensive evaluation and the development of an IEP.

The types of services provided by Charter School include, but are not limited to the following types of services:

- (1) Audiology includes:
  - (i) Identification of children with hearing loss;
  - (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
  - (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
  - (iv) Creation and administration of programs for prevention of hearing loss;
  - (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
  - (vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- (2) Counseling services mean services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.
- (3) Early identification and assessment of disabilities in children means the implementation of a formal plan for identifying a disability as early as possible in a child's life.



- (4) Interpreting services include—
- (i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and
  - (ii) Special interpreting services for children who are deaf-blind.
- (5) Medical services means services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.
- (6) Occupational therapy—
- (i) Means services provided by a qualified occupational therapist; and
  - (ii) Includes—
    - (A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
    - (B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
    - (C) Preventing, through early intervention, initial or further impairment or loss of function.
- (7) Orientation and mobility services—
- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
  - (ii) Includes teaching children the following, as appropriate:
    - (A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to

establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);

(B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;

(C) To understand and use remaining vision and distance low vision aids; and

(D) Other concepts, techniques, and tools.

- (8) (i) Parent counseling and training means assisting parents in understanding the special needs of their child;
- (ii) Providing parents with information about child development; and
- (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.
- (9) Physical therapy means services provided by a qualified physical therapist.
- (10) Psychological services include—
- (i) Administering psychological and educational tests, and other assessment procedures;
- (ii) Interpreting assessment results;
- (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
- (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and
- (vi) Assisting in developing positive behavioral intervention strategies.

- (11) Recreation includes—
- (i) Assessment of leisure function;
  - (ii) Therapeutic recreation services;
  - (iii) Recreation programs in schools and community agencies.
- (12) Rehabilitation counseling services mean services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act.
- (13) School health services and school nurse services mean health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.
- (14) Social work services in schools include—
- (i) Preparing a social or developmental history on a child with a disability;
  - (ii) Group and individual counseling with the child and family;
  - (iii) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
  - (iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
  - (v) Assisting in developing positive behavioral intervention strategies.
- (15) Speech-language pathology services include—
- (i) Identification of children with speech or language impairments;

- (ii) Diagnosis and appraisal of specific speech or language impairments;
- (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

(16) Transportation includes—

- (i) Travel to and from school and between schools;
- (ii) Travel in and around school buildings; and
- (iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

Charter School may provide related services to students in the home to students who require related services in the home as part of the IEP. When related services are not provided in the school, Charter School arranges transportation to and from the location of related services in accordance with applicable state and federal regulations.

Related services are provided to students during normal school hours during Charter School's regular school year as dictated by the student's IEP or during times and hours as otherwise agreed upon by the student's IEP team. Related services are provided during the extended school year to the extent extended school year services are applicable for a particular student pursuant to state regulations and the student's IEP.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this day \_\_\_\_\_ of \_\_\_\_\_, 2016

President

Secretary

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Section 504 Policy**

The Board of Trustees recognizes that all qualified persons with disabilities in the Reach Cyber Charter School ("Charter School") are entitled to a free appropriate public education ("FAPE") under Section 504 of the Rehabilitation Act of 1973.

The Section 504 regulations define a person with a disability as any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment or (iii) is regarded as having such an impairment.

A "physical or mental impairment" may include:

(A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Per the Office for Civil Rights ("OCR") guidance regarding "Protecting Students with Disabilities", the regulations "do not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments."

"Major life activity" may include: functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. According to the OCR, this list is also not exhaustive.

A qualified person with a disability is a person with a disability who is of an age during which it is mandatory under state law to provide such services to persons with disabilities; of an age during which persons without disabilities are provided such services; or a person for whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act ("IDEA").

All school-age children who are individuals with disabilities as defined by Section 504 are entitled to a free appropriate public education.

According to the OCR, an appropriate education includes: education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met; the education of each student with a disability with nondisabled

students, to the maximum extent appropriate to the needs of the student with a disability; evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and establishment of due process procedures that enable parents and guardians to receive required notices, review their child's records, and challenge identification, evaluation and placement decisions, and that provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

To be appropriate, education programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of nondisabled students are met. An appropriate education may include regular or special education and related aids and services to accommodate the needs of individuals with disabilities.

The quality of education services provided to students with disabilities must be provided as adequately as those services provided to nondisabled students. Teachers of students with disabilities must be trained in the instruction of individuals with disabilities. Facilities and classrooms must be comparable and appropriate materials and equipment must be available.

Students with disabilities may not be excluded from participating in nonacademic services and extracurricular activities on the basis of disability. Persons with disabilities must be provided an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to persons with disabilities and employment of students.

Students with disabilities and students without disabilities must be placed in the same setting, to the maximum extent appropriate to the education needs of students with disabilities.

A person with a disability must be placed in the regular education environment, unless it is demonstrated that the student's needs cannot be met satisfactorily with the use of supplementary aids and services. Students with disabilities must participate with nondisabled students in both academic and nonacademic services to the maximum extent appropriate to their individual needs.

As necessary, specific related aids and services must be provided for students with disabilities to ensure an appropriate education setting. Supplementary aids may include interpreters for students who are deaf, readers for students who are blind, and equipment to make physical accommodations for students with mobility impairments to the extent required in a cyber setting.

Section 504 requires the use of evaluation and placement procedures.

An individual evaluation must be conducted before any action is taken with respect to the initial placement of a child who has a disability, or before any significant change in that placement.

The CEO/CAO/Principal or his/her designee must establish standards and procedures for initial and continuing evaluations and placement decisions regarding persons who, because of a disability, need or are believed to need special education or related services. Procedures must ensure that tests and other evaluation materials: have been validated for the specific purpose for which they are used, and are administered by trained personnel in conformance with the instructions provided by their producer; are tailored to assess specific areas of education need and are not designed merely to provide a single general intelligence quotient; and are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

The CEO/CAO/Principal or his/her designee is directed to draw upon a variety of sources in the evaluation and placement process so that the possibility of error is minimized. All significant factors related to the learning process must be considered. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior.

Information from all sources must be documented and considered by a group of knowledgeable persons, and procedures must ensure that the student is placed with nondisabled students to the greatest extent appropriate.

Periodic reevaluation is required.

The CEO/CAO/Principal or his/her designee must have in effect procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services. Parents or legal guardians must be told about these procedures. In addition, parents or legal guardians must be notified of any evaluation or placement actions, and must be allowed to examine the student's records. The due process procedures must allow the parents or legal guardians of students to challenge evaluation and placement procedures and decisions.

If parents or legal guardians disagree with the school's decisions, they must be afforded an impartial hearing. A review procedure also must be available to parents or legal guardians who disagree with the hearing decision.

It is the policy of the Board to provide a free appropriate public education to each qualified disabled student within Charter School, regardless of the nature or severity of the disability.

Consequently, it is the intent of the Board to ensure that students who are disabled within the definition of Section 504 are identified, evaluated and provided with appropriate educational services.

## PROCEDURES

Students who are in need or are believed to be in need of services under Section 504 may be referred for evaluation by a parent/guardian, teacher, or other certified school employee. Requests should be directed to Charter School's CEO at: 750 E. Park Drive, #204, Harrisburg, Pennsylvania.

Charter School will consider the referral, and based upon a review of the student's records, including academic, social, testing, and behavioral records, determine whether an evaluation is appropriate. Any student, who, because of a disability, needs or is believed to need special services, will be referred for evaluation. If a request for evaluation is denied, Charter School will inform the parents or legal guardians of this decision and of their procedural rights.

## EVALUATION

The purpose of a student evaluation shall be to determine eligibility for accommodations as a disabled person under Section 504.

Charter School's Section 504 evaluation procedures must ensure that:

Evaluation materials have been validated for the specific purpose for which they are used and are interpreted and/or administered by trained personnel in conformance with the instructions provided by their producer.

Tests and the evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

The eligibility determining team will take into account all records, test results, evaluations, teacher input, counselor input and consider the following when discussing eligibility and possible accommodations:

1. Determine if there are reasonable accommodations that can enable the student to participate in learning in the school environment.
2. Do not provide different or separate aid unless it is necessary to make benefits or services as effective as those being provided to all other students in the class.
3. Do not require the identical result or level of achievement as other students; rather, provide equal opportunity.
4. If the education of a person, in a regular environment with the use of reasonable supplementary aids, cannot be achieved satisfactorily, then the implementation of an IEP may be considered.
5. Other students' educational rights may not be significantly impaired by the accommodations.
6. The accommodations must be reasonable, must not fundamentally alter the school program, or present undue burden to the school.



7. The accommodations being considered are for the child's current placement only.

No final determination of whether the student is a disabled individual within the meaning of Section 504 will be made without informing the parent or legal guardian of the student concerning the determination. With regard to a student who is determined to be disabled under Section 504 of the Rehabilitation Act of 1973, but who is not determined to be disabled under IDEA, Charter School shall periodically conduct a reevaluation of the student as required by law. The CEO/CAO/Principal or his/her designee is directed to develop procedures necessary to implement this policy in a school setting.

**PORTIONS OF THIS POLICY HAVE BEEN EXCERPTED FROM OCR'S WEB GUIDANCE ON SECTION 504 STUDENTS. TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this day            of            , 2016

President

Secretary

## Reach Cyber Charter School

### Board of Trustees Policy

#### Students with Specific Learning Disabilities Policy

The Board of Trustees directs the Chief Executive Officer (“CEO/Principal”) or his/her designee to develop procedures for the determination of specific learning disabilities that conform to the criteria in Section 711.25 of Title 22 of the Pennsylvania Code. These procedures are to be included in the school's annual report and any charter renewal application to the extent that a charter renewal application is required to be submitted:

To determine that a child has a specific learning disability, the Reach Cyber Charter School (“Charter School”) shall:

(1) Address whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skill.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving.

(2) Use one of the following procedures:

(i) A process based on the child's response to scientific, research-based intervention, which includes documentation that:

- (A) The student received high quality instruction in the general education setting.
- (B) Research-based interventions were provided to the student.
- (C) Student progress was regularly monitored.

(ii) A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

(3) Have determined that its findings are not primarily the result of any of the following:

- (i) A visual, hearing or orthopedic disability.
- (ii) Mental retardation.
- (iii) Emotional disturbance.
- (iv) Cultural factors.
- (v) Environmental or economic disadvantage.
- (vi) Limited English proficiency.

(4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:

(i) Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.

(ii) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this day            of            , 2016

President

Secretary

**Reach Cyber Charter School**

**Board of Trustees Policy**

**Special Education Student Enrollment**

Charter School administration must not deny enrollment or otherwise discriminate in admission practices on the basis of a child’s need for special education or supplementary aids or services.

Charter School administration shall comply with the Board’s Student Admissions Policy which has been adopted by the Board of Trustees. Charter School administration is further directed to make Admissions Policy available for inspection by auditors from the Pennsylvania Department of Education during any special education cyclical monitoring audit.

Charter School administration shall comply with Section 24 P.S. 17-1723-A of the Charter School Law regarding enrollment and shall not discriminate in its admission policies or practices on the basis of intellectual ability (except to the extent specifically allowed by law), or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal under applicable state and/or federal laws or regulations.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this            day of            , 2016

President

Secretary

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Surrogate Parent Policy**

Reach Cyber Charter School (“Charter School”) must ensure that an individual is assigned to act as a surrogate of a child when no parent or person acting as the parent can be identified, or Charter School, after reasonable efforts, cannot locate the parent, or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434 a(6).

Charter School must have a method of determining whether or not a child needs a surrogate parent, and for assigning a surrogate parent to the child as well as ensuring that surrogates are trained and have adequate knowledge to serve in this capacity.

Charter School may select a surrogate parent in any way permitted under State law, but must ensure that a person selected as a surrogate is not an employee of the State Educational Agency (“SEA”), Charter School or any other agency that is involved in the education or care of the child. For a child who is a ward of the State, a surrogate may be appointed by a judge overseeing the child’s care or by Charter School. The surrogate must have no personal or professional interest that conflicts with the interest of the child the surrogate parent represents. The surrogate parent must have knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, educational placement and provisions of FAPE to the child.

For a homeless youth, not in the physical custody of the parent or guardian, Charter School must appoint a surrogate. Reasonable efforts are to be made by the SEA to ensure the assignment of a surrogate not more than thirty (30) days after there is a determination by Charter School that the child needs a surrogate.

The IDEA of 2004 contains language about seeking parental permission for initial evaluations when a child is a ward of the State. If a child is designated a ward of the State, the whereabouts of the parent is not known or the rights of the parent have been terminated in accordance with State law; someone other than the parent has been designated to make educational decisions for the child. Therefore, Charter School must obtain consent for an initial evaluation from the individual designated to represent the interests of the child.

The CEO/Principal or his/her designee is directed to develop procedures that may be necessary to implement this policy.

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ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2016

President

Secretary

**Reach Cyber Charter School**  
**Board of Trustees Policy Special**  
**Education Training Policy**

Personnel

The Chief Executive Officer (“CEO/Principal”) or his/her designee shall ensure that in-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills and abilities to serve the unique needs of children with disabilities in the school, including those with low incidence disabilities.

Personnel must be fully informed about their responsibilities for implementing applicable state and federal special education laws in the school environment and are provided with technical assistance and training necessary to assist them in this effort.

Training must be a part of Reach Cyber Charter School (“Charter School”) Professional Development Plan and Act 48 credits are to be made available.

Trainings are to be administered in areas including but not limited to: behavior support, reading, FAPE in the LRE, Transition, and At/Low Incidence, confidentiality, FBAs/Manifestation Determinations, use of positive behavior support, de-escalation techniques and emergency responses.

Appropriate instructional changes must take place as a result of the trainings.

Personnel should be asked about their training needs on a regular basis.

Instructional paraprofessionals are to receive 20 hours of staff development activities related to their assignment each year.

Personal care assistants are to receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by any school-based ACCESS program, if applicable).

Educational interpreters are to receive 20 hours of staff development activities relating to interpreting or transliterating services annually.

The CEO/Principal or his/her designee is directed to implement procedures necessary to ensure:

- (1) Personnel training needs are addressed;
- (2) General education and special education personnel receive training and professional development;
- (3) Personnel are to have the skills and knowledge necessary to meet the needs of students with disabilities.
- (4) Educational research, materials and technology are to be acquired and disseminated to teachers, administrators, and related services personnel as needed.

Parent Training: Administration is further directed to make training opportunities available to parents or students who require same as part of any IEP and to the extent appropriate under applicable state and federal laws and regulations.

Administration is directed to maintain appropriate documentation of trainings offered and attendance.

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ADOPTED this            day of            , 2016

President

Secretary



## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Transition Services Policy**

For students who are 14 years of age or older, Reach Cyber Charter School (“Charter School”) shall include a transition plan in the student’s IEP, which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

If determined appropriate by the IEP team, transition planning may begin prior to 14 years of age.

The student must be invited to the IEP team meeting where transition planning is being considered.

If the student does not attend the IEP meeting, the school must take other steps to ensure that the student’s preferences and interests are considered.

Transition services are a coordinated set of activities for a student with a disability designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student’s needs taking into account the student’s strengths, preferences, and interests as well as the fact that the student has been educated in a school setting.

Based on age appropriate assessment, the student’s IEP team is to define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Such postsecondary goals or goals covering education, training, employment or independent living, will be updated annually.

The services/activities and courses of study that support that goal are to be included in student IEPs. For each service/activity, the location, frequency, projected beginning date, anticipated duration, and person/agency responsible are also to be included.

The specific courses of study which facilitate the student’s successful move from school to the student’s expressed post-school goal must be included in the IEP. If specific transition services are required, based upon the student’s skill deficit area(s), to assist the student in realizing his/her goal(s), these must be set forth in the IEP. Each post-school goal should contain

information as to the instruction, related service(s), community experience and if appropriate, acquisition of daily living skills that are necessary for meeting the post-school goal(s).

Overall, for each post-school goal, there must be at least one annual goal included in the IEP which contains the student's name, clearly defined behavior and performance criteria. Lastly, there should be means by which to measure progress towards the post-school goal(s) and indication of adjustment to the transition plan if the progress monitoring data does not support achievement of the goal and/or positive movement towards achievement of same.

The Chief Executive Officer ("CEO")/Principal or his/her designee is directed to inform the Board of any new requirements regarding Transition Planning and any need to obtain additional services, training and/or assessment tools related to Transition Planning.

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ADOPTED this day            of            , 2016

President

Secretary

## **Reach Cyber Charter School**

### **Board of Trustees Policy**

#### **Special Education Policy**

The Board of Trustees of the Reach Cyber Charter School (“Charter School”) recognizes that charter schools must comply with Chapter 711 of Title 22 of the Pennsylvania Code, Charter School Services and Programs for Children with Disabilities.

The Board of Trustees of Charter School also recognizes that charter schools are not exempt from federal special education laws or regulations included in Chapter 711. These include but are not limited to enumerated provisions of the Individuals with Disabilities Education Improvement Act (2004) (“IDEA”) and Section 504 of the Rehabilitation Act of 1973.

Charter School shall ensure that all children with disabilities enrolled in the charter school, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Charter School must be able to document that children with disabilities, who are in need of special education programs and services, are identified and evaluated through child find activities. Child find includes public awareness activities that are sufficient to inform parents of the special education programs and services that are available and how to request those services.

Charter School must conduct systematic screening activities that lead to the identification and evaluation of children with disabilities. Basic screening procedures might include but are not limited to hearing and vision tests as well as grade level tests of academic performance.

Charter School must also have a system to evaluate the overall success and effectiveness of public awareness and child find activities.

Charter School recognizes that:

- Children with disabilities must be admitted on the same basis as children without disabilities.
- Upon admitting a child with a disability, the school must provide services to address the child’s specific needs.

- When a student with a disability transfers to the school, the school is responsible for ensuring that the student receives services that are described in an Individualized Education Program (IEP), either by adopting the old IEP or by developing a new IEP.
- Charter School will use the most current and appropriate versions of Special Education Formats.
- To meet the requirements of federal law, Charter School may provide the services itself, or contract with another entity, such as an intermediate unit or school district, to provide the services, respecting the least restrictive environment requirements.

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ADOPTED this            day of            , 2016

President

Secretary

## **PROSPECTIVE PROVIDERS**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

A Total Approach  
Angela Gaudiuso  
9 LaCruce Ave  
Suite 103  
Glen Mills, PA 19342 484-840-  
1529

### **Provided Services & Rate**

**Speech and Language Services at a rate of one hundred twenty dollars (\$120) per hour. Occupational Therapy Services at a rate of eighty-five dollars (\$85) per hour.**

**Physical Therapy Services at a rate of one hundred twenty dollars (\$120) per hour.**

**Occupational therapy services with Tomatics, Interactive Metronome or Captain's Log at a rate of ninety-dollars (\$90) per hour.**

**Cellfield Phase 1 (10 one hour sessions completed M-F for 2 weeks) at flat rate of one thousand two-hundred fifty dollars (\$1250). Cellfield Phase 2 (10 one hour sessions completed one time per week for 10 weeks) at rate of eighty-five dollars (\$85) per one hour session.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred twenty-five dollars (\$425). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred twenty-five dollars (\$425).**

**Developmental Individual Differences Relationship Model (DIR) Floortime at a rate of eighty-five dollars (\$85) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred twenty-five dollars (\$425).**

**Occupational, Physical & Speech Language Progress Reports to be billed at the hourly rate per therapy discipline.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

A&E Audiology & Hearing Aid Center  
Jodi Highfield  
1555 Highlands Drive Suite 101  
Lititz, PA 17543  
717-627-4327

## **Provided Services & Rate**

**Full APD evaluation/testing at a rate of one thousand seven hundred dollars (\$1700); inclusive of: 1 hour – comprehensive audiometry, tympanometry, impedance testing, otoacoustic emission, diagnostic APD evaluation and testing Audiologist visit– 1.5 hours each – APD Evaluation and testing.**

**Visit with SLP for language evaluation Consult visit – reports and recommendations will be given to the parents and teachers (child does not attend this apt) (IEP/RR meeting).**

**Treatment for APD at a rate of ninety-six dollars (\$96) per 45 minute session. Diagnostic hearing tests, depending on the age of the child would determine what tests will be performed, at a rate of one hundred thirty-five dollars to one hundred eighty dollars (\$135-\$180).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Aaron's Acres  
Risa Paskoff  
102 White Oak Drive  
Lancaster, PA 17601  
717-917-6101

### **Provided Services & Rates**

**Seven (7) Monthly Sessions of Group Social Skills on Friday nights for ages 13-21 at the total flat rate of three hundred fifty dollars (\$350).**

**Seven (7) Monthly Sessions of Group Social Skills for A-Team (teenagers diagnosed with Asperger's or Asperger's-like behavior) at total flat rate of three hundred dollars (\$300). Seven (7) Monthly Sessions of Group Social Skills, under 13 years of age, at total flat rate of three hundred dollars (\$300).**



## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

ABA Support Services  
Amy Gable  
303 Manor Drive  
Nazareth, PA 18064  
610-365-8373

### **Provided Services & Rate**

**FBA (Functional Behavioral Assessment) , VB MAPP, ABLLS and direct VB Services completed by Behavioral Analyst (BCBA Certification Required) at a rate of ninety-five dollars (\$95) per hour. FBA (Functional Behavioral Assessment) , VB MAPP, ABLLS and direct VB Services completed by Assistant Behavioral Analyst (non-licensed BCBA in training) at a rate of sixty dollars (\$60) per hour.**

# **Pennsylvania Special Education Provider List with Rate**

## **Name of Vendor**

Access Services  
Rob Reid  
500 Office Center Drive Suite 100  
Fort Washington, PA 19034  
215-540-2150

## **Provided Services & Rate**

**Functional Behavioral Assessment (FBA) at a rate of fifty dollars (\$50) per hour up to 15 hours.**  
**Behavioral Specialist Consultant/Therapist: Master's Level at a rate of sixty dollars (\$60) per hour;**  
**PhD or BCBA at a rate of sixty-five dollars (\$65) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

AHEDD  
Rocco Cambria  
3300 Trindle Road  
Camp Hill, PA 17011  
717-763-0968 x 90130

### **Provided Services & Rate**

**Transition Services at a rate of sixty dollars (\$60) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

All About Abilities  
Michael Kelly  
2865 S. Eagle Rd #338  
Newtown, PA 18940  
215-485-8250

### **Provided Services & Rate**

**Community-Based Vocational Assessments, Job Sampling, Job Development, Job Coaching, Follow Along, Community Integration, Functional Skills Training, Pre-employment Training and Travel Training at a rate of fifty dollars (\$50) per hour. Provision of Transportation for student at a rate of fifty dollars (\$50) per hour. Initial Intake, Vocational Reports, including Activity Reports to be written, Pre-employment Training and Phone call contact at a rate of fifty dollars (\$50) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Allied Services/John Heinz Institute  
Vince Splendido  
100 Abington Executive Park  
Clarks Summit, PA 18411

## **Provided Services & Rate**

**Speech and Language Services at a rate of one hundred and eight dollars (\$108) per 15 minutes. Occupational Therapy Services at a rate of sixty-five dollars (\$65) per 15 minutes. Physical Therapy Services at a rate of sixty-five dollars (\$65) per 15 minutes.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred twelve dollars (\$212). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred twenty-five dollars (\$225). Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred twenty-five dollars (\$225).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Allied Therapy Partners, LLC  
Neil Weiler  
842 South Keim Street  
Pottstown, PA 19465  
610-812-3649

## **Provided Services & Rate**

**Speech and Language Individual services at a rate of eighty-four dollars (\$84) per hour. Occupational therapy services at a rate of eighty-four dollars (\$84) per hour.**

**Physical therapy services at a rate of eighty-four dollars (\$84) per hour. Functional Behavioral Assessment(FBA) inclusive of 3-5 student observations to include report, recommendations and Behavior Support Plan at flat rate of eight hundred ninety-five dollars (\$895).**

**Psychological services at a rate of one hundred twenty dollars (\$120) per hour.**

**Social Skills Therapy at a rate of eighty-four dollars (\$84) per hour.**

**Instructional Aide services at rate of sixty-eight dollars (\$68) per hour.**

**Therapeutic Support Staff services at rate of fifty dollars (\$50) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of eighty-four dollars (\$84) per hour.**

**Occupational evaluation (to include write-up, progress notes, and goals) at a rate of eighty-four dollars (\$84) per hour.**

**Vision Therapy at a rate of eighty-four dollars (\$84) per hour.**

**Face to face counseling services at rate of one hundred dollars (\$100) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of eighty-four dollars (\$84) per hour.**

**Psychological evaluations (to include all paperwork, write up and one IEP phone conference) at flat rate of eight hundred ninety-five dollars (\$895).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Appalacia I.U. 8  
Judy Voytko  
4500 6th Avenue  
Altoona, PA 16602  
814-940-0223

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred two dollars and seventy-eight cent (\$102.78) per hour. Occupational therapy services at a rate of sixty-five dollars and fifty cent (\$65.50) per hour. Physical therapy services at a rate of sixty-five dollars and fifty cent (\$65.50) per hour. Hearing Impaired Services at a rate of one hundred eight dollars and sixty-four cent (\$108.64) per hour.**

**Vision Impaired Services at a rate of one hundred eighteen dollars and thirty-two cent (\$118.32) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred two dollars and seventy-eight cent (\$102.78) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of sixty-five dollars and fifty cent (\$65.50) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of sixty-five dollars and fifty cent (\$65.50) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Arcadian Telepsychiatry  
Robert Plotkin  
7241 Hollywood Road  
Fort Washington, PA 19034  
215-641-2525

### **Provided Services & Rate**

**Behavioral coaching, Counseling, Family counseling via video conferencing at rate of ninety dollars to one hundred ten dollars (\$90-\$110) per hour; depending on volume. Psychiatric consultations at rate of two hundred-fifty dollars (\$250) per hour.**

**Psychiatric Evaluations at rate of three hundred-fifty dollars (\$350) per hour.**



# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

ASL Services  
Mark Hardway  
2536 Eastern Blvd, #130  
York, PA 17402  
717-755-3212

## **Provided Services & Rate**

**Regular Weekday Interpreting services at a rate of sixty-two dollars (\$62) per hour.**

**Legal Weekday Interpreting services at a rate of seventy-six dollars (\$76) per hour; Federal/Recognized Holidays Regular Interpreting at rate of ninety-three dollars (\$93) per hour; Legal Interpreting at rate of one hundred fourteen dollars (\$114) per hour. Limited Notification Surcharge: less than two full business days regular Interpreting at ten dollars (\$10) per hour and Legal Interpreting at ten dollars (\$10) per hour. Weekends/ afterhours surcharge: Regular Interpreting at a rate of ten dollars (\$10) and Legal Interpreting at a rate of ten dollars (\$10).**

**\*Additional Charges if Interpreters are videotaped**

**\* Minimum Charge per assignment equivalent to 2 hour rate. After 2nd hour charges computed using hourly rate billed in 15 minute increments rounded up.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Associated O.T.  
Cynthia Thomas  
401 Locust Street Suite 2A  
Coraopolis, PA 15108  
412-849-4322

## **Provided Services & Rate**

**Speech and Language Services at the rate of seventy dollars (\$70.00) per hour. Occupational Therapy services at the rate of sixty-seven dollars (\$67) per hour. A) Services by a C.O.T.A. at the rate of fifty-seven dollars (\$57.00) per hour. Physical Therapy Services at the rate of sixty-nine dollars (\$69.00) per hour. B) Services by a P.T.A. at the rate of fifty-nine dollars (\$59.00) per hour.**

**Speech and Language Evaluations (to include write-up, progress notes, and goals) at the rate of seventy dollars (\$70) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at the rate of sixty-seven dollars (\$67.00) per hour. Physical Evaluations (to include write-up, progress notes, and goals) at the rate of sixty-nine dollars (\$69.00) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Audiological and Speech Associates  
Cindy Kisiday  
270 Philadelphia Street  
Indiana, PA 15701  
724-349-5070

### **Provided Services & Rate**

**Speech and Language services at a rate of one hundred five dollars (\$105) per hour. Report writing (evaluation scoring and writing, requested quarterly reports, etc.) at a rate of one hundred five dollars (\$105) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred sixty dollars (\$160) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Audiology & Hearing Centers of NEPA,  
Denise Prislupski  
321 Spruce Street, Bank Tower  
Scranton, PA 18503  
570-343-7710

### **Provided Services & Rate**

**Central Auditory Processing Disorder Evaluations at flat rate of one hundred fifty dollars (\$150).**  
**Diagnostic Hearing Evaluations at flat rate of one hundred twelve dollars (\$112).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Audiology Services  
Dr. Gregory Delfino  
111 South Spruce Street Suite 102  
Nazareth, PA 18064  
610-317-8483

## **Provided Services & Rate**

**Complete Audiologic Evaluation at a flat rate of one hundred twenty-five dollars (\$125).**

**Tympanometry at a flat rate of twenty-five dollars (\$ 25). Air Conduction Only at a flat rate of thirty-five dollars (\$35).**

**Air/Bone Conduction at a flat rate of fifty dollars (\$50).**

**Speech Only at a flat rate of twenty-five dollars (\$25).**

**Central Auditory Processing Assessment a flat rate of twenty-five dollars (\$225).**

**Buffalo Model Questionnaire at a rate of twenty-five dollars (\$25). Fisher Auditory Listening Questionnaire at a flat rate of twenty-five dollars (\$25).**

**CAPD Report and Recommendations a flat rate of one hundred twenty-five dollars (\$125).**

### **Auditory Processing Therapies:**

**Word In Noise Training (15 minute units) at a rate of fifteen dollars (\$15) per unit.**

**Phonemic Synthesis Training (15 minute units) at a rate of fifteen dollars (\$15) per unit.**

**Professional Consultation Fee (30 minute units) at a rate of one hundred twenty-five dollars (\$125) per unit.**

**Conference Calls – IEP meeting (30 minute units) at a rate of one hundred twenty-five dollars (\$125) per unit.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Austill's Rehabilitation Services  
RebePennsylvania Austill-Clausen  
100 John Robert Thomas Drive  
Exton, PA 0  
610-363-7009 ext 217

### **Provided Services & Rate**

**Occupational Therapy services at a rate of sixty-three dollars (\$63) per hour. Physical therapy services at a rate of sixty-three dollars (\$63) per hour. COTA (Certified Occupational Therapy Assistant) services at the rate of forty-nine dollars and seventy cents (\$49.70) per hour.**

**PTA (Physical Therapy Assistant) services at the rate of forty-nine dollars and seventy cents (\$49.70) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Autism Education and Research Institute (AERI) dba: AERI Behavioral Health Services  
Sharon Greene  
P.O. Box 1786  
Greensburg, PA 15601  
866-727-2374

## **Provided Services & Rate**

**Personal Care Aide or Behavior Therapist services (provided by an individual with a high school diploma or associate's degree) at rate of fifty dollars (\$50) per hour with maximum rate per day of two hundred-fifty dollars (\$250). Functional Behavior Assessments (FBA) at a rate of one hundred twenty-five dollars (\$125) per hour; not to exceed two thousand-eight hundred dollars (\$2800) total. Consultative Services provided by master's level clinician or Board Certified Behavior Analyst (BCBA) at rate of eighty-seven dollars fifty-five cents (\$87.55) per hour; with a maximum rate of four hundred twelve dollars (\$412) per day.**

**Social skills program conducted biweekly to include 12 sessions at a flat rate of two thousand-five hundred dollars (\$2500). Educational Observation: Full day face to face observation with student, review student information, written recommendations for services and interview with family/guardians at flat rate of one thousand five hundred dollars (\$1500).**

# PENNSYLVANIA - Special Education Provider List with Rate

## Name of Vendor

Barbara McMillan  
208 Thompson Road  
Acme, PA 15610  
724-309-5953

## Provided Services & Rate

### EVALUATION SERVICES:

- Initial 10-minute phone consultation. No Charge.
- Phone consultations with parents, school or physician at a rate of ninety-five dollars (\$95) per hour (pro-rated per 15-minute segment).
- Initial consultation in my office ninety-five dollars (\$95) per hour.
- Comprehensive Diagnostic Assessment with Written Report at a flat rate of one thousand dollars (\$1,000).  
(2 sessions, 2.5 hours each session)
  - \*Parent-child interview/checklists
    - \*Intellectual abilities
    - \*Academic abilities
    - \*Visual and auditory perception screening
  - \*Social and emotional concerns
    - \*Brief feedback session with parents
- Specialized Assessment ninety-five dollars (\$95) per hour.
- \*Informal developmental assessment
  - \*Diagnostic reading or math assessment
  - \*Adaptive behavior
  - \*Challenging behaviors
- \*Attention deficit Early Kindergarten Entrance (Stanford-Binet and Brief Report) at a flat rate of two hundred fifty dollars (\$250)  
(If additional tests are required by District, fee will be higher)
  - \*Emotional disorders
- Early Kindergarten Entrance (Stanford-Binet and Brief Report) at a flat rate of two hundred fifty dollars (\$250)  
(If additional tests are required by District, fee will be higher)
- Written Report: Specialized Diagnostic Assessments at a rate of ninety-five dollars (\$95) per hour.
- Child and Family Counseling at a rate of ninety-five dollars (\$95) per hour.  
(A minimum of 10 to 12 sessions are generally necessary to be effective).



## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Barbera Behavior Consulting  
Mary Barbera  
P.O. Box 170  
Robesonia, PA 19551  
610-914-6279

### **Provided Services & Rate**

**Behavior Services at rate of one hundred twenty-five dollars (\$125) per hour.**

**Behavior Service Evaluations at rate of one hundred twenty-five dollars (\$125) per hour. Report writing, IEP input and all telecommunications at rate of one hundred dollars (\$100) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Barrett Therapy Services  
Shannon Barrett  
5072 Diehl Rd.  
Mohnton, PA 19540  
610-856-9557

## **Provided Services & Rate**

**Speech and Language services at a rate of ninety-five dollars (\$95) per hour. If therapy is in Philadelphia rates are one hundred-five dollars (\$105) per hour. Occupational Therapy services at a rate of eighty dollars (\$80) per hour. If therapy is in Philadelphia rates are eighty-five dollars (\$85) per hour. Physical Therapy services at a rate of ninety-five dollars (\$95) per hour. If therapy is in Philadelphia rates are one hundred-five dollars (\$105) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred thirty dollars (\$130) per hour. Philadelphia area rates are one hundred fifty dollars (\$150) per hour for evaluations and reports. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred ten dollars (\$110) per hour. Philadelphia area rates are one hundred fifty dollars (\$150) per hour for evaluations and reports. Physical therapy evaluation (to include write-up, progress notes, and goals) at a rate of one hundred-thirty dollars (\$130) per hour. Philadelphia area rates are one hundred fifty dollars (\$150) per hour for evaluations and reports.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Behavior By Design  
Matthew Tyson  
1 Rathton Road  
York, PA 17403  
717-885-5906

## **Provided Services & Rate**

**Behavioral services (consultation, treatment direction, data analysis and data sheet creation and goal writing) by a board certified behavior analyst at a rate of one hundred fifty dollars (\$150) per hour. Behavioral services (one to one direct treatment and school/student liaison) by a staff member with a bachelor's degree and/or 5 years experience with applied behavior analysis and intensive/high risk cases at a rate of fifty-five dollars (\$55) per hour. Functional behavioral assessment, inclusive of a behavior plan, at a flat rate of one thousand eight hundred dollars (\$1,800). Trainings (daily rate plus hourly); each date of training at a rate of two hundred twenty-five dollars (\$225) plus each hour of training at a rate of one hundred fifty dollars (\$150) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Beth Main  
111 N 30th Street  
Camp Hill, PA 17011  
717-441-4354

### **Provided Services & Rate**

#### **ADHD Coaching services:**

**Charged flat rate of four hundred dollars (\$400) for four monthly sessions ADHD Coaching services:**

**Charged flat rate of three hundred forty dollars (\$340) for three monthly sessions. ADHD Coaching services:**

**Charged flat rate of two hundred seventy-five dollars (\$275) for two monthly sessions**

**Indirect services to include development of written goals, status reports, consultations at a rate of one hundred twenty dollars (\$120) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Bethlehem Pediatric Therapy Services  
Jennifer Doyle  
3012 Emrick Boulevard  
Bethlehem, PA 18020  
610-625-4404

## **Provided Services & Rate**

**Speech and Language Services at a rate of one hundred twenty-five dollars (\$125) per hour.**

**Occupational Therapy Services at a rate of one hundred twenty-five dollars (\$125) per hour.**

**Physical Therapy Services at a rate of one hundred twenty-five dollars (\$125) per hour. Behavioral Services provided by staff member with a Bachelor's degree at rate of forty dollars (\$40) per hour.**

**Behavior Services provided by staff member with Graduate level clinician at rate of fifty dollars (\$50) per hour. Therapeutic Support Staff Services at rate of thirty-six dollars (\$36) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Binocular Vision Center  
Linda Morris  
426 Main Street  
Harleysville, PA 19438  
215-256-9704

### **Provided Services & Rate**

**Vision Therapy 3 Month Program: (24 Vision Therapy Sessions twice weekly)**

**at flat rate of one thousand nine hundred twenty dollars (\$1920) inclusive of:**

**One Progress Check (\$65)**

**One Home Therapy (optional and varies in typical cost)**

**One VT Re-Evaluation Vision Therapy Sessions at rate of eighty dollars (\$80) per session.**

**Vision Therapy Initial Evaluation (to include write-up, progress notes) at flat rate of two hundred ten dollars (\$210). Vision Therapy Re- Evaluation (to include write-up, progress notes) at flat rate of one hundred five dollars (\$105).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

BREC Inc d/b/a Social Work PRN of Philadelphia  
Robert Plotkin  
7241 Hollywood Road  
Fort Washington, PA 19034  
215-641-2311

## **Provided Services & Rate**

**Individual Therapy at a rate of seventy to eighty-five dollars (\$70 - \$85) per session based on social worker Group Therapy at a rate of fifty-five to seventy dollars (\$55 - \$70) per session based on social worker.**

**Psychological Evaluations at a flat rate of three hundred fifty dollars (\$350).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Brittany Azzolina  
3574 Timberlane Drive  
Easton, PA 18045  
610-737-2125

## **Provided Services & Rate**

### **Counseling services:**

**Family sessions at a rate of one hundred twenty-five dollars (\$125) per hour.**

**Individual sessions at a rate of one hundred dollars (\$100) per hour. Group sessions at a rate of fifty dollars (\$50) per person per hour. The above rates include session notes. Indirect services; IEP input, progress reporting, crisis response (These might include assisting parent with accessing local crisis resources and behavioral interventions, hospital admissions, consults with hospitals).**



# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Bucks County Intermediate Unit 22  
Diane Paul  
705 N. Shady Retreat Rd.  
Doylestown, PA 18901  
215-348-2940 ext 1200

## **Provided Services & Rate**

**Vision Consultant to include Assistive Tech/SETT for Vision at a rate of one hundred twenty-four dollars and forty-six cents (\$124.46) per hour.**

**Hearing Consultant/Audiology to include Assistive Tech/SETT for Deaf/Hard of Hearing at rate of one hundred forty-six dollars and fifteen cents (\$146.15) per hour. Physical Therapy services at rate of one hundred nineteen dollars and seventy-four cents (\$119.74) per hour. Occupational Therapy at rate of one hundred-six dollars and ninety-eight cents (\$106.98) per hour. Speech Language Pathologist at rate of ninety-two dollars and ninety-six cents (\$92.96) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Byron Schreck  
31 Farmhouse Lane  
Camp Hill, PA 17011  
717-761-0918

### **Provided Services & Rate**

**Speech and Language services at a rate of ninety dollars (\$90) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of ninety dollars (\$90) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Caption Colorado  
Brenda Nowicki  
5690 DTC Blvd Suite 500W  
Greenwood Village, CO 80111  
303-468-4714

### **Provided Services & Rate**

**Captioning Fees: \$95 per scheduled hour. Minimum fee per event \$47.50 per 30 minutes. Minimum Incremental Billing Unit: 15 minutes**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Carbon Lehigh IU #21  
Jack Houser  
4210 Orchard Road  
Schnecksville, PA 18708  
610-769-4111

## **Provided Services & Rate**

**Speech and Language services, Occupational Therapy services, Physical Therapy services, Deaf and Hard of Hearing services, Vision Support services, Autism Support, VB MAPP Assessments and Support, Orientation and Mobility services and Functional Behavior Assessments at the current IU21 rate.**

**The CLIU does not have a fee schedule. School Districts and Charter Schools are billed the same. Billing is based on the amount of time listed on the IEP.**

**For example, there is a total cost IU wide for O & M. O & M costs are then determined by the amount of time on each student's IEP that we serve.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Carol Walck and Associates  
Carol Walck  
1125 Cedar Crest BlvdThe Rose Bldg, Suite 102  
Allentown, PA 18103  
610-433-6660

### **Provided Services & Rate**

**Speech and Language Services (all related documentation including completion of monthly service logs and quarterly progress reports) at a rate of one hundred fifteen dollars (\$115) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals), taking up to two hours in length at a flat rate of three hundred fifty dollars (\$350); Evaluations taking two to five hours in length at a flat rate of five hundred fifty dollars (\$550).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Center for Developmental Disabilities  
Lisa M. Randazzo  
101 Pocono Drive  
Milford, PA 18337  
570-296-3992

## **Provided Services & Rate**

**Speech Therapy services (to include write-up, progress notes) at a rate of one hundred twenty dollars (\$120) per hour. Occupational Therapy services (to include write-up, progress notes) at a rate of one hundred twenty dollars (\$120) per hour. Physical Therapy services (to include write-up, progress notes) at a rate of one hundred twenty dollars (\$120) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of one hundred twenty dollars (\$120) per hour.**

**Occupational evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of one hundred twenty dollars (\$120) per hour.**

**Physical evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of one hundred twenty dollars (\$120) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Central Penn Education Associates  
Anthony Bavaria  
2450 Dewey Lane  
Enola, PA 17025  
717-329-7174

## **Provided Services & Rate**

**Functional Behavioral Analysis at a rate of sixty dollars (\$60) per hour. Face to face counseling services at rate of one hundred dollars (\$100) per hour.**

**Reimbursement amount of up to twenty-five dollars (\$25) paid for rental fees accrued at 'other location' setting for face/face counseling.**

**Psychological/Educational Evaluation inclusive of two testing measures, write up, progress notes and goals at rate flat rate of six hundred dollars (\$600).**

**Educational Neuropsychological Evaluations to include psychoeducational battery of testing inclusive of two testing measures, write up, progress notes and goals at rate flat rate of six hundred dollars (\$600) Seventy-five dollars (\$75) per additional rating scales. Additional testing requested or confirmed by PENNSYLVANIA at flat rate of one hundred dollars (\$100).**

**Records Review at flat rate of two hundred forty dollars (\$240).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Central Susquehanna Intermediate Unit 16  
Ricki Boyle  
90 Lawton Lane  
Milton, PA 17847

## **Provided Services & Rate**

**Speech Therapy services (to include write-up, progress notes) at a rate of eighty-four dollars (\$84). Occupational Therapy services (to include write-up, progress notes) at a rate of one hundred-eight dollars (\$108) per hour, initial evaluation & re-evaluation at a rate of one hundred-eight dollars (\$108) per hour. Physical Therapy services (to include write-up, progress notes) at a rate ninety-four dollars (\$94) per hour;**

**Assistive technology - on going therapy consultation at a rate of ninety-five dollars (\$95) per hour. Vision therapy - on going therapy at a rate of one hundred-eight dollars (\$108) per hour.**

**Audiological Services at a rate of one hundred-eight dollars (\$108) per hour.**

**Psych-education on going therapy counseling at a rate of ninety-five dollars (\$95) per hour. Procedural safeguards consultation at rate of ninety dollars (\$90) per hour for initial consult, and training. Social skills support - on going therapy to include evaluation and re-evaluation at rate of ninety-eight dollars (\$98) per hour.**



## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Chester County Intermediate Unit 24  
Diane Weisenberger  
455 Boot Road  
Downingtown, PA 19335

### **Provided Services & Rate**

**Audiological Evaluation/consultation at a rate of one hundred seventy-five dollars (\$175) per hour.**  
**Multidisciplinary Evaluation and Re-evaluations at a rate of one hundred seventy-five dollars (\$175) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Children's Development Center, A Division of Hope Enterprises  
Rob Labatch  
625 West Edwin Street  
Williamsport, PA 17701  
570-326-0565 x3114  
570-326-1204 x1204

## **Provided Services & Rate**

**Speech and Language services in clinic at a rate of seventy-five dollars (\$75) per hour.**

**Speech and Language services in home at a rate of one hundred twenty dollars (\$120) per hour.**

**Occupational Therapy services in clinic at a rate of seventy-five dollars (\$75) per hour.**

**Occupational Therapy services in home at a rate of one hundred twenty dollars (\$120) per hour.**

**Physical Therapy services in clinic at a rate of seventy-five dollars (\$75) per hour.**

**Physical Therapy services in home at a rate of one hundred twenty dollars (\$120) per hour. Neuro-psychological Services in clinic only at a rate of one hundred-eighty dollars (\$180) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) in clinic at a rate of forty-four dollars (\$44) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) in home at a rate of seventy dollars (\$70) per hour. Occupational evaluation (to include write-up, progress notes, and goals) in clinic at a rate of forty-four dollars (\$44) per hour.**

**Occupational evaluation (to include write-up, progress notes, and goals) in home at a rate of seventy dollars (\$70) per hour. Physical evaluation (to include write-up, progress notes, and goals) in clinic at a rate of forty-four dollars (\$44) per hour.**

**Physical evaluation (to include write-up, progress notes, and goals) in home at a rate of seventy dollars (\$70) per hour.**

**Neuro-psychological Services in clinic only at a rate of one hundred-eighty dollars (\$180) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Christopher D. Royer  
1150 Lancaster Boulevard Suite 101  
Mechanicsburg, PA 17055  
717-697-7260

### **Provided Services & Rate**

**Counseling and consultation services at rate of one hundred fifty dollars (\$150) per hour.**

**Educational Neuropsychological Evaluations to include psychoeducational battery of testing at flat rate of one thousand-two hundred dollars (\$1200). Educational Psychological evaluation at flat rate of eight hundred fifty dollars (\$850).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Colonial Intermediate Unit 20  
Jon Wallitsch  
6 Danforth Drive  
Easton, PA 18045  
610-252-5550

## **Provided Services & Rate**

**Speech Therapy services (to include write-up, progress notes) at a rate of one hundred twenty-nine dollars seventy-nine cents (\$129.79) per hour. Occupational Therapy services (to include write-up, progress notes) at a rate of one hundred thirty-two dollars twenty-six cents (\$132.26) per hour. Physical Therapy services (to include write-up, progress notes) at a rate of one hundred fifty-two dollars four cents (\$152.04) per hour;**

**Adaptive Physical Education services at a rate of eighty-two dollars forty-eight cents (\$82.48) per hour. Audiological Services at a rate of two hundred sixty dollars and eighty-two cents (\$260.82) per hour.**

**Psychological Services at a rate of one hundred twenty-eight dollars fifty-five cents (\$128.55) per hour. Itinerant Hearing Support Services at a rate of one hundred seventy-four dollars twenty-nine cents (\$174.29) per hour. Itinerant Vision Support Services at a rate of three hundred six dollars fifty-five cents (\$306.55) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Communication Associates  
Karen Clapper  
321 Gravel Pike  
Collegeville, PA 19426  
484-973-6226

## **Provided Services & Rate**

**Speech and Language Services at a rate of fifty-six dollars fifty cent (\$56.50) per 30 minutes, eighty-five dollars (\$85) per 45 minutes, one hundred thirteen dollars (\$113) per 60 minutes therapy session. Inclusive of all session documentation. Occupational Therapy Services at a rate of fifty-six dollars fifty cent (\$56.50) per 30 minutes, eighty-five dollars (\$85) per 45 minutes, one hundred thirteen dollars (\$113) per 60 minutes therapy session. Inclusive of all session documentation. Physical Therapy Services at a rate of fifty-six dollars fifty cent (\$56.50) per 30 minutes, eighty-five dollars (\$85) per 45 minutes, one hundred thirteen dollars (\$113) per 60 minutes therapy session. Inclusive of all session documentation. Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred dollars (\$400).**

**Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred dollars (\$400). Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred dollars (\$400). BEHAVIORAL THERAPY SERVICES**

- Functional Behavioral Assessment Completed by a Behavioral Analyst, (BCBA Certification Required) - \$120 per hour,**
- Assistant Behavioral Analyst, (Bachelor Degree required and presently working on Masters towards BCBA Certification).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Community Integrated Services  
Susan Schonfeld  
441 N. 5th Street Suite 101  
Philadelphia, PA 19123  
215-238-7411 ext 101

### **Provided Services & Rate**

**Transition Services billed at rate of seventy-one dollars (\$71) per hour.**

**Travel expenses via public transportation, incurred with a student in the performance of the Agreement, will be reimbursed for amount of receipt.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Community Therapy Services, LLC  
Melanie Criss  
3860 Silverberry Circle  
Maumee, OH 43537  
419-509-8476

### **Provided Services & Rate**

**Virtual occupational therapy services at a rate of one hundred ten dollars (\$110) per hour; minimum charge of fifty-five dollars (\$55) per session. Returning virtual Occupational therapy student supply fee (billed 1-2x per year in 1st month of school year and/or when IEP is updated) at a flat rate of forty dollars (\$40).**

**Occupational Therapy Evaluation (virtual intake evaluation, new referral, and re-evaluations to include write-up, goals where applicable, and OT student supply kit for new students) at a flat rate of four-hundred dollars (\$400).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Connecting the Pieces  
Lisa Kowalski  
3126 Taft Rd.  
Norristown, PA 19403  
610-659-5344

## **Provided Services & Rate**

**Behavioral services (consultation, treatment direction, data analysis and goal writing) by a Board Certified Behavior Analyst at a rate of one hundred twenty-five dollars (\$125) per hour. Behavioral Specialist Consultation services provided by Behavioral Specialist at a rate of ninety-five dollars (\$95) per hour.**

**Face to face counseling services at a rate of one hundred dollars (\$100) per hour. Personal Care Assistant services at a rate of forty dollars (\$40) per hour. Instructional Aid services at rate of fifty dollars (\$50) per hour.**

**~ Social Skills Online Program ~**

**Online Social Skills Instruction for group of four students at rate of one hundred fifty dollars (\$150) per 45 minute session.**

**Instructor preparation time for student initial group meeting at rate of one hundred twenty-five dollars (\$125).**

**~ Social Skills Group Direct Services ~**

**Group face to face Social Skills Instructor at rate of one hundred fifty dollars (\$150) per hour.**

**Social Skills Assistant (1:4 ratio) at rate of sixty dollars (\$60) per hour.**

**Instructor preparation time for student.**



# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Connective Intervention Service  
Dennine Leschinsky  
4674 Berwyn Lane  
Macungie, PA 18062  
610-662-4372

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred five dollars (\$105) per hour. Occupational Therapy services at a rate of one hundred five dollars (\$105) per hour. Physical Therapy services at a rate of one hundred five dollars (\$105) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars (\$105) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars (\$105) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars (\$105) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Countywide Transportation Company  
Howard Jennings  
1019 E. 9th Street  
Chester, PA 19013  
610-490-0500

### **Provided Services & Rate**

Transportation services (round trip per day) provided at flat rate of two hundred sixty dollars (\$260).

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Crossroads Speech and Hearing  
Dianne Baum  
3240 Washington Road  
Suite 200  
McMurray, PA 15317  
724-942-3117

## **Provided Services & Rate**

**Speech and Language services at a rate of sixty dollars (\$60) per half hour and ninety dollars (\$90) per hour. Occupational therapy services at a rate of seventy dollars (\$70) per half hour and one hundred five dollars (\$105) per hour. Physical therapy services at a rate of seventy dollars (\$70) per half hour and one hundred five dollars (\$105) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred twenty dollars (\$120). Occupational & Physical Evaluations (to include write-up, progress notes, and goals) at a flat rate of one hundred fifty dollars (\$150). Audiological Evaluations (to include write-up, progress notes, and goals) at a flat rate of one hundred fifty dollars (\$150).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Cynthia L. Swank  
270 Broad Street  
Landisville, PA 17538  
717-421-2476

## **Provided Services & Rate**

**Behavioral Services (to include direct service provision, progress reports, email exchanges updating PENNSYLVANIA staff on students, under 15 minute phone calls for non-assessment/IEP meetings) at rate of one hundred twenty-five dollars (\$125) per hour. Behavioral consultations performed virtual or by teleconference at rate of one hundred dollars (\$100) per hour.**

**Behavioral Evaluations (to include FBA, target planning for Individualized Program Plan inclusive of approximately ten hours) at rate of one hundred twenty-five dollars (\$125) per hour. Participation in face to face IEP teams meetings (to include reviewing and suggestive rewrites) at a rate of one hundred twenty-five dollars (\$125) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Cynthia Miles and Associates  
Cindy Miles  
3721 Crescent Court West  
Whitehall, PA 18052  
610-820-7667

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred forty-five dollars (\$145) per hour.  
Occupational therapy services at a rate of one hundred forty-five dollars (\$145) per hour. Physical therapy services at a rate of one hundred forty-five dollars (\$145) per hour.**

**Speech and Language evaluation and re-evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred dollars (\$500). Occupational evaluation and re-evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred dollars (\$500). Physical evaluation and re-evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred dollars (\$500).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Debra J Schwartz  
Debra Schwartz  
2304 Lennon Lane  
Phoenixville, PA 19460  
610-783-5210

### **Provided Services & Rate**

**Reading Specialist services at rate of sixty-five dollars (\$65) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Delaware County Intermediate Unit  
Katherine Kircher  
200 Yale Avenue  
Marton, PA 0  
610-938-9000 ext 2279

## **Provided Services & Rate**

**Articulation - on going therapy at a rate of seventy-five dollars (\$75) per hour, initial evaluation & re-evaluation at a rate of eighty dollars (\$80) per hour.**

**Assistive technology - on going therapy consultation at a rate of ninety-five dollars (\$95).**

**Audiological- On going therapy consultation eighty-five dollars (\$85) per hour, initial evaluation & Re-evaluation ninety dollars (\$90) per hour. Occupational Therapy Individual - On going therapy seventy-five dollars (\$75) per hour, initial evaluation & re-evaluation eighty dollars (\$80) per hour. Physical Therapy: On going therapy seventy-five dollars (\$75) per hour; Initial evaluation & re-evaluation eighty dollars (\$80) per hour;**

**Psych-Educational Therapy counseling: eighty dollars (\$80) per hour, Initial Evaluation and Re-evaluation ninety dollars (\$90) per hour.**

**Social Skill Therapy: eighty dollars (\$80) per hour. Initial evaluation & Re-evaluation: ninety dollars (\$90) per hour. Speech/Language Therapy: On going therapy seventy-five dollars (\$75) per hour, initial & Re-evaluation eighty dollars (\$80) per hour;**

**Vision Therapy: On going therapy seventy-five dollars (\$75) per hour, initial & Re-evaluation eighty dollars (\$80) per hour. Hearing Therapy: ongoing therapy ninety-five dollars (\$95) per hour, Initial evaluation & Re-evaluation one hundred dollars (\$100) per hour;**

**Procedural Safeguards Consultation: Ninety dollars per hour (\$90) for initial consult.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Devon Health Care Group LLC  
Joanne Michener  
2103 Darby Road  
Havertown, PA 19083

## **Provided Services & Rate**

**Speech and Language Services at a rate of seventy-nine dollars (\$79) per hour.**

**Occupational therapy services at a rate of seventy-nine dollars (\$79) per hour.**

**Physical Therapy Services at a rate of seventy-nine dollars (\$79) per hour. Behavioral support services at a rate of twenty dollars to ninety-five dollars (\$20-\$95) per hour. (depending on level of Professionals needed, and to be discussed and agreed upon before placement and billing). Paraprofessionals and Tutors with Behavior background at a rate of sixty dollars (\$60) per hour.**

**Psychologist Services at a rate of one hundred ten dollars (\$110) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of seventy-nine dollars (\$79) per hour.**

**Occupational evaluation (to include write-up, progress notes, and goals) at a rate of seventy-nine dollars (\$79) per hour.**

**Physical evaluation (to include write-up, progress notes, and goals) at a rate of seventy-nine dollars (\$79) per hour. Psych evaluations (to include all paperwork, write up and one IEP phone conference) at a rate of one hundred ten dollars (\$110) per hour.**

**BCBA & ABA Certified Therapist services at rate of one hundred ten dollars (\$110) per hour.**



## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Dr. John Carosso, Psy.D & Associates  
John E. Carosso  
Parkway Building 339 Old Haymaker Road  
Suite 1104 Monroeville, PA 15146  
412-372-8000

### **Provided Services & Rate**

**Participation in MDT at a rate of sixty dollars (\$60) per hour. Outpatient counseling services at a rate of one hundred dollars (\$100) per hour.**

**Initial Evaluations (to include IQ testing, Academic Test, discussion with teachers, interview with parent and student and social emotional assessment, with report preparation and writing) at a rate of five hundred dollars (\$500) per evaluation. Re-evaluation (same as Initial but no IQ Test) at a rate of three hundred dollars (\$300) per re-evaluation.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Dr. Merrill Bowan  
Denise Johnson  
841 Tenth Street  
Oakmont, PA 15139  
724-448-6097

### **Provided Services & Rate**

#### **Vision therapy:**

**3 hour evaluation, 1.5 hour consultation with parent/guardian to discuss therapy and home program recommendations and 10 page report on findings and recommendations at a flat rate of eight hundred twenty-five dollars (\$825).**

**In-office vision and cognitive therapy at a rate of one hundred dollars (\$100) per hour. Progress reports every 6 weeks at a rate of one hundred fifty dollars (\$150) per report.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Easter Seals Central PA  
Tina Outrich  
383 Rolling Ridge Drive  
St. College, PA 16801  
412-281-7244 x225

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred twenty-five dollars (\$125) per hour. Occupational therapy services at a rate of one hundred twenty-five dollars (\$125) per hour. Physical therapy services at a rate of one hundred twenty-five dollars (\$125) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Easter Seals of Southeastern PA  
Janet Rubien  
3975 Conshohocken Ave.  
Philadelphia, PA 19131  
215-879-1000

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred thirty dollars (\$130) per hour (Inclusive of session notes and progress to be documented on a monthly log). Occupational therapy services at a rate of one hundred thirty dollars (\$130) per hour;**

**(Inclusive of session notes and progress to be documented on a monthly log)**

**Physical therapy services at a rate of one hundred thirty dollars (\$130) per hour;**

**Assistive Technology and Dysphagia Management services at a rate of one hundred thirty dollars (\$130) per hour;**

**(Evaluations can be billed up to 10 hours). Instructional Aide services at a rate of ninety dollars (\$90) per hour.**

**Behavioral Specialist services at rate of one hundred twenty-five dollars (\$125) per hour.**

**Behavioral Personal Care Attendant at rate of thirty-five dollars (\$35) per hour.**

**Psychological Evaluations (inclusive of feedback teleconference with family and school, and post evaluations phone conference) at a flat rate of eight hundred fifteen dollars (\$815).**

**Preparation of Evaluation Report (inclusive of record review and compiled Records Review at a rate of one hundred thirty-five dollars (\$135) per hour. Functional Behavior Assessment (FBA) at a rate of one hundred thirty-five dollars (\$135) per hour; can be billed up to 10 hours.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Easter Seals Western and Central Pennsylvania  
Tina Outrich  
2525 Railroad St.  
Pittsburgh, PA 15222  
412-281-7244 x225

## **Provided Services & Rate**

**Speech and Language Services at a rate of one hundred twenty-five dollars (\$125) per hour.  
Occupational Therapy Services at a rate of one hundred twenty-five dollars (\$125) per hour.**

**Physical Therapy Services at a rate of one hundred twenty-five dollars (\$125) per hour. Applied Behavior Analysis services at a rate of one hundred twenty-five dollars (\$125) per hour. Auditory Processing Services at a rate of one hundred twenty-five dollars (\$125) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Edgehill Holdings LLC dba Club Z! In-home Tutoring of the Lehigh Valley  
Nina Pinsley  
3140 B Tilghman Street#132  
Allentown, PA 18104

### **Provided Services & Rate**

**Tutoring services for Elementary grades at rate of forty dollars (\$40) per hour. Tutoring services for Middle and High School grades at rate of forty-five dollars (\$45) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Effective Communication Solutions  
Monica LaSalle  
14500 Bustleton Avenue  
Suite 1-A  
Philadelphia, PA 19116  
215-613-6523

## **Provided Services & Rate**

**Speech and Language services at a rate of seventy-five dollars (\$75) per hour. Occupational Therapy services at a rate of seventy-five dollars (\$75) per hour. Applied Behavior Analysis Services at rate of sixty dollars (\$60) per hour. Board Certified Behavior Analyst services at rate of eighty dollars (\$80) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of seventy-five dollars (\$75) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of seventy-five dollars (\$75) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Eliot Enterprises  
Lance Queer  
371 Bethel Church Road  
Ligonier, PA 15658  
888-645-5683

## **Provided Services & Rate**

**Speech and Language services inclusive of logging session at a rate of one hundred thirty dollars (\$130) per hour. Occupational Therapy services inclusive of logging session at a rate of one hundred thirty dollars (\$130) per hour. Physical Therapy services inclusive of logging session at a rate of one hundred thirty dollars (\$130) per hour. Teacher of Hearing Impaired at rate of one hundred thirty dollars (\$130) per hour.**

**Speech and Language evaluation (to include goals, online logging of evaluation and IEP) at a rate of one hundred thirty dollars (\$130) per hour. Occupational evaluation (to include goals, online logging of evaluation and IEP) at a rate of one hundred thirty dollars (\$130) per hour. Physical evaluation (to include goals, online logging of evaluation and IEP) at a rate of one hundred thirty dollars (\$130) per hour.**



## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Elizabeth Grimm  
428 East Orange Street  
Lancaster, PA 17602  
717-392-4063

### **Provided Services & Rate**

**Instructional Aide Services at the rate of sixty dollars (\$60) per hour. Functional Behavioral Assessments, Behavior Planning, Behavior Services, Counseling and Social Skills Services at a rate of one hundred dollars (\$100) per hour.**

**Psychological/Educational Evaluations at flat rate of six hundred dollars (\$600), Inclusive of Report completion. Records Review and 504 Service Agreement Reviews at flat rate of three hundred fifty dollars (\$350).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Emily S. King  
Emily King  
572 Benton Court  
Harrisburg, PA 17112  
717-756-5617

### **Provided Services & Rate**

**Occupational Therapist services at rate of ninety dollars (\$90) per hour. Indirect services including Progress Report writing and IEP writing at rate of sixty dollars (\$60) per hour.**

**Occupational Evaluations at a rate of seventy dollars (\$90) per hour. Indirect services including Progress Report writing and IEP writing at rate of sixty dollars (\$60) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Four Corners Health & Fitness  
Jason Cronan  
296 East Brown St  
PO Box 739Suite B  
East Stroudsburg, PA 18301  
570-504-5522

### **Provided Services & Rate**

**Adapted special needs training at a rate of fifty-five dollars (\$55) per session for one on one. An adapted group fitness training session at a rate of twenty dollars (\$20) per session.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Gayle Goepfert dba: Goepfert Speech Associates  
Gayle Goepfert  
431 East Chocolate Ave  
Hershey, PA 17033  
717-533-1916

### **Provided Services & Rate**

**Speech and Language services at a rate of one hundred thirty-four dollars (\$134) per hour;**

**billed sixty-seven dollars (\$67) for a thirty (30) min session; billed thirty-three dollars fifty cents (\$33.50) per fifteen (15) minute session.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred eighty dollars (\$280).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

George Mc Closkey  
2944 Linda Lane  
Sinking Spring, PA 19608  
610-763-6044

### **Provided Services & Rate**

**Neuropsychological Evaluation Services (to include write-up, progress notes and goals) at a rate of one hundred twenty-five dollars (\$125) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Gina Rowland  
290 Cresthaven Drive  
Fayetteville, PA 17222  
717-422-6511

### **Provided Services & Rate**

**Speech Therapy services (to include write-up, progress notes) at a rate of eighty dollars (\$80) per hour;**

**Charged rate of sixty dollars (\$60) per thirty minute session. Indirect services to include IEP input and progress reporting at rate of fifty dollars (\$50) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of eighty dollars (\$80) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Glenn-Den Enterprises/Next Step  
Amy Kaltenbach  
145 Steffee Blvd - PO Box 796  
Seneca, PA 16346  
814-677-1390  
724-981-0913

## **Provided Services & Rate**

**Speech and Language Services at a rate of one hundred five dollars (\$105) per hour. Occupational Therapy Services at a rate of one hundred five dollars (\$105) per hour. Physical Therapy Services at a rate of one hundred five dollars (\$105) per hour. Visually Impaired Services at a rate of one hundred five dollars (\$105) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars (\$105) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars (\$105) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars (\$105) per hour.**

**Psychological/Educational Evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars (\$105).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Grisolano Center for Neurodevelopment  
Maxine Hass  
405 E. Chocolate Avenue 2nd Floor  
Hershey, PA 17033  
717-495-9505

## **Provided Services & Rate**

**Diagnostic Interview (includes interview with parents, district employees, and other pertinent parties) at a rate of two hundred seventy dollars (\$270) per hour. Psychological and Neuropsychological Testing (includes testing administration, scoring, and interpretation) at a rate of two hundred forty dollars (\$240) per hour. Classroom observation at a rate of one hundred eighty dollars (\$180) per hour.**

**Record review at a rate of three hundred dollars (\$300) per hour. Feedback Session at a rate of one hundred eighty dollars (\$180) per hour.**

**Report Writing at a rate of one hundred seventy-five dollars (\$175) per hour.**

**Due process testimony preparation at a rate of one hundred eighty dollars (\$180) per hour.**

**Due process testimony at a rate of three hundred dollars (\$300) per hour. School district in-service at a rate of two hundred fifty dollars (\$250) per hour. Phone calls with parents, district employees and other pertinent parties at a rate of forty-five dollars (\$45) per 15 minute increments. (Charges begin after the first 15 minutes of the call).**



# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Guthrie Towanda Memorial Hospital formerly  
Memorial Hospital, Inc of Towanda, PA  
Carrie Grohol  
91 Hospital Drive  
Towanda, PA 18848  
570-268-2385

## **Provided Services & Rate**

**Speech and Language Services at a rate of ninety-six dollars (\$96) per hour. Occupational Therapy Services at a rate of ninety-six dollars (\$96) per hour. Physical Therapy Services at a rate of ninety-six dollars (\$96) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of ninety-six dollars (\$96) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of ninety-six dollars (\$96) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of ninety-six dollars (\$96) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Holistic Vision  
Robin Sapossnek  
930 Henrietta Avenue  
Suite C  
Huntingdon Valley, PA 19006  
215-663-5933

### **Provided Services & Rate**

**Comprehensive Visual Exam at the flat rate of one hundred forty-five dollars (\$145). Vision Therapy at a rate of one hundred thirty-five dollars (\$135) per visit.**

**Visual Skills Examination to include summary report at flat rate of three hundred dollars (\$300). Vision Therapy Re-evaluations with refraction at a flat rate of one hundred forty-two dollars (\$142);**

**Without refraction charged rate of eighty-seven dollars (\$87). Vision and Learning Examination to include summary report at flat rate of four hundred fifty-dollars (\$450).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Humanus Corporation  
Tom Gradowski  
1100 First Avenue  
Suite 502  
King of Prussia, PA 19406  
484-674-7562

## **Provided Services & Rate**

**Speech and Language services at a rate of seventy-nine dollars (\$79) per hour.**

**Occupational Therapy services at a rate of seventy-nine dollars (\$79) per hour. Physical Therapy services at a rate of seventy-nine dollars (\$79) per hour.**

**Instructional Aide services at rate of forty-three dollars (\$43) per hour. Psychologist services at a rate of ninety dollars (\$90) per hour.**

**Social Work services at a rate of eighty dollars (\$80) per hour.**

**Online Therapy at a rate of seventy-five dollars (\$75) per hour.**

**Speech and Language evaluations (to include write-up, progress notes and goals) at a rate of seventy-nine dollars (\$79) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of seventy-nine dollars (\$79) per hour.**

**Therapeutic Riding at rate of forty dollars (\$40) per session. Physical Evaluation (to include write-up, progress notes, and goals) at a rate of seventy-nine dollars (\$79) per hour.**

**Psychologist Evaluations at a flat rate of eight hundred dollars (\$800).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Husky Research  
Bille Botsford  
400 E. 2nd Street  
Bloomsburg, PA 17815  
570-389-5380

## **Provided Services & Rate**

**Speech and Language services at a rate of ninety dollars (\$90) per session. Central Auditory Processing Initial Audio Evaluation at flat rate of three hundred thirty dollars (\$330) to include:**

**Comprehensive Audio (ABSD)**

**Tympanometry/Reflex/Decay**

**OAE- Comprehensive**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred ninety dollars (\$190). Central Auditory Processing Evaluation at flat rate of seven hundred ninety-six dollars (\$796) to include:**

**Central Auditory Fun. Eval - 1hr.**

**Each Additional 15 minutes billed thirty-one dollars (\$31)**

**Comprehensive Audio (ABSD)**

**Tympanometry/Reflex/Decay**

**AEPs Comprehensive**

**AE-Comprehensive**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Intermediate Unit 1  
Leigh Dennick  
One Intermediate Unit Drive  
Coal Center, PA 15423  
724-938-3241

### **Provided Services & Rate**

**Articulation - on going therapy at a rate of seventy-five dollars (\$75) per hour, initial evaluation & re-evaluation at a rate of eighty dollars (\$80) per hour.**

**Assistive technology - on going therapy consultation at a rate of ninety-five dollars (\$95 per hour).  
Audiological - on going therapy consultation at a rate of eighty-five (\$85) per hour, initial evaluation & re-evaluation at a rate of ninety dollars (\$90) per hour.**

**Occupational therapy - on going therapy at a rate of seventy-five dollars (\$75) per hour. Physical therapy - on going therapy at a rate of seventy-five dollars (\$75) per hour, initial evaluation & re-evaluation at a rate of eighty dollars (\$80) per hour.**

**Psych-educational - on going therapy counseling at a rate of eighty dollars (\$80) per hour. Social skill - on going therapy at a rate of eighty dollars (\$80) per hour, initial evaluation & re-evaluation at a rate of ninety dollars (\$90) per hour.**

**Speech/language therapy - on going therapy at a rate of seventy-five dollars (\$75) per hour, initial & re-evaluation at a rate of eighty dollars (\$80) per hour.**

**Vision therapy - on going therapy at a rate of ninety-five dollars (\$95) per hour, initial evaluation & re-evaluation at a rate of one hundred dollars (\$100) per hour. Hearing therapy - on going therapy at a rate of ninety-five dollars (\$95) per hour, initial evaluation & re-evaluation at a rate of one hundred dollars (\$100) per hour. Procedural safeguards consultation at a rate of ninety dollars (\$90) per hour for initial consult, and ninety dollars (\$90) per hour for training.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Jeffrey C. Barnhart  
45 Ceymore Street  
Hummelstown, PA 17036  
717-566-0604

### **Provided Services & Rate**

**Records Review at a flat rate of two hundred fifty dollars (\$250).**

**Ed/Psychological Evaluations (to include write-up, progress notes, goals and participation in IEP meeting) at a flat rate of four hundred dollars (\$400). Ed/Neuropsychological Evaluations (to include write-up, progress notes, goals and participation in IEP meeting) at a flat rate of eight hundred dollars (\$800).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Jennifer Lesher  
420 Sensen Rd.  
Wernersville, PA 19565  
484-769-3611

### **Provided Services & Rate**

**Speech Therapy services (to include write-up, progress notes) at a rate of one hundred fifteen dollars (\$115) per hour. Indirect services, including records review, at the rate of fifty dollars (\$50) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred fifteen dollars (\$115) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Jeremy Hubbard  
427 Main Street  
Stroudsburg, PA 18360  
843-360-1926

### **Provided Services & Rate**

**Adaptive Physical Education: 30 minute private session at flat rate of thirty dollars (\$30); 60 minute private session at flat rate of fifty dollars (\$50). 30% Student Discount will be applied.**



## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

John McElwee  
112 Haverford Drive  
Laflin, PA 18702  
570-479-2066

### **Provided Services & Rate**

**BCBA Services at a rate of one hundred twenty-five dollars (\$125) per hour. Training Programs Fee Negotiable Per Topic and Length.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Journey Center,  
Kimberly Bennett  
224 Bedford Street  
Hollidaysburg, PA 16648  
814-977-5345

## **Provided Services & Rate**

**Speech and Language services inclusive of logging session at a rate of ninety dollars (\$90) per hour.  
Board Certified Behavior Analyst Services at rate of ninety dollars (\$90) per hour.**

**Social Skills Group consisting of four students per instructor at rate of twenty dollars (\$20) per hour  
Individual Social Skills with BCBA at rate of ninety dollars (\$90) per hour.**

**Social Skill services provided by Licensed Behavior Specialist at rate of seventy-five dollars (\$75) per hour.**

**ABA (Applied Behavior Analysis) services provided by Therapist with Behavior Specialist License at rate of seventy-five dollars (\$75) per hour.**

**Speech and Language evaluation (to include goals, online logging of evaluation and IEP) at a rate of ninety dollars (\$90) per hour. Functional Behavioral Assessment to include written Positive Behavior Support Plan at rate of ninety dollars (\$90) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

K12 Therapy  
Nikki Eisen  
402 Morning Dove Circle  
Sewell, NJ 8080  
609-217-0059

## **Provided Services & Rate**

**Speech and Language services at a rate of eighty-two dollars (\$82) per hour.**

**Occupational therapy services at a rate of eighty-two dollars (\$82) per hour.**

**Physical therapy services at a rate of eighty-two dollars (\$82) per hour**

**Records review at a rate of one hundred twenty-five dollars (\$125) per hour with three hour cap unless justification given to school representative and approved by PENNSYLVANIA school.**

**Psychologist Tutoring services at a rate of sixty dollars (\$60) per hour. Speech and Language evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of eighty-two dollars (\$82) per hour;**

**Occupational evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of eighty-two dollars (\$82) per hour.**

**Physical evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of eighty-two dollars (\$82) per hour. Psychological/Educational Evaluations/Re-evaluations (to include write-up, progress notes, goals and IEP meeting) at flat rate of six hundred seventy-five dollars (\$675).**

**Psychological/Educational Evaluations/Re-evaluations to exceed 5 hours time, rate of one hundred twenty-five dollars (\$125) per hour substituted fee.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Kelly Mahler, OTR/L  
Kelly Mahler  
17 Magnolia Drive  
Elizabethtown, PA 17022  
717-468-5446

### **Provided Services & Rate**

**Occupational Therapy Services at a rate of ninety dollars (\$90) per hour. Indirect time at a rate of sixty dollars (\$60) per hour.**

**Occupational Evaluation (to include write-up, progress notes, and goals) at a rate of ninety dollars (\$90) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Kelly Robin Gansarski  
6164 Starlight Court  
Swiftwater, PA 18370  
570-561-9378

### **Provided Services & Rate**

**Behavioral services (consultation, treatment direction, data analysis and goal writing) by a Board Certified Behavior Analyst at a rate of eighty dollars (\$80) per hour. Direct and Indirect Behavioral Services at rate of fifty dollars (\$50) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

KenCrest Services  
Donna Clemens  
502 West Germantown Pike  
Suite 200  
Plymouth Meeting, PA 19462  
610-825-9360

### **Provided Services & Rate**

**Transition Support Services at a rate of forty-seven dollars and seventy-six cent (\$47.76) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Keystone Blind Association  
Kimberly Paglia  
1230 Stambaugh Avenue  
Sharon, PA 16146  
724-347-5501

## **Provided Services & Rate**

**Assessment and instruction to include direct service and lesson preparation for all services at a rate of one hundred five dollars (\$105) per hour.**

### **Type of services:**

**Vision services**

**Low vision services**

**Rehabilitation teaching**

**Assistive technology relating to vision**

**Orientation and mobility services**

**Braille instruction**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Kirsten Stiffler  
510 Elmwood Road  
Ebensburg, PA 15931  
814-471-1853

### **Provided Services & Rate**

**In-home Counseling services at rate of one hundred dollars (\$100) per hour.**

**Counseling Services performed at "other" office location at rate of one hundred twenty-five dollars (\$125) per hour.**

**Special Education Evaluation/Reevaluations at a flat rate of seven hundred dollars (\$700). Gifted Evaluation/Reevaluations at a flat rate of seven hundred dollars (\$700). Record reviews at a rate of three hundred dollars (\$300), inclusive of report.**



## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Lancaster-Lebanon Intermediate Unit 13  
Julia Bateman  
1020 New Holland Avenue  
Lancaster, PA 17601  
717-606-1021

### **Provided Services & Rate**

**Speech and Language services at a rate of ninety-five dollars and fifty cents (\$95.50) per hour.**  
**Occupational Therapy services at a rate of ninety-five dollars and fifty cents (\$95.50) per hour. Physical Therapy services at a rate of ninety-five dollars and fifty cents (\$95.50) per hour. Hearing services at a rate of one-hundred thirteen dollars and forty-four cents (\$113.44) per hour.**  
**Vision Therapy services at a rate of one hundred two dollars and fifty-seven cents (\$102.57) per hour.**  
**Assistive Technology services at a rate of seventy-five dollars (\$75) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Language Line Services  
Julie Metzger  
1 Lower Ragsdale Drive  
Bldg 2  
Monterey, CA 93940  
1-877-862-1302

### **Provided Services & Rate**

**Language Interpretations in Spanish at a rate of \$1.85 per minute. Language Interpretations in all other supported languages at a rate of \$2.00 per minute.**

- **There is no charge for standard toll-free access to Language Line Services.**
- **Per minute rates do not include international calls.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Laurie Jo Jekel  
207 West Maple Avenue  
Shiremanstown, PA 17011  
717-599-6487

### **Provided Services & Rate**

**Instructional Aide Services at the rate of thirty dollars (\$30) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Leg Up Farm  
Jennifer Knight  
4880 North Sherman Street  
Mount Wolf, PA 17347  
717-266-9294

## **Provided Services & Rate**

**Speech and Language Services at a rate of one hundred fifteen dollars (\$115) per hour. Occupational Therapy Services at a rate of one hundred sixty dollars (\$160) per hour.**

**Equine Services at rate of \$40/hr Physical Therapy services at a rate of one hundred twenty-five dollars (\$125) per hour. Psychotherapy at a rate of one hundred dollars (\$100) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of three hundred dollars (\$300). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred twenty-five dollars (\$225). Physical evaluation (to include write-up, progress notes, goals and IEP meeting) at a flat rate of two hundred twenty-five dollars (\$225).**

**Psychotherapy evaluation (to include write-up, progress notes, goals and IEP meeting) at a flat rate of two hundred dollars (\$200).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Lehigh Valley Center for Independent Living  
Joe Michener  
435 Allentown Drive  
Allentown, PA 19109  
610-770-9781x131

## **Provided Services & Rate**

**Group Transitional Services at a rate of twenty-four dollars seventy-six cents (\$24.76) per hour. Fees billed per 1/4 hour. Individualized Transitional Services at a rate of sixty-three dollars ninety-eight cents (\$63.98) per hour. Fees billed per 1/4 hour. Person Centered Plan (to include write-up, facilitation of meetings and progress notes) at a flat rate of one thousand two hundred-fifty dollars (\$1250) for minimum of ten combined hours of service. Transportation services provided within the program.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Liberty Resources, Inc.  
Thomas Earle  
714 Market Street  
Philadelphia, PA 19106  
215-534-2000 Ext 257

### **Provided Services & Rate**

**Transition Services billed at rate of seventy-five dollars (\$75) per hour for one-on-one tutoring.**

**Transition Services billed at rate of one hundred dollars (\$100) per hour for up to 3 students.**

**Transition Services billed at rate of one hundred twenty-five dollars (\$125) per hour for 4 – 6 students  
In Service Sessions:**

**Billed at rate of seventy-five dollars (\$75) per hour for 1-2 people;**

**Billed at rate of one hundred dollars (\$100) per hour for 3-5 people;**

**Billed at rate of one hundred twenty-five dollars (\$125) per hour for 6-8 people.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Liberty Therapy Solutions  
Michael Scott  
1160 South Trooper Rd.  
West Norriton, PA 19403  
844-543-8979

## **Provided Services & Rate**

**Speech and Language services at a rate of eighty-five dollars (\$85) per hour. Occupational Therapy Services at a rate of eighty-five dollars (\$85) per hour. Physical Therapy Services at a rate of eighty-five dollars (\$85) per hour. Applied Behavioral Analysis/Functional Behavioral Consultation and evaluations at a rate of one hundred twenty-five dollars (\$125) per hour.**

**Tutoring Services at rate of sixty-five dollars (\$65) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of eighty-five dollars (\$85) per hour.**

**Occupational evaluation (to include write-up, progress notes, and goals) at a rate of eighty-five dollars (\$85) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of eighty-five dollars (\$85) per hour. Psychological Evaluation /Case management at a rate of one hundred ten dollars (\$110) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Lindamood-Bell Learning Processes  
Deedee Beauchamp  
416 Higuera Street  
San Luis Obispo, CA 93401  
805-541-3836

### **Provided Services & Rate**

**Learning Ability Diagnostic Evaluations at flat rate of six hundred seventy-five dollars (\$675);**

**Full Written report of Evaluation at flat rate of two hundred dollars (\$200). One-to-One Instructional Sensory-Cognitive services at rate of one hundred twelve dollars (\$112) per hour.**



# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Living Unlimited  
Terri Stickle  
Lauren Rowe  
4601 Locust Lane  
Suite 202  
Harrisburg, PA 17109  
717-526-2111 x440

## **Provided Services & Rate**

**Music Therapy Services including assessment process, sessions and meetings at a rate of sixty-five dollars (\$65) per hour.**

**(Assessment time total of 5 hours)**

**Life Skills/Community Integration Training in the home and community at the rate of fifty-five dollars per hour (\$55). Job Facilitation Services at the rate of fifty-five dollars (\$55) per hour.**

**Community-Based Work Assessments at the rate of fifty-five dollars (\$55) per hour; inclusive of 3-5 hours of work to include evaluation report.**

**Vocational Evaluation at the rate of four hundred-eighty three dollars (\$483) per unit; to include evaluation report.**

**Vocational and Community Adjustment Program Services performed by rehabilitation specialists billed at one unit at rate of two hundred-ninety dollars (\$290) per session.**

**Sessions occur one time per week, consists of involvement of student ratio of 1:1 or 1:2.  
Transportation services provided within the program.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Lutheran Home Care and Hospice  
Kathy Johnson  
2700 Luther Drive  
Chambersburg, PA 17202  
717-217-3529

### **Provided Services & Rate**

**Speech and Language services at a rate of three hundred dollars (\$300) per visit. Occupational therapy services at a rate of one hundred sixty dollars (\$160) per visit. Physical therapy services at a rate of one hundred seventy dollars (\$170) per visit. Social Work at a rate of two hundred fifty dollars (\$250) per visit.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Luzerne Intermediate Unit 18  
Gregory Koons  
570-287-9681 x111

## **Provided Services & Rate**

**Speech Support for Special Education students at rate of one hundred and eight dollars and two cents (\$108.02) per hour. Occupational Therapy Services at a rate of one hundred twenty-one dollars and seventy-four cents (\$121.74) per hour. Physical Therapy services at rate of one hundred forty-five dollars and fifty-nine cents (\$145.59) per hour. Psych-educational on-going therapy counseling at a rate of ninety-seven dollars eighty-nine cents (\$97.89) per hour.**

**Central Auditory Processing: Assessment and Diagnostic Evaluations at rate of three hundred dollars (\$300). Hearing Impaired (Itinerant) at rate of one hundred thirty-eight dollars eighty-two cents (\$138.82) per hour. Visually Impaired (Itinerant) at rate of one hundred forty-five dollars sixty-eight cents (\$145.68) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Medley and Mesaric Therapy Associates  
Janice Mesaric  
421A North Bethlehem Pike  
Ambler, PA 19002  
215-643-5585

### **Provided Services & Rate**

**Speech and Language services at a rate of one hundred thirty dollars (\$130) per hour. Speech and Language consultation (to include IEP meetings, IEP write-up, progress notes, and goals) at a rate of one hundred forty dollars (\$140) per hour.**

**Speech and Language evaluation at a flat rate of one thousand dollars (\$1,000).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Momentum Services  
Dawn Goshorn  
50 Parkwood Dr.  
Chambersburg, PA 17201  
717-262-2183

## **Provided Services & Rate**

**Functional Behavioral Assessment (FBA) completed by Behavioral Analyst (BCBA Certification Required) at a rate of one hundred twenty dollars (\$120) per hour. Functional Behavioral Assessment (FBA) completed by Assistant Behavioral Analyst (Bachelor Degree Required and presently working on Masters towards BCBA Certification) at a rate of eighty dollars (\$80) per hour. Functional Behavioral Assessment (FBA) completed by Behavioral Therapist (Bachelor Degree and experience Preferred) at rate of fifty dollars (\$50) per hour;**

**Experienced TSS at a rate of thirty-six dollars (\$36) per hour. Rates applicable to all direct and indirect therapeutic needs of the student.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Montgomery County Intermediate Unit 23  
Maria DeLuca and Colleen Connor  
1605 West Main Street  
Norristown, PA 19403  
610-755-9448

## **Provided Services & Rate**

**Behavior Management Specialist at a rate of one thousand eight hundred dollars (\$1,800).**

**Social Skills Counseling for 30 minutes per week at a rate of one thousand eight hundred seventy-two dollars (\$1,872) Services for Alisa Chen:**

**Physical Therapy Consultation for 30 minutes per month at a rate of four hundred twenty-three dollars (\$423).**

**Social Skill Counseling for 30 minutes per week at a rate of one thousand eight hundred seventy-two dollars (\$1,872).**

**VI Services for Dakota Greenidge:**

**Vision Support Consultation for 15 minutes per week at a rate of one thousand eight hundred dollars (\$1,800).**

**Vision Support Itinerant for 30 minutes per week at a rate of three thousand four hundred sixty dollars (\$3,460) Services for Emily Smith:**

**Vision Support Consultation for 15 minutes per month at a rate of four hundred fifty-three dollars sixty cents (\$453.60).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Pediatric Therapy Associates  
Sherry Zimmerman  
2801 North George Street  
Suite A  
York, PA 17406

717-840-2617

### **Provided Services & Rate**

**Speech and Language Services at a rate of one hundred thirty dollars (\$130.00) for a sixty (60) minute session, one hundred dollars (\$100.00) for a forty-five (45) minute session and eighty dollars (\$80.00) for a thirty (30) minute session. Social Skills Group Sessions at a rate of one hundred dollars (\$100) per session.**

**Speech and Language Therapy evaluations at a flat rate of three hundred dollars (\$300).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Pediatric Therapy Specialists  
Marcia Goble  
100 High Tower Boulevard  
Suite 201  
Pittsburgh, PA 15205  
412-787-1180

### **Provided Services & Rate**

**Speech and Language services at a rate of one hundred ten dollars (\$110) per 30 minutes.  
Occupational therapy services at a rate of sixty-five dollars (\$65) per 30 minutes. Physical therapy services at a rate of seventy- five dollars (\$75) per 30 minutes.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars (\$200). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars (\$200). Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars (\$200).**



# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Pennsylvania Autism Action Center  
Michelle DeMarsh  
6515 Business Rt 209  
Suite 3  
Stroudsburg, PA 18360  
570-861-4255

## **Provided Services & Rate**

**Speech and Language services (to include write-up, progress notes) at a rate of thirty-five dollars (\$35) per 15 minute session; fifty-five dollars (\$55) per 30 minute session; one hundred ten dollars (\$110) per 60 minute session. Occupational Therapy services (to include write-up, progress notes) at a rate of thirty-five dollars (\$35) per 15 minute session; fifty-five dollars (\$55) per 30 minute session; one hundred ten dollars (\$110) per 60 minute session;**

**Behavior Analyst services: Applied Behavior Analysis services such as Verbal Behavior Program consultation at a rate of ninety-five dollars (\$95) per hour; Social Skills group therapy with focus on pragmatics, social awareness and friendship building at a rate of twenty-five dollars (\$25) per hour.**

**Speech and Language Initial Evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars (\$200); Occupational Initial Evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars (\$200).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Pocono Speech Center  
Sandy DeFino  
1219 North 5th Street  
Stroudsburg, PA 18360  
570-421-2232

### **Provided Services & Rate**

**Speech and Language services at a rate of one hundred dollars (\$100) per hour. Quarterly progress reports at a flat fee of twenty-five dollars (\$25).**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars (\$200).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Pressley Ridge  
Adam Miller  
121 Locust Street  
Harrisburg, PA 17101  
717-845-6624

## **Provided Services & Rate**

**One-on-One Psychological Therapy Services at a rate of seventy-five dollars (\$75) per hour;**

**Eighteen dollars seventy-five cents (\$18.75) per 15 minute increments. Group Therapy at a rate of twenty dollars (\$20) per hour; Five dollars (\$5) per 15 minute increments.**

**Psychological evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred thirty-five dollars (\$235). Psychiatric Evaluations at a flat rate of three hundred fifty dollars (\$350). \*\*  
The rates below are folded into the other give rates above \*\***

**Spanish Interpreter for therapy services at a rate of \$100.00 per hour or \$25.00 per 15 minute increments.**

**Spanish Interpreter for Psych evaluation at a flat rate of \$255.00.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Psychological Associates of Schuylkill County  
Joe Sheris  
454 North Claude A Lord Blvd  
Pottsville, PA 17901  
570-622-1025

### **Provided Services & Rate**

**Psychological therapy at the rate of one hundred twenty-five dollars (\$125) per hour.**

**Psychological evaluation at the rate of one hundred twenty-five dollars (\$125) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Rebecca's Place  
Margaret Myers  
1805 Loucks Road  
Suite 800  
York, PA 17408  
717-885-0063

## **Provided Services & Rate**

**Speech and Language services at a rate of seventy dollars (\$70) per hour. Occupational therapy services at a rate of seventy dollars (\$70) per hour. Physical therapy services (to include consultative, progress notes, and direct sessions) at a rate of seventy dollars (\$70) per hour. Individual Counseling services provided by LCSW at rate of seventy dollars (\$70) per hour.**

**Group Counseling services provided by LCSW at rate of sixty dollars (\$60) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred fifty dollars (\$150). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred fifty dollars (\$150). Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred fifty dollars (\$150).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Rehabilitation Innovations  
Gerry Roemer  
110 Allan Street  
Lower Burrell, PA 15068  
724-304-0030

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred twenty-five dollars (\$125) per hour. Occupational therapy services at a rate of one hundred twenty-five dollars (\$125) per hour. Physical therapy services at a rate of one hundred twenty-five dollars (\$125) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

River Speech & Educational Services  
Debbi Gnivkoski  
3390 Saxonburg Boulevard  
Suite 250  
Glenshaw, PA 15116  
412-767-5967

## **Provided Services & Rate**

**Speech and Language services at a rate of ninety-five dollars (\$95) per hour. Occupational therapy services at a rate of ninety-five dollars (\$95) per hour. Physical therapy services at a rate of ninety-five dollars (\$95) per hour. Tutoring services at a rate of sixty dollars (\$60) per hour.**

**Social Skills Group services at rate of sixty dollars (\$60) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of ninety-five dollars (\$95) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of ninety-five dollars (\$95) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of ninety-five dollars (\$95) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Sandra Tommarello  
118 Lost Lake Court  
Mars, PA 16046  
724-776-7363

### **Provided Services & Rate**

**Speech and Language services at a rate of ninety dollars (\$90) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of ninety dollars (\$90) per hour.**



# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Sayegh Pediatric Therapy Services  
Christine Sayegh  
4150 Redbud Drive West  
Whitehall, PA 18052  
610-739-8654

## **Provided Services & Rate**

**Speech and Language services at a rate of thirty-seven dollars and fifty cent (\$37.50) per 15 minutes. Occupational Therapy services at a rate of forty dollars (\$40) per 15 minutes. Physical Therapy services at a rate of forty-one dollars twenty-five cent (\$41.25) per 15 minutes.**

**Teacher of Visually Impaired at rate of one hundred ten dollars (\$110) per hour. Behavioral Support Services at a rate of one hundred-ten dollars (\$110) per hour.**

**Reading Specialist at rate of one hundred-fifty dollars (\$150) per hour.**

**Orientation and Mobility services at rate of one hundred-fifty dollars (\$150) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of three hundred-fifty dollars (\$350) per evaluation. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of three hundred-fifty dollars (\$350) per evaluation. Physical evaluation (to include write-up, progress notes, and goals) at a rate of three hundred-fifty dollars (\$350) per evaluation.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Schreiber Pediatric Rehab Center  
Brian R. Dowling  
625 Community Way  
Lancaster, PA 17603  
717-393-0452

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred sixty dollars (\$160) per hour. Occupational therapy services at a rate of one hundred sixty dollars (\$160) per hour. Physical therapy services at a rate of one hundred sixty dollars (\$160) per hour.**

**Assistive Technology Therapy at a rate of one hundred sixty dollars (\$160) per hour. Adaptive Physical Education at a rate of one hundred sixty dollars (\$160) per hour.**

**Articulation Therapy at a rate of one hundred sixty dollars (\$160) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred fifty-six dollars (\$256). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred fifty-six dollars (\$256). Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred fifty-six dollars (\$256).**

**Assisted Technology Evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred fifty-six dollars (256).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Sebastian Riding Associates  
Chris Hanebury  
3589 Water Street Road  
Collegeville, PA 19426  
610-489-3741

### **Provided Services & Rate**

#### **Therapeutic Riding Sessions:**

**10 lessons at 1 hour per lesson at flat rate of five hundred dollars (\$500);**

**5 lessons at 1 hour per lesson at flat rate of two hundred fifty dollars (\$250). Physical Therapy services at rate of eighty dollars (\$80) per hour.**

**Physical evaluation (to include write-up, progress notes, and goals) at a rate of sixty dollars (\$60) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Seneca Highlands Intermediate Unit 9  
Shelly Carson  
P.O. Box 1566  
Smethport, PA 16749  
814-887-5512

### **Provided Services & Rate**

**Speech and Language services at a rate of one hundred ten dollars (\$110) per hour. Occupational therapy services at a rate of one hundred ten dollars (\$110) per hour. Physical therapy services at a rate of one hundred ten dollars (\$110) per hour.**

**Orientation and mobility services at rate of one hundred forty dollars (\$140) per hour.**

**Vision Services which includes a teacher of the blind/visually impaired and a functional vision test at a rate of one hundred forty dollars (\$140) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Skills of Central PA, Inc.  
Wendy Pardee  
341 Science Park Road  
Suite 6  
State College, PA 16803  
814-238-3245

### **Provided Services & Rate**

**Transition Support Services at a rate of sixty-two dollars eighty-four cents (\$62.84) per hour.**

**~ Above services billed in fifteen (15) minute increments ~**

**Home and Community Habilitation program (face to face ) direct services provided in home and community settings a rate indicated as follows:**

**1:1 ratio at \$48 an hour**

**1:3 ratio at \$36 an hour**

**1:6 ratio at \$20 an hour**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Southeastern Pennsylvania Autism Resource Center (SPARC)  
Cherie Fishbaugh  
1160 McDermott Drive# 214  
West Chester, PA 19383  
610-430-5678

### **Provided Services & Rate**

**Behavioral services, from program director, in clinic, at a rate of one hundred five dollars (\$105) per hour. Behavioral services, from program director, outside of the clinic, at a rate of one hundred forty dollars (\$140) per hour. Sparclers program at a rate of one hundred five dollars (\$105) per day. Social skills – intake at a rate of fifty-five dollars per hour (\$55), new client at a rate of eighty dollars (\$80) per hour, re-enrolling client at a rate of sixty-five dollars (\$65) per hour, off-site observation by staff at a rate of ninety dollars (\$90) per hour, on site observation feedback by staff at a rate of seventy-five (\$75) per hour. Phone calls after the first 15 minutes at a rate of twenty dollars (\$20) for 30 minutes, thirty-five dollars (\$35) for 45 minutes and fifty dollars (\$50) for 60 minutes. Program development at a rate of eighty-five (\$85) per hour.**

**Assessments at a rate of one thousand two hundred fifty dollars to one thousand nine hundred fifty dollars (\$1,250 - \$1,950).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

SpeechCare  
Roberta Kornfield  
2137 Embassy Drive  
Suite 103  
Lancaster, PA 17603  
717-569-8972

### **Provided Services & Rate**

**Speech and Language services at a rate of one hundred twenty-seven dollars four cents (\$127.04) per hour.**

**Speech Therapy in a group setting at the rate of sixty-three dollars fifty-two cents (\$63.52) per student.**

**Physical therapy services at a rate of one hundred twenty-seven dollars four cents (\$127.04) per hour. Charting/report writing, MDT planning, individual parent consults at the rate of one hundred twenty-seven dollars four cents (\$127.04) per hour. Equipment set-up and parent group consultation at the rate of one hundred twenty-seven dollars four cents (\$127.04) per hour to be divided by number of students in group and invoiced per student.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-seven dollars four cent (\$127.04) per hour. Physical evaluation (to include write- up, progress notes, and goals) at a rate of one hundred twenty-seven dollars four cents (\$127.04) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Step By Step  
Meg Lukaszewski  
Cross Valley Commons, 744 Kidder Street  
Wilkes-Barre, PA 18702  
570-829-3477

## **Provided Services & Rate**

**Behavior Specialist Consultant Services by Master’s Level Clinician at a rate of fifty-six dollars (\$56) per hour. Behavior Specialist Consultant Services by Board Certified Behavior Analyst at a rate of seventy-four dollars (\$74) per hour. Mobile Therapy Services – (Master’s Level Clinician) at a rate of fifty-six dollars (\$56) per hour. Therapeutic Staff Support at a rate of thirty-six dollars (\$36) per hour.**

**Psychological Evaluations by licensed clinical psychologist at a rate of two hundred twenty-five dollars (\$ 225) per evaluation, eighty-five dollars (\$85) per hour for attendance at meetings.**



## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Strasburg Family Eyecare  
Jessica Lauver  
20 Lancaster Avenue  
Strasburg, PA 17579  
717-687-8141

### **Provided Services & Rate**

**Vision Therapy Evaluations at flat rate of three hundred fifty dollars (\$350). Follow-up/Progress Visit at flat rate of one hundred ten dollars (\$110);**

**45 minute session at flat rate of one hundred sixty-six dollars sixty-seven cents (\$166.67).**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Strategic Medical Solutions  
Julie Grenier  
20 Mystic Land, 2nd Floor  
Malvern, PA 19355  
610-296-8401  
ext 226

### **Provided Services & Rate**

**Speech and Language services at a rate of eighty-five dollars (\$85) per hour.**

**Speech evaluation (to include write-up, progress notes, and goals) at a rate of eighty-five dollars (\$85) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Strategies 4 Success  
Andrew Passic  
255 Swedesford Road  
Malvern, PA 19355  
610-742-5784

## **Provided Services & Rate**

**FBA (Functional Behavioral Assessment) to include student information review, observations, written assessment, subsequent behavior support plan (if warranted) and IEP attendance by a staff Behavior Specialist at rate of sixty dollars (\$60) per hour. Direct behavioral support services at rate of forty dollars (\$40) per hour.**

**Direct behavioral mobile support services completed by graduate level therapist at rate of fifty dollars (\$50) per hour. Supervision of direct behavioral services at rate of fifty dollars (\$50) per hour.**

**\* Functional Behavior Assessment to include three observations on three separate days, completed worksheet, written report and Positive Behavior Support Plan.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Susan L. Ficken  
Susan Ficken  
132 Don Drive  
Shohola, PA 18458  
570-656-6071

### **Provided Services & Rate**

**Physical Therapy Services at a rate of one hundred twenty dollars (\$120) per hour. Indirect services to include development of written goals, status reports, consultations at a rate of eighty dollars (\$80) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Susan Steele  
39 W Roosevelt Avenue  
Middletown, PA 17057  
717-421-7639

### **Provided Services & Rate**

**Instructional Aide Services at the rate of thirty dollars (\$30) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Swisher Behavioral Health Services  
David Swisher  
5357 Acorn Drive  
Hesson, PA 16647  
814-644-8766

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred twenty dollars (\$120) per hour. Occupational therapy services at a rate of one hundred thirty dollars (\$130) per hour. Physical therapy services at a rate of one hundred thirty dollars (\$130) per hour. Neuro-psychological evaluation by a qualified neurophysiologist at a flat rate of two thousand dollars (\$2000).**

**Psychological/Educational Evaluation (to include write-up, progress notes, and goals) at a flat rate of seven hundred dollars (\$700). Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars (\$200).**

**Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars (\$200).**

**Physical Virtual Counseling at a rate of one hundred dollars (\$100) per hour.**

**Student Records Review at a rate of two hundred ninety dollars (\$290) per student reviewed.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

T&R Enterprises of Lewisburg Inc., d/b/a Kidsworld Therapy Center  
Christa Brophy  
32 Whisper Creek Drive, Suite 1  
Lewisburg, PA 17837  
570-524-6060

## **Provided Services & Rate**

**Speech and Language Services at a rate of one hundred twenty dollars (\$120) per hour. Occupational Therapy Services at a rate of one hundred twenty dollars (\$120) per hour. Physical Therapy Services at a rate of one hundred twenty dollars (\$120) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred twenty-five dollars (\$125). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred twenty-five dollars (\$125). Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred twenty-five dollars (\$125).**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

The Center for Pediatric Therapy  
Romain Jenson  
9 Bristol Court  
Wyomissing, PA 19610  
610-670-8600

## **Provided Services & Rate**

**Speech and Language Services and Re-Evaluations at a rate of one hundred fifty-two dollars (\$152) per hour. Occupational Therapy Services and Re-Evaluations at a rate of one hundred fifty-two dollars (\$152) per hour. Physical therapy Services and Re-Evaluations at a rate of one hundred fifty-two dollars (\$152) per hour. Behavioral Support Services and Re-Evaluations at a rate of one hundred fifty-two dollars (\$152) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred twenty dollars (\$420). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred twenty dollars (\$520).**

**Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred twenty dollars (\$420).**

**Auditory integration treatment at a rate of one thousand five hundred dollars (\$1500) includes initial consultation, 2 audiograms, tympanogram, 20 treatment sessions and 4 follow-up visits for 1 year.**

**Indirect time for services above at a rate of thirty-eight dollars (\$38) per 15 minute.**



# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

The Devereux Foundation  
Alicia Kolber  
12300 Perry Highway, Suite 100  
Wexford, PA 15090  
610-688-1205

## **Provided Services & Rate**

**Personal Care Aide/Direct Instruction (provided by an individual with a high school diploma) at a rate of thirty dollars (\$30) per hour.**

**Personal Care Aide/Direct Instruction (provided by Degreed individual) at a rate of forty dollars (\$40) per hour. Behavioral services (consultation, treatment direction, data analysis and goal writing) by a Board Certified Behavior Analyst at a rate of one hundred twenty dollars (\$120) per hour.**

**Behavioral services (consultation, treatment direction, data analysis and goal writing) performed by Behavior Analyst with Masters at a rate of seventy dollars (\$70) per hour. Comprehensive FBA/BCBA at rate of one hundred-forty dollars (\$140) per hour.**

**Comprehensive FBA services (performed with Masters degree) at a rate of one hundred dollars (\$100) per hour.**

~ Above services to be billed in fifteen (15) minute increments. ~

**Diagnostic Evaluations: to include Neuropsychological, Psychoeducation, and IQ Testing at rate of two hundred dollars (\$200) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

The Gregory Center for Applied Behavior Analysis  
Jodi Gregory  
17 Stark Street  
Pittston, PA 18640  
570-335-0357

## **Provided Services & Rate**

**BCBA Services including Functional Behavioral Assessment (FBA), VB-MAPP, PBSP to include staff and parent training on PBSP, Consultation and 1:1 ABA Therapy at rate of one hundred dollars (\$100) per hour. Behavior Technician services to include:**

**1:1 ABA Therapy, 1:1 social skills training using ABA strategies. Staff and parent training in implementation of PBSP with ongoing feedback and recommendations at rate of fifty-five dollars (\$55) per hour. Transition Services to include: Assessment, data analysis and meetings at rate of one hundred dollars (\$100) per hour.**

**1:1 Training and job coaching at rate of seventy-five dollars (\$75) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

The Hope Learning Center  
Asha Persaud  
12300 Perry Highway, Suite 100  
Wexford, PA 15090  
724-933-4673

## **Provided Services & Rate**

**Evaluations completed by a certified school psychologist, including report, at flat rate of nine hundred dollars (\$900).**

**(eliminates the eval & report prep separate rates)**

**Speech and Language, Occupational Therapy, Physical Therapy and Counseling (inclusive of session logging) and evaluations (inclusive of report) at rate of one hundred-fifteen dollars (\$115) per hour  
Social Skills Group Sessions at a rate of ninety dollars (\$90) per hour.**

**BCBA services at a rate of one hundred fifteen dollars (\$115) per hour.**

**ABA services at a rate of eighty dollars (\$80) per hour. TSS at rate of thirty-six dollars (\$36) per hour.**

**All other services by a school psychologist at a rate of one hundred fifteen dollars (\$115) per hour.**

**Psychological services includes feedback conference with family, IEP participation and development, review of records/consultation with teacher.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

The Sierra Group  
Seth Acosta  
588 N. Gulph Rd., Suite 110  
King of Prussia, PA 19406  
610-992-0288

## **Provided Services & Rate**

**Training & Implementation Services** at a rate of one hundred ten dollars (\$110) per hour; billed in 15 minute increments.

**Training & Implementation Services/Consultations via Telephone** at a rate of one hundred thirty-five dollars (\$135) per hour;

**billed in 15 minute increments. Assistive Technology Evaluations:**

**Phase I: Assistive Technology Evaluation (to include remote initial case consultation, records review and report) at flat rate of five hundred dollars (\$500).**

**Assistive Technology Evaluations:**

**Phase II: Assistive Technology Evaluation (Onsite consultation, records review and report) at a rate of one hundred thirty-five dollars (\$135) per hour; billed in 15 minute increments.**

**Assistive Technology Evaluations:**

**Phase III (comprehensive multifunctional team review and report for cases deemed Complex Cases) at rate of one hundred thirty-five dollars (\$135) per hour; billed in 15 minute increments.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

TheraPlay  
Lisa Mackell  
638 Brandywine Parkway  
West Chester, PA 19380 610-  
436-3604 x28

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred dollars (\$100) per hour. Occupational therapy services at a rate of one hundred dollars (\$100) per hour. Physical therapy services at a rate of one hundred dollars (\$100) per hour. Monthly charge of thirty-five dollars (\$35) charged per student/per discipline for completion of online Daily Service Log via EasyTrac program.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars (\$100) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars (\$100) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars (\$100) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Therapy Bridges  
Heather Staffer  
5940 Hamilton Boulevard, Suite B  
Allentown, PA 18106  
610-395-2880

## **Provided Services & Rate**

**Speech and Language therapy services at a rate of one hundred fifteen dollars (\$115) per hour. Occupational therapy services at a rate of one hundred fifteen dollars (\$115) per hour. Vision Therapy Services at a rate of one hundred fifteen dollars (\$115) per hour;**

**Physical Therapy Services at a rate of one hundred fifteen dollars (\$115) per hour. Social Skills group at a rate of ninety dollars (\$90) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred dollars (\$500);**

**Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred dollars (\$500). Physical Therapy evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred dollars (\$400). Documentation for Speech and Language, Occupational Therapy, Social Skills and Vision Therapy at a rate of ninety dollars (\$90) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Therapy Resource Center  
Shari Bartley  
1829 New Holland Road, Suite 13  
Reading, PA 19607  
610-301-3259

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred twenty-seven dollars (\$127) per hour.  
Occupational Therapy Services at a rate of one hundred twenty-seven dollars (\$127) per hour.**

**Behavioral Services to include documentation and follow-up at rate of one hundred fifteen dollars (\$115) per hour.**

**Auditory Verbal Therapy Services to include doc Physical Therapy Services at a rate of one hundred twenty-seven dollars (\$127) per hour.**

**These service rates are inclusive of all documentation. Listening Therapy (listening, Play Project, ABA etc) services at a rate of one hundred twenty-seven dollars (\$127) per hour.**

**Teacher/parent consultation at a rate of one hundred twenty-seven dollars (\$127) per hour.**

**Instructional Aide services at a rate of forty-five dollars (\$45) per hour.**

**Speech and Language evaluation (will include the write up and measurable goals for the specified discipline) at a flat rate of two hundred fifty dollars (\$250). Occupational therapy evaluation (will include the write up and measurable goals for the specified discipline) at a flat rate of two hundred fifty dollars (\$250). Physical therapy evaluation (will include the write up and measurable goals for the specified discipline) at a flat rate of two hundred fifty dollars (\$250).**

- **Therapy Resource Center will be using their testing materials for evaluations.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Therapy Services  
Cheri Dotterer  
202 Donne Road  
Hamburg, PA 19526  
610-914-9919

## **Provided Services & Rate**

**Speech and Language therapy services at a rate of one hundred dollars (\$100) per hour. Occupational therapy services at a rate of one hundred dollars (\$100) per hour. Physical therapy services at a rate of one hundred dollars (\$100) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars (\$100) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars (\$100) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars (\$100) per hour.**



# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Therapy Source  
Joshua Cartagenova  
5215 Militia Hill Road, Suite A  
Plymouth Meeting, PA 19462  
866-783-5301

## **Provided Services & Rate**

**Speech and Language Services at a rate of eighty-five dollars (\$85) per hour and ninety dollars (\$90) per hour. Occupational Therapy Services at a rate of eighty-five dollars (\$85) per hour and ninety dollars (\$90) per hour in PA. Physical Therapy Services at a rate of eighty-five dollars (\$85) per hour and ninety dollars (\$90) per hour in PA. SL, OT and PT Assistant Services at a rate of seventy-five dollars (\$75) per hour.**

**Psychologist and Neuropsychologist Services at a rate of one hundred six dollars (\$106) per hour. Psychological Evaluations (including assessment, write up, and IEP team reporting) at a rate of one hundred six dollars (\$106) per hour not to exceed nine hundred dollars (\$900) per evaluation, without prior CA approval. As CA informs Therapy Source of the opening of additional schools, therapy source shall notify CA should rates differ by state.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Tiffany Griffiths, Psy.D & Associates, Inc.  
Tiffany Griffiths  
502 N. Blakely Street  
Dunmore, PA 18512  
570-241-0614

### **Provided Services & Rate**

**Counseling services at rate of one hundred dollars (\$100) to one hundred twenty dollars (\$120) per session; based upon clinician masters level.**

**~ Session length considered fifty-three (53) + minutes.**

**Social Work services at rate of one hundred dollars (\$100) to one hundred twenty dollars (\$120) per session; based upon clinician masters level.**

**~ Session length considered fifty-three (53) + minutes**

**Initial Psychological evaluation at flat rate of one hundred sixty dollars (\$160).**

**Psychological/Educational Evaluation at rate of one hundred twenty dollars (\$120) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Tracy Geist d/b/a Tracy Geist Therapy Services  
Tracy Geist  
945 Walnut Drive  
Palmerton, PA 18071  
610-393-7980

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred twenty-five dollars (\$125) per hour. Occupational Therapy services at a rate of one hundred twenty-five dollars (\$125) per hour. Physical Therapy services at a rate of one hundred twenty-five dollars (\$125) per hour. Social skills at rate of seventy-five dollars (\$75) per hour.**

**Instructional Aide services at rate of eighty-five dollars (\$85) per hour.**

**Social Work at rate of eighty dollars (\$80) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars (\$125) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Tricia Lee Pelc  
809 W. 26th Street  
Erie, PA 16508  
814-449-9469

### **Provided Services & Rate**

**Counseling Services at rate of eighty dollars (\$80) per hour.**

**Counseling Evaluations (to include write-up, progress notes, and goals) at rate of eighty dollars (\$80) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

TSJ Tutoring LLC dba Club Z! In-home Tutoring Services  
Brian Legutko  
1000 West Oak Street  
Frackville, PA 17931  
610-509-2518

### **Provided Services & Rate**

#### **In Home Tutoring Services:**

**K - 4th grades at the rate of \$35 per hour;**

**5th - 8th grades at the rate of \$37 per hour;**

**9 - 12th grades at the rate of \$39 per hour.**

**One time registration fee of fifty dollars (\$50) per student.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Tuscarora Intermediate Unit 11  
Sandi Dinardi  
2527 US Hwy 522 South  
McVeytown, PA 17051  
814-542-2501

### **Provided Services & Rate**

**Occupational Therapy services (to include write-up, progress notes) at a rate of seventy-one dollars fifty cents (\$71.50) per hour. Speech and Language services at a rate of forty-six dollars (\$46) per hour.**

**Occupational evaluations (to include write-up, progress notes) at a rate of seventy-one dollars fifty cents (\$71.50) per hour. Speech and Language evaluations (to include write-up, progress notes) at a rate of forty-six dollars (\$46) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

U.S. Healthcare Services  
Anu Gandotra  
4578 Oakwood Lane  
Nazareth, PA 18064  
732-804-8028

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred five dollars (\$105) per hour;**

**Occupational therapy services at a rate of one hundred five dollars (\$105) per hour;**

**Speech and Language services provided by Cheryl Lynott at rate of one hundred thirty dollars per hour (\$130).**

**Physical therapy services at a rate of one hundred five dollars (\$105) per hour.**

**Behavioral Services at rate of forty-five dollars (\$45) per hour. Counseling services at rate of one hundred five dollars (\$105) per hour.**

**VB Mapp assessment and support at a rate of ninety dollars (\$90) per hour. COTA and PTA at a rate of seventy-five dollars (\$75) per hour.**

**For services and evaluations, other than Psychological/Educational, participation in IEP teams via phone conference will be at a rate corresponding to hourly rates listed above. Connections Education will only be billed for the actual time in attendance.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of three hundred dollars (\$300);**

**Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of three hundred dollars (\$300). Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of three hundred dollars (\$300).**

**Functional Behavior Assessments at a rate of one hundred five dollars (\$105) per hour.**

**Psychological/Educational evaluations at a flat rate of six hundred fifty dollars (\$650) for grades K-6; inclusive of intelligence and achievement testing, written report and IEP team meeting. Evaluation testing for grades 7-12 and all other requested eval.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Valentins F. Krecko, M.D.  
Terry Shoemaker  
2215 Forest Hills Drive, Suite 38  
Harrisburg, PA 17112  
717-540-5353

### **Provided Services & Rate**

**Psychiatric Services (to include review of student records in excess of one inch thick), -pro-rated, at rate of two hundred twenty-five dollars (\$225) per hour.**

**Psychiatric Evaluations at a flat rate of five hundred (\$500) dollars.**



# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Valley Family Therapeutics,  
Kim Brandi  
551 E. Station Avenue  
Coopersburg, PA 18036

## **Provided Services & Rate**

**Speech and Language Services at a rate of one hundred fifteen dollars (\$115) per hour. Occupational Therapy Services at a rate of one hundred fifteen dollars (\$115) per hour. Physical Therapy Services at a rate of one hundred fifteen dollars (\$115) per hour. Social Skills group at a rate of one hundred dollars (\$100) per hour; for up to 5 students in group setting.**

**Music Therapy at rate of one hundred twenty-five dollars (\$125) per hour.**

**Art Therapy at rate of fifty dollars (\$50) per hour.**

**Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred fifteen dollars (\$115) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred fifteen dollars (\$115) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred fifteen dollars (\$115) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Virginia Roberts  
Virginia Roberts  
547 Thomas Road  
Loretto, PA 15940  
814-472-5437

### **Provided Services & Rate**

**Occupational therapy services at a rate of eighty dollars (\$80) per hour. All indirect services, including report writing, Log notes, and communication at the rate of fifty dollars (\$50) per hour.**

**Occupational evaluation (to include write-up, progress notes, and goals) at a rate of eighty dollars (\$80) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Vision Development Center of Lancaster  
Arthur Seiderman  
152 East Main Street  
Leola, PA 17540  
717-656-0534

### **Provided Services & Rate**

Vision Therapy initial evaluation at a flat rate of two hundred sixty dollars (\$260). Vision therapy for three months, 12 – 1.5 hour sessions, two home therapy packets, one lens therapy review, reevaluation, and IEP teleconference meetings at the 15% discount plan amount of two thousand two hundred twenty-seven dollars (\$2, 227).

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Vocational & Psychological Services  
Dedra Decker  
185 Forrester Road  
Slippery Rock, PA 16057  
727-287-5604

### **Provided Services & Rate**

**Psychological/Educational evaluation and reevaluation (to include report) at a flat rate of six hundred fifty dollars (\$650). Indirect services, including records review, at the rate of \$125 per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

Wee Talk Speech & Language Services  
Erin Coley  
2851 Centre Avenue  
Reading, PA 19605  
610-750-6514

## **Provided Services & Rate**

**Speech and Language services at a rate of one hundred sixty-five dollars (\$165) per hour. Occupational Therapy services at a rate of one hundred sixty-five dollars (\$165) per hour. Physical therapy services at a rate of one hundred sixty-five dollars (\$165) per hour.**

**Behavioral services (consultation, treatment direction, data analysis and goal writing) by a Board Certified Behavior Analyst at a rate of one hundred sixty-five dollars per hour (\$165). Special Instruction from Certified Teachers of Special Ed and Elem Ed at a rate of one hundred sixty-five dollars (\$165) per hour.**

**Speech and Language evaluation (for direct client time) at a rate of one hundred sixty-five dollars (\$165) per hour. Occupational Evaluation (for direct client time) at a rate of one hundred sixty-five dollars (\$165) per hour. Physical evaluation (for direct client time) at a rate of one hundred sixty-five dollars (\$165) per hour.**

**For all evaluations interpretation and report/ indirect client time at a rate of one hundred sixty-five dollars (\$165) per hour.**

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Western Wayne School District  
Tanya Carelle  
1970 B Easton Turnpike  
Lake Ariel, PA 18436  
800-321-9973

### **Provided Services & Rate**

Vision therapy services at rate of sixty- two dollars four cents (\$62.04) per hour.

## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Westmoreland Intermediate Unit 7  
Christina L. Monroe  
102 Equity Drive  
Greensburg, PA 15601  
724-836-2460

### **Provided Services & Rate**

**Speech Therapy services (to include write-up, progress notes) at a rate of seventy dollars (\$70) per hour. Personal Care Assistant at rate of eighteen dollars (\$18) per hour. Physical therapy services at a rate of seventy-three dollars (\$73) per hour. Occupational Therapist services at a rate of seventy dollars (\$70) per hour.**

# **PENNSYLVANIA - Special Education Provider List with Rate**

## **Name of Vendor**

William A. Galbraith  
198 Vincent Street  
Mifflintown, PA 17059  
717-320-2111

## **Provided Services & Rate**

**Behavior Services at a rate of one hundred dollars (\$100) per hour.**

**Verbal Behavioral Assessment to include report and programming recommendations at a rate of one hundred dollars (\$100) per hour. Functional Behavioral Assessment to include written Positive Behavior Support Plan at a rate of one hundred dollars (\$100) per hour.**



## **PENNSYLVANIA - Special Education Provider List with Rate**

### **Name of Vendor**

Wynwood Eye Clinic  
Tina Kerstetter  
1121 Westbranch Highway  
Winfield, PA 17889  
570-523-1533

### **Provided Services & Rate**

**In- office Vision Assessment, inclusive of report, at the flat rate of one hundred fifty dollars (\$150).  
Vision Therapy, inclusive of session progress report at a rate of ninety dollars (\$90) per session.  
Progress reports will be submitted after the 6th and the 12th sessions. Vision Therapy standard  
timeframe is a block of 3 months; 2 times per week; with a reevaluation after the 12th session.**

**Vision Therapy Re-evaluation is at a flat rate of seventy-five dollars (\$75).**



Invoice	140576
Date	12/14/2016
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# Invoice

**Bill To:**

Reach Cyber Charter School  
 Brian Leinhauser Esq, Board Treasurer  
 750 East Park Drive, Suite 204  
 Harrisburg PA 17111

IA number	Customer ID	Payment Terms		
1909248	0001124	NET30		
Qty	Service	Description	Unit Price	Ext. Price
1.00	BENEFITS	November Services	\$21,484.77	\$21,484.77
1.00	ENROLLMENT BASED	November Services	\$420,357.85	\$420,357.85
1.00	OTHER CA CHARGE	November Services	\$19,050.00	\$19,050.00

*Please note invoice number 140576 on remittance. Thank you.*

<b>Total</b>	\$460,892.62
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**Make checks payable to Connections Education and send to:**  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323



Invoice	140577
Date	12/14/2016
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# Invoice

**Bill To:**

Reach Cyber Charter School-REIMB  
 Brian Leinhauser Esq., Board Treasurer  
 750 East Park Drive, Suite 204  
 Harrisburg PA 17111

IA number	Customer ID	Payment Terms		
1909248	0001124R	NET30		
Qty	Service	Description	Unit Price	Ext. Price
1.00	COMPENSATION	November Services	\$118,085.14	\$118,085.14
1.00	PASS THROUGH	November Services	\$100,942.24	\$100,942.24

Please note invoice number 140577 on remittance. Thank you.

<b>Total</b>	\$219,027.38
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Make checks payable to Connections Education and send to:  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323



Charges for the Following Period:

November 2016

**Compensation Expenses**

Salaries - Administration	\$	28,821.32
Benefits - Administration		5,764.26
Taxes - Administration		2,693.66
Salaries - Instructional		78,602.57
Benefits - Instructional		15,720.51
Taxes - Instructional		7,967.59
		<b>139,569.91</b>

**Enrollment/Unit Based Charges**

Curriculum and Instructional Support Services - Upfront Fee	32,417.59
Enrollment/Placement/Student Support Services - Upfront Fee	40,045.25
Student Technology Assistance Services - Upfront Fee	30,510.66
Curriculum and Instructional Support Services - Monthly Fee	99,320.00
Student Connexus License - Monthly Fee	53,480.00
Student Technology Assistance Services - Monthly Fee	48,132.00
School Operations Support Services - Monthly Fee	49,660.00
Special Ed Administration Services - Monthly Fee	46,500.00
Professional Development Services - Monthly Fee	3,000.00
School Staff Support Services - Monthly Fee	10,440.00
Facilities Support Services	2,083.34
Direct Course Instruction Support	4,769.01
	<b>420,357.85</b>

**Pass Through Expenses**

**100,942.24**

**Short Term Substitute Teaching Services**

**19,050.00**

***Total Amount Due***

**\$ 679,920.00**



Invoice	140784
Date	1/10/2017
Page	1

# Invoice

**Bill To:**

Reach Cyber Charter School  
 Brian Leinhauser Esq, Board Treasurer  
 750 East Park Drive, Suite 204  
 Harrisburg PA 17111

IA number	Customer ID	Payment Terms		
1909248	0001124	NET30		
Qty	Service	Description	Unit Price	Ext. Price
1.00	BENEFITS	December Services	\$24,873.98	\$24,873.98
1.00	ENROLLMENT BASED	December Services	\$542,632.82	\$542,632.82
1.00	OTHER CA CHARGE	December Services	\$11,400.00	\$11,400.00
1.00	OTHER CA CREDIT	December Services	(\$2,524.40)	(\$2,524.40)

Please note invoice number 140784 on remittance. Thank you.

<b>Total</b>	\$576,382.40
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Make checks payable to Connections Education and send to:  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323



Invoice	140785
Date	1/10/2017
Page	1

# Invoice

**Bill To:**

Reach Cyber Charter School-REIMB  
 Brian Leinhauser Esq., Board Treasurer  
 750 East Park Drive, Suite 204  
 Harrisburg PA 17111

IA number	Customer ID	Payment Terms		
1909248	0001124R	NET30		
Qty	Service	Description	Unit Price	Ext. Price
1.00	COMPENSATION	December Services	\$67,707.47	\$67,707.47
1.00	PASS THROUGH	December Services	\$33,658.29	\$33,658.29
1.00	OTHER CA CHARGE	December Services	\$65,963.73	\$65,963.73
1.00	WITHHOLDINGS	December Services	(\$16,473.54)	(\$16,473.54)

*Please note invoice number 140785 on remittance. Thank you.*

<b>Total</b>	\$150,855.95
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**Make checks payable to Connections Education and send to:**  
 32369 Collection Center Dr  
 Chicago, IL 60693-0323



Charges for the Following Period:

December 2016

**Compensation Expenses**

Salaries - Administration	\$	14,743.16
Benefits - Administration		5,897.26
Taxes - Administration		1,374.07
Salaries - Instructional		47,029.78
Benefits - Instructional		18,976.72
Taxes - Instructional		4,560.46
		<u>92,581.45</u>

**Enrollment/Unit Based Charges**

Curriculum and Instructional Support Services - Upfront Fee	64,488.08
Enrollment/Placement/Student Support Services - Upfront Fee	79,661.75
Student Technology Assistance Services - Upfront Fee	60,694.67
Curriculum and Instructional Support Services - Monthly Fee	107,380.00
Student Connexus License - Monthly Fee	57,820.00
Student Technology Assistance Services - Monthly Fee	52,038.00
School Operations Support Services - Monthly Fee	53,690.00
Special Ed Administration Services - Monthly Fee	48,000.00
Professional Development Services - Monthly Fee	3,375.00
School Staff Support Services - Monthly Fee	11,745.00
Facilities Support Services	2,083.33
Direct Course Instruction Support	1,656.99
	<u>542,632.82</u>

**Pass Through Expenses**

33,658.29

**Short Term Substitute Teaching Services**

11,400.00

**ISP Payment Reimbursement**

65,963.73

**Withholdings**

(16,473.54)

**Credit for Nonbillable Earnings Paid by the School**

(2,524.40)

**Total Amount Due**

\$ 727,238.35

## REACH Connections Academy 2016 - 2017 Budget

Reach Cyber Charter School of Pennsylvania LLC

### Fee Schedule

#### Upfront Fees

Curriculum and Instructional Support Services	\$425	Charged per student at time student becomes eligible for billing to districts/state
Enrollment/Placement/Student Support Services	\$525	Charged per student at time student becomes eligible for billing to districts/state
Student Technology Assistance Services	\$400	Charged per student at time student becomes eligible for billing to districts/state

#### Monthly Fees

Curriculum and Instructional Support Services	\$130	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
Student Connexus License	\$70	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
Student Technology Assistance Services	\$63	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
Enrollment/Placement/Student Support Services <sup>1</sup>	\$30	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
School Operations Support Services	\$65	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
School Business Support Services <sup>1</sup>	\$16	Charged per each student enrolled at the end of the month - maximum of 9 months for a full school year
Special Ed Program Support Services	\$190	Charged per each student on an IEP at the end of the month - maximum of 9 months for a full school year
Professional Development Services	\$125	Charged monthly for each employee employed at the end of the month - maximum of 9 months for a full school year
School Staff Support Services	\$475	Charged monthly for each employee employed at the end of the month - maximum of 9 months for a full school year
Direct Course Instruction Support	\$1.53	Charged per student day; based on enrollment at a point in time each month in an iNaCA supported course
Short Term Substitute Teaching Services	\$300	Charged per day if service is provided by a teacher employed by International Connections Academy (iNaCA)

<sup>1</sup> The Monthly Fees for "Enrollment/Placement/Students Support Services" and "School Business Support Services" are waived in their entirety for the first year of operation

#### Fixed Fee Services

Facilities Support Services	\$25,000	Charged per Location
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#### END OF FEE SCHEDULE

**If the Board of Trustees requests Connections to act as a pay agent for other products or services, Connections will be reimbursed at cost (i.e., with no markup or profit added). Examples would include:**

Office Supplies and Postage  
Copiers/Reproduction  
Student Technology Support Stipend Payment Reimbursement  
Student Testing and Assessment  
Staff Recruiting  
Staff Training/Professional Development  
Travel and Conferences  
Maintenance and Repair  
High Speed Internet, Phone, Facility Operating Expense  
Office Rent  
Other School Operating Expenses Shown in the Budget

**Note: Items under Student Technology Assistance Services and Curriculum and Instructional Support Services are provided to the school and its students for use during the school year. They remain the property of Connections Academy of Pennsylvania and/or its vendors.**



# Memorandum

To: Members, Reach Cyber Charter School Board  
From: Amanda Jay, Senior Director, State Relations  
Cc: Jane Swan, School Leader  
Date: January 18, 2017  
Re: State Relations Update

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Thank you for your volunteer service on the Reach Cyber Charter School Board. Here is a short update on current state relations activities in Pennsylvania.

## Leadership changes

John Eichelberger will chair the Senate Education committee. He has been supportive of cyber charters in the past. He places a lot of emphasis on standards and performance.

Dave Hickernell will chair the House Education committee. We don't know a lot about him, however Kara Beam believes he is receptive and open to learning more about cyber charters.

## Budget

We do anticipate cyber school cuts to be announced when the Governor presents his budget in February. We do not know the extent of the proposed cuts at this time.

## CONNECTIONS ACADEMY SCHOOL LEADER COMPETENCIES

### SCHOOL DEVELOPMENT & LEADERSHIP

#### SCHOOL CULTURE

1. Establishes the belief that all students can and must learn at relatively high levels of achievement.
2. Promotes collaboration, trust, learning, and high expectations.
3. Establishes a pattern of thinking and acting with the customer in mind.
4. Supports appropriate levels of work/life balance for all employees.

#### CREATES A COMMONLY OWNED VISION AND PLAN FOR SUCCESS

1. Creates and internalizes a vision for learning that is shared and supported by all stakeholders, and seeks to meet goals through creativity and innovation.
2. Sets clear direction for the school by creating written long- and short-term plans, with the input of stakeholders, to support the vision.
3. Monitors implementation of plans, and adjusts them based on new data while clearly communicating changes.
4. Develops clear measurements for each goal in the plan, and builds systematic strategies to ensure sustainability of change.
5. Supports the professional development of the staff as it relates to the mission, vision, and goals of the school, and holds the staff accountable for implementation.

#### HIGH PERFORMING LEADERSHIP TEAM

1. Hires the best people based on the level of expertise, leadership style, needs of the team, and certification needed for the school, and commits to the ongoing development of a high-performing leadership team. Creates a school organizational model/structure that best utilizes the skills of all employees for the betterment of the school, and continuously monitors and re-evaluates the structure.
2. Delegates responsibilities as necessary and appropriate, and monitors the successful implementation of those responsibilities.
3. Empowers the leadership team to make decisions to get results.
4. Supports the collaboration, transparency and growth/development within the leadership team.

## TEAM DEVELOPMENT & LEADERSHIP

### SCHOOL TEAM FORMATION

1. Proactively and promptly fills school vacancies using staffing sheet and school allocations.
2. Selects the most talented people by considering level of expertise, certification requirements and school needs; successfully negotiates compensation packages; follows proper procedures in selection; successfully on boards staff.
3. Plans and distributes employee workloads to meet the mission of the school.
4. Develops and maintains effective succession plans and develops and encourages professional development programs to support those plans.
5. Develops the capacity for distributed leadership in a team environment.

### STAFF PERFORMANCE MANAGEMENT

1. Coaches employees to improve and grow professionally through continuous learning, training, and other developmental activities.
2. Holds all employees accountable for the timely accomplishment of all duties and responsibilities relating to school goals and individual competencies.
3. Provides constructive and timely performance feedback in association with performance evaluations, supporting the review schedule and established procedures.
4. Effectively deals with conflict and performance issues, including ensuring that Individual Performance Improvement Plans are implemented, with reasonable timelines, and works with appropriate parties to resolve the issues.

### STAFF SATISFACTION AND RETENTION

1. Maintains a positive, collaborative team environment for all employees throughout the school organization as evidenced in the school's culture and annual surveys.
2. Recognizes team/employee efforts providing appropriate incentives and rewards.
3. Seeks critical feedback and integrates this data into practice, without defensiveness, to strengthen the team.

## STUDENT ACHIEVEMENT/DATA MANAGEMENT

### INSTRUCTIONAL LEADER

1. Exhibits a high sense of urgency for change and sustainable results in improving student achievement.
2. Develops and leads school-wide engagement in professional learning communities that in turn facilitate and support collaborative teams.
3. Promotes an academically oriented, orderly and purposeful school climate.
4. Is able to quickly move initiatives ahead with applicable stakeholders.
5. Sets a clear direction for the school focused on student achievement.
6. Is able to effectively deal with and manage change.
7. Develops strong teachers; cultivates good teaching practice.

8. The leader has a working knowledge of RTI instructional model and the related resources, supplemental instructional support programs, current professional development opportunities, etc. and participates in related training and requires staff to do so as well.
9. Focuses on the needs of students, and preparing them for college and career readiness.

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#### INTERNAL/EXTERNAL DATA TO EFFECTIVELY DRIVE STUDENT ACHIEVEMENT

1. Uses instructional data to support needed change and empowers staff to make decisions based on the data.
2. Uses available technology and resources to build systemic strategies to ensure sustainability of change.
3. Uses internal and external resources to effectively monitor and evaluate the impact of the instructional program on students.

#### PERSONAL DEVELOPMENT & PROFESSIONAL SKILLS

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#### LEADERSHIP DEVELOPMENT OF SELF

1. Has a high sense of curiosity for ways to get results, and is hungry for evidence.
2. Possesses strong self-management and self-reflection and self-awareness skills. Is receptive to feedback and/or criticism. Listens to all team members to consider other perspectives, changes personal practices if needed to obtain desired results.
3. Displays a results oriented, motivational, and innovative mindset.
4. Completes all required training and professional development in a timely manner and requires the same of the leadership team.
5. Models the principles of self-awareness, reflective practices, transparency, ethical behaviors and sets an example of excellence.

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#### JUDGMENT AND PROBLEM SOLVING

1. Identifies the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes and reframing possible solutions.
2. Reaches logical conclusions by making quality, timely decisions based on available information.
3. Identifies and gives priority to significant issues.
4. Takes personal responsibility for problems before he/she looks at others. Provides no excuses.
5. Manages the school budget—effectively achieves goals within budget.

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#### KNOWLEDGE AND IMPLEMENTATION OF KEY POLICIES AND REGULATIONS

1. Ensures that the school complies and creates processes to meet all state/district/client/partner/board and Connections Academy rules, policies, tasks, and requirements.
2. Communicates all local, state, authorizer regulations/requirements to stakeholders in a timely manner.
3. Knows local, state, and federal regulations and contract provisions, and how they apply to the school.
4. Ensures all timelines are met and procedures followed correctly.

5. Creates, oversees and implements state testing plan effectively to get 95% participation.

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#### ENVIRONMENT OF TRUST: CLEAR COMMUNICATION, RELATIONSHIP BUILDING, AND EXPECTATIONS

1. Communicates in an open, honest, and direct manner. Demonstrates effective listening skills. Communicates appropriately and effectively (speaking, listening, writing, presenting) for different audiences (Boards, Students, Parents, Staff, Corporate Office).
2. Follows through with actions and on all commitments.
3. Creates positive, professional and collaborative relationships with all stakeholders (Boards, Students, Parents, Staff, Corporate Office)
4. Works cooperatively/collaboratively with stakeholders to meet school goals.

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#### COMMUNITY RELATIONS

1. Articulates organizational purpose and priorities to all stakeholders, the community and media (as needed).
2. Demonstrates the ability to build consensus among stakeholders.
3. Promotes a positive image of the school and online/blended learning in the state.
4. Understands his or her role as being part of a variety of internal and external networks for change and improvement.