Agora Cyber CS

Charter Annual Report

07/01/2019 - 06/30/2020

School Profile

Demographics

1018 West 8th Avenue
King of Prussia, PA 19406
610-230-0775

Phase: Phase 3
CEO Name: Rich Jensen
CEO E-mail address: rjensen@agora.org

Governance and Staff

Leadership Changes

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

Dr. Michael Conti retired as CEO on 6/30/2020.
Dr. Richard Jensen promoted to CEO on 7/1/2020.

Board of Trustees Meeting Schedule

Location	Date and Time
Agora Admin. Office & Virtual	8/5/2019 5:30 PM
Agora Admin. Office & Virtual	9/9/2019 5:30 PM
Agora Admin. Office & Virtual	10/7/2019 5:30 PM
Agora Admin. Office & Virtual	11/4/2019 5:30 PM
Agora Admin. Office & Virtual	12/9/2019 5:30 PM
Agora Admin. Office & Virtual	1/6/2020 5:30 PM
Agora Admin. Office & Virtual	2/3/2020 5:30 PM
Agora Admin. Office & Virtual	3/2/2020 5:30 PM
Agora Admin. Office & Virtual	4/6/2020 5:30 PM
Agora Admin. Office & Virtual	5/4/2020 5:30 PM
Agora Admin. Office & Virtual	6/8/2020 5:30 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	Number of Staff per Category	Number of Staff Appropriately Certified	Number of Staff Promoted	Number of Staff Transferred	Number of Staff Terminated	Number of Staff Contracted for Following Year
Chief Executive Officer	1.00	1.00				1.00

Principal	3.00	3.00				3.00
Assistant Principal	9.00	9.00				9.00
Classroom Teacher (including Master Teachers)	253.00	253.00			12.00	253.00
Specialty Teacher (including Master Teachers)	26.00	26.00				26.00
Special Education Teacher (including Master Teachers)	115.00	115.00			5.00	115.00
Special Education Coordinator	2.00	2.00				2.00
Counselor	22.00	22.00				22.00
Psychologist	2.00	2.00				2.00
School Nurse	2.00	2.00				2.00
Totals	435.00	435.00	0	0	17.00	435.00

Further explanation:

Fiscal Matters

Major Fundraising Activities

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

Agora Cyber CS does not engage in any major fundraising activities and has no plans to do so in the future.

Fiscal Solvency Policies

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

There were no changes to policies and procedures to ensure and monitor fiscal solvency.

Fiscal Solvency Policies

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

Files uploaded:

- Financial Policies.docx

Accounting System

Changes to the accounting system the charter school uses:

Agora Cyber Charter School used Tyler Technologies' Infinite Visions beginning in FY20.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm: Barbacane, Thornton & Company, LLP
Date of Last Audit: 06/30/2019
Fiscal Year Last Audited: 2018-19

Explanation of the Report

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

December 9, 2019

To the Board of Trustees Agora Cyber Charter School King of Prussia, Pennsylvania

Report on Financial Statements

We have audited the accompanying financial statements of the Agora Cyber Charter School ("the School"), a nonprofit organization, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Agora Cyber Charter School as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 2 to the financial statements, in 2019, the Agora Cyber Charter School adopted the provisions of Financial Accounting Standards Board Accounting Standards Update 2016-14. Our opinion is not modified with respect to this matter.

Report on Summarized Comparative Information

We have previously audited the Agora Cyber Charter School's June 30, 2018 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated December 19, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"), is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated

December 9, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Financial Audit Report

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

DOCX file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response

Federal Programs Consolidated Review

Basics

Title I Status: Yes
Title I First Year Status:

Federal Programs Consolidated Review Report

Upload the most recent Federal Programs Monitoring Report or Consolidated Review Report.

DOCX file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response

Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Assistant Director of Special Education	Virtual - High School	315	14	21
Assistant Director of Special Education	Virtual - High School	399	14	21
Assistant Director of Special Education	Virtual - Middle School	337	11	16
Assistant Director of Special Education	Virtual - Middle School/High School	244	5	16
Assistant Director of Special Education	Virtual - Elementary School	295	5	16
Assistant Director of Special Education	Virtual - High School	194	14	21
Director of Special Education	Virtual - Middle School/High School	874	5	16

Director of Special Education	Virtual - High School	909	14	21
Psychological Services Coordinator	Virtual - Elementary, Middle, High Schools	1000	5	21
Psychologist	Virtual - High School	909	14	21
Psychologist	Virtual - Elementary/Middle Schools	874	5	16
Related Services Assistant	Virtual - Elementary, Middle, High Schools	1000	5	21
Related Services Coordinator	Virtual - Elementary, Middle, High Schools	1000	5	21
Special Education Data Analyst	Virtual - Elementary, Middle, High Schools	1000	5	21
Special Education Enrollment Specialist	Virtual - Elementary, Middle, High Schools	1000	5	21
Special Education Enrollment Specialist	Virtual - Middle/High Schools	417	12	20
Special Education Enrollment Specialist	Virtual - Elementary, Middle, High Schools	613	5	20
Special Education Enrollment Specialist	Virtual - Elementary, Middle, High Schools	1000	5	21
Special Education Enrollment Specialist	Virtual - Elementary, Middle, High Schools	439	14	21
Special Education Enrollment Specialist	Virtual - High School	236	14	21
Special Education Instructional Coach	Virtual - Middle School	337	11	16
Special Education Instructional Coach	Virtual - High School	166	14	21
Special Education Instructional Coach	Virtual - Elementary School	295	5	16
Special Education Instructional Coach	Virtual - Elementary, Middle School	244	5	16
Special Education Instructional Coach	Virtual - High School	399	14	21
Special Education Instructional Coach	Virtual - High School	103	15	21
Special Education Instructional Coach	Virtual - High School	241	14	21
Special Education Purchasing Agent	Virtual - Elementary, Middle, High Schools	1000	5	21
Special Education Records Assistant	Virtual - High School	593	15	21
Special Education Records Assistant	Virtual - Elementary/Middle Schools	533	5	14
Special Education Records Assistant	Virtual - Middle School/High School	657	12	20
Special Education	Virtual - Middle School/High	1000	12	21

Transition Coordinator	School			
Special Education Transition Teacher	Virtual - Middle School	306	12	16
Special Education Transition Teacher	Virtual - High School	108	15	21
Special Education Transition Teacher	Virtual - High School	452	14	21
Special Education Transition Teacher	Virtual - High School	176	16	21
Speech and Language Therapist	Virtual - Elementary, Middle, High Schools	69	5	16

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Achieve Rehab Services	19 Days	Outside Contractor	22
Connecting the Pieces	2077 Hours	Outside Contractor	351
Easter Seals of SEPA	13.01 Hours	Outside Contractor	14
Ellingsen & Assiciates	66.5 Hours	Outside Contractor	76
Humanus	800.2 Hours	Outside Contractor	112
Potential Discoveries	221.25 Days	Outside Contractor	18
Sayegh Pediatric Therapy Services	110.94 Days	Outside Contractor	14
Support Brands	467.37 Days	Outside Contractor	57
Therapy Source	590.68 Hours	Outside Contractor	339
US Healthcare	1240.1 Hours	Outside Contractor	432

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring: 01/14/2019
Link to Report (Optional):   Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Special Education Personnel Development

Special Education Tyler Training
Training on how to use the special education document sytem, how to navigate, how to create documents, how to find students.

Person Responsible	Shelley Stump
Start Date	8/22/2019
End Date	8/23/2019
Program Areas	Special Education
Hours Per Session	3
# of Sessions	1
# of Participants Per Session	120
Provider	Tyler Technologies
Provider Type	For Profit Company
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	IEP Analysis

High School Resource Room Training
Training on expectations related to academic and social/emotional resource courses.

Person Responsible	Serena Laccasano, Danielle Schall, Colleen Freyvogel
Start Date	8/22/2019
End Date	8/22/2019
Program Areas	Special Education
Hours Per Session	0.50
# of Sessions	1
# of Participants Per Session	47
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Transition Training (Part 1 of 2)
Training on Indicator 13 requirements and additional transition best practices

Person Responsible	Morgan Witman
Start Date	8/28/2019
End Date	8/28/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	119

Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Use resources to increase IEP writing practices
Evaluation Methods	IEP Analysis

High School RR Exec Function & Social Skill Procedure Training
Overview on new HS RR EF & SS procedures and baseline assessment directives

Person Responsible	Serena Loccisano
Start Date	8/28/2019
End Date	8/28/2019
Program Areas	Special Education
Hours Per Session	0.50
# of Sessions	1
# of Participants Per Session	40
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers,	Enhances the educator's content knowledge in the area of the

school counselors and education specialists	educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	High (grades 9-12)
Follow-up Activities	Procedure implementation
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Overview of High School Special Education Courses

Training for HS counselors on course levels, student instruction options, and credit alignment

Person Responsible	Serena Laccasano, Danielle Schall, Colleen Freyvogel
Start Date	8/26/2019
End Date	8/26/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	2
# of Participants Per Session	18
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	School counselors
Grade Levels	High (grades 9-12)
Follow-up Activities	Correct Scheduling
Evaluation Methods	Scheduled Checks

IEP Writing Training
Best practices for teachers when writing IEPs

Person Responsible	Serena Loccisano/Maryann Johnson/Colleen Freyvogel
Start Date	8/28/2019
End Date	8/29/2019
Program Areas	Special Education
Hours Per Session	0.50
# of Sessions	1
# of Participants Per Session	110
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles None
Evaluation Methods	IEP Analysis

Transition Training (Part 2 of 2)
Training on Indicator 13 requirements and additional transition best practices

Person Responsible	Morgan Witman
Start Date	9/3/2019
End Date	9/20/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	89
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Complete Survey; Use resources to increase IEP writing practices

Evaluation Methods	IEP Analysis

Aimsweb Plus Training Part 2
How to assign tests, how to navigate, how to read norms, how to set goals.

Person Responsible	Mindy Wesley, Erinn Slacktish
Start Date	9/17/2019
End Date	9/17/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	77
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	IEP Analysis

LEA Training
Training and resources provided for LEA representatives (Face to Face and Virtual Trainings)

Person Responsible	Danielle Schall
Start Date	8/23/2019
End Date	8/23/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	24
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Principals / Asst. Principals Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Use resources to provide support and feedback to case managers and serve as an active LEA in IEP meetings
Evaluation Methods	IEP Analysis

Special Education Substitute Training
How a teacher schedules a sub for his/her classroom.

Person Responsible	Justine Fecik
Start Date	8/28/2019
End Date	8/28/2019
Program Areas	Special Education
Hours Per Session	1

# of Sessions	1
# of Participants Per Session	103
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	Procedure Compliancy

Professional Responsibilities

Updated Policies/Procedures for the SY inc: Reviewed Corrective Actions; Using Tyler Communication log for notes; ER/RR and IEP review; Baselining procedures; PR's, Lesson Plans;Replacement Curr; Related Services; IC's; PAETEP

Person Responsible	Danielle Schall, Michelle Cukauskas, Jen Lucia
Start Date	8/28/2019
End Date	8/28/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	120
Provider	Agora Cyber Charter School
Provider Type	School Entity

PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Used throughout the year to ensure compliancy with professional responsibilites.
Evaluation Methods	IEP Analysis, Lesson PLans

Aimsweb Plus Training Part 1
What is AimswebPlus?, how to navigate it, how to read norms, how to goal set.

Person Responsible	Mindy Wesley, Gabi Jones
Start Date	8/29/2019
End Date	8/29/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	80
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	IEP Analysis

Special Education Overview for FCs
Overview of special education attendance and SAIP process.

Person Responsible	Erinn Slacktish/Jen Fisher
Start Date	8/29/2019
End Date	8/29/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	65
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

	Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	None

Special Education Attendance & SAIPs
Overview of special education attendance and SAIP process.

Person Responsible	Erinn Slacktish/Jen Fisher
Start Date	8/29/2019
End Date	8/29/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	101
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	IEP Analysis

Related Services Training for Providers

Overview of related services, conduct in the home, and logging services for students

Person Responsible	Joe Passante, Melanie Stanforth
Start Date	8/28/2019
End Date	8/28/2019
Program Areas	Special Education
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	31
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Paraprofessional Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	IEP Analysis

Fast ForWord
Reading Intervention Supplemental Program training teachers on how to implement and read reports

Person Responsible	Maryann Johnson
Start Date	10/18/2019
End Date	10/18/2019
Program Areas	Special Education
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	42
Provider	Scientific Learning
Provider Type	For Profit Company
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	None

Agora Community Career Program Training
Overview of the Agora Community Career Program (PaTTAN grant-funded job trainer RS)

Person Responsible	Morgan Witman
Start Date	11/18/2019
End Date	11/18/2019

Program Areas	Special Education
Hours Per Session	0.5
# of Sessions	1
# of Participants Per Session	17
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Complete spreadsheet to identify potential students
Evaluation Methods	Tracking Spreadsheet

PaTTAN Ind 13 Module Series (full series)
PaTTAN Ind 13 modules series with Agora-specific training and quiz (ASY for ideintified teachers)

Person Responsible	Morgan Witman
Start Date	11/18/2019
End Date	1/3/2020
Program Areas	Professional Education, Special Education
Hours Per Session	3.5
# of Sessions	15
# of Participants Per Session	17

Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Complete the pre/post quizzes and an Agora-specific quiz
Evaluation Methods	Quiz scores, IEP analysis

PaTTAN Ind 13 Module Series (3 Modules)
PaTTAN Ind 13 modules as assigned by MCIU TAC

Person Responsible	Morgan Witman
Start Date	12/4/2019
End Date	1/3/2020
Program Areas	Professional Education, Special Education
Hours Per Session	1.5
# of Sessions	15
# of Participants Per Session	104
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective

	practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Complete Survey
Evaluation Methods	IEP Analysis; Ind 13 Reviews

Ind 13 Training
Staff meeting faciliated by MCIU to present findings of the Ind 13 file audit and train on addressed issues

Person Responsible	Kris Koberlein, Morgan Witman
Start Date	12/4/2019
End Date	12/4/2019
Program Areas	Professional Education, Special Education
Hours Per Session	0.50
# of Sessions	1
# of Participants Per Session	93
Provider	MCIU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Joint planning period activities Complete Survey
Evaluation Methods	Classroom student assessment data IEP Analysis; Ind 13 Reviews

LRE Training

IDEA Regulations & different court cases; review and explanation of LRE; Developing an LRE mindset; Classroom inclusion; PATTAN inclusive practices; LRE Quiz for General and Special Ed staff

Person Responsible	Michelle Cukauskas
Start Date	12/3/2019
End Date	3/1/2020
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	300
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Quiz provided to show proof of mastery of training
Evaluation Methods	Survey, classroom instruction data

Supplementary Aids & Services Training

Training and resources for educational professionals what are supplementary aids and services and how to identify for each student with an Individualized Educational Plan.

Person Responsible	Maryann Johnson
Start Date	12/3/2019
End Date	1/31/2020
Program Areas	Professional Education, Special Education
Hours Per Session	0.50
# of Sessions	1
# of Participants Per Session	386
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Supt / Ast Supts / CEO / Ex Dir

	Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Completion of Quiz/Survey
Evaluation Methods	Completion of Survey

Progress Report Training
How to write and enter progress reports in Tyler.

Person Responsible	Shelley Stump/Erinn Slacktish/Jen Fisher
Start Date	10/1/2019
End Date	10/1/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	112
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None

Evaluation Methods	Quarterly Review Meeting

LEA Training
Training and resources provided for LEA representatives (Face to Face and Virtual Trainings)

Person Responsible	Danielle Schall
Start Date	8/8/2019
End Date	8/8/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	44
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	School Whole Group Presentation
Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Use resources to provide support and feedback to case managers and serve as an active LEA in IEP meetings
Evaluation Methods	IEP Analysis

Measurable Annual Goals Training for Providers

Overview of measureable goals completed by MCIU

Person Responsible	Joe Passante, Kris Koberlein, Morgan Witman
Start Date	1/27/2020
End Date	2/10/2020
Program Areas	Special Education
Hours Per Session	1.50
# of Sessions	2
# of Participants Per Session	96
Provider	MCIU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring Complete quiz for passing scores
Evaluation Methods	IEP Goal submissions

EasyTrac Tutorial for Case Managers (Recording)
Overview of EasyTrac for Special Education Case Manager

Person Responsible	Joe Passante
Start Date	12/16/2019

End Date	12/16/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	120
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	Quarterly Review Meeting

Tyler SIS Help Session for Related Service Providers
Overview of navigating and inputting progress reports in Tyler SIS

Person Responsible	Joe Passante, Shelley Stump
Start Date	11/1/2019
End Date	11/1/2019
Program Areas	Special Education
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	27
Provider	Agora Cyber Charter School

Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	None

IEP Writing Training

Overview of summer IEP's and team responsibilities (general education teachers; special education teachers; LEA's)

Person Responsible	Danielle Schall
Start Date	6/8/2020
End Date	6/8/2020
Program Areas	Special Education
Hours Per Session	0.50
# of Sessions	1
# of Participants Per Session	105
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers,	Enhances the educator's content knowledge in the area of the

school counselors and education specialists	educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	IEP Analysis

Credit Recovery Training

Overview for Credit Recovery/Summer program training

Person Responsible	Colleen Freyvogel
Start Date	6/16/2020
End Date	6/16/2020
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	12
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Live Webinar Online-Asynchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	High (grades 9-12)
Follow-up Activities	None
Evaluation Methods	None

ESY Training
Asynch overview of ESY procedure

Person Responsible	Serena Loccisano, Maryann Johnson, Michelle Cukauskas
Start Date	5/5/2020
End Date	5/5/2020
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	90
Provider	Agora Cyber Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Online-Asynchronous

Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Complete of tasks on EOY checklist
Evaluation Methods	Checklist

IND 13 Follow Up Training

MCIU met with case managers that were identified during file audit as having error in their audited IEPs

Person Responsible	Kris Koberlein, Morgan Witman
Start Date	5/4/2020
End Date	5/8/2020
Program Areas	Special Education
Hours Per Session	0.50
# of Sessions	8
# of Participants Per Session	64
Provider	MCIU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Live Webinar
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Revise audited IEP's
Evaluation Methods	MCIU File Audit

Special Education Program Profile

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 11	12	1
Justification: Virtual Charter School				
Locations:				
Virtual *Due to restrictions in place for districts, "12" was entered as the caseload; however, the caseload should be "19".	An Elementary School Building	A building in which General Education programs are operated		

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 11	7	1
Justification: Virtual School				
Locations:				
Virtual	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	30	1
Justification: Virtual Charter School				
Locations:				
Virtual School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 7	1	1
Locations:				
Virtual School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4
        Operator: Charter School
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 12	30	1
Justification: Virtual Charter School				
Locations:				
Virtual School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5
        Operator: Charter School
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 11	5	1
Locations:				
Virtual School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6
        Operator: Charter School
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	21	1
Locations:				
Virtual School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7
        Operator: Charter School
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	13	1
Justification: Virtual Charter School				
Locations:				
Virtual School *Due to restrictions in place for districts, "13" was entered for Caseload as a placeholder; however, the Caseload should be "138".	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8
        Operator: Charter School
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12	20	1
Justification: Virtual Charter School				
Locations:				
Virtual School *Due to restrictions in place for districts, "20" was entered for Caseload as a placeholder; however, the Caseload should be "58".	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	8 to 12	10	1
Justification: Virtual Charter School				
Locations:				
Virtual School *Due to restrictions in place for districts, "10" was entered for Caseload as a placeholder; however, the Caseload should be "18".	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 12	12	1
Justification: Virtual Charter School				
Locations:				
Virtual School *Due to restrictions in place for districts, "12" was entered for Caseload as a placeholder; however, the Caseload should be "14".	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	58	1
Justification: Virtual Charter School				
Locations:				
Virtual School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	8 to 8	1	1
Locations:				
Virtual School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13

Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 21	12	1
Justification: Virtual Charter School				
Locations:				
Virtual School *Due to restrictions in place for districts, "12" was entered as the caseload; however, the caseload should be "69".	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 20	8	1
Justification: Virtual School				
Locations:				
Virtual School *Due to restrictions in place for districts, "8" was entered as the caseload; however, the caseload should be "43".	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15

Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 21	8	1
Justification: Virtual Charter School				
Locations:				
Virtual School *Due to restrictions in place for districts, "8" was entered as the caseload; however, the caseload should be "11".	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 18	4	1
Locations:				
Virtual School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 15	1	1
Locations:				
Virtual School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 21	50	1
Justification: Virtual Charter School				
Locations:				
Virtual School *Due to restrictions in place for districts, "50" was entered as the caseload; however, the caseload should be "137".	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	20	1
Justification: Virtual Charter School				
Locations:				
Virtual School *Due to restrictions in place for districts, "20" was entered as the caseload; however, the caseload should be "29".	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20

Operator: Charter School

PROGRAM SEGMENTS

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

Program Position #21

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	50	1
Justification: Virtual Charter School				
Locations:				
Virtual School *Due to restrictions in place for districts, "50" was entered as the caseload; however, the caseload should be "408".	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	20	1
Justification: Virtual School				
Locations:				
Virtual School *Due to restrictions in place for districts, "20" was entered as the caseload; however, the caseload should be "161".	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	12	1
Locations:				
Virtual School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	10	1
Justification: Virtual Charter School				
Locations:				
Virtual School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 21	13	1
Justification: Virtual School				
Locations:				
Virtual School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 21	10	1
Justification: Virtual Charter School				
Locations:				
Virtual School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 16	2	1
Locations:				
Virtual School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic	11 to 15	12	1

	Support			
Locations:				
Virtual School *Due to restrictions in place for districts, "12" was entered as the caseload; however, the caseload should be "17".	A Middle School Building	A building in which General Education programs are operated		

Program Position #29
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 16	7	1
Justification: Virtual School				
Locations:				
Virtual School	A Middle School Building	A building in which General Education programs are operated		

Program Position #30
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 15	5	1
Locations:				
Virtual School *Due to restrictions in place for districts, "5" was entered as the caseload; however, the caseload should be "26".	A Middle School Building	A building in which General Education programs are operated		

Program Position #31
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 12	1	1
Justification: Virtual School				
Locations:				
Virtual School	A Middle School Building	A building in which General Education programs are operated		

Program Position #32
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	12 to 14	2	1

Justification: Virtual School				
Locations:				
Virtual School	A Middle School Building	A building in which General Education programs are operated		

Program Position #33

Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	45	1
Locations:				
Virtual School *Due to restrictions in place for districts, "45" was entered as the caseload; however, the caseload should be "53".	A Middle School Building	A building in which General Education programs are operated		

Program Position #34

Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	15	1
Locations:				
Virtual School *Due to restrictions in place for districts, "15" was entered as the caseload; however, the caseload should be "21".	A Middle School Building	A building in which General Education programs are operated		

Program Position #35

Operator: Charter School
PROGRAM SEGMENTS

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

Program Position #36

Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 16	45	1
Justification: Virtual School				
Locations:				

| Virtual School *Due to restrictions in place for districts, "45" was entered as the caseload; however, the caseload should be "251". | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #37
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	20	1
Justification: Virtual School				
Locations:				
Virtual School *Due to restrictions in place for districts, "20" was entered as the caseload; however, the caseload should be "57".	A Middle School Building	A building in which General Education programs are operated		

Program Position #38
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	12 to 15	12	1
Justification: Virtual School				
Locations:				
Virtual School *Due to restrictions in place for districts, "12" was entered as the caseload; however, the caseload should be "25".	A Middle School Building	A building in which General Education programs are operated		

Program Position #39
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 16	15	1
Locations:				
Virtual School *Due to restrictions in place for districts, "15" was entered as the caseload; however, the caseload should be "22".	A Middle School Building	A building in which General Education programs are operated		

Program Position #40
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	15 to 15	1	1

Justification: Virtual School				
Locations:				
Virtual School	A Middle School Building	A building in which General Education programs are operated		

Program Position #41

     Operator: Charter School

     PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	10	1
Justification: Virtual School				
Locations:				
Virtual School	A Middle School Building	A building in which General Education programs are operated		

Facilities

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

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

Agora Cyber Charter School had no purchases of equipment, furniture or leasehold improvements for the year ended 6/30/20

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

$0.00

Facility Plans and Other Capital Needs

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

Agora Cyber CS has no plans for the addition or renovation of any facilities in the foreseable future.

Memorandums of Understanding

Organization	Purpose
Upper Merion Township Police Department	This Memorandum establishes procedures to be followed when certain incidents occur on school property, at any school sponsored activity, or on a conveyance.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Karen DelGuercio on 7/31/2020

Board President

Affirmed by Rich Jensen on 7/30/2020

Chief Executive Officer

Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department). Additional information about charter schools is available on the Pennsylvania Department's website at: http://www.education.state.pa.us.

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

Affirmed by Karen DelGuercio on 7/31/2020

Board President

Affirmed by Rich Jensen on 7/30/2020

Chief Executive Officer

Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: http://www.ethics.state.pa.us.

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

Affirmed by Karen DelGuercio on 7/31/2020

Board President

Affirmed by Rich Jensen on 7/30/2020

Chief Executive Officer

Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed by Karen DelGuercio on 7/31/2020

Board President

Affirmed by Rich Jensen on 7/30/2020

Chief Executive Officer

Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed by Karen DelGuercio on 7/31/2020

Board President

Affirmed by Rich Jensen on 7/30/2020

Chief Executive Officer